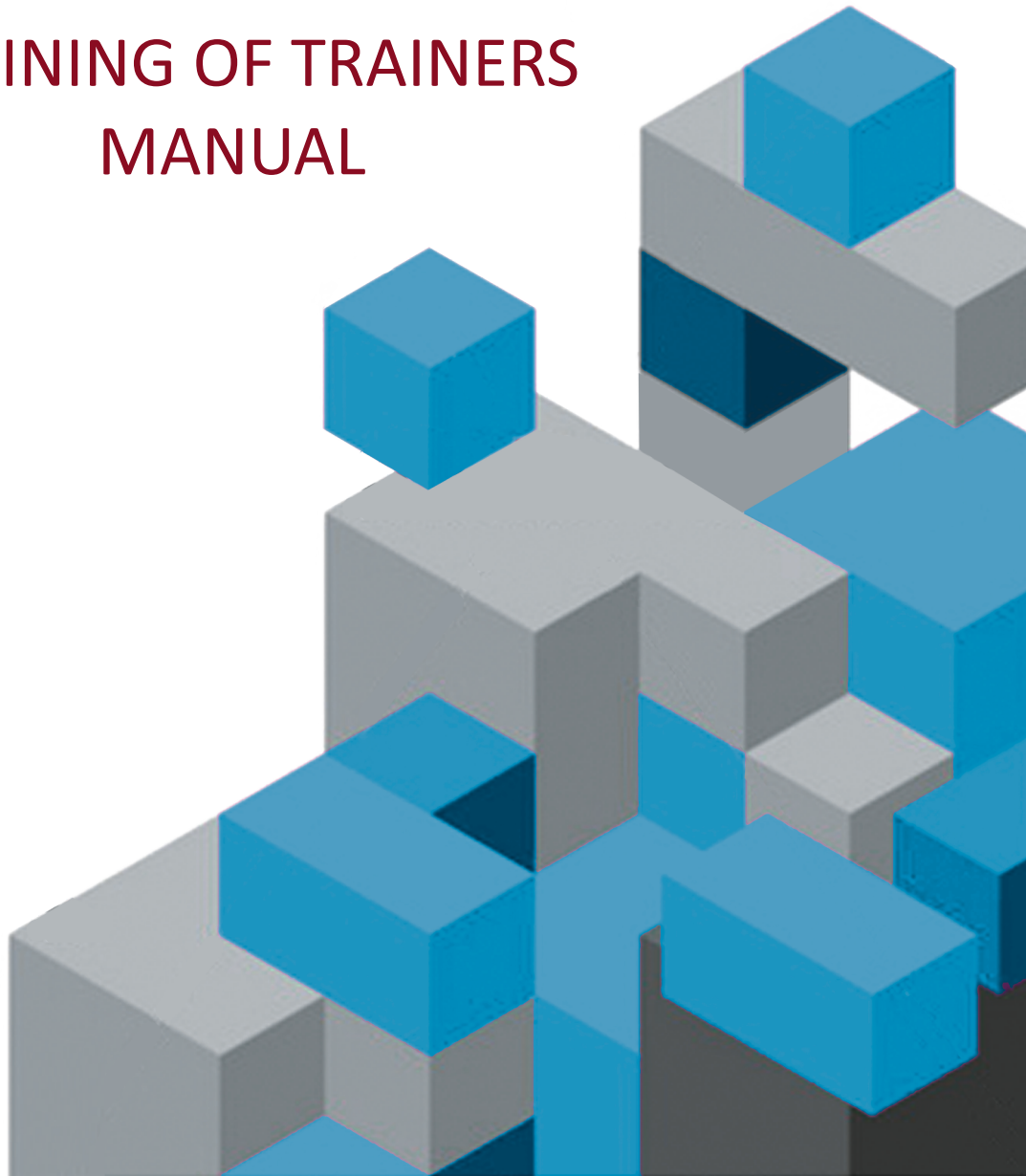




INDUCTION TRAINING PROGRAMME FOR CUTTING EDGE GOVERNMENT FUNCTIONARIES

TRAINING OF TRAINERS MANUAL





INDUCTION TRAINING PROGRAMME FOR CUTTING EDGE GOVERNMENT FUNCTIONARIES

TRAINING OF TRAINERS MANUAL

“We are responsible for what we are, and whatever we wish ourselves to be, we have the power to make ourselves. If what we are now has been the result of our own past actions, it certainly follows that whatever we wish to be in future can be produced by our present actions; so we have to know how to act.”

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Introduction

Indian Public administration set-up has a dynamic structure, specifically categorized under several cadres of Civil Servants. The responsibilities in each cadre can be justified with the pre-defined service delivery, though the entire system is linked in some way or the other. Service delivery cannot reach its best without an efficient and effective manpower in the entire system.

The vision of the Induction Training Programme (ITP) for cutting edge officers is to empower them with the required skills & training so that the government institutions would be able to provide better public services. Induction Training Programme significantly impacts the Service Delivery and Capacity Building in Public administration.

