

**INTEGRATED RURAL SANITATION AND  
WATER SUPPLY PROJECT**

**KARNATAKA**

**(TRAINING COMPONENT)**

**DOCUMENTATION OF THE MULTI-LEVEL TRAINING EXPERIENCES**

**DR. C. ACHUTHAN**

**BANGALORE**

**(NOVEMBER 1991 - APRIL 1992)**

Responses

14382

CLIC-  
CHC.

{ Individual attention by staff  
&  
Personal care  
{ On spot training  
{ Choice to choose as per aptitude  
{ Visits arranged.

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Encouraged to present findings

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1. Likely benefits to community  
2 Time frame  
3 Change - Before & After  
4 Expectations of participants  
    |  
    | Trainers  
    | Donor.

✓ Title  
**INTEGRATED RURAL SANITATION AND WATER SUPPLY PROJECT**

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### TERMS OF REFERENCE

- to observe and follow-up all the training programmes from district to village level;
- to evaluate the results of the training programmes at each level;
- to submit a detailed report on the training programme describing and assessing the effectiveness and suitability of the approach, methodology, curriculum, duration and other related aspects;
- to prepare a detailed programme of training for the district, taluk, mandal and village levels based on the experience of training at these levels and modifications to be agreed between P.A.G and the consultants.

✓

### ACKNOWLEDGEMENT

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My thanks are also due to the people of Devaragudipalli and Billur villages.

I am thankful to all the supporting staff of the Project Advisory Group office for their unstinted co-operation.

INTEGRATED RURAL SANITATION AND WATER SUPPLY PROJECT

IN KARNATAKA

-TRAINING COMPONENT-

"DOCUMENTATION OF THE MULTI-LEVEL TRAINING EXPERIENCES"

✓ I

INTRODUCTION

- 1.1 The long-term development objective of the project is to improve the health and living standards of the people in three selected taluks of Karnataka. This is expected to be achieved by provision of water supply, sanitary latrines, environmental sanitation, afforestation and data bank as hardware components and health education, school health promotion, community participation, inter sectoral co-ordination and training as software components.
- 1.2 The unique feature of the project is a focus on the software components viz., health education, training and development of supportive materials. It is no longer seen as a programme of only the Health Department (HD) or Public Health Engineering Department (PHED) alone, but monitored by the collective action of the concerned departments.
- 1.3 ✓ Experience of implementation of these types of projects in India and other developing countries showed that mere providing services will not be accepted by the community unless they are involved. Service and education should go hand in hand. To undertake this task, it is imperative that the staff concerned should be developed for effective implementation of Integrated Rural Sanitation and Water Supply Project.
- ✓ 1.4 Therefore the new thrust for training
  - 1.4.1 Inter sectoral co-ordination
  - 1.4.2 Participatory approach, \_\_\_\_\_ x x x
  - 1.4.3 Health education
  - 1.4.4 Community participation including important role of women and
  - 1.4.5 Importance of involving non-governmental organisations. ✓

## 1.5 Need for participatory training

The training plan was a shift of focus from the usual classroom lectures of information providing to that of discussion methodology. This provides opportunity for developing necessary capabilities, besides understanding the project components, importance of participatory approach, inter-sectoral co-ordination and such other related aspects.

1.6 It is an accepted fact that the personnel working would do better if they are given a free hand to perform expected functions. Secondly, they are also capable of providing necessary knowledge and guidance to their next level staff if they understand the participatory approach. Thirdly, unless one becomes participative, no amount of effort will make them to work.

1.7 The training strategy is evolved based on the findings of the reports of training needs assessment.

1.7.1 absence of linkages between departments,

1.7.2 lack of skills for community organisation,

1.7.3 non-involvement of women in decision making process,

1.7.4 absence of proper and suitable supportive communication materials, and

1.7.5 lack of priority for the programme in performing the job functions.

1.8 In order to achieve the project objectives, the preparation and staff development is a pre-requisite. It is towards this object in view, the training component focused on preparing the multi-level staff to develop necessary capabilities so as to deliver project components, and to make the community accept the programme. The package laid more stress on participatory approach so as to achieve effective community participation.

1.9 Based on the above, the four multi-level multi-disciplinary training programmes for Kolar District were conducted at Bangalore (Nov. 1991), Bagepalli (Dec.1991), Mandaj level (Jan., 1992) and Village level (Feb.1992). Funds were released for documenting the multi-level training experiences in Kolar District.

2. TRAINING

2.1 In order to achieve the project objectives as envisaged, the preparation and development of the staff to undertake the responsibility is necessary. A suitable training component had to be evolved for different personnel of the involved departments at various levels. The training focused on preparing the different level staff to develop necessary capabilities to deliver the project components to the user community.

2.2 The district-level workshop was organised in November 1991 at Bangalore for district-level officers of Kolar, Chitradurga and Bijapur districts. The taluk level workshop was organised at Bagepalli, the mandal level training at Devaragudipalli and village level training at Billur from December 1991 to February 1992. Non-governmental organisation representatives also participated in the above training programme. Sequential training programme is set out in Table-1.

TABLE-1  
SEQUENTIAL TRAINING PROGRAMMES

Particulars	District level	Taluk level	Mandal level	Village level
Strategy	Workshop	Workshop	Training	Training-cum-field exposure
Methodology	Participatory	Participatory	Participatory cum discussion	Participatory cum discussion
Period	2 days	2 days	one day	one day
Need for training	- Exposure to the project	- Exposure to the project	- Exposure to the project	- Exposure to the project
	- Trainers to the next level	- Trainers to the next level	- Trainers to the next level	- Trainer cum educator to the community
	- Management	- Staff Development	- Monitoring	- Implementation



2.3 Perusing the above table a clear cut continued training programme from district to village level is forthcoming. The district-level training emphasised on management, taluk level for staff development, mandal-level for monitoring and finally village level for implementation.

## 2.4 Objectives of the sequential training programme

### 2.4.1 District-level

- To ORIENT the participants on the project objectives, components and unique features,
- To SENSITISE the participants to the Concept and importance of Inter-sectoral co-ordination for project implementation,
- To APPRAISE the need for Community Participation and the important role of women in project implementation,
- To UNDERSTAND the importance of participatory role,
- To FORMULATE the taluk-level training package (Planning, Organising and Conducting of),
- To SUGGEST suitable training materials and methodologies for Taluk-level training.

### 2.4.2 Taluk level

- To appraise the participants of the objectives and components of the project,
- To develop a training package for the Mandal level staff,
- To focus the role of women in particular and the community in general for the project,
- To identify and specify the roles and responsibilities of the different related departments,
- To briefly state additional inputs under the project and the benefits thereof.

#### 2.4.3 Mandal level

- To appraise the project objectives and the components to the participants,
- To orient the village level functionaries to understand the importance of the roles and responsibilities of the related departments,
- To understand the importance of the community participation and the role of women.

#### 2.4.4 Village level

- To appraise the participants about the objectives and components of the project,
- To identify the involved departments' roles and responsibilities, besides peoples' or beneficiaries responsibilities,
- To develop an educational action plan for project implementation,
- To expose the participants to organise a meeting with the community to make them aware of the project inputs.

### 3. DISTRICT LEVEL WORKSHOP

3.1 To start with, the district level workshop was initiated for the district officers (Kolar, Chitradurga & Bijapur) of the stated departments. The objectives are defined at para 2.4.1 and are reiterated below. The identified participants are listed at Annexure-3.

#### 3.2 OBJECTIVES

- To ORIENT the participants on the project objectives, components and unique features.
- To SENSITISE the participants to the concept and importance and inter-sectoral co-ordination (ISC) for project implementation.

- To APPRAISE the need for community participation and the important role of women in project implementation.
- To UNDERSTAND the importance of participatory role
- To FORMULATE the taluk level training package (Planning, organising and conducting of)
- To SUGGEST suitable training materials and methodologies for taluk level training

### 3.3 Planning for District-level Training

In consonance with the project objectives and project components the following planning processes were involved.

- 3.3.1 study of the project manual,
- 3.3.2 perusal of the training needs assessment (TNA) reports,
- 3.3.3 discussion with the Project Advisory Group (PAG),
- 3.3.4 interpersonal discussions with the professionals and training institutes,
- 3.3.5 discussions with the involved departmental heads,
- 3.3.6 appraisal of and discussions with the district level officers.
- 3.3.7 meetings and discussions with the taluk level functionaries,
- 3.3.8 reaction with the grassroots level workers of the co-ordinating departments,
- 3.3.9 meeting and appraisal of NGOs,
- 3.3.10 discussion with Z.P. Officers,
- 3.3.11 discussion with Mandal Panchayat members, since they have the monitoring functions,
- 3.3.12 interaction with the village level community.

handout/module  
sustainability

### 3.4 Methodology

#### 3.4.1

Approach  
in methodology

The training focused on workshop methodology. Emphasis was laid on participatory approach where the trainer's job will be very minimal, whereas the participants are to be involved more. It means that the facilitators will initially plan for the workshop and the participants will take on the responsibility and conduct the workshop.

#### 3.4.2

Participatory approach has been incorporated at all levels of training, with due importance to women's involvement. While doing so, adequate caution was exercised to maintain the level-wise linkages.

### 3.5 PARTICIPANTS

In all 46 participants were invited. Actually 38 (83%) attended the workshop. The list of participants is available at Appendix-3.

#### 3.6

### PROGRAMME FOR THE DISTRICT LEVEL

#### TWO DAY WORKSHOP AT BANGALORE

#### FIRST DAY

09.00 - 10.00 hrs	-	Registration; Pre-workshop evaluation
10.00 - 11.00 hrs	-	Inauguration
11.00 - 11.30 hrs	-	Coffee
11.30 - 12.45 hrs	-	<u>SESSION-I</u> (Plenary)

#### i. Overview of the project by guest speaker

- Organisational aspects,
- Water supply,
- Sanitation,
- Afforestation

#### ii. Training Objective

To orient participants on the objectives and components of the project.

#### iii. Expectation

Understanding the projects components and acquire knowledge on the additional inputs to the beneficiaries.

12.45 - 14.00 hrs - SESSION-II (Plenary)

i. Health Education (HE) by subject specialist

- a. I.S.C
- b. H.E for water supply and sanitation
- c. Community participation (with participatory technique) and role of women in project implementation.

ii. Training objectives

Focusing on the importance of

- a. Health Education,
- b. Community participation, with emphasis on participatory approach,
- c. role of women,
- d. ISC.

iii. Expectation

assisting the participants in their acquiring knowledge on sectoral dialogues for integrated approach; and to be aware of the additional inputs by way of educational approaches, involving community in general and women's role in particular.

14.00 - 15.00 hrs - Lunch Break

15.00 - 15.15 hrs - Group formation by the participants themselves under the guidance of Resource persons

✓ Expectation: Formation of 3 groups ✓

15.15 - 16.30 hrs - SESSION III (Group work)

Designated Resource Persons - to position one for each group

Group work on - Identification and methodology of co-ordination between related departments

Objective - to work out areas and methods of co-ordination, between Government departments and involving NGOs

Expectation - to list out departments that can provide co-ordination

- to identify areas of co-ordination machineries and mechanisms thereof.
- to define methods of co-ordination - how to achieve co-ordination effectively

16.30 - 16.45 hrs  
16.45 - 17.30 hrs

- Coffee
- SESSION IV (Plenary session to be chaired by one of the invitee)
- Session on the presentation of the group work done in Session III
- Group leaders of the respective groups - to highlight;
- Objective - to share decisions arrived at by different groups;
- Expectation - Listing out of common recommendations.

SECOND DAY

09.00 - 09.45 hrs

- SESSION V - Film shows -
  - i. Cleanliness is happiness
  - ii. Water & sanitation
- Resource person - By Chief of Media, SEARB, Bangalore
- Objective - acquiring of additional knowledge
- Expectation - additional help to focus health educational efforts,
  - to supplement taluk level training package.

09.45 - 11.00 hrs

- SESSION VI (Group work)
- Group work - on "methodology of community participation" with emphasis on participatory approach besides the role of women.
- Resource person - Identified Resource persons positioned, one for each group
- Objectives - to focus on the importance and vital role of community participation, with emphasis on participatory approach and role of women.

1  
Likely  
Problems  
at field level

11.00 - 11.15 hrs  
11.15 - 13.15 hrs

9  
Ann  
Innovative  
approach

Desire of participation  
- realised.

Training  
of  
Innovative

13.15 - 14.00 hrs  
14.00 - 14.45 hrs

- Expectation - defining the existing levels of participation, if any, how, what, when and where exactly the community can be involved, who will do it,
- what steps to be taken to involve women also,
- what type of participatory approach is effective,
- levels of participation to be defined.

Coffee break

SESSION VII (Group work)

- Group work - on "Development of a training package for Taluk level functionaries".
- Resource person - The already identified person to head the group assigned;
- Objectives - to formulate an outline for planning, organising and conducting the taluk level training;
- to adopt the participatory approach in formulating the above taluk level training;
- Expectation - To identify the training core group for undertaking this;
- to identify and list out the taluk level officials to be trained;
- to develop a training package in terms of objectives, duration, venue, curriculum contents and any other relevant details;
- facilities required for conducting the taluk level training;

Lunch

SESSION VIII (Plenary)

- Chair person - Identified from among the heads of the related departments.
- Subject - Presentation of the group reports work done in Session VI by the respective group leaders (community participation).

- Objective - To examine & share the group decision arrived at by different groups
- Expectation - Each group to come out with its specific report ✓
- Listing out the common points in their recommendation.

14.45 - 15.30 hrs

SESSION IX (Plenary)

- Chair person - To be identified from among the related departments' head.
- Subject - Presentation by the group leaders of the work done in Session VII (development of a training package for the taluk level)

*Does it meet expectations?*  
*Is there any?*

- Objective - To examine and share the decisions arrived at the different groups.
- Expectation - To arrive at a uniform training package for taluk level.

15.30 - 15.45 hrs

*check*

- Participants to fill up the post workshop evaluation proforma.

15.45 - 16.15 hrs

- Group leaders to prepare the final reports assisted by the respective resource persons.

16.15 - 16.30 hrs

Coffee

16.30 - 17.30 hrs

Concluding session - Chaired by a senior officer of the Government (Secretary, RD & PR)

- Presentation of reports and recommendation
- a. Development of taluk level training package (Group A)  
- By Sri. Nagaraj
- b. Inter-sectoral co-ordinations - (Group B)- Sri C.N. Nagaraj
- c. Community participation (Group C)  
- By Sri. Kulkarni



- Impressions about the workshop by

- a. One participant from Kolar; Chitradurga; Bijapur; NGO from Chitradurga
- b. One Resource person - Mrs. Susheela
- c. One Observer - Dr. Krishnamurthy
- d. One Consultant - Dr. C. Achuthan
- e. One of the Advisers - Mr. Christopher R.J. Lobb

Address by the chair person

Overview of the deliberations and highlights

|| He pointed out that integration of policy, people's groups and programmes are needed. Further, he stressed that linking of activities for the time bound targets are very essential.

*Integration is a core issue?*

3.7 CONDUCTING THE WORKSHOP

3.7.1 The participants after registration, were requested to fill up the pre-workshop proforma, to know their initial awareness.