As per the The National Training Policy 2012, all civil servants will be provided with training to equip them with the competencies for their current or future jobs. Such training will be imparted:

- At the time of entry into service; and
- At appropriate intervals in the course of their careers.
- Such training will be made available for all civil servants from the lowest level functionaries to the highest levels.
- The opportunities for training will not be restricted only at the mandated points in a career but will be available to meet needs as they arise through a mix of conventional courses, distance and e-learning.
- *Priority will be given to the training of front-line staff, including training on soft skills, so as to improve customer orientation as well as quality of service delivery to the citizens.*

AIM OF THE PROGRAMME

The Induction Training Programme for Group B (Non-gazetted), Group C officers/staff in States aims at developing generic and domain specific expertise in the cutting edge officers/staff for considerable improvement in government capabilities in order

- to raise and manage public resources more effectively,
- develop public service delivery
- become more inclusive, transparent and accountable

This will be successfully achieved with implementation of:

- **Generic Training Programme**
- **Visit to NGOs /Centres of Excellence**
- **Domain specific Training Programme**

OBJECTIVES OF THE PROGRAMME

- To build capacity and competence of State Government functionaries at the cutting-edge level
- To target attitudinal orientation, motivation, upgrade knowledge and skill at the time of induction into service
- To develop generic and domain-specific competencies
- To improve public service delivery by targeting certain specified sectors
- To bring about a significant positive change in values and culture of the organizations
- To promote Good-governance and citizen-centricity of administration

INDUCTION TRAINING PROGRAMME

Target Group

- Recently/newly recruited frontline government functionaries of identified sectors
 - recently means recruited in last 2 years
- Those who have received no training since recruitment
- Belong to Group B (non gazetted) and Group C
- Working in sectors which have high interaction with citizens

Target Sectors

Sectors with High level of citizen interaction like Land Revenue, Health and Family Welfare, Panchayati Raj, Social Welfare, Women and Child Development, Animal Husbandry, Rural Development. Urban Planning, Education etc.

Broad Contours of the Pilot Programme

- Key institution: State Administrative Training Institutes(ATI)
- Coverage in Pilot programme:
 - Training of Trainers Programme(TOT) ; 3 day for 20 trainers from State ATIs, in Dec 2014
 - Launched in 2014: 3 states of Jammu & Kashmir, Maharashtra, Tamil Nadu
 - In each State: Five districts
 - In each District: Five programmes
 - In each Programme: Around 40 participants
- Coverage by March 2015
 - 75 programmes (3 states*5 districts*5 programmes)
 - 3000 cutting edge employees (75programmes*40 per programme)

Programme Duration and Design

- Duration: Two weeks
- Three distinct 5-2-5 Day Modules where:
 - **Part A:** 5-days Generic Competencies Module
 - Developed on the basis of Generic Modules prepared by a group of resource persons (Master Trainers and experts on generic domain areas) and to be delivered in association with ATIs
 - **Part B:** 2-day of Field/Site visits: NGO and Centres of Excellence
 - **Part C:** 5-days Domain Specific Module (organization awareness and subject specific orientation)
 - Developed by subject experts of the identified Departments in coordination with ATIs

Part A- 5 Days: Build generic competencies for effective public service delivery

Key Objectives:

- To build a citizen centric and inclusive attitude
- To develop empathy and sensitivity in public interface
- To increase accountability and increase ownership
- To develop and hone the ability for decision making
- To develop effective communication skills of listening, speaking and presentation
- To improve interpersonal skills
- To develop problem-solving, creative and critical thinking skills
- To promote team cohesion in diverse attributes (Attitude, Skills, Behaviour, Beliefs)
- To equip with conflict resolution skills
- To promote time management skills
- To foster self-reflection/metacognition
- To encourage the importance of personal and workplace hygiene (Swachh Bharat)

Part B - Field/Site visits: NGO and Centres of Excellence

- Duration: 2-Days
- Key Objectives
 - To familiarize the trainees with local socio-economic and cultural environment
 - To observe issues, challenges and problems faced by local population
 - To explore best practices and solutions to improve Public Service Delivery

Part C- 5 Days: Build organization awareness and subject specific orientation

- Part C will be in consultation with the stakeholders
- Suggested key Objectives as guidelines:
 - To develop an understanding of the organisation's mandate, structure, policies, processes, norms and its interface with other organisations
 - To align attitude and interest with the needs and goals of the organizations
 - To give an overview of domain and service specific functions of the officers/staffs
 - To develop domain and service specific competency sets for efficiency and improve Public Service Delivery in consultation with stakeholder
 - To encourage application of general competencies in their Job-functions

Contents of the Programme package

<u>Trainer Handbook</u>	<u>Participant Workbook</u>
• Introduction • Background and Program Outline • Course Guide • Modules Overview • Facilitation Guidelines • Generic Modules – Activities detailing learning objectives, resources, activity flow, debrief • Field Visit Plan • Domain Specific Modules	• Background and Program Outline • Modules Overview • Generic Modules • Participant Handouts • Field Visit Guidelines • Domain Specific Modules – department overview, key functions, role and responsibilities, handouts and exercises