*Pre/Post analysis*

3.7.2 INAUGURATION

The Honourable Minister for Rural Development and Panchayat Raj in his inaugural address made a pointed reference to the fact that there has been considerable awareness of community water needs but disposal of excreta and waste water, remains neglected. Because of its paramount importance, providing of safe and potable water is the highest priority in the rural areas. The focus, therefore, has to be on the relationship between water, sanitation and health.

*Needs*  
*felt needs of Community*  
*Planned (Economic, Education, Health, etc.)*  
*But some constraints*

|| He further cautioned that the beneficiaries are the losers and sufferers, if the DANIDA assistance is not promptly and effectively made use of. This project provides opportunity for the inter-departmental co-ordination for the benefit of the people. Community involvement is therefore, crucial to the project's success.

Is action plan made?

The workshop has rightly thought of, not only, seeking solutions but also in working out an action plan for better co-ordination and people's involvement.

3.7.3

KEY NOTE ADDRESS

The key note address was delivered by the Development Commissioner, Govt. of Karnataka. The project named as NYRMALYA envisages improving the health and general living conditions in the three experimental taluks on a phased basis.

Sustain

The key components of the project are potable water, sanitary latrines, environmental sanitation, social forestry, health education and sequential training. This time bound project aims at improving the water supply position in all the villages covered by the project. But, this has to be sustained by the health education components and continuing education.

Sanitation is difficult to implement. This challenging task is also envisaged in this project. The workshop will lay the foundation for staff preparation to achieve the tasks fruitfully, by a community based action plan.

3.7.4

Plenary Session - 1

Did Participants understand various aspects of the training project/programme?  
9. Informative & Inspiring!

Over view of the project - This session was intended to orient the participants on the objectives and components of the project. It has facilitated in their understanding clearly the various aspects of the project. During this important session, information was provided on water supply, sanitation and afforestation.

Experienced guest speakers were invited to speak on \_\_\_\_\_

a. "Organisational aspects" by Dr. Shyamala Abeyratne, Chief Adviser, Danida, Bangalore

b. "Water Supply" by Mr. K. Venkata Rao, Adviser, Danida, Bangalore;

c. "Sanitation" by Mr. Christopher R.J. Lobb, Adviser, Danida, Bangalore;

d. "Afforestation" by Dr. G.N. Yellappa Reddy, Conservator of Forests, Social Forestry, Bangalore.

Mr. B.N. Nagarajan, Engineer-in-Chief, G.O.K, Bangalore chaired the session.

3.7.5 Plenary Session - 2 " Health Education"

This is another important session covering the educational component of the project. The objective was to facilitate the participants to understand the importance of health education and community participation and also to know the concept of inter-sectoral co-ordination, the crucial role of woman's sustained efforts in the project's implementation and the different department's responsibilities in the integrated approach.

Learned guest speakers were invited to address the participants on

a. "Inter-sectoral co-ordination" by Prof. A.V. Shanmugam, Indian Institute of Management, Bangalore;

b. "Health Education for Water Supply & Sanitation" by Dr. K.R. Shastry, formerly Chief of Research, Gandhigram, Tamilnadu;

c. "Community Participation, Participatory Techniques and Role of Women in Project Implementation" by Mr. R. Mohan Raj, SARRA, Bangalore.

Dr. V. Ramakrishna, Regional Director, SEARB, Bangalore, the doyen of Health Education, chaired the session and moderated the discussions. He pointed out that "Participation" is a miracle word and is not easy to comprehend since it is a combination of science and art, involving people and their emotions. Hence, we have to identify and build on our strengths and weaknesses.

It is worth recording that not all are participatory in any village. Community participation is meant not only for the beneficiaries but for all.

GROUP FORMATION

In this district level workshop, group formation was done by applying participatory methodology, wherein the participants themselves formed the groups. One of the resource persons took this responsibility of forming the groups. He requested the participants (a) either to have the district-wise groups as such or (b) mixing up of the participants from the 3 districts. But, while doing so, there should not be a duplication of the same professional representatives, for e.g, all the three district health officers should not be in the same group. The participants however, took a decision that all the participants of one district to be in one group only, keeping in view that such an arrangement will help to FORMULATE, ORGANISE and CONDUCT the next level training programmes. Each group was assigned with a RESOURCE person and an OBSERVER. Accordingly three district-wise groups were formed. The details of the groups constituted (A, B and C) are furnished below:

To make the workshop more participatory the participants themselves took the entire responsibility of according welcome for all occasions, introduction of chair persons for the plenary sessions, vote of thanks etc.

Almost all the departmental persons were involved in this workshop either as resource persons, chair persons, observers or speakers.

*Duplication?  
Fragmentation  
of resources*

*Resources &  
Man/Money  
material/Moment*

---

*Given any  
Project to  
Formulate  
Organise  
and  
conduct  
training  
programmes*

*Hobbies →  
for Community  
participation.*

*Staff involved*

*Qualification*

*Experience*

*Special interests*

## LIST OF PARTICIPANTS IN GROUP-A

### Chair person:

Smt. T. Mukthamba, Deputy Secretary (Dev.)  
Zilla Parishad, Kolar

### Members

1. Sri. P. Chandrappa, Assistant Executive Engineer,  
DANIDA Sub-division, Bagepalli
2. Sri M. Sadashiva, Deputy Health Education Officer,  
Kolar
3. Dr. H.V. Sampath Kumar,  
District Health & Family Welfare Officer, Kolar
4. Dr. B.T. Rangaraj, Assistant District Health Officer,  
Chikkaballapur
5. Sri. N.G. Dandin, District Health Education Officer,  
Kolar
6. Sri. B.K. Krishnaswamy, District Adult Education Officer,  
Kolar
7. Smt. K. A. Ponnamma, Assistant Director  
Women & Child Development, Kolar
8. Sri. K.N. Narayanappa Naik  
District Social Welfare Officer, Kolar
9. Ms. B.R. Mamatha, District Information & Publicity Officer  
Kolar
10. Sri. G. Kalaiah, I/c Principal Agricultural Officer  
Kolar
11. Sri. S. Nagaraj, I.F.S, Deputy Conservator of Forest  
Social Forestry, Kolar
12. Sri. M.Y. Khazi, Deputy Director of Public Instruction  
Kolar

### Resource Person

Dr. K.B. Makapur, Joint Director, HE & SH, Bangalore

### Observer

Sri. Poul Hougaard, Adviser, DANIDA, Madras

## LIST OF PARTICIPANTS IN GROUP-B

### Chair person

Mr. D.B. Prasad, I.A.S, Chief Secretary  
Zilla Parishad, Chitradurga

### Members

1. Sri. A.I. Naik, Block Development Officer, Jagalur
2. Dr. S.R. Bilagi, District Health Officer  
Chitradurga
3. Sri C.N. Nagaiah, Deputy Secretary (Dev.)  
Zilla Parishad, Chitradurga
4. Sri. R.B. Solomon, Action Aid, Karnataka Projects  
Jagalur
5. Dr. M. Eshwarappa, Assistant District Health &  
Family Welfare Officer, Davanagere Sub-division, Davanagere
6. Sri. K.P. Kariappa, Assistant Executive Engineer  
DANIDA Sub-division, Jagalur
7. Sri. S.S. Matapathi, Secretary, TRDF, Sirigere
8. Sri. S.B. Kalyan, Deputy Health Education Officer,  
Kalyan
9. Sri. C. Siddappa, Deputy Health Education Officer,  
Davanagere
10. Sri. C.N. Raghunath, DDPI, Chitradurga
11. Sri. N.A. Vittal, Principal Agricultural Officer  
Chitradurga
12. Sri. M.S. Chandrashekaraiiah, Executive Engineer,  
ZPE Division, Davanagere
13. Sri. M.R. Rathod, District Assistant Director  
Women & Child Development, Davanagere
14. Sri. K.L. Poojar, District Adult Education Officer,  
Chitradurga

### Resource Person

Smt. Rohini Reddy, SARRA, Bangalore

### Observer

Mr. Duarte Barreto

## LIST OF PARTICIPANTS IN GROUP-C

### Chair person

Dr. S.B. Hendi, District Health & Family Welfare Officer  
Bijapur

### Members

1. Sri. R.N. Nandini, Principal Agricultural Officer, Bijapur
2. Sri D.B. Kanchi, Assistant Executive Engineer  
DANIDA Sub-division, Hungund
3. Sri. H.D. Patil, I/c APO (DWCRA), Zilla Parishad, Bijapur
4. Sri B.V. Kanti, Assistant Director  
Women & Child Development, Bijapur
5. Sri. S.T. Guddi, District Social Welfare Officer  
Bijapur
6. Sri D.R. Naik, Range Forest Officer, SF, Hungund
7. Sri. Gurumurthaiah, Educational Officer, Bijapur
8. Sri. M.B. Kolhar, District Health Education Officer, Bijapur
9. Smt. L.N. Shyamala Devi, Sociologist  
BKH, Bangalore
10. Sri. J.H. Van Griethuysen, Team Leader  
BKH Netherlands assisted Project
11. Sri. Anand Inbanathan, Sociologist associated with BKH
12. Dr. A.R. Kora, ADH & FWO, Bagalkot
13. Sri. G.K. Kulkarni, Deputy Health Education Officer  
Bagalkot
14. Sri S.N. Godi, Executive Engineer, ZPE Division, Bagalkot

### Resource Person

Smt. H.S. Susheela, Joint Director, Health Services  
Bangalore

### Observer

Dr. C.R. Krishnamurthy, Additional Director (FW & MCH)

"Witness Seminar"

3.7.7

GROUP DISCUSSIONS

SESSION - III: All the three groups were given the subject of "Identification and methodology of co-ordination between departments". The groups discussed the above subject, individually and the summary there of is as follows:

The Departments of PHE, Health, Women and Child Development, Social Welfare, Social Forestry, Education, Agriculture, Horticulture, K.E.B, have been identified as essential departments for co-ordination for the Integrated Rural Sanitation & Water Supply Project. They have also identified that the available NGOs should also be involved for achieving better co-ordination.

The groups then listed various machineries and mechanisms already existing between departments.

e.g: School Health Programme; Immunisation programme ICDS. Applied Nutrition programme; Family Welfare Programme; etc

while doing their routine job functions they have an excellent opportunity to introduce the project inputs: Anganwadi workers; School Health Education by the Primary teachers, Social forestry, Animators of Adult Education Department and Agriculture functionaries can focus on village sanitation. Similar methodology can be adopted in group meetings and while visiting the N.G organisations.

SESSION-IV The same afternoon, reports were presented by the groups. Sri P.S. Vastrad, Joint Director, ICDS chaired the session. His rich experience in ICDS programme a good example of inter-sectoral co-ordination between the Health, Education and Women and Child Welfare Departments, was available to the participants. He stressed the importance of fortnightly, or at least monthly meetings of the stated departments, district to village levels, besides personal contacts is important for the success of this project.

SESSION - V: Two film spots were presented by Mr. K. Balasubramanyam, Chief of Media, SEARB, Bangalore

Are NGOs identified into their role  
Other agencies  
→ SHS  
ICDS

Half

Age groups & problems

Problems Rural

Review meetings



3.7.8

SESSION - VI: Topics for discussion - "Methodology of Community participation in the implementation of the project with emphasis on participatory approach and role of women".

The groups after detailed discussions have identified that community participation is the only means for effective implementation of the project. The participation of women in water supply and sanitation appears to be vital and very important since they are responsible a) for storage and to provide household water supply, b) to keep the environment clean and tidy, both inside and outside. With this in view the groups unhesitatingly decided that women should be involved in the decision making process of water supply and sanitation schemes.

The existing level of community participation : At present participation of the community regarding sanitation is not there. As regards water supply there is some participation in (a) identifying bore well sites & (b) identifying sites for dhobi ghats.

The groups, based on their experience listed the various levels of community participation, such as a) by individual contacts, b) during group discussions and c) at common meeting places like the water points, fields etc.

The groups have also discussed that the community participation is there in developmental programmes such as agriculture, immunisation and F.P. camps, adult education, etc. for their successful implementation. The groups after detailed discussions identified this as excellent entry points for integrating education pertaining to the water supply and sanitation with the above developmental activities.

It was further decided by the groups that if community is to be involved in its proper perspective, it would be desirable to involve them from the planning stage itself. This has another great advantage that the community 1) felt needs are being considered democratically and (2) the resultant psychosocial satisfaction thereof. The

- Topics covered  
- Time allotted  
- Evaluation methodology  
- Priority Women  
- Vulnerable groups.

RRA  
- Identify resources  
- Programmes  
- Problems.

Excellent entry pt

Felt needs/Programmes appreciated by community

Source

Pause  
20  
Example CP

participatory component is thus discernible in the group's discussions.

It is seldom appreciated that community also includes a) women and b) school going population. Therefore, the groups have recommended that this segment of the community's efforts should also be utilised through existing ladies' organisations and school health education respectively.

"Who will do it?" The groups indicated that the different level functionaries of the development departments have to take this responsibility of providing for the project implementation.

"What type of participatory approach are effective?" It was felt by the groups that the best form of eliciting community participation is by creating awareness to show that there is a definite relationship between Health, water, sanitation & disease.

Therefore the educational efforts should be directed towards sensitising the community through mass awareness, orientation campaigns, group and educational techniques.

For doing this, the element of education should not be an isolated entity. On the other hand it should be integrated in their routine job functions of the identified departments.

3.7.9

SESSION - VII Topic for discussion - "Development of training package for taluk level training"

The objectives of this important practical session were to (a) formulate an outline for planning, organising and conducting training at taluk-level and (b) to apply participatory approach in formulating the taluk-level training programme.

All the three groups were given the same subject. The participants in each group are expected to pool their experiences and develop a training package for the taluk level, clearly defining the training objectives, duration, venue, physical facilities needed, and identifying the taluk level officials and non-officials who need training.

Existing women's groups/schools/youth associations

Who will do it?

How - create awareness

Training package  
Objectives  
Duration  
Venue  
Physical facilities  
- participants

Finally the groups should identify a small core group for each taluk who could be vested with the above responsibilities besides development of relevant background materials in Kannada for advance mailing to the identified participants.

3.7.10 SESSION - VIII Topic: "Presentation of group reports done in session VI"

In session VI the groups considered the methodology of community participation in the implementation of the project with emphasis on participatory approach and role of women.

The overall recommendations done by the groups were discussed earlier. However, the remarks offered by the chair person, Sri Keshavaraj, Director of Social Welfare is worth mentioning. Being the head of the Department of social welfare, he expressed happiness for having been involved in this workshop in general and the topic of ISC in particular since it is very well suited to his department.

The presentations by all the three groups, the chair person expressed, indicate that the welfare of the community lies in the hands of the various development departments, as listed out by the groups. No doubt that all of us are working for the total welfare of the community, in which water supply and sanitation is an important facet. Emphasis was laid on ISC to achieve this total development of the community. Since women constitute an important segment of the community, the groups have taken due recognition of women and school going children of the community.

Concluding the session he appealed to he participants that water supply and sanitation is an important necessity for the village people and much more so for the integrated approach of this project.

3.7.11 SESSION-IX Topic - Presentation of the group's reports on "Training package for the taluka level training". The three groups presented their respective training package details, summaries of which have already been discussed elsewhere. Sri. E.D. Appanna, Superintending Engineer, Training & Monitoring, expressed that the training

Skilled  
Educated  
Unemployed

package for the taluk level functionaries, developed by the group is a primary step for integration, since this has been developed by several district officers of different departments in terms of objectives, duration, venue, curriculum and such other details. Since he is in charge of training and monitoring, he would be eagerly looking forward for the outcome of such a package at the taluka level. The impact of such a training should reach the people through the various level functionaries during the delivery of their routine services. In conclusion, he assured the department's assistance to provide facilities for further training.

Training Monitoring

3.7.12

**CONCLUDING SESSION.** Sri Dhirendra Singh, IAS, Secretary, Rural Development & Panchayat Raj, chaired the session and conducted the deliberations as per the programme appended.

Final Report

Group-A: Development of the taluk level training package. The report was presented by Sri Nagaraj, IFS, Deputy Conservator of Forest (Social Forestry) Kolar. He highlighted "why this package is necessary as follows":

- for accountability, supervision and monitoring
- for involvement of beneficiaries
- for spot demonstration: That is as we go down to the grass root level, we are closer to action point.

Group-B: I.S.C: This report was also presented by Sri. Nagaraj, IFS. He summarised by answering "Why co-ordination".

- to economise efforts
- to achieve the objectives and
- to evolve a mechanism for ISC at the taluk level training
- to concretise village-wise action plan
- at what stage each department comes into picture and to pin point the department

States Development

Knowledge  
About Health  
National Health  
Programming  
Information

Multi  
Sectoral  
Involvement

He said that help is needed by the nodal departments to go into more specifics of action plan.

GROUP-C: Community participation: The brief report was presented by Sri.G.K. Kulkarni, Deputy Health Education Officer, Bagalkot. He stressed that PHED and BDO should take the lead for the participatory rural awareness campaign with the active involvement of Health Department, Education Department, Social Forestry and Women and Child Development Departments.

### IMPRESSIONS ABOUT THE WORKSHOP

By one Resource person: Mrs. Susheela, Joint Director, Communication & Media, pointed out that ISC is clearly pin pointed and demonstrated in this workshop.

By one observer: Dr. Krishna Murthy, Additional Director, FW & MCH observed that the workshop arrangements and deliberations were satisfactory and the participatory approach was clearly visible.

By one consultant: Dr. C. Achuthan, observed that the workshop's group work was better organised on the second day by the participants. Further he stated that 38 participants out of 46 invited attended and 36 out of 38, responded to the questionnaires, suggestive of a good response. This pre-workshop evaluation further showed more than 50% have clearly identified the project objectives. They perceived woman's role in the project as 'essential' and I.S.C as 'necessary'.

One of the Advisers: Mr. Christopher R.J. Lobb, DANIDA Adviser, lucidly pointed out that the challenge of water supply project is really people's, because it is their project, and the success is up to them to achieve it. He therefore stressed that the people as beneficiaries are important in the project's implementation.

Chair person's remarks: He expressed his happiness for having chaired a well organised and successful workshop on the Integrated Rural Sanitation & Water Supply Project and was eagerly looking forward for positive results, because all these development departments come under his ministry. He clearly emphasised that

- a. commitment for planned development;
- b. concern for poor; and

c. positive interactions by the state and sub-divisional offices

are very important for the project's success.

He then went on to point out that integration of

- i. policy
- ii. people's group
- iii. programmes and
- iv. effective linking of the activities for the time bound targets, are essential for the Integrated Rural Sanitation and Water Supply Project.

*Policy  
People  
Programme  
Performance*

#### 4. TALUK LEVEL WORKSHOP (27/28.12.1991)

The next sequential training was the 2-day taluk level workshop at Bagepalli (~~Kolar district~~).

##### 4.1 OBJECTIVES

The objectives have been set out at para 2.4.2 page 4 and are reiterated here as follows:

- to appraise the participants of the objectives and components of the project,
- to develop a training package for the mandal level staff,
- to focus the role of women in particular and the community in general for the project
- to identify and specify the roles and responsibilities of the different related departments, and
- to briefly state additional inputs and the benefits there of

*Sequential  
Training  
Where  
they appraise  
Identify  
Roles &  
responsibilities*

The Kolar district officers who participated at Bangalore, took on the responsibility of planning, organising and conducting of the next level workshop.

## 4.2 PLANNING

They met three times in all. The Deputy Secretary (Development) Z.P, Kolar was in overall charge. The facilitators from Bangalore attended two of the meetings. Taluk level workshop details were finalised.

- How many contacts?*
- a. They divided responsibilities among themselves,
  - b. After detailed discussions, workshop objectives, were clearly defined and identified the core group,
  - c. Background papers were prepared for advance mailing (see annexure 2),
  - d. Finalised the two-day work programme
  - e. Fixed up the venue (Bagepalli, on 27th and 28th December 1991)
  - f. Identified the various participants (see annexure 4),
  - g. Identified the speakers, resource persons chairpersons etc.
  - h. The local district minister and the NGO's were involved, to lay emphasis on community participation.

*Qualifications*

## 4.3 METHODOLOGY

Here also the training focused on workshop methodology laying emphasis on participatory approach. The facilitators help was extended whenever requested.

## 4.4 PARTICIPANTS

In all, 28 participants were invited. Twenty six attended the taluk level workshop (92%). It was indeed a good participation. The details of participants are furnished in Appendix-4.

## 4.5 PROGRAMME FOR THE TALUK LEVEL WORKSHOP, BAGEPALLI

	PROGRAMME:	27.12.1991	FRIDAY
09.00 - 10.00		Registration & pre-workshop evaluation	
10.00 - 11.00		Inauguration - by the Hon'ble Minister for Sericulture, Kolar (district Minister); President Zilla Parishad, Chairperson, Special invitees; Vice president of Zilla Parishad; and Special Committee chairpersons (2) & Zilla Parishad Members(2)	
11.00 - 11.30		TEA	
11.30 - 12.30		Project Appraisal of the objectives and components by Smt. T. Mukthamba, Deputy Secretary (Dev.) Zilla Parishad.	

- 12.30 - 1.00 Film show
- 1.00 - 1.30 Formation of groups
- 1.30 - 2.30 Lunch
- 2.30 - 3.30 Panel discussion No.1 - appraisal by specialists
1. **Water Supply**  
Sri G.V. Raman  
Executive Engineer  
Z.P.E Division  
Chikkaballapur
  2. **Water & Sanitation in relation to Health**  
Dr. Sampathkumar  
District Health & Family Welfare Officer  
Kolar
  3. **Afforestation**  
Sri. Nagaraj  
Deputy Conservator of Forests  
Social Forestry  
Kolar
  4. **Watershed Development**  
Sri. H.V. Parswanath  
Director  
Water Shed Development Programme  
Chikkaballapur
- 3.30 - 5.00 Group discussion
- Resource person 1. Water Supply & Sanitation (Group-1)  
Sri Chandrappa  
Assistant Executive Engineer  
Special Sub-division (DANIDA)  
Bagepalli
- Resource person 2. Afforestation & Environmental Sanitation  
(Group-2)  
Sri. Nagaraj  
Deputy Conservator of Forest  
(Social Forestry)  
Kolar



10.00 - 11.15

Panel discussion - II

## A. Health Education

Sri. Dandin

District Health Education Officer

Kolar

B. Community Participation with focus on  
Women involvement

Smt. K.A. Ponnamma

Assistant Director

Women and Child Welfare Development

Kolar

## C. Inter-sectoral co-ordination

Sri K.N. Narayanappa Naik

District Social Welfare Officer

Kolar

## D. Training package at Mandal level

Sri B.K. Krishna Swamy

District Adult Education Officer,

Kolar

11.15 - 11.30

Tea

11.30 - 1.30

Group discussion - II

A. Health Education and community  
participation with focus on role of women

Resource person

Sri M. Sadashivaiah

Deputy District Health Education Officer

B. Inter-sectoral Co-ordination and training  
package at Mandal level assisted by the  
Danida Adviser

Resource person

Deputy Director of Public Instruction

Kolar

1.30 - 2.30

Lunch

2.30 - 4.00

Concluding session: Chief Secretary, ZP  
Kolar - Chief Guest

- Presentation of reports by the groups
- Formulation of recommendation
- Danida Adviser's observations
- Participant's impressions
- Remarks by the Deputy Secretary (Dev.)  
Z.P, Kolar

Chair person                      Smt. Lalitha Chandran  
Assistant Commissioner  
Chikkaballapur

4.00 - 4.30                      Concluding remarks by the Chief Secretary,  
ZP, Kolar

4.6 CONDUCTING THE WORKSHOP

4.6.1                      After registration the participants were  
required to fill up the pre-workshop  
proforma, to know their initial awareness.

4.6.2                      The workshop was inaugurated by Sri B.M.  
Krishnappa, President, Zilla Parishad, Kolar  
He appealed to the participant officers to  
ensure use of good quality water supply  
pipes.

Mandal Pradhans, Sri Venkata Reddy,  
Julapalya, Sri Mallappa, Devaragudipalli,  
Sri Venkataswamy, Bagepalli and Sri  
Babureddy appealed to the participants to  
avail of the excellent opportunity provided  
and thus (a) overcome the water scarcity  
situation and (b) which in turn improves the  
overall health status of the taluk.

The district minister Sri V. Muniyappa,  
assured all possible support and assistance  
on behalf of Government for the effective  
implementation of the project. He reiterated  
for the proper co-ordination of the  
different development departments.

Danida Adviser gave a detailed account of  
the benefits forthcoming under the project  
and appealed to the Minister and the Z.P  
President for immediate implementation in  
the selected mandals.

4.6.3                      GROUP FORMATION

The importance was given to group work.  
Unlike at the district level workshop, here  
at the taluk level, only two groups were  
formed and the same topic was not assigned  
to both the groups. The constitution of the  
groups, the topics assigned and the  
deliberations there on, are set out in the  
subsequent paras after the plenary session.

*Against objectives highlighted  
Participants informed*

## 4.6.4

PANEL DISCUSSION - I

There was a panel discussion on 'water supply' (by EE, PHE, Chikkaballapur) 'water and environmental health' ('by the DHO, Kolar) and 'social forestry' by Deputy Conservator of Forests, Kolar),. Thereafter open discussions followed. Sri Nagaraj moderated the session. The speakers drew attention to the background materials sent earlier. They also clearly explained the project objectives, acceptor oriented software and hardware and the benefits to the target population.

This was followed by another presentation by the Project Director, Watershed Development Project, Chikkaballapura who addressed the gathering on the following valuable points:

Selection of Bagepalli - a backward and border taluk - for DANIDA project activities was much appreciated. The practical implementation calls for a cohesive involvement of the identified key departments.

In the past many years rural sanitation and water supply schemes had been implemented under the Rural Development programmes but were not perceptible or with limited success, due to the isolated approach in tackling the problem.

In light of these, therefore DANIDA project is unique where attempts are being made to integrate the involved agencies, with the sole aim of achieving the ultimate goal and to meet the expectations of the rural masses. The results achieved in this pilot project could serve as guidelines for replication elsewhere.

It was further stressed that the integrated approach requires (1) a greater sense of responsibility (2) greater understanding and (3) thinking at all levels of implementation involving

- a. Government sectors
- b. Village leaders
- c. Social workers &
- d. Voluntary organisation

This project therefore, is a "great challenge" and an excellent opportunity for those involved, in its implementation. Health Education, which involves a sustained campaign to the village community (specially women) is not the sole domain of the Health Department. Every involved department should also be in a position to educate the rural masses.

#### 4.6.5 GROUP WORK

As stated earlier, importance was given to group work in this taluk level workshop also. About 15 participants were assigned to each group. Each group was not only a multi disciplinary one but had multi-level functionaries. The topics assigned as detailed below:

##### Group-A

27.12.91

1. Water supply and sanitation

28.12.91

2. Mandal level training package

##### Group-B

1. Afforestation and environment

2. Health Education, Inter-sectoral co-ordination and women's role in the project.

4.6.5.1 Group - A (27.12.91)  
Topic: "Water Supply & Sanitation"

Resource persons: AEE, PHED & Deputy Chief of Forests, Kolar

Observers: DHEO & Dy.HEO, Kolar

##### Recommendations:

- Bore wells to be located at a higher level, with an overhead tank and tap connections to houses;
- Potability of water to be tested

TM-100  
14382 N92



- a committee to be formed at each village to ensure proper water supply; this should function under of PHED.

- training to all Mandal officers

- village level Health education to be planned and implemented through folk media, film shows etc. They should be shown particularly the relationship between contaminated water and diseases.

- wherever feasible to construct individual household latrines through community involvement

- institutional latrines to be provided in schools and Anganwadi centres and a committee to be formed to take care of these sanitary latrines.

- washing platforms at suitable places to be formed and to lead off the water to avoid stagnation

- Health education activities should be strengthened to create awareness and the community to accept these additional inputs

- Monthly meetings to be held to review the programme

LIST OF PARTICIPANTS FOR GROUP-A

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BAGEPALLI

1. Smt. Shameemara, C.D.P.O, Bagepalli
2. Smt. A. Sharada Bai, Supervisor, CDP, Bagepalli
3. Sri. Y.K. Sreedhar, Zonal Forest Officer, Social Forestry Bagepalli
4. Sri G.V. Raja Reddy, M.O.H, PHC, Billur
5. Sri Krishna Murthy, Block Health Educator, PHC, Bagepalli
6. Sri Vishwanatha Reddy, Senior Male Health Officer, PHC, Bagepalli
7. Smt. P. Lidia, Sr. Female Health Educator, PHC, Bagepalli
8. Sri. Gopal Rao, Social Welfare Extension Officer, BDO, Bagepalli
9. Dr. Vasudev, MOH, PHC, Marganukunte
10. Smt. Anjamma, Sr. Female Health Educator
11. Smt. Padmavathamma, Sr. Female Health Educator, Bagepalli
12. Sri. D. Venkatarayappa, Assistant Agricultural Officer, Bagepalli
13. Sri. P. Subhansale
14. Dr. M.V. Hiremath, MOH, PHC, Pathapalya
15. Sri. P. Chandrappa, AEE, Danida Sub-division, Bagepalli
16. Sri. N.S. Dandin, DHEO, Kolar

4.6.5.2 Group - B

Report on Environmental Sanitation  
(27.12.91)

- disposal of human and animal wastes, kitchen garden maintenance, avoids insects breeding, improves economic condition
- encouraging growing of plants at water points, tank shore plantations, by both the community and voluntary bodies
- In school Health Education, environmental sanitation, proper use and maintenance of institutional latrines, kitchen gardens, to be discussed - income if any to be used for the school improvement

4.6.5.3 Group - A

Report on Mandal Level Training  
(28.12.91)

- This group made a detailed discussion and defined the objectives of the mandal level training and fixed up the venue for training. It was decided to have a one day training only.
- Devaragudipalli mandal was selected for the next level training
- Actively involving and training women workers is necessary
- The mandal Panchayat took up the responsibility for arranging this one day training
- Selection of the core group and the co-ordinator was done
- The core group was assigned the task of working out details of the date, the venue, the list of participants and voluntary agencies, preparation of background papers and the programme details.