Stages for Roll out of the Programme

Activity	Target	Facilitator
2 day TOT Programme	Resource Persons/Faculty member from ATIs and Trainers / Retd. Govt. officers in districts	DoPT
Content Contextualization and Development of Domain Specific Modules		State ATIs
State level TOTs	Trainers / Retd. Govt. officers in districts and district level resource persons	Master Trainers (State ATIs and Trained Trainers)
District level Trainings	Cutting edge officers- Group B (Non-Gazetted) & Group C Officers / Staffs	Master Trainers/Retd. Govt. officers in districts and District level resource persons
Programme Monitoring	District workshops	State ATIs/DoPT
Programme Evaluation and Impact Assessment		State ATIs/DoPT

Training of Trainer Workshop

- 2 Day workshop
- ToT Facilitators/Resource persons:
 - 1 Motivational Speaker
 - 2 Expert Resource Persons
- Participants
 - Identified resource persons, Master and Recognized Trainers nominated by each ATI
- **Objectives**
 - The trainers should be role models for the Public Servant and the service delivery,
 - The foundational objective is to build general competencies of Trainers and orient them towards program design and delivery.
- **Embedded Competencies**
 - To illustrate how perceptions and assumption can affect behaviour and communication
 - To build communication skills
 - To inculcate respect for time
 - To develop sensitivity towards gender and identity
 - To develop an understanding of learning styles and behavioural preference
 - To encourage sincerity and commitment
 - To encourage ethical decision making

Funding

- For ToT Workshop
 - All expenses including travel, lodging & boarding of MT/RT/Resource Persons
 - Expenses towards content design, preparation and availability
- For delivery of the Program
 - Funds will be released to ATIs in advance on receipt and approval of project proposal.
 - @Rs. 1500 per day per participant
 - Per program (40 persons*12 days*1500) =7.2 Lakh

Monitoring

- Objective
 - To improve quality of planning, management and delivery of each programme
 - To obtain feedback on content
 - To increase the effectiveness in performance and behaviour of participants
- ATIs will
 - Furnish, on completion, a detailed report of each program including participant details, entry/exit behaviour, and feedback from faculty and participants.
- DoPT will
 - Provide support by sending teams to ATIs and the training venues.
 - Collate and analyse data provided by ATIs for impact assessment and content review

Module Design

DAY 1 – DAY 5

General

1. The generic module is designed to sensitize/develop/enhance the participants understanding toward citizen centric working environment
2. The generic module is based on participative methodologies that includes exercises /story /video /game /readings/presentation
3. Each module has detailed Instructional Plan with time allocation for each activity
4. Each module has a list of resources/references/additional resources

DAY 6 – DAY 7

GeneralField/Site visits: NGO and Centres of Excellence

The NGO/Village visit is designed to:

1. Sensitize the trainees with local socio-economic and cultural environment
2. Observe issues, challenges and problems faced by Local population

DAY 8 – DAY 12

Domain Specific Training

The Domain specific training is designed to:

1. Develop an understanding of the organization's mandate, structure, policies, processes, norms and its interface with other organizations.
2. Align attitude and interest of government functionaries with the needs and goals of the organization
3. Give an overview of domain and service specific functions of the officers/staffs
4. Develop domain and service specific competency sets for efficiency and improve Public Service Delivery in consultation with stakeholder
5. Encourage application of general competencies in the government functionary's Job-functions.

Sample Template for Modules

Module Name	
Objective	Time Required
Embedded Competencies	Resources Required
	Notes

Module Name	
ACTIVITY 1: ACTIVITY NAME	
Time Required	Activity Steps
Resources Required	

Schedule

Part A- 5 Days: Building generic competencies for effective public service delivery

Module No.	Content
Day 1	
	Registration/Inauguration
	Introduction and Overview
Module 1	Motivation
Module 2	Personal Effectiveness
	Giving Feedback
Day 2	
Module 3	Personal And Organizational Values
Module 4	Qualities of an Excellent Employee
Module 5	Swacch Bharat Abhiyan
Module 6	Verbal and Non verbal Communication
Module 7	Citizen Centric Behaviour
Day 3	
Module 8	E-Governance and ICT
Module 9	Problem Solving and Decision Making
Module 10	Managing Conflict
Module 11	Leadership and Team Building
Day 4	
Module 12	Time Management
Module 13	Stress Management
Module 14	Emotional Intelligence
Module 15	Goal Setting
Day 5	
Module 16	RTI
Module 17	Feedback
	Briefing for Day 6 & 7

Part B - Field/Site visits: NGO and Centres of Excellence
Day 6-7 Schedule

Day 1
Gathering and Briefing
Departure
Day 2

Part C- 5 Days: Build organization awareness and subject specific orientation
Day 8-12 Schedule

Day 1
Welcome and Briefing
Introduction To Department
Day 2
Day 3
Day 4
Day 5
Valedictory Session
Distribution of Certificates