#### LIST OF PARTICIPANTS FOR GROUP-B BAGEPALLI

1. Sri Nanjundappa, AEO, Bagepalli
2. Dr. Prakash Reddy, Assistant Director, Bagepalli
3. Dr. M.C. Murthy, MOH, PHC, Gulur
4. Dr. P.L. Nagaraja Rao, BHC, PHC, Gulur
5. Sri. V. Shiva Kumar, Jr. Health Assistant, PHC, Pathapalya
6. Sri. Halalingaiah, Asst. Horticulture Officer
7. Sri C. Badra Reddy, BDO, Bagepalli
8. Sri. V. Jayarama Gowda, Territorial Forest Officer, Bagepalli
9. Smt. P.S. Kamala, ICDS Supervisor, Bagepalli
10. Dr. Pradeep Kumar, MO, PHC, Bagepalli
11. Sri. T. Shivanna, Nidumamadi Rural Development, Gulur
12. Sri. R. Zafiminaray, LRDS, Bagepalli
13. Dr. B.R. Susheela, MOH, Gen. Hospital, Bagepalli
14. Sri. N. Sadashivaiah, District Dy. HEO, Kolar
15. Smt. K.N. Sumati, LHV, Primary Health Centre, Chelur

#### 4.6.5.4 Group - B (28.12.92)

Topic: Health education, co-ordination and involvement of women in the programme.

#### Recommendations:

- women are the best communicators, they should be educated and involved in the programme
- Health education aims at behavioural change so that the community can accept the programmes
- Individual contacts: sustained by the HD, PHED, Education Department voluntary bodies



Recommendations  
to be emphasized

- Group discussion: the available communication materials should be fully utilised; Films, flash cards, printed media wherever required

- community education: it is very important to stress the value of clean and potable water prevents diseases like Typhoid, Diarrhoea etc.

- waste water disposal for introduction of kitchen gardens, soak pits may be taught

- similar encouragement to the primary schools and other water points at public places

- Grama Nirmalya Samithi's establishment will promote programme's implementation; 75% of the members should be women, a secretary and chairman should be there for its proper functioning

Feedback to command

- It is important to draw up a plan of action,, village-wise and the same should be reviewed in the monthly meetings like the ICDS.

- involving the following at different levels is important for programme implementation

- Grama Sandharsana Sabha
- Farmer's night meeting
- Adult Education Teacher's Meeting
- Swastha Mahila Sangha meeting
- Teacher's pay day meeting etc.

- Active involvement of the Mandal Panchayat's, Pradhans and Secretaries will facilitate programme's acceptance and progress there of.

#### 4.6.6 Panel Discussion II

4.6.6.1 The panellists and the subjects discussed are as follows:

1. Health Education by Sri Dandin, DHEO, Kolar

2. Community participation with involvement of women by Smt. Ponnamma, Assistant Director, Women and Child Welfare Department, Kolar

3. Inter-sectoral co-ordination - by Sri Narayanappa Naik, District Social Welfare Officer, Kolar

4. Training package at Mandal level by Sri. Krishnaswamy, District Adult Education Officer, Kolar

4.6.6.2 A few highlights of the discussion are listed below:

a. Grama Nirmalya Samithis, consisting of 9-11 members, 75% of whom are women, should be formed for effective implementation of the project.

b. a plan of action should be drawn up and the programme achievements to be reviewed in monthly meetings, involving ICDS Anganwadis

c. The following are to be involved in implementing the programme at different levels:

- Grama Sandarshana Sabha,
- Farmer's Night meeting
- Adult Education Teacher's Meeting,
- Swastha Mahila Sangha meeting,
- Teacher's pay day meeting

d. Mandal panchayat pradhans, members and secretaries to be involved fully in the project's work

e. Departments of Social forestry and horticulture to be involved for planning and introduction of the household kitchen gardens, trees near the water points and shore plantations.

f. In school health education, the usefulness of raising kitchen gardens from kitchen waste water, environmental sanitation, maintenance of latrines should be discussed. This will create interest in them.

g. One of the speaker's focused an excellent example of the success story of involvement of women in the activities of the department

Per cent achieved

Immunisation	42%	90%
F.P. Operation	40%	80%
Strategy	Where men only were involved	Where women were involved

#### 4.6.7 CONCLUDING SESSION

The concluding session was chaired by the Chief Secretary of the Z.P, Kotar, He expressed his appreciation of the success of the taluk level workshop. He appealed to all the participants that people must be educated and motivated to accept the project and to derive the benefits thereof. this is possible (a) by creating awareness in the community about disease and environment and thus (b) by creating demand generation in them.

At the concluding session of the taluk level meeting on 28.12.91, the BDO, the AEE (DANIDA) and BHE of the local PHC formed the core group to organise the Mandal Level Training.

### 5. CONDUCTING THE MANDAL LEVEL TRAINING PROGRAMME AT DEVARAGUDIPALLI, BAGEPALLI TALUK ON 27.1.1992

5.1 Mandal Level Training Programme: At the very outset it may be stated that the entire programme was organised exclusively by the taluk officials with the involvement of the mandal level personnel.

Mandal and village level officials are directly in contact with people. Therefore they form the nucleus to radiate the services. This level functionaries act as link between the officials of the village level and the community. Their role is to guide in the implementation of the programme and make the community as acceptors of the programme.

5.2 Inauguration: Sri V. Mallappa, Mandal Pradhan, inaugurated the one day training. He expressed his happiness that the process of implementation of the project has begun on a phased basis after more than a year since survey was done. He and his colleagues had made intensive dialogue with the village communities soon after the survey work. He assured his continued co-operation and assistance for the same.

5.3 Objectives: The objectives of the training programme are set out as follows:

- to appraise the participants of the project objectives and components
- to orient the village level functionaries to understand the importance of the roles and responsibilities of the related departments, and
- to understand the importance of community participation and the role of women.

5.4 Planning for the training: The core group was identified at Bagepalli workshop on 27.12.1991. As per the tasks assigned to it, the group prepared the background papers in Kannada (four in number), identified the participants (Governmental and NGO's), prepared the time table, defined the objectives etc. The participative training at Bagepalli was of practical value to the core group as stated by them. They fixed up the venue and finalised the details for organising the training, as per the guidelines spelled out at Bagepalli.

The four background papers are on: "Water and Sanitation", "Health Education", "Social Forestry and environment" and "the role of women in the community development programmes". They were circulated to all the participants in advance.

5.5 Methodology: There was a change in the training strategy from 2 day workshop methodology to a one day dialogue and training programme. From the taluk level onwards the deliberations were in Kannada. Considering the pivotal role to be played by the mandal level personnel, this training programme assumes importance for effective monitoring and implementation of the project, in terms of community acceptance. The programme details as worked out by the core group at Bagepalli earlier, are finalised and furnished in the succeeding paras.

The programme focussed on developing and formulating next level training and also preparing village level functionaries and NGO's to undertake this responsibility.

24. Sri Shanthamurthy, Inspector of Schools, Bagepalli  
25. Sri Khajapheer, Inspector of Schools, Bagepalli

5.7 PROGRAMME

The details of one day mandal level training at Devaragudipalli on 27.1.92 are as follows:

- 9.00 - 10.00 am Registration
- 10.00 - 10.30 am Inauguration (By Mandal Pradhan)
- 10.30 - 11.00 an "Project objectives and components"
- Brief introduction by  
(1) AE (PHE) DANIDA, Bagepalli and  
(2) BDO, Bagepalli  
"Why Health Education", "Why training" and  
"How benefits should reach people" by DANIDA  
Adviser, Bangalore
- 11.00 - 11.30 am "Water supply and environmental Sanitation"  
by BHE, PHC, Gulur
- 11.30 - 12.00 Noon "Health Education" by BHE, PHC, Bagepalli
- 12.00 - 12.30 pm "Social Forestry and Health" by Range Forest  
Officer, S.F. Bagepalli
- 12.30 - 1.00 pm "Horticulture - in relation to the project  
inputs" by Horticulture Officer, Bagepalli
- 1.00 - 2.00 pm Lunch
- 2.00 - 2.30 pm "Intersectoral co-ordination, for the  
project's progress" by BHE, PHC, Bagepalli
- 2,30 - 3.30 pm Village level training programme - General  
discussions with the participants on  
selection of participants, venue, date,  
preparation of background materials etc. as  
a training package
- 3.30 - 4.30 pm Group discussion - finalised the strategy and  
methodology of the village level training
- 4.3- - 5.00 pm Concluding session

## 5.8 Conducting the training:

All the participants were required to register for having attended the training. Their present designation and detail address were recorded. The local Mandal Pradhan inaugurated this one day training. In his address he assured the co-operation and assistance to this just launched project activities in Bagepalli taluk.

The Mandal Panchayat meets once a month and is responsible to maintain and promote "Sanitation and Health" in their jurisdictional area (20% of the mandal panchayat members are reserved for women). The pradhan has rightly stated that monitoring the project activities will have to be done at this level and the one-day training could also deliberate on the details there of.

*Rok of panchayat / in community*

The BDO and AEE (DANIDA), Bagepalli briefly appraised the participants of the salient features of the project (objectives and components). While doing so they once again stressed that unlike the training at other levels, the mandal level participants have the crucial dual roles to play: (1) they form the link between the village level functionaries and the communities and (2) to act as guides in implementing project activities. Therefore the mandal level officials have an important monitoring role to play. The mandal pradhan further added that it is only through their combined efforts (Governmental and NGO's) that the target community can accept the programme inputs.

*At ME shop*

The subject specialists briefly spoke on 'water supply', 'sanitation', 'Health education', 'Social Forestry', 'Sectoral responsibilities', in so far as they relate to the project design.

During the subsequent dialogue and discussion session, the subject specialists and the facilitators without exception appraised the participants that the next level training strategy has to focus on

(a) efforts needed to bring about changes in the community behaviour regarding disease relationship with environment

(b) creating awareness among officials, NGO's and people

(c) identifying the participating departmental officials' roles and responsibilities

(d) how to use the additional inputs of the project, and

(e) the functionaries' integrated approach (action plan)

Another important point stressed during the dialogue cum discussion hour was that for implementing the programme, the local people (Mandal level, village level and community level) have to assume the project's responsibility rather than looking up to the officials of the district and state levels for implementation. In this process, the staff of the taluk level will plan and actively work with them.

Before concluding, the core group for the next level training was formed to work out details for the village level training. The venue and date were fixed. The identification of the participants, the preparation of background papers etc. were left to the group to work out.

## 6. VILLAGE LEVEL TRAINING PROGRAMME

6.1 Introduction: This is indeed a very crucial training effort not only in the sequential training programmes but is actually the hub of project activity, since the village level officials are in direct contact with the people, who are the ultimate beneficiaries. Indeed, this has to be a joint effort by both the officials and non-officials besides the community participation.

6.2 Objectives: The objectives defined by the trainees at the mandal level training camp, are as follows:

- to appraise the village level participants about the project's objectives and components,
- to identify the beneficiaries' responsibilities
- to develop an educational action plan.

During the preliminary discussions with the core group, another practical objective was evolved, viz.,

- to expose the local participants to the community level meeting as an exercise in awareness campaign.

6.3 Planning: The core group consisted of the following:

1. Medical Officer, PHC, Billur (Co-ordinator)
2. Assistant Engineer, PHED, Bagepalli
3. BHE, PHC, Bagepalli

They had three pre-training meetings and covered the following actions:

- preparation of the list of participants from Billur

- after ascertaining the individual's willingness, by a personal contact, the list was finalised,
- meeting the trainees of the previous level i.e. mandal level, and involving all of them as trainers for the village level programme,
- assisting them in bringing out five background papers (very brief and relevant to the project and their responsibilities) in the local language.
- meeting the village level leaders, involving them and finalising the arrangements for the venue etc.

6.4 Methodology: The training was conducted in Kannada and the methodology was one of dialogue cum discussions. One other significant change at the village level training was the introduction of practical field experience. The local participants were exposed to the community level meeting as a practical work experience exercise. All the subject specialists (trainers) were present during the awareness campaign.

At the end of the campaign, which lasted for about an hour and a half, one of the trainers stressed that village being the implementing level, such awareness campaigns are important to be arranged by the trainees in their respective places, as a prelude to programme acceptance.

6.5 Participants: A detailed list of participants, their designations and addresses are available in Appendix-6. However, it is worth recording here that 9 out of 21 participants were NGO's.

The good pre-plan efforts by the core group and the final discussions with the facilitators subsequently, yielded rich dividends by way of good participation for this village level training cum discussion on 18.2.92. Out of the 22 invited, 21 participated in all the deliberations.

6.6 Programme: The one day training programme at Billur was inaugurated by the ex-mandal president on 18.2.92, the programme details are furnished below:

- |                  |  |
|------------------|--|
| 9.00 - 10.00 am  | Registration   |
| 10.00 - 10.30 am | Inauguration by the Ex-Mandal President                              |
| 10.30 - 10.50 am | Introduction to the project (AEE Danida, Bagepalli)                  |
| 10.50 - 11.10 am | Water & Sanitation (Subject specialist from the core training group) |



11.10 - 11.30 am	Health Education (Subject specialist from the core training group)
11.30 - 11.50 am	Role of women - " -
11.50 - 12.10 pm	Role of Social Forestry - " -
12.10 - 12.30 pm	Role of Horticulture - " -
12.30 - 12.50 pm	Role of Education Dept. - " -
12.50 - 1.10 pm	Role of Animal Husbandry - " -
1.10 - 2.00 pm	Lunch
2.00 - 2.20 pm	Discussions: Regarding the participation and co-ordination of the different departments in the project activities
2.20 - 4.00 pm	Discussions: Preparation of action plan for the project
4.00 - 4.30 pm	Concluding session
4.30 - 5.30 pm	Visit to the local (neighbouring) village, the trainees practiced communication with the community, at a service point.

## 6.7 Conducting the Training

6.7.1 The BDO, Bagepalli, the AEE, DANIDA, Bagepalli, the BEE of the PHC, Bagepalli and the MOH, PHC Billur took the entire responsibility in conducting this one day training. The ex-president of the Billur Mandal Panchayat, the president of the local Mahila Mandal, the chairperson of the school betterment committee besides other local voluntary organisations, not only took keen interest in the training but also actively participated in the deliberations and the field community awareness campaign. The details are recorded in the subsequent paras.

### 6.7.2 Outcome of the deliberations

The one day training programme focused on the following salient implementation strategy:

- it is desirable to involve all the mandal level trainees (departmental participants) as trainers for the village level functionaries and NGOs.

- identifying the selected village/community leaders, and extending this type of training exposure to them, on a phased basis, as early as possible; this will result in their awareness of the project and acceptance by the community

- This has clearly demonstrated that those who have undergone training at the village level, can very well be mobilised for the project's implementation on a planned basis

- Further, it has shown that both the governmental and non-governmental organisations could put forth efforts unitedly for the acceptance of project's additional facilities by the beneficiaries.

6.7.3 Some of the views expressed by the participants during the discussions, are recorded as follows:

6.7.3.1 - The afternoon's village exposure to acquire skills in communication, could be timed as an evening event, like folk dances and drama event, to attract people. Being busy till evening the people have a tendency to visit cinema houses after return from field work.

6.7.3.2 - The next strategy could be to organise evening village training exposure (awareness campaigns). The possibility of utilising the mobile communication van, to create awareness may be explored.