PART A: GENERIC MODULE

MODULE GRID

1 Motivation	2 Personal Effectiveness	3 Personal and Organizational Values	4 Qualities of an excellent employee
5 Swachh Bharat Abhiyan	6 Verbal and Non Verbal Communication	7 Citizen Centric Behaviour	8 E-Governance and ICT
9 Problem Solving and Decision Making	10 Managing Conflict	11 Leadership and Team Building	12 Time Management
13 Stress Management	14 Emotional Intelligence	15 Goal Setting	16 Right to Information (RTI)
17 Feedback			

Note: Similar grid can be prepared for domain specific modules

MODULE 1

Motivation

Motivation	
Objective At the end of the session, participants will be able to explain 'motivation' at the workplace	Time Required 60 minutes
Embedded Competencies 1.1 Define motivation 1.2 Describe self-motivation 1.3 Explain motivation created by organization 1.4 Explain process of motivating yourself and others	Resources Required Handout 1c – List of Motivational films 1d – Stories on Motivation Presentations 1a - Motivation 1b - EMB Factors Videos Nick Vujicic 212 degrees

Motivation	
ACTIVITY 1: FEELING MOTIVATED	
Time Required 15 minutes Resources Required 1c - List of Motivational Films	Activity Steps 1. Show Film on Motivation

Motivation**2****ACTIVITY 2:****Time Required**

45 minutes

Resources Required

1b - EMB Factors

1d - Motivational Stories

Activity Steps

1. Ask participants “why do people not perform?”
2. Ask participants meaning of ‘Motivation’
3. Show presentation 1a slides 1-7
4. Ask them what factors affect ‘**performance**’
5. Show the Presentation 1b - EMB Factors and discuss the ‘Environmental’, ‘Motivational’ and ‘Behavioural’ Factors that affect Motivation levels of individuals
4. Narrate a motivational story. Refer handout 1d

1a Motivation

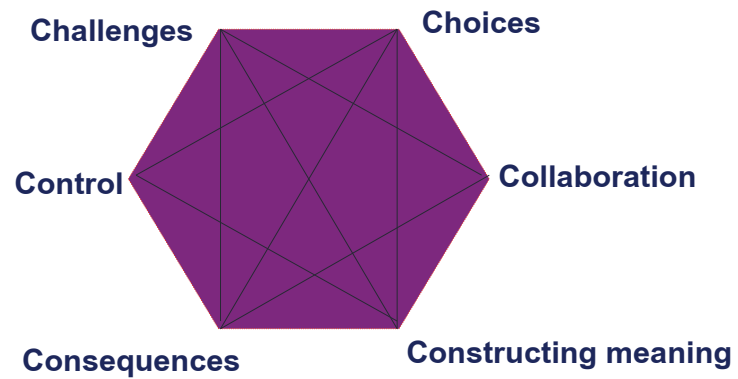


Definition of motivation

- The driving force within individuals by which they attempt to achieve some goal in order to fulfill some needs or expectation
- The degree to which an individual wants to choose certain behaviour



Six C's of Motivation..



Motivation is...

- Complex
- Psychological
- Physical
- Unique to each and every person
- Context sensitive
- Not fully understood

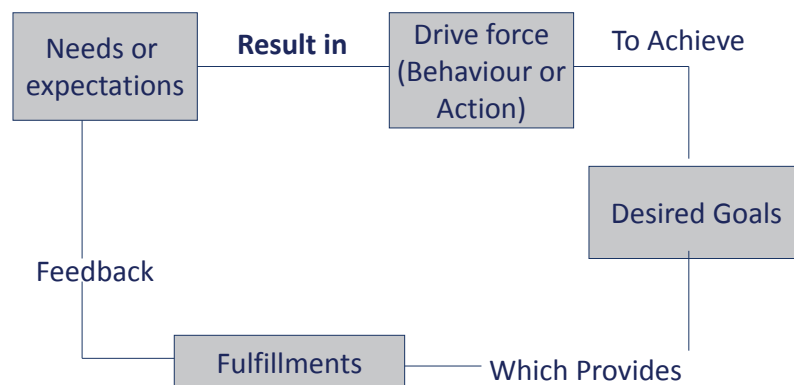
MOTIVATION AS A PROCESS

ENERGY → DIRECTION → PERSISTENCE

It is a process by which a person's efforts are energized, directed and sustained towards attaining the goal

- Energy- A measure of intensity or drive
- Direction- Towards organizational goal
- Persistence- Exerting effort to achieve goal

BASIC MODEL OF MOTIVATION



Motivation for Motivation

Needs

Level 1: Social, Psychological, Safety, Survival

Level 2: Achievement, Growth, Recognition, Power, Satisfaction

Qualities of Motivation

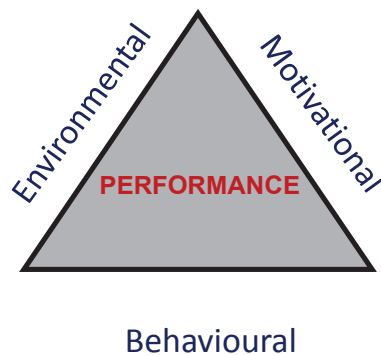
- Energizes behaviour
- Directs behaviour
- Enable persistence towards a goal
- Exists in varying details