6.7.3.3 - Instead of forming new committees at the village level, it is better to energise the existing committees for action,

e.g: School betterment committee,  
Anganwadi Development Committee,  
Service co-operative societies,  
Village level Mahila Mandal etc.  
and to make the best use of the benefits envisaged under the project.

- 6.7.3.4 - A very small effective action oriented core group of grassroots level officials should be formed at the village level for beaming awareness campaign and giving elementary information. This group could consist of functionaries from PHED, HD, Anganwadi & Education department;
- 6.7.3.5 - Village-wise action plan for the entire mandal could be programmed as early as possible under the guidance of the AEE, PHED, Bagepalli, with the assistance of PHC, MOH & BHE.
- 6.7.3.6 - At each of these meetings, the concerned departments could discuss aspects of project activities, either on going or planned for execution, with the village community and local leaders, e.g
- a. well drilling programme etc
  - b. village development plans
  - c. use of communication van for specific educational effort,
  - d. why community participation with emphasis on involvement of women

6.7.4

Useful hints and guidelines given by the visiting team members at the concluding session:

- it is only by the integrated efforts of the local grassroot local officials that is possible to bring about the behavioural changes of the village community. They should not expect any dramatic efforts by the taluk level officials.

- how far is this possible? It is only through their sustained efforts, the concept of public or community's or household's participation could be visualised.

- how is this to be achieved? In the first instance the roles and responsibilities of the participating departments should be clearly defined and then the "service entry points" identified for integrated approach.

- the printed prescribed forms for the primary schools in the village should be filled up as early as possible and passed on to the AEE ( DANIDA) Bagepalli, for documenting water points and latrine maintenance.

- Similar approaches should be made for the Anganwadi centres also.

- illiteracy is no bar at all for health education activities/efforts.

- washing of hands by the school children to be encouraged wherever water facilities are there. This message is carried by the child to his household.

- During observance of National days in the schools the teachers can involve parents and do the education.

- "Cleaning week" once a month can be introduced, perhaps during the library periods.

- "Parisarada Vignana" could be a compulsory subject in the schools.

- During the school prayer time, they can educate the pupils on a phased manner.

- The Anganwadi workers, and lady Health Assistant during their routine visits can educate the women on conveyance of water from the points provided, how to store them, how to avoid contamination etc.

- training and continued motivation on how to use the additional facilities provided and how to keep them clean is a constant reminder by the field staff (A.W.W Health workers and school teachers)

## 7. EVALUATION OF

### THE DISTRICT LEVEL WORKSHOP ON

### THE INTEGRATED RURAL SANITATION WATER SUPPLY PROJECT

#### KARNATAKA

BANGALORE - 21ST & 22ND NOVEMBER 1991

*Venue Date*

QUESTIONNAIRES were administered to all the participants at the time of registration to focus on their initial awareness. Again, at the concluding session of the workshop, they were required to fill up the post-workshop evaluation proforma, to find out the impact of the workshop. The participants were requested to examine all aspects relating to the project objectives, components, functions, unique features etc.

Twelve questions were framed for the evaluation proforma, of which 7 are pre-structured and 5 open ended. While the former limits the scope of answers, the latter may attract narrative form of answers. Nevertheless, the pre and post-workshop responses have been analyzed in this note.

Total number of participants invited to the workshop 46

Number who actually participated (The response is good) 38

Number who responded to the questionnaire (suggestive of good participatory approach) 36

Number who responded to the post workshop evaluation proforma 37

For the benefit of the fellow participants, only a few highlights (pre-workshop proforma responses) were presented at the concluding session on the second day. However, a more detailed analysis is available in the succeeding paras, duly comparing the pre and post-evaluation responses.

#### PROJECT OBJECTIVES (Q.NO.1)

More than 50% have clearly identified the project objectives.

#### PROJECT COMPONENTS (Q.NO.2 - OPEN ENDED)

The responses were some what bizarre (also see post-workshop responses)

#### SPECIAL FEATURES OF THE PROJECT (Q.NO.3)

Integrated philosophy has been stressed but needs to be refined.

## WOMEN'S PARTICIPATION (Q.NO.7)

All have said it is essential

## USEFULNESS OF BACKGROUND MATERIALS (Q.NO.8)

Most of the respondents said that the background materials were good and useful. But, only one respondent has categorically stated that the materials were not attractive and "therefore not gone through".

## EFFECTIVE TALUK LEVEL TRAINING PROGRAMME (Q.NO.9)

Responses impressive (please see post-workshop responses)

## I.S.C (Q.NO.10)

32 (86%) out of 36 respondents have stated that ISC is necessary.

## POST-WORKSHOP RESPONSES

In all 60 marks were allotted. The marks for each question and the nature of questions are noted in parenthesis.

### Q.No.1 Objectives of the workshop (Pre-structured)(2)

Twenty eight out of 37 identified the objectives whereas the remaining 9 could identify only one objective. The corresponding pre-workshop replied are 20 and 16 respectively.

### Q.No.2 Major components of the project (Open ended) (9)

Replies are more specific as compared to the pre-workshop evaluation. Twenty four participants could identify four or more components of the project as against only 8 during the pre-workshop evaluation.

### Q.No.3 Specific features of the project: (Pre-structured) (4)

The majority of the participants could identify almost all the special features of the project. The pre and post-evaluation scores were 2.91 and 3.59 (maximum is 4.0)

### Q.No.4 Meaning of Integrated approach: (Pre-structured)(4)

There is only a marginal variance between and pre and post evaluation performance: The mean score being 2.08 and 2.37 points (4.0 is the maximum score)

### Q.No.5 Department's contribution for this integrated project: (open ended)

Overall variance in the mean score indicates that probably there is clarity perception of their department's role in the Integrated Rural Sanitation and Water Supply Project.

Q.No.6 Meaning of community participation: (Pre-structured)  
(4)

There is an upward trend in their understanding of the concept of community participation.

Q.No.7 Women's participation in this project:(Pre-structured)  
(2)

There is unanimity in the perception of women's role and participation in the project, both in the pre and post-evaluation - "their role is essential". "How they should be involved" would be discussed at the micro-level planning (PRA/awareness campaign)

Q.No.8 Methods of involving women in any of their departmental programmes: (Open ended) (5)

Some important suggestions were forthcoming but there were not much difference in their opinion between pre and post-evaluation. This needs a greater focus during the remaining sequential training sessions (see remarks under Q.No.7).

Q.No.9 To list out the participatory techniques used in planning, conducting and evaluating the workshop:  
(Open ended) (5)

There is a perceptible improvement in the over all awareness of the techniques mean score: Pre - 1.50  
Post - 2.81

Q.No.10 Background materials found useful (Open ended) (12)

Only a few could not spell out the usefulness of the materials handed over to them, but the majority have expressed the usefulness of the background papers.

Q.No.11 What should be the components of an effective taluk level training package: (Pre-structured) (5)

In the process of identification of the various methods and means for effective taluk level training, there is an improvement in the trend between pre and post evaluation; - mean scores being 3.11 and 4.24, the maximum marked allotted being 5.

Q.No.12 Inter-sectoral co-ordination for this project:  
(Pre-structured) (2)

During pre-workshop evaluation about 88% of the participants felt I.S.C is essential, whereas it was cent percent after the workshop evaluation.

This indeed is a welcome sign and needs to be followed up on inter personnel basis.

TM-100

N92

14382



## OUTCOME

1. Improvement in the clarity of the programme activities are noticed in the answers of participant's post-workshop evaluation forthcoming in their post-workshop evaluation.
2. Participatory approach was successful.
3. The objective of involving the District-level officers to become trainers at the taluk-level has been achieved (also see taluk level evaluation findings).
4. Integrated approach of involving about 9 different departments (District-level officers) helped to understand each department's specific role in the project.
5. The participation of the Heads of various departments in the workshop in different capacities such as Resource persons, Observers, Chairing the session etc., is a clear indication of their involvement. It thus helped the participants to take more interest in their deliberations.

Participants  
→ managing  
workshop.



## 8. TALUK LEVEL WORKSHOP HELD AT BAGEPALLI

KOLAR DISTRICT (27/28.12.91)

### -EVALUATION FINDINGS-

*Interview*  
*Work*  
*Questionnaire*  
To assess the effectiveness of workshop on the participants a common questionnaire\* eliciting responses on Meaning, Method, Objectives, Features, Approach etc., of the Project was handed over to the participants before the workshop and at the termination of the workshop. Of the 28 invited, 26 attended the workshop (92.8%). All the 26 participants were administered the pre-evaluation proforma. Only three did not respond. At the end of the workshop four more participants also joined the training. All the 27 participants responded to the post workshop questionnaire.

For the purpose of evaluation, eleven questions were administered to the respondents; of these four were open ended type (free responses) and the rest were pre-structured (designed with forced choice technique). Altogether 40 marks was earmarked for these eleven questions.

### COMPARATIVE ASSESSMENT BETWEEN PRE AND POST-WORKSHOP EVALUATION ARE HIGHLIGHTED IN THE FOLLOWING PARAGRAPHS

As an aggregate, a significant increase of about 5 points in mean score was observed, with fluctuations in each of the questions between pre and terminal evaluation. The mean score of the participants during pre-workshop was 20.6 (51.5% of the total marks) while that of post-evaluation was 25.3 (63.3% of total marks).

The distribution of percent marks scored by participants showed that the awareness/attitude not only improved considerably in terms of mean score but also in percent grade category. The participants with 75% and above marks rose to 6 from the pre-workshop level of 2. Similarly, the number of participants with 50-60 marks showed an upward trend from 13 (pre-workshop) to 15 during the terminal evaluation.

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Note: The taluk level questionnaire was very similar to the one administered at the district level.

Further, it is interesting to note that all participants were firm on the "Role of women in the Project" and on the requirement of "Inter-sectoral co-ordination". They reported that the latter as "necessary" and former as "essential" in both evaluations.

In respect of other two important questions on "major components of the project", a significant increase in the perception has been observed. The mean score obtained for pre and post-workshop for these two questions are 5.4; 6.5 and 1.7; 2.7 respectively.

The question-wise analysis of pre and post-workshop evaluation are presented below:

Question 1: Project objectives:

Project objectives are the focal points on which the whole project functions. The exposure on this item before and after the workshop was fairly good, the mean scores being 1.7 and 2.1 respectively.

Question 2: Major Components of the Project:

There are chiefly eight components for the project. The respondents requested to write these components as a free response. The participants could outline majority of the components during pre-workshop. This of course is a good sign of the participatory approach by them. However their answers were specific in post-workshop evaluation. Number of respondents who could identify seven or more components during pre and post-workshop are 14 and 20 respectively.

Question 3: Special feature of the Project:

Please see above paras.

Question 4: Integrated Approach in the Project:

This is another important modus operandi of the project. The maximum marks that can be scored by identifying three given answers are three. Looking at the pattern of response on this question both in pre and post-workshop it implies that not much dent has been made in changing the awareness on this topic. For, the mean score was almost static between the two evaluations (i.e., 1.6 and 1.7). Perhaps this could be due to the intensive pre-workshop efforts by the Advisory Group.

Question 5: Departmental contribution for the Project:

Under this question the participants were expected to visualise and write their department's contribution for the integrated approach. Many participants have given these areas under which their department could be involved in the project's successful implementation. The identification of any new areas after pre-evaluation has improved only to the extent of 0.4 point in mean score.

Question 6: Meaning of Community Participation:

An upward variation was noticed in the level of knowledge on this item between and pre and terminal evaluations, the mean score after the workshop was 2.2 as against the pre-workshop evaluation of 1.6.

Question 7: Methods of involving women:

No positive revision in mean score was observed under this strategy for involving women in their departmental programme.

Question 8: Usefulness of Background Materials Supplied:

No impressive feedback appears to be forthcoming from participants on the papers given to them. The mean score for the maximum marks of 4, are: Pre-workshop evaluation 0.7; Post-workshop evaluation 1.0.

Question 9: Effective Mandal Level Workshop:

The participants have contributed positively on this question and were able to spell out significant number of components after the workshop. For, number of participants who could identify three or more components are 7 and 19 for the pre and post-workshop evaluation. The mean scores are 1.9 and 2.8 for pre and post-workshop respectively.

Question 10:

I.S.C has been reported as "essential" in both evaluations.

## 9. A REVIEW IN RETROSPECT AND PROSPECT

In light of the experiences gained in the multi-level training programmes organised at various levels it would be necessary to discuss under the following headings: Programme highlights (9.1); few short falls (9.2); some positive findings (9.3); formulating recommendations; (9.4) and an over view (9.5).

### 9.1 PROGRAMME HIGHLIGHTS

9.1.1 The project has focused on Health Education, Training, Supportive communication materials development, sectoral co-ordination of the related departments and community participation for the additional inputs. The sequencing would be:

1. T.N.A -> Staff Development -> Programme acceptability

2. Education -> Behaviour change -> Programme acceptability — *motivator - skill searching*

9.1.2 After the district level workshop at Bangalore (November 21/22, 1991), the integrated training methodology for the selected taluk, mandal and village level functionaries, was observed from December 1991 to March 1992. The pre-training planning processes were also studied. Their performance appraisal has been documented, indicating the approach, methodology, curriculum etc.

9.1.3 Participatory approach has been introduced in planning and conducting the workshop, duly involving the participants, right from the planning stage up to the conduction of workshop/training itself. *Role responsibility*

9.1.4 The trainee - trainer concept, staff development and skills to deliver the project components, was satisfactory, in preparing the training package to the next level functionaries.

9.1.5 The formation of the core groups at different levels is crucial to the sequential training. They were assigned the following responsibilities:

- defining the objectives,
- listing of the participants,
- preparation of the background papers,

- identifying the speakers and resource persons
- fixing up of the venues,
- working out a detailed programme
- listing of voluntary agencies,
- drafting of a workshop/training report

9.1.6 The listing of voluntary bodies and providing training to them (to act as link between the community and Government functionaries, besides community education), ~~was clearly discernible~~ from the mandal level onwards.

*Read  
CHW*

9.1.7 Being the local village level functionaries, Anganwadi workers have a close contact with all the mothers in particular and women in general. Therefore, they form a vital link between the beneficiaries on the one hand and the programme efforts on the other. This potential has to be fully utilised at the service points. This should be focused in all future sessions also.

*learn & realised*

9.1.8 Almost similar situation is there for the Junior Health Assistants (female) except that the sphere of activity is larger. But nonetheless she should also work in close liaison with the AWWs with special reference to personal hygiene, collection and storage of water, etc.

*Sustained  
bilim*

9.1.9 Like wise, the primary school teacher is another vital link between the community, (including the students) and the respective households. It is their continued motivational efforts that will have an added beneficial effect e.g in institutional and individual latrines, relationship to personal hygiene, each one - teach one, etc.

*Was a  
team  
approach  
was a  
approach*

9.1.10 It is precisely for this reason that all the three functionaries were actively involved in the Mandal and village level training (Anganwadi workers, Junior Health Assistants female and the primary school teacher)

9.1.11 When the programmed visits by the mobile communication unit are timed with the village level training, then the PRA will be an excellent point for all the project efforts.

9.1.12 The one day village level training was profitably combined with a practical exercise in the same evening to practice action plan [ ] the trainers had an opportunity to observe how the trainees communicate with the people at a service point. Perhaps this may be reckoned as objective achievement for further replicability.