1b EMB Factors

Motivation is “inner drive “ to perform

Self motivation or inner drive comes
when we start enjoying our work

THREE FACTORS AFFECTING PERFORMANCE



3 Conditions to Ensure Desired Performance

- Skills or Ability
- Environment or proper working conditions
- Motivation or the drive to perform

ENVIRONMENT

People often do not perform as desired because

- They don't have the tools to do so
- The rules do not permit them to do so
- The procedures prevents them from doing so
- The resources are not available for doing so
- They do not know what they are expected to do

MOTIVATION

Often also, people do not perform as desired because-

- They are punished if they perform (by additional work)
- They do not get punished for not performing
- They are rewarded for non-performance (by less work)
- They find no reward for sincere performance
- Performing may be risky
- Not performing means no risks

JOB SATISFACTION

Factors influencing job satisfaction

- The degree of control we have over the way we do our job
- The scope we have for pride in the work we do
- The amount of recognition we receive
- The environment we work in
- The person we work for; and
- Security, money and promotion prospects

BEHAVIOUR

In other cases people do not perform as desired because -

- They do not know how to do it
- They find it very difficult to do it
- They are not sure whether they are doing the right thing
- They are slow in doing it and complete it late

1c Motivational Films

October Sky

I Am Kalaam

Pay It Forward

Freedom Writers

The Sangharsh

The Green Mile

Not Just A Piece Of Cloth

Invictus

Lead India-The Tree

Father And Son

[Http://youtu.be/So3vsbzdmsy](http://youtu.be/So3vsbzdmsy)

[Http://youtu.be/Qerukc34smw](http://youtu.be/Qerukc34smw)

Global Oneness Project Llc-Bank Of Short Stories And Videos

1d Motivational Stories

Video: Banking on Change – by Pilgrim Films, directed and produced by Andrew Hinton

Mountain Story

“A son and his father were walking on the mountains. Suddenly, his son falls, hurts himself and screams: “AAAhhhhhhhhhh!!!” To his surprise, he hears the voice repeating, somewhere in the mountain: “AAAhhhhhhhhhh!!!” Curious, he yells: “Who are you?”

He receives the answer: “Who are you?” And then he screams to the mountain: “I admire you!” The voice answers: “I admire you!” Angered at the response, he screams: “Coward!” He receives the answer: “Coward!” He looks to his father and asks: “What’s going on?” The father smiles and says: “My son, pay attention.” Again the man screams: “You are a champion!” The voice answers: “You are a champion!” The boy is surprised, but does not understand. Then the father explains: “People call this ECHO, but really this is LIFE.

It gives you back everything you say or do. Our life is simply a reflection of our actions. If you want more love in the world, create more love in your heart. If you want more competence in your team, improve your competence. This relationship applies to everything, in all aspects of life; Life will give you back everything you have given to it.” Your life is not a coincidence. It’s a reflection of you”

Building Your House

An elderly carpenter was ready to retire. He told his employer-contractor of his plans to leave the house-building business to live a more leisurely life with his wife and enjoy his extended family. He would miss the paycheck each week, but he wanted to retire. They could get by.

The contractor was sorry to see his good worker go & asked if he could build just one more house as a personal favor. The carpenter said yes, but over time it was easy to see that his heart was not in his work. He resorted to shoddy workmanship and used inferior materials. It was an unfortunate way to end a dedicated career. When the carpenter finished his work, his employer came to inspect the house. Then he handed the front-door key to the carpenter and said, “This is your house... my gift to you.” The carpenter was shocked! What a shame! If he had only known he was building his own house, he would have done it all so differently.

So it is with us. We build our lives, a day at a time, often putting less than our best into the building. Then, with a shock, we realize we have to live in the house we have built. If we could do it over, we would do it much differently.

But, you cannot go back. You are the carpenter, and every day you hammer a nail, place a board, or erect a wall. Someone once said, “Life is a do-it-yourself project.” Your attitudes, and the choices you make today, help build the “house” you will live in tomorrow. Therefore, build wisely!

Pencil Story

The Pencil Maker took the pencil aside, just before putting him into the box. “There are 5 things you need to know,” he told the pencil, “Before I send you out into the world. Always remember them and

never forget, and you will become the best pencil you can be.”

“**One:** You will be able to do many great things, but only if you allow yourself to be held in someone’s hand.”

“**Two:** You will experience a painful sharpening from time to time, but you’ll need it to become a better pencil.”

“**Three:** You will be able to correct any mistakes you might make.”

“**Four:** The most important part of you will always be what’s inside.”

“**And Five:** On every surface you are used on, you must leave your mark. No matter what the condition, you must continue to write.” The pencil understood and promised to remember, and went into the box with purpose in its heart.

Now replacing the place of the pencil with you. Always remember them and never forget, and you will become the best person you can be.

One: You will be able to do many great things, but only if you allow yourself to be held in God’s hand. And allow other human beings to access you for the many gifts you possess.

Two: You will experience a painful sharpening from time to time, by going through various problems in life, but you’ll need it to become a stronger person.

Three: You will be able to correct any mistakes you might make.

Four: The most important part of you will always be what’s on the inside.

And Five: On every surface you walk through, you must leave your mark. No matter what the situation, you must continue to do your duties.

Allow this parable on the pencil to encourage you to know that you are a special person and only you can fulfill the purpose to which you were born to accomplish. Never allow yourself to get discouraged and think that your life is insignificant and cannot make a change.

MODULE 2

Personal Effectiveness

Personal Effectiveness	
Objective At the end of the session, participants will be able to – - Explain 'meta-cognition/self-reflection' - Demonstrate capacity for meta-cognition/self-reflection	Time Required 60 minutes
Embedded Competencies - Define the concept 'meta-cognition'/self-reflection' - Describe thought processes underlying the concept - Demonstrate skills for meta-cognition/self-reflection to monitor self-development	Resources Required Handouts 2a - Self-Assessment Questionnaire 2b - Are You Ready to Roll Tyre 2c - My Plan of Action 2e- Achieving the Plan Presentations 2d - Triangle of Success Video Personal Effectiveness

Personal Effectiveness	
ACTIVITY 1: ORIENTATION	
Time Required 10 minutes Resources Required 2d - Triangle of Success	Activity Steps - Show PPT 2d - Triangle of Success - Explain Knowledge and skills are important to function efficiently but our attitude determines success in all spheres of life, personal and at work

Personal Effectiveness

2

ACTIVITY 2: SELF-ASSESSMENT QUESTIONNAIRE

Time Required

15 minutes

Resources Required

2a - Self-Assessment Questionnaire

Activity Steps

1. Tell participants that all they need to do is check the statements that are true about themselves or that they believe in or agree with
2. Tell the participants to complete the self-assessment questionnaire
3. The accuracy of analysis of Questionnaire will depend on honesty of responses
4. Say the objective is to internalize some of those attitudes and values or try to learn some of those skills

Personal Effectiveness

3

ACTIVITY 3: IS YOUR TYRE READY TO ROLL?

Time Required

15 minutes

Resources Required

2b - Are You Ready to Roll Tyre
 2c - My Plan of Action

Activity Steps

1. Tell participants to count and write down the total number of check marks in each section of the Questionnaire
2. Ask them to open handout 2b. Plot where they lie on each spoke in the Tyre
3. Ask participants to complete the statement in the template which starts with "To be an efficient ,effective and service oriented officer, I need and plan to work on"by mentioning in full, the sections in which they scored 3 or less
4. Tell participants that these are the areas/skills/ values/attitudes on which they need to work in order to become effective, efficient and citizen centric officers
5. Debrief by saying that: When we consciously cultivate, acquire and internalize all the skills, attitudes, values and qualities required for being an effective Public Service officer, then we can become positive change-makers

ACTIVITY 4: SUMMARY AND DEBRIEF**Time Required**

20 minutes

Resources Required

2e: Achieving the Plan

Activity Steps

1. Make participants sit in groups of 4
2. Ask them to look at their Personal Action Work Plan put the areas of improvement in different quadrants of 2e: Achieving the plan
3. Discuss 2e with their group members and make changes if any and ask for suggestions on how/ways in which they can achieve these better
4. Wrap up the discussion by asking all participants to keep 2c and 2e as their short term goals

2a Self Assessment Questionnaire

Personal and organizational values

Score yourself on the questions given to the best of your ability and understanding