*Shenddaar  
Mansoor  
Chomun*

9.2 A FEW SHORT FALLS:

The improvement is always possible. Some short comings were there. They are duly documented as follows:

9.2.1 Observers: There was not much feed back, despite the circulation of the suggested guidelines to them.

*9.*

9.2.2 Plenary session: Proper introduction of the subject specialists, and their specialisation, pin pointing the purpose of the session and finally summarising the presentations, in all the sessions, would have been more useful to the participants.

*Intro  
of selected  
personnel  
was 2*

9.2.3 Resource persons: Group's reports were not forthcoming in time. The reports should clearly identify the important highlights of the discussions.

*Is it  
available  
comments*

9.2.4 Perhaps, all these short comings could have been obviated, if a technical co-ordinator besides the workshop co-ordinator had been identified and positioned.

9.2.5 While selecting the voluntary organisations for the workshop, their previous service to the society may be considered.

*Was it  
considered*

9.2.6 As a general observation it was felt that the training at the various levels should include more number of NGOs.

9.3 SOME POSITIVE FINDINGS

9.3.1 The multi-level district training exercise has helped in identifying persons who could be involved in planning and implementing the sequential training programmes. ✓

*\* ||*

9.3.2 It is worth mentioning that most of the sessions in all the training programmes were directed towards the participants involvement rather than the facilitators.

*\* ||*

was it?

4

9.3.3

The training package for the next level training was effectively formulated.

9.3.4

The roles and responsibilities of the various departments, involved in the project have been understood by the participants. This laid the foundation for the future team approach.

X 7/11

9.3.5

By bringing different personnel of the various departments on a common platform, they have understood clearly the integrated approach and to play their roles effectively for the implementation of the project.

9.3.6

X 11

The integrated approach, emphasised in these training programmes was appreciated by all concerned and proved beyond doubt that next level training was organised efficiently by their involvement.

9.3.7

Q → check

The experience has been that the Deputy Secretary (Dev.), ZP is ideally suited to be the co-ordinator the taluk level training, because all the development departments come under ZP. Similarly our experience has been that the DANIDA appointed sub-divisional AEE with the BHE of the local PHC will be the best suited persons for co-ordinating the training programmes at the mandal and village levels.

9.3.8

X 11

All these evidently show that participatory approach was successful, integrated approach was fruitful and above all the trainee - trainer concept was much appreciated and adopted up to the lowest level of functionaries.

9.4 FORMULATING RECOMMENDATIONS

9.4.1 District level

9

9.4.1.1

Group discussions: Giving the same subject to all the 3 groups (district level workshop) is to be avoided, since it is on a duplication of effort. In fact this was avoided at the taluk level workshop.

9 11

9.4.1.2

Training: To incorporate aspects of hardware components in all future training schedules.

9.4.1.3 The follow up workshop can be done for one day only at the respective district itself by the PAG. It is important that the emphasis should be on problem solving sessions. It would suffice if this continuing education is done once a year only, during the project period.

9.4.1.4 If possible it is better to have a field visit, a day or two earlier and deliberate on the field findings during the training. This would be beneficial for the integrated approach. Thus, the strategy should be one of orientation rather than mere information giving.

a. appraise the participants with the latest approaches to the project

b. propose any additional inputs needed,

c. review the achievements, done

d. focus more on problem solving sessions,

e. during this interdepartmental training cum meeting, they can also discuss any other subjects, thus giving scope for the multi range approach,

9.4.1.5 The entire focus has to be on the management aspects of the programme.

9.4.2 Taluk level

9.4.2.1 The taluk level training should be for one day duration only.

9.4.2.2 Hardware component should be included into the software component,

9.4.2.3 Group discussions pertaining to the development of training packages may be avoided since the training package has already been developed

9.4.2.4 It should focus on problem solving sessions,

9.4.2.5 The focus has to be on staff development unlike at the district level where the focus was on management aspects.

9.4.2.6 People training once in a year is recommended

AS CME planned

planned  
deliberate  
field visit  
not planned  
one hour

Done  
Did the  
fellows comment

What was  
the hardware  
component?

To understand  
it was  
adequate

Next time  
participants  
will  
field level  
from now

Principles of management approach



9.4.3 Mandal Level

9.4.3.1 The mandal Panchayat is responsible to maintain sanitation and health in the panchayat area through its five member - amenities committee. There is a statutory provision under the ZP act for the mandal panchayat to meet once a month. Further, 20% of the mandal panchayat members are reserved for women. This built-in mechanism should be fully utilised for the project's training cum review meetings.

9.4.3.2 Keeping in view this important function of the mandal level, the training should focus on

- a. the emphasis should be on programme monitoring
- b. One day training is adequate
- c. Hardware components should also be included
- d. scope may be given for discussion rather than theoretical aspects, and focus to be on problem solving approaches.
- e. the over all form has to be on monitoring the programme
- f. half yearly mandal level re-training is proposed.

Q Were fellows aware of the Govt infrastructure & learn how to coordinate

Q Did fellows know about other NGOs & their activities in the area

Q Did fellows know about other NGOs & similar activities?

9.4.4 Village Level

9.4.4.1 The grama sabha as per the ZP act are required to meet at least twice a year. The functions of the grama sabha are village development, water supply sanitation etc. besides assisting the mandal panchayat. All the functionaries of the various departments and the local voluntary agencies are required to participate in the grama sabha meetings. In fact this is the most peripheral ISC machinery where problems and needs of the villages are assessed and appropriate programmes are planned. This machinery should be fully utilised for the rural awareness campaign for developmental programme.

Q Fellows aware of functions of Grama Sabha / Community based organisations

Aware of RRR? Suggest us how fellows to improve

done

9.4.4.2 Realising the importance of village level training, for community acceptance, the following are the recommendations.

a. one day training is sufficient for this level also

b. both officials and representatives from the existing local organisations are to be drafted for the training.

c. depending upon the population of the village, the training may be for a group of villages, However, the number of participants, both official and non-official should be between 20 to 25.

d. The afternoon session should focus on discussing ways and means of co-ordination between the functionaries and evolve entry points for educating the community.

e. In the forenoon session, it would be desirable to introduce both hardware and software components of the project.

f. the methodology of training should be based on discussion and guidance to perform the job more effectively.

g. After the training the participants themselves arrange for a village level meeting preferably in the evening, in consultation with the local leaders to

(i) to know how far this training facilitated them to know about the project

(ii) to sensitise or create awareness among the village community regarding the project components,

(iii) in this village level training the mobile communication van will also be helpful for training

(iv) This would facilitate the community's participation with special reference to service points.

Done

↓

||

||

Any feedback from community?

discuss

## 9.5 AN OVERVIEW

9.5.1 The experiences of multi-level training are herein recorded. The concept of multi level training is not a new approach at all. This type of multi level training is being conducted by the development departments at different training centres. But this multi level district training is unique and is different from the routine departmental training in terms of strategy, approach and methodologies.

9.5.2 Another important experience has been the application of trainee-trainer concept, which has helped the participants to understand the responsibilities of the trainer. Further, it has also helped to boost up his morale and confidence to take up the next level training sessions.

9.5.3 The introduction of the multi-level, multi-disciplinary technique provided a clear understanding of the effective participatory approach, right up to the village level. And at that level, educational efforts by the departments concerned for community involvement and participation is important for the acceptor oriented programmes. This methodology also provided an excellent opportunity for the trainees to plan, organise and conduct the next level training programmes.

9.5.4 It is worth recording here that particularly the last lap of village level training concentrated on grass root functionaries responsible for project implementation. It is at this level the local community people were also involved. Actually foundation is laid for motivational efforts for programme acceptance and field results.

9.5.5 In all the levels of training programme, the role of women was discussed, since they constitute an important segment of the population. Their involvement, at the family and community level was discussed.

9.5.6 The mandal level training was distinct from the district level workshop, in its objectives, planning, methodology and approach. Here there was an emphasis on monitoring. Another important aspect observed was that the mandal president who is an elected, local, influential person,

*Recommendation  
GOVA  
to be involved  
to be involved*

*1/2 was a  
emphasised  
Identity  
Involvement  
all groups*

*Were village  
leaders  
Identity  
communication*

plays a crucial role in the mandal and village level activities. Through him, therefore there is a vast scope for motivational efforts and programme monitoring.

9.5.7 The training at the village level focused on educational efforts for implementation and that the activity has to be a joint venture of both the official machinery and the local non-governmental organisations. The preparation of an advance educational plan, village wise or for groups of villages, for rapid coverage on a phased basis, coterminous with the mobile communication efforts wherever feasible is a top priority.

*was it achieved*

9.5.8 While the projects engineering wing focused on the hardware component, the involved health department, with its ramifications right up to the village level has to give a key supporting role in all their educational efforts.

The triads of this project are (a) Health Education including community involvement (b) inter-sectoral co-ordination and (c) training.

This is exactly the reason for fully involving these crucial departments for conducting the workshop/training at the taluk, mandal and village level.

## 9.6 REVISED TRAINING PROGRAMMES:

### 9.6.1 DISTRICT LEVEL

Duration	:	One day
Objective	:	The entire focus has to be on management aspects
Venue	:	District or Divisional Head quarters
Participants	:	All the district-level officials of the stated departments, engaged in the project work.
		- involving NGO's who have actually contributed to the programme
Training to organised	:	By PAG, Bangalore
Course Co-ordinator	:	Deputy Secretary (Dev) ZP of the District

## PROGRAMME

08.30 A.M	Registration
09.00 - 10.00	Field visits - to one or two villages for performance review
10.00 - 10.15	Coffee break
10.15 - 10.45	to deliberate on the field findings
10.45 - 11.45	Problem solving sessions - on
11.45 - 12.45 P.M	a) Hardware component b) Software components
12.45 - 01.30	Lunch
01.30 - 03.00	Discussion cum Review - Experiences regarding integrated approach  - Water supply - usage and maintenance, precautions taken for supply of potable water etc.  - Disposal of household wastes, garbage, surface surplus water etc.  - Educational efforts made  - Development of talking points
03.00 - 03.15	Coffee break
03.15 - 04.45	Development and documentation of guidelines for programme monitoring at taluk, mandal and village levels.
04.45 - 05.00	Concluding session

### 9.6.2 TALUK LEVEL

Duration	:	One day
Objective	:	The focus has to be on staff development and how they have been geared up to fulfil the project objectives
Venue	:	Taluk head quarters
Participants	:	All the officials and non-officials involved in the project
Training	:	To be organised by the sub-divisional AEE (DANIDA) with the B.H.E of the local PHC

## PROGRAMME

09.00	Registration
09.30 - 10.30	Visit to a nearby locality to review the progress, objectives
10.30 - 10.45	Coffee break
10.45 - 11.45	Discussions regarding field visit: observations made and suggestions there of. Problem solving sessions (a) Hardware component - listing of the problems: administrative, technical logistic co-ordination etc and documentary suggestions
11.45 - 12.45	(b) Software component - - listing of the problems, discussions and documenting the measures needed to circumvent them
12.45 - 01.30	LUNCH
01.30 - 03.00	Performance review and discussions; both hardware and software components - - educational efforts made, - talking points developed, - Identified sources of water, - Maintenance, supply and usage of water - Problems and experiences regarding integrated approach - Solid wastes - disposal of - Maintenance of latrines in different situation - Environmental sanitation how cleanliness is ensured - Disposal of waste water - how planned and executed - Any other subjects
03.00 - 03.15	Coffee break
03.15 - 04.45	(a) Documenting of the experiences, precautions, maintenance etc. (b) Development of guidelines to the mandal and village level functionaries.
04.45 - 05.00	Concluding session An observer from Project Advisory Group, Bangalore or from the District Level Core Group to be invited.

### 9.6.3 Mandal Level

Duration	:	One day
Objective	:	The training cum discussions should focus on programme monitoring.
Venue	:	One of the mandals, not yet covered by the earlier training sessions
Participants	:	All the mandal level official functionaries involved in the project activities and one or two from each of the functioning non-governmental agencies
Training	:	To be organised by the sub-divisional AEE (DANIDA) with the BHE and MOH of the jurisdictional PHC.
Observer	:	From the district-level core group to be invited

#### PROGRAMME

09.00 - 09.30	Registration
09.30 - 10.30	Department-wise review. The Mandal Pradhan may be invited to attend this review session.
10.30 - 12.45	Problem solving sessions - listing of problems, component-wise and area-wise - seeking practical solutions there of
12.45 - 01.45	LUNCH
01.45 - 03.00	Development of guidelines for monitoring the programme
03.00 - 04.00	Tea break and documentation of guidelines to the village-level functionaries by AEE, MOH & BHE
04.00 - 04.30	Concluding session by the district-level observer
04.30 onwards	Visit to one of the villages for (a) Recording the beneficiaries' responses to additional inputs

- (b) Documenting the beneficiaries' experiences on the installed components
- (c) Hearing their suggestions for fully utilising the programmed inputs.

9.6.4 Village Level

- Duration : One day
- Objective : to focus on the effective action plan
- Venue : a village selected by the Mandal Panchayat or taluk level core group
- Participants : All the village level functionaries and important village level leaders (both men and women)
- Training : to be organised by the sub-divisional AEE (DANIDA) with the concerned PHC's MOH and BHE. The senior health assistants (female) of the concerned sector, to be fully involved.
- Observer : an observer from the district level core group to be invited.

PROGRAMME

- 09.00 - 09.30 Registration
- 09.30 - 10.30 Progress of the hardware components. The Mandal Secretary may be invited to participate
- 10.30 - 10.45 Coffee
- 10.45 - 12.45 Problem solving session: listing of the component-wise problems and difficulties encountered, discussions and seeking practical solutions there of. The simplest solutions are often the best.
- 12.45 - 01.45 LUNCH
- 01.45 - 03.00 Discussions and documenting guidelines for the village-level action plan, based on the problem solving session
- 03.00 - 03.15 Coffee



03.15 - 04.45

Discussion with the participants covering the following briefly.

- current usage and maintenance of clean water from source to household storage
- health and disease in relation to environmental sanitation and clean surroundings
- health education and communication support, a continuous effort, integration with other jobs.
- disposal of solid and liquid wastes and garbage
- tree planting, and
- any other subject

NOTE:

The participants should be encouraged to express freely their problems and experiences, and documented for preparing guidelines.

04.45 - 05.00

The Concluding session to be chaired by the Observer and co-chairperson (Secretary, Grama Sabha)

## ANNEXURE-1

### REFERENCES ON ASSESSMENT OF TRAINING NEEDS

1. " People's attitude towards improved drinking water and sanitation schemes - A micro level study of a village in Chitradurga" - 1990 - L.N. Shamala Devi
2. " Training needs assessment for Project personnel" - 1991 OM Consultants
3. Local level training needs assessment". (Bagepalli taluk, Kolar District) -1991 - SARRA.
4. " Local level training needs assessment" (Hungund taluk, Bijapur District) - 1991 - SARRA
5. " Local level training needs assessment" (Chitradurga District) - 1991 - A.P. Consultancy - "Community's perception and Practice as basis for developing training strategy".
6. " A study of Institutional linkages - Relationship between Mandal Officials and community, and extent of people's participation in water supply and Sanitation programme" - 1991 L.N. Shamala Devi
7. " Development of training package for district and taluk levels, with emphasis on participatory techniques, curriculum development and sequencing" - 1991 - Dr. C. Achuthan - (Based on this, District level and Taluk level workshops were conducted on 21/22 Nov.1991 and 27/28 Dec. 1991 respectively).
8. " Development of training package for Mandal and village levels" - 1991 - Smt. Vallisheshan and Dr. Saraswathi (to facilitate people's participation in the project.