5 = highest score

1 = lowest score

I. I believe 'personal' and 'organizational values' need to be integrated into performance at workplace

5. Always
4. Majority
3. Many times
2. Sometimes
1. Never

II. I possess qualities of a State Government employee which get reflected in my day- to-day work.

5. To a great extent
4. To a major extent
3. Many times
2. To some times
1. Not at all

III. I realize the importance of verbal and non- verbal behaviour in daily work.

5. To a great extent
4. To a major extent
3. Many times
2. To some times
1. Never

IV. I impress others by my communication skills.

5. Always
4. To a great extent
3. To some extent
2. Sometimes
1. Never

V. I am able to unfold my personality as per emerging situations at my workplace.

5. Always
4. to a great extent
3. to some extent
2. Sometimes
1. Never

VI. I am aware that 'time is life and life is time' and accordingly manage it.

5. Always
4. Majority
3. Many times
2. Sometimes
1. Never

VII. People like my company.

5. Always
4. Majority
3. Many times
2. Sometimes
1. Never

VIII. I am a go-getter and can work in a team.

5. To a great extent
4. Many times
3. To some extent
2. Sometimes
1. Never

IX. I try to be a part of 'solution' rather than 'problem'.

5. Always
4. Many a times
3. Sometimes
2. On a few occasions
1. Never

X. I believe in out of box thinking.

5. Always
4. Many times
3. Sometimes
2. Few occasions
1. Never

XI. I am able to organize myself towards harmony and balance in personal and official life.

5. Always
4. Many times
3. Sometimes
2. Few occasions
1. Never

XII. I recognize that emotions play an important part in life in addition to logic.

5. Always
4. Many times
3. Sometimes
2. Few occasions
1. Never

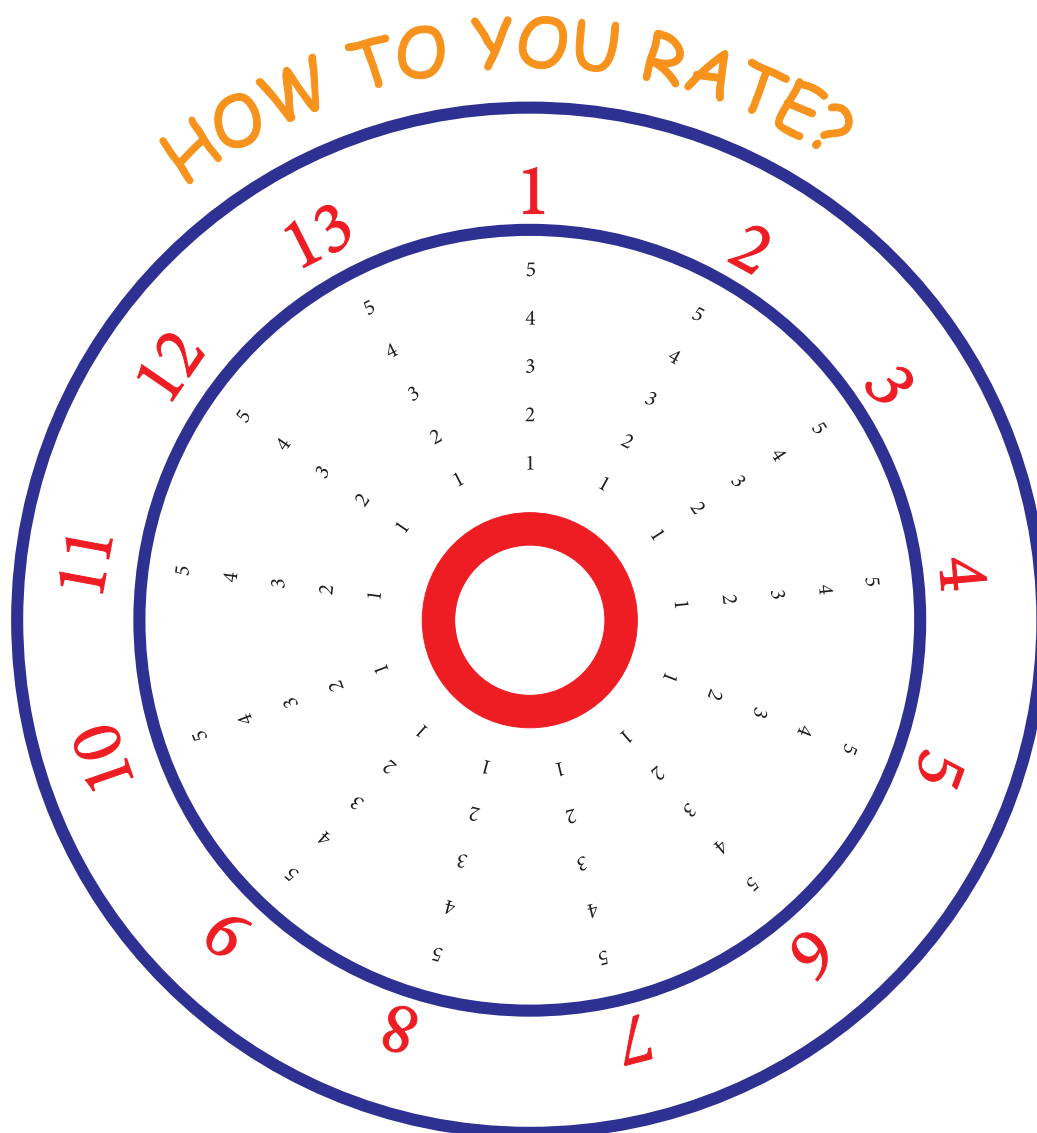
XIII. I believe that goals should be set and we must reach them.

5. Always
4. Many times
3. Sometimes
2. Few occasions
1. Never

2b Are You Ready to Roll?

Section A

Circle your total score for each question(that you got after totalling the total check-marks for each question in 2a)



In the wheel spokes, rate yourself on your *competencies*. Join the numbers. If your ratings are low in certain areas, your 'tyre is flat' and you need to build on these to 'roll'. Think on how you can fix the 'flat tyre'.