## ANNEXURE-2

### LIST OF BACK GROUND MATERIALS SENT IN ADVANCE TO THE PARTICIPANTS

#### A. DISTRICT LEVEL WORKSHOP:

1. Inter-sectoral action for health,
2. Women in water supply and sanitation,
3. A note on management,
4. Community participation in Primary Health Care Programme
5. Health Education, its importance, learning process, Techniques of Effective Communication and principles,
6. Planning a participatory training process,
7. Audio visual aids in Health Education,
8. A note on Group discussion
9. Water Supply component in the Integrated rural Sanitation and Water Supply Project
10. Participatory Rural Appraisal : A promising approach to " Bottom-up planning".
11. Sanitation,
12. Community participation through participatory techniques,
13. Training programme for implementation of Integrated Rural Sanitation and water supply project under DANIDA assistance,
14. Role of Health Education in the Integrated Rural Sanitation and Water Supply Project,
15. Inter-sectoral co-ordination.

#### B. TALUK LEVEL WORKSHOP: (In Kannada)

1. Water, Environmental Sanitation and Health,
2. Health Education,
3. Forest and Health,
4. Benefits of the Integrated Rural Sanitation and Water Supply Project in Karnataka,

5. The role of the related departments for the implementation of the project,
6. The role of women in rural developmental activities.

C. MANDAL LEVEL TRAINING: (In Kannada)

1. Water and Environmental sanitation,
2. Health Education,
3. Social forestry and environment
4. Role of women in community development programmes

D. VILLAGE LEVEL: (In Kannada)

1. Water and Sanitation,
2. Health Education
3. Role of women in the Integrated Rural Sanitation and Water Supply Project,
4. Health and Sanitation in relation to Animal Husbandry,
5. Importance of forestry

### ANNEXURE-3

#### LIST OF PARTICIPANTS OF DISTRICT-LEVEL WORKSHOP

1. Smt. T. Mukthamba, Deputy Secretary, Zilla Parishad, Kolar
2. Sri. P. Chandrappa, Assistant Executive Engineer, IRS & WS Project, Danida, Bagepalli
3. Sri. M. Sadashiva, Deputy Health Education Officer, Chikkaballapur
4. Dr. H.V. Sampathkumar, District Health & Family Welfare Officer, Kolar
5. Dr. B.T. Rangaraj, Assistant District Health Officer, Kolar
6. Sri. N.G. Dandin, District Health Education Officer, Kolar
7. Sri. B.K. Krishnaswamy, District Adult Education Officer, Kolar
8. Smt. K.A. Ponnamma, Assistant Director, Women and Child Development, Kolar
9. Sri. K.N. Narayanappa Naik, District Social Welfare Officer, Kolar
10. Smt. B.R. Mamatha, District Information & Publicity Officer, Kolar
11. Sri. G. Kalaiah, In charge Principal Agricultural Officer, Kolar
12. Sri. S. Nagaraja, Deputy Conservator of Forest, Kolar
13. Sri. M.Y. Khazi, Deputy Director of Public Instruction, Kolar
14. Dr. S.R. Bilagi, District Health Officer, Chitradurga
15. Sri. C.N. Nagaiah, Deputy Secretary, Z.P, Chitradurga
16. Sri R.B. Solomn, Action Aid, Karnataka Projects
17. Dr. M. Eswarappa, Assistant District Health & Family Welfare Officer, Davanagere Sub-division, Davanagere
18. Sri. K.P. Kariyappa, Assistant Executive Engineer, Danida Sub-division, Jagalur
19. Sri. S.S. Mathapathi, Secretary, TRDF, Sirigere
20. Sri. S.B. Kalyan, Deputy Health Education Officer, Kalyan
21. Sri. C. Siddappa, District Health Education Officer,

22. Sri. G.N. Raghunath, DDPI, Chitradurga
23. Sri. N.A. Vittal, Principal Agricultural Officer, Chitradurga
24. Sri. M.S. Chandrasekaraiah, Executive Engineer, ZPE Division, Davanagere
25. Sri. M.R. Rathod, District Assistant Director of Women and Child Development, Davanagere
26. Sri. K.L. Pujar, District Adult Education Officer, Chitradurga
27. Dr. S.B. Hendi, District Health & Family Welfare Officer, Bijapur
28. Sri. R.N. Nandani, Principal Agricultural Officer, Bijapur
29. Sri D.B. Kanchi, Assistant Executive Engineer, IRS & WS Project, Danida, Hungund
30. Sri H.D. Patil, I/c APO (DWCRA), Zilla Parishad, Bijapur
31. Sri B.V. Kanthi, Assistant Director, Women and Child Development, Bijapur
32. Sri S.T. Guddi, District Social Welfare Officer, Bijapur
33. Sri. D.R. Nayak, Range Forest Officer, SF, Hungund
34. Sri. Gurumurthaiah, Educational Officer, Bijapur
35. Sri. M.B. Kolhar, District Health Education Officer, Bijapur
36. Dr. A.R. Kora, Assistant District Health & Family Welfare Officer, Bagalkot
37. Sri. G.K. Kalkarni, Deputy Health Education Officer, Bagalkot
38. Sri. S.N. Godi, Executive Engineer, ZPE Division, Bagalkot

APPENDIX - 4

LIST OF PARTICIPANTS FOR THE TALUK LEVEL  
TRAINING PROGRAMME, BAGEPALLI 27/28.12.91

1. Sri. Y.V. Govinda Gowda, President, Kaveri Rural Development Society, Bagepalli
2. Dr. Prakash Reddy, Asst. Director, Animal Husbandry
3. Dr. Sathyanarayana, MOH, PHC, Bagepalli
4. Dr. Murthy, MOH, PHC, Bagepalli
5. Dr. Varadarajan, ADHO,
6. Dr. M.V. Hiremath, MOH, PHC, Pathapalya
7. Smt. Shameemara, CDPO, Bagepalli
8. Smt. A. Sharada Bai, Supervisor, CDP, Bagepalli
9. Dr. G.V. Rajareddy, MOH, PHC, Billur
10. Sri. Krishnamurthy, Block Health Educator, PHC, Bagepalli
11. Sri. Vishwanatha Reddy, Senior Male Health Assistant, PHC, Bagepalli
12. Sri. P. Lidia, Sr. Female Health Assistant, PHC, Bagepalli
13. Dr. Vasudev, MOH, PHC, Marganukunte
14. Smt. Anjamma, Sr. Female Health Assistant, Bagepalli
15. Smt. Padmavathamma, Sr. Female Health Assistant, Bagepalli
16. Sri D. Venkatarayappa, Asst. Agricultural Officer, Bagepalli
17. Sri P. Subhansab, Junior Health Assistant, PHU, Yallampalli
18. Sri. Shivanna, Nidumamadi Rural Development Organisation, Gulur
19. Sri. V. Shivakumar, Jr. Male Health Assistant, Pathapalya
20. Sri. Nanjundappa, A.E.O, Bagepalli
21. Dr. B.R. Susheela, Medical Officer, General Hospital, Bagepalli
22. Sri. P.L. Nagaraja Rao, BHE, PHC, Gorur
23. Smt. K.N. Sumathi, Sr. Female Health Assistant, Chelur

24. Sri. Hala Lingaiah, Asst. Horticultural Officer, Bagepalli
25. Sri. C. Bhadra Reddy, BDO, Bagepalli
26. Smt. Kamala P.S, Investigator, ICDS, Bagepalli
27. Dr. Pradeep Kumar, Medical Officer, PHC, Bagepalli
28. Sri. R. Lakshminarayan, LRDS, Bagepalli



ANNEXURE - 5

LIST OF PARTICIPANTS FOR THE MANDAL LEVEL TRAINING  
PROGRAMME HELD AT DEVARAGUDIPALLI (BAGEPALLI TALUK) ON 27.1.92

1. Sri.R. Kodandaramaiah  
Mandal Secretary  
Devaragudipalli
2. Sri.T. Shankara Rao  
Mandal Secretary  
Billur
3. Smt. Saraswathamma  
Sr. Female Health Asst.  
Billur
4. Smt. Kovarthanam  
Sr. Female Health Asst.  
Bagepalli
5. Smt. Jaithumbi  
Sr. Female Health Asst.  
Billur
6. Smt. Jayalakshamma  
Sr. Female Health Asst.  
Billur
7. Smt. Annapurna  
Sr. Female Health Asst.  
Rasicheruvu
8. Smt. Muniyamma  
Sr. Female Health Asst.  
Besthalapalli
9. Smt. Padmavathamma  
Sr. Female Health Asst.  
Devaragudipalli
10. Smt.S. Sundari  
Sr. Female Health Asst.  
Achepalli
11. Smt.J. Movila  
Sr. Female Health Asst.  
Bagepalli (Rural)
12. Sri.B. Mallappa  
Sr. Male Health Asst.  
Devaragudipalli
13. Sri. Nagarajappa  
Sr. Male Health Asst.  
Achepalli
14. Kum. Mani  
Supervisor  
Integrated Child Dev.  
Scheme, Bagepalli
15. Smt. Gangamma  
Supervisor  
I.C.D.S, Billur
16. Sri.V.K. Narayanaiah  
Forestor  
Pathapalya
17. Sri. Somashekar  
Forestor  
Devaragudipalli
18. Sri.M. Venkataramanappa  
Forestor  
Billur
19. Sri. Narayanaswamy  
Forestor  
Billur
20. Dr. Shashikumar  
Asst. Director (Animal  
Husbandry), Billur
21. Dr. Ramachandra Reddy  
Extension Officer  
Animal Husbandry Dept.  
Bagepalli
22. Sri.S.R. Lakshmana Murthy  
Village Accountant  
Billur
23. Sri. Abdul Rahim  
Village Accountant  
Billur
24. Sri. Shanthamurthy  
School Investigator  
Bagepalli
25. Sri. Khajapheer  
School Investigator  
Bagepalli

ANNEXURE - 6

LIST OF PARTICIPANTS FOR THE VILLAGE LEVEL TRAINING  
PROGRAMME HELD AT SHIVARANJINI FILM THEATRE  
BILLUR, BAGEPALLI TALUK ON 18.2.1992

1. Kum.B.S. Vijayalakshmi  
Head mistress  
Govt. Higher Primary  
School  
Billur
2. Sri. Venkatappa  
Asst. Master  
G.H.P.S  
Billur
3. Sri. P. Sridhar Reddy  
Asst. Master  
G.H.P.S  
Billur
4. Sri. Md.Salauddin Khan  
Head Master  
G.H.P.S  
Billur
5. Sri K.S. Shankar Lingaiah  
Asst. Master  
G.H.S  
Billur
6. Sri.H. Hanumanthappa  
Physical Education  
Instructor
7. Smt.M.V. Vijayabharathi  
Anganwadi Worker  
Billur
8. Smt.T.R. Kamalamma  
Anganwadi worker  
Billur
9. Smt. Jaithumbi  
Jr.Female Health Asst.  
Billur
10. Smt. Jayalakshamma  
Jr. Female Health Asst.  
Billur
11. Sri. M. Bhasha  
Member  
School Betterment  
Committee, Billur
12. Sri.Sadashivappa  
Member School Betterment  
Committee  
Billur
13. Sri K. Ramakrishnappa  
Member  
Anganwadi Advisory  
Committee  
Billur
14. Sri K. Subaan Khan  
Member  
School Betterment  
Committee  
Billur
15. Sri. Prakash  
Secretary  
Service Co-operative  
Society  
Billur
16. Sri Suribabu  
President  
Service Co-operative  
Society  
Billur
17. Sri Siraj  
Mandal Bill Collector  
Billur
18. Sri Chennappa  
Mandal Bill Collector  
Billur
19. Smt. Pyarima  
President  
Mahila Mandal  
Billur
20. Smt. Lakshmiddevamma  
Secretary  
Mahila Mandal, Billur
21. Sri Abdul Rahim  
Village Accountant  
Billur
22. Smt. Annapurna

APPENDIX-7

DISTRICT LEVEL WORKSHOP - EVALUATION PROFORMA

- Please answer freely and frankly
- Tick [ ✓ ] the answers, whichever you find appropriate

1. The OBJECTIVES of the project are:
  - a. Improve the health of the people
  - b. Improve living standard of the people
  - c. Increase the wealth of the villages
  - d. To improve the agriculture output
2. The major COMPONENTS of the project are:
  - a.
  - b.
  - c.
  - d.
  - e.
  - f.
  - g.
  - h.
  - i.

---

\* NOTE: This was administered at the time of registration (pre-workshop evaluation). It was again administered before the concluding session (post - workshop evaluation)

3. The SPECIAL features of the project are:
  - a. Community participation
  - b. Integrated approach
  - c. Women's involvement
  - d. Communication support

- e. More money
  - f. More materials
  - g. Employment opportunities
4. INTEGRATED approach in the project means,
- a. Integration of components
  - b. Integration of departments
  - c. Integration of philosophy
  - d. Integration of finance
  - e. Integration of staff
  - f. Unified planning and activity
  - g. Integration not needed
5. Indicate your department's contribution for this integrated project.
- a.
  - b.
  - c.
  - d.
  - e.
  - f.
6. Community participation means:
- a. People's initiative
  - b. Community involvement in planning
  - c. People got more money
  - d. People to find their own resources
  - e. Responsible for implementation
  - f. Officials responsibility
  - g. Formal leaders only
7. State whether women's participation in this project is:
- a. Essential

- b. Somewhat essential
  - c. Not essential
8. Indicate the methods of involving women in any of your departmental programmes:
- a.
  - b.
  - c.
  - d.
  - e.
9. List the participatory techniques used in planning, conducting and evaluating this workshop:
- a.
  - b.
  - c.
  - d.
  - e.
10. Indicate if you found useful, the back ground materials sent to you in advance:
- Did you need any further supplementation during the workshop.
11. An effective taluk level training programme organised by you should include -
- a. Careful planning
  - b. Participant's involvement
  - c. Formulating objectives
  - d. Utilising participatory techniques
  - e. More number of class room sessions
  - f. Group work
  - g. Cultural programmes
12. Inter-sectoral co-ordination for this project is -
- a. Necessary

- b. Not necessary
- c. Somewhat necessary

BANGALORE  
DATE

NAME & ADDRESS

ANNEXURE - 8

SUGGESTED GUIDELINES FOR OBSERVERS

(DISTRICT LEVEL WORKSHOP)

- ✓ 1. PLANNING PROCESS (By the training core group, Bangalore)
  - ✓ a. Relevant materials (training needs assessment studies made by independent consultants).
  - b. Initiated discussions with the involved departments, NGOs representatives and community.
  - c. Conceptualised participatory approach for this workshop.
  - d. Preparation of draft training document, and its examination by professionals/PAG. ✓
  - e. District, taluk, Mandal, village levels training documents by consultants.
  - ✓ f. Identified participants - department-wise,
  - ✓ g. Corresponded with the participants to plan effective workshop.
  - ✓ h. Identification of resource persons, observers, planning group, subject specialists, involving departments.
  - i. Revised two-days' draft workshop programme to the selected participants for their comments.
  - ✓ j. Fifteen back ground reference materials were sent in advance to all the participants for effective participation.

✓ II WORKSHOP ARRANGEMENTS - good

1. Registration
2. Inauguration
3. Workshop's programme (Two days)
4. Information sessions (I & II) - Plenary
5. Group work : I, II, III
6. Presentation of Group reports: I, II, III
7. Physical facilities provided for conduction of workshop.

8. Communication support provided -

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\* NOTE: The observers may feel free to modify or incorporate any other points on the workshop.

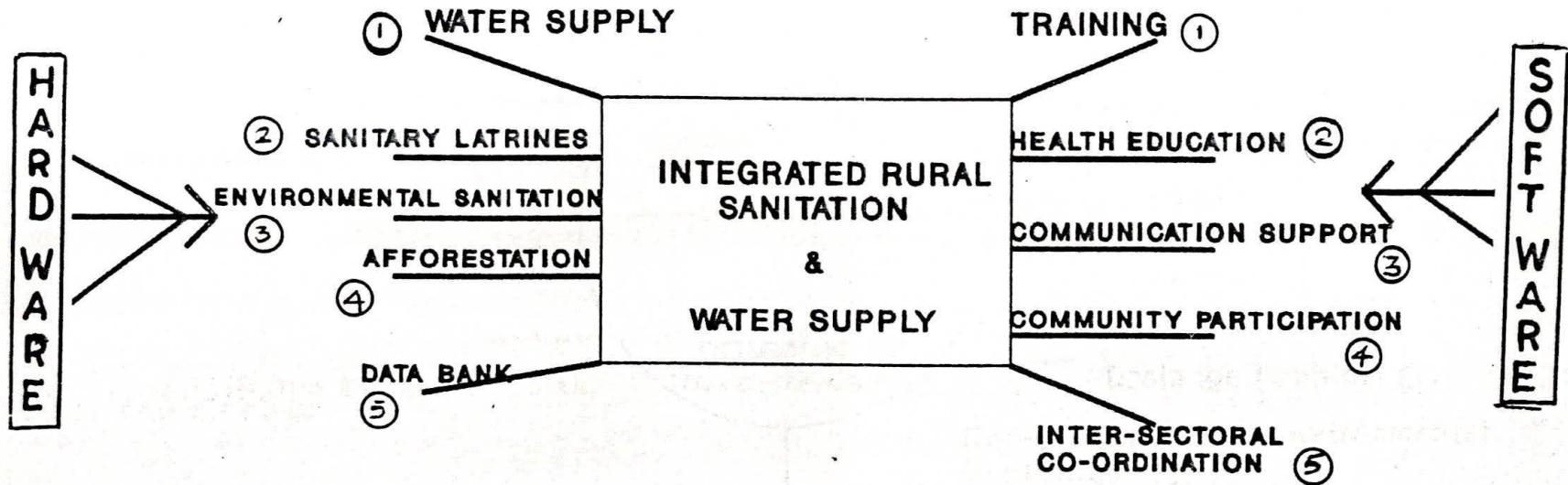
- ✓ 9. Participation by individuals: (Reaction, Response, Expectation etc.,)
- ✓ 10. Concluding session:
- ✓ 11. Participant's recommendations:
- ✓ 12. Taluk level training package developed by participants: (Totality of coverage, duration, etc.,)
- ✓ 13. Evaluation proforma (pre & post):
- ✓ 14. Session-wise contents:  
Objectives & expectations;  
Level of achievement  
100%, 75%, 50%, 25%
- ✓ 15. Involvement of the representatives of the various technical departments:
- ✓ 16. Whether the participatory approach was followed or not?
- ✓ 17. Please rate the workshop as  
" Excellent"; "Very good"; "Good"; "scope for improvement".
- ✓ 18. Please specify any other points you desire to comment.



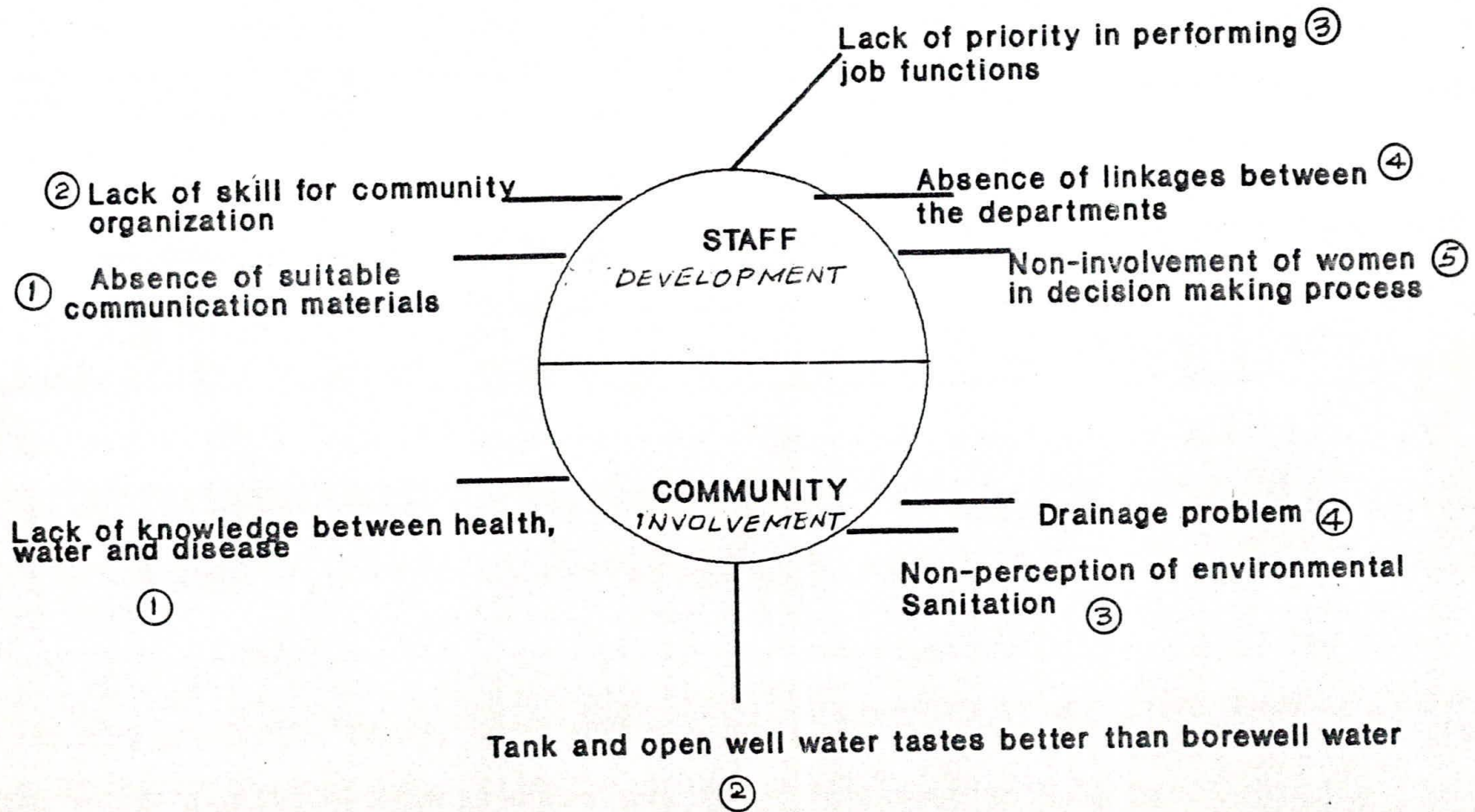
✓  
FLOW CHART - 1

<b>Study of the Project Report</b> ①	<b>Study of the Training Needs Assessment Report</b> ②	<b>Discussion with the Project Advisory Group</b> ③	<b>Dialogue with involved Dept. Heads</b> ④
<b>Discussion with the District Officers</b> ⑫	<b>PLANNING</b>		<b>Involvement of Professional Training Institutes</b> ⑤
<b>Zila Parishad Members and Officials</b> ⑪			<b>Involvement of NGOs</b> ⑥
<b>Community People</b> ⑩	<b>⑨ Reaction with Workers</b>	<b>⑧ Involvement of Participants</b>	<b>⑦ Formation of Planning Group</b>

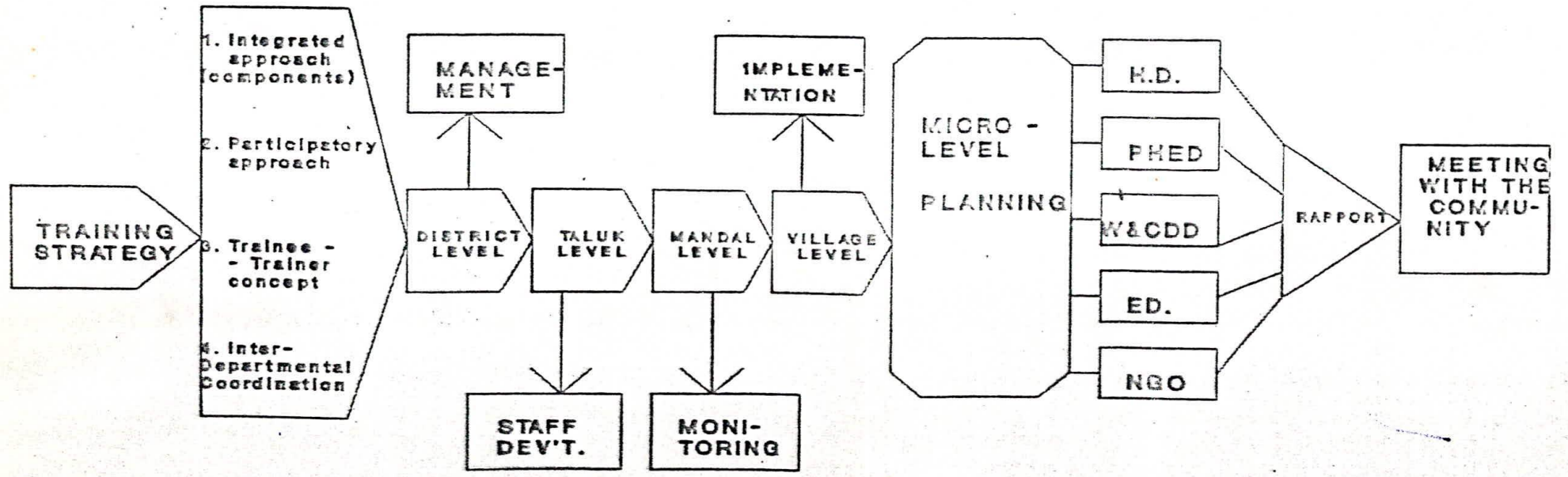
# THE PROJECT



# NEED FOR TRAINING



# MULTI - LEVEL TRAINING





# International Union For Health Education SOUTH EAST ASIA REGIONAL BUREAU

6, Viswanatha Rao Road, Madhavanagar, Bangalore-560 001, India, Tel. 266396

No.SB-DAN/ 77 -92

August 20, 1992

My dear Dr. Achuthan

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I trust that this finds you and your family in best of health.

At the outset, I wish to apologise for the inordinate delay in my going through two valuable documents on training prepared by you for the Integrated Rural Sanitation and Water Supply Project. I wanted to read them and think over the important ideas, concepts and methodologies at leisure after the SEARB Executive Committee Meeting and see how SEARB benefit from your useful contributions. I have done this now and I thank you for sharing the original and personal copies of yours with me.

I really enjoyed and derived excellent stimulation while going through your reports. In fact, you took me to the period when I was offering graduate course in "Inservice Training" along with Professor Grossman at the University of Hawaii, School of Public Health. What we did in one semester of four-and-half months, you have accomplished in a much shorter period - that too single handed. I earnestly hope that the Project will make sincere efforts on the lines suggested by you in promoting the competence, technical knowhow and morale of the staff of the Development Departments on a continuing basis and sustain involvement of the people throughout the Project.

## DOCUMENT - TRAINING COMPONENT.

The document deals with the training component of the IRS&WS Project in a very comprehensive manner covering all the essential elements of an effective training programme. I heartily congratulate you.

*Participatory  
Economy  
Inservice*

You have rightly started with the critical element of training - why training? We use to spend two sessions on this subject and we gave one exercise on this. We also made the students to examine whether the objectives of the programme could be attained with less cost without training. This enabled them to examine other essentials needed for making training effective in the field.

I like your statement under the - the need for training and the diagram-1 depicting trainer-trainee component and outcome. The statement made at the end of the page 3 explaining the diagram indicates that you have made considerable efforts to link behavioural change, staff development, conceptualisation, transfer of technology and performance. Further, I feel that you have used the term awareness in a much broader sense than that used by Communication Experts. Similarly, it may be useful to re-examine

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International Union for Health Education

15/21, rue de l'Ecole de Medecine 75270 Paris Cedex 06 France Tel : (33) 1-43 26 72 28 Telefax : (33) 1.48 56 22 22

.. 2)

the terms participation (E) and involvement (G).

-2-

The diagram 2 depicting the interactions for the success of the project seems very valuable.

I have seen you using the diagram 3 very well in the many presentations you have made and I am glad that you have included this in this document.

The diagram 4 - levels of service personnel depicts the level of knowledge and skill of personnel working at different levels of hierarchy. You may like to consider the other important outcome of training viz., attitude or feelings. The diagram may also not apply to those who occupy higher levels working through the lowest level.

I liked the field exercises 9.6 suggested on page 19.

I am glad that you have emphasised on the evaluation of training programme. You have rightly given importance for the self evaluation. I like the suggested proforma for evaluation. It may be useful to have a separate and simple evaluation proforma for self-evaluation which may be kept confidential between the trainee and the trainer.

#### THE MULTI LEVEL TRAINING EXPERIENCES

I heartily congratulate you in preparing this excellent document which could be used with benefit for not only the Project, but also as a guide for planning and conducting training programmes in general.

The thrust for training mentioned at 1.4 is most appropriate. I wonder the principle of integrated approach is included in 1.4.1 ISC.

I like the Table-1 - Sequential Training Programmes. I wonder why the strategy of workshop has been changed to training at the Mandal and Village level. Similarly whether the methodology at District and Taluk levels do not include discussions in addition to participation. The need for training especially the third column may require reconsideration.

I am glad that the objectives of training programme have been very well formulated.

Since this is a participatory training, I wonder whether planning of the training at different levels should include the trainee, trainer, manager and community under 3.3 and 3.4.2

It is most appropriate that you have highlighted on page 58 a few short falls and positive findings which will help in redesigning the training programme. Similarly, the recommendations you have made under 9.4 are very valuable.

At the end of the report, you have given four Flow-Charts. These depict very well your ideas, approaches and concepts of the essentials of training very clearly. I really enjoyed reviewing them repeatedly.

My grateful thanks to you again for sharing these valuable documents with me.

I have pleasure in returning the same.

With best regards,

Yours sincerely,

*M. Anandharam*

Dr.C.Achuthan,

Consultant - Training  
DANIDA Project, B'lore.