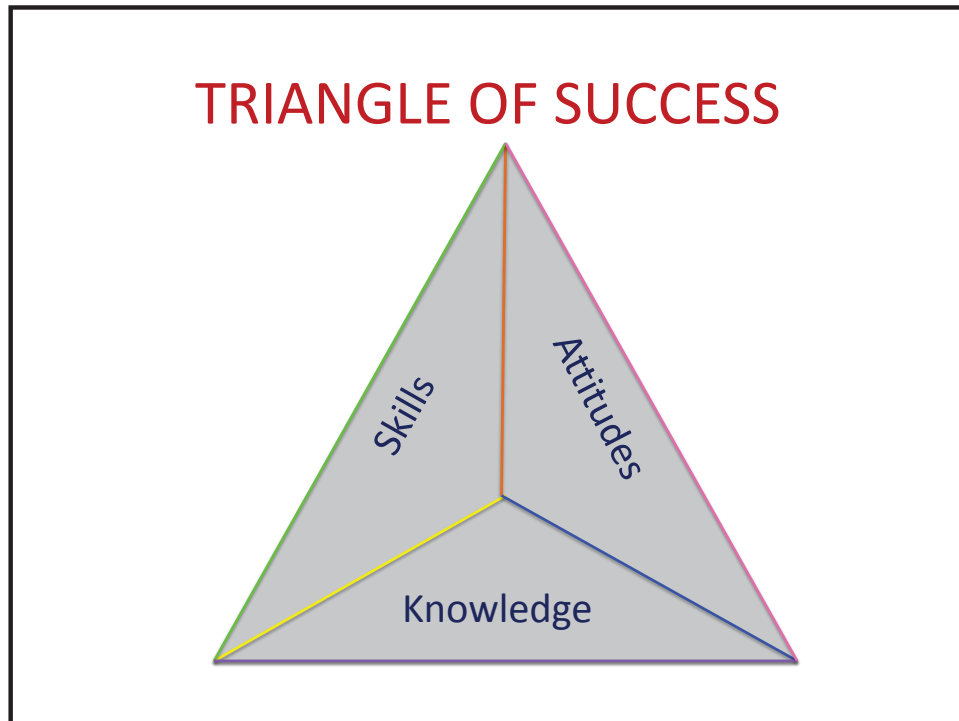
2c My Action Plan

To be an efficient, effective and service oriented officer, I need and plan to work on

PERSONAL ACTION PLAN

Current skills				
Skills to work on				
My goals				
My resources				
Action plan				

2d Triangle of Success



Skills

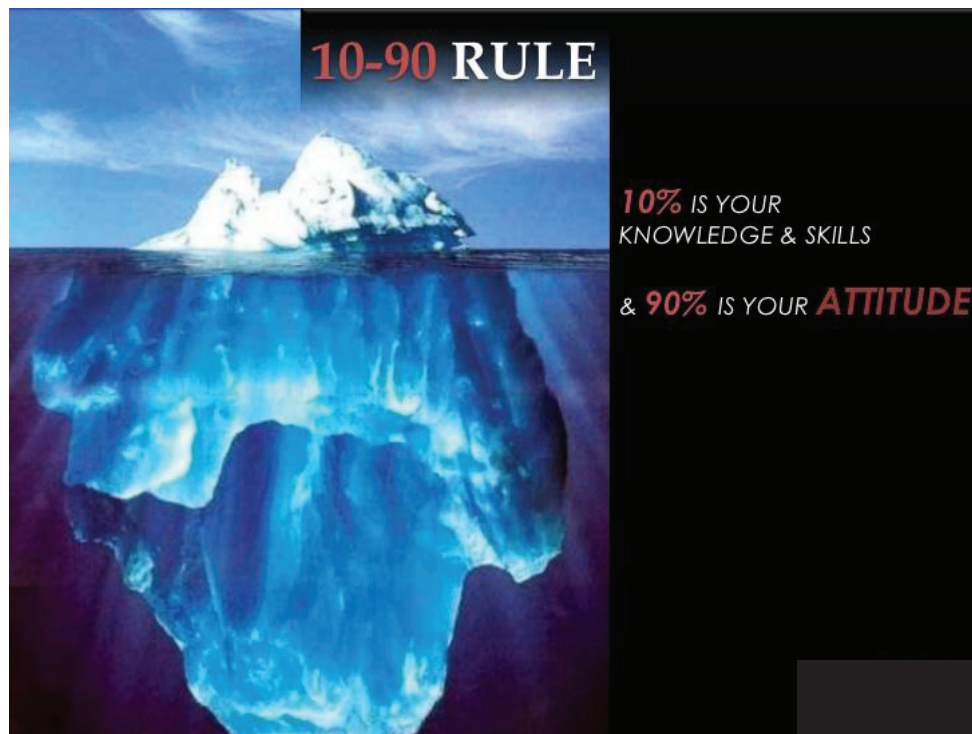
- KNOW HOW
- Ability to perform a task
- Ability to apply knowledge and use know-how to complete tasks and solve problems
- Cognitive and practical and involve use of methods, materials tools and instruments
- Skills help apply knowledge in a practical situation

Attitude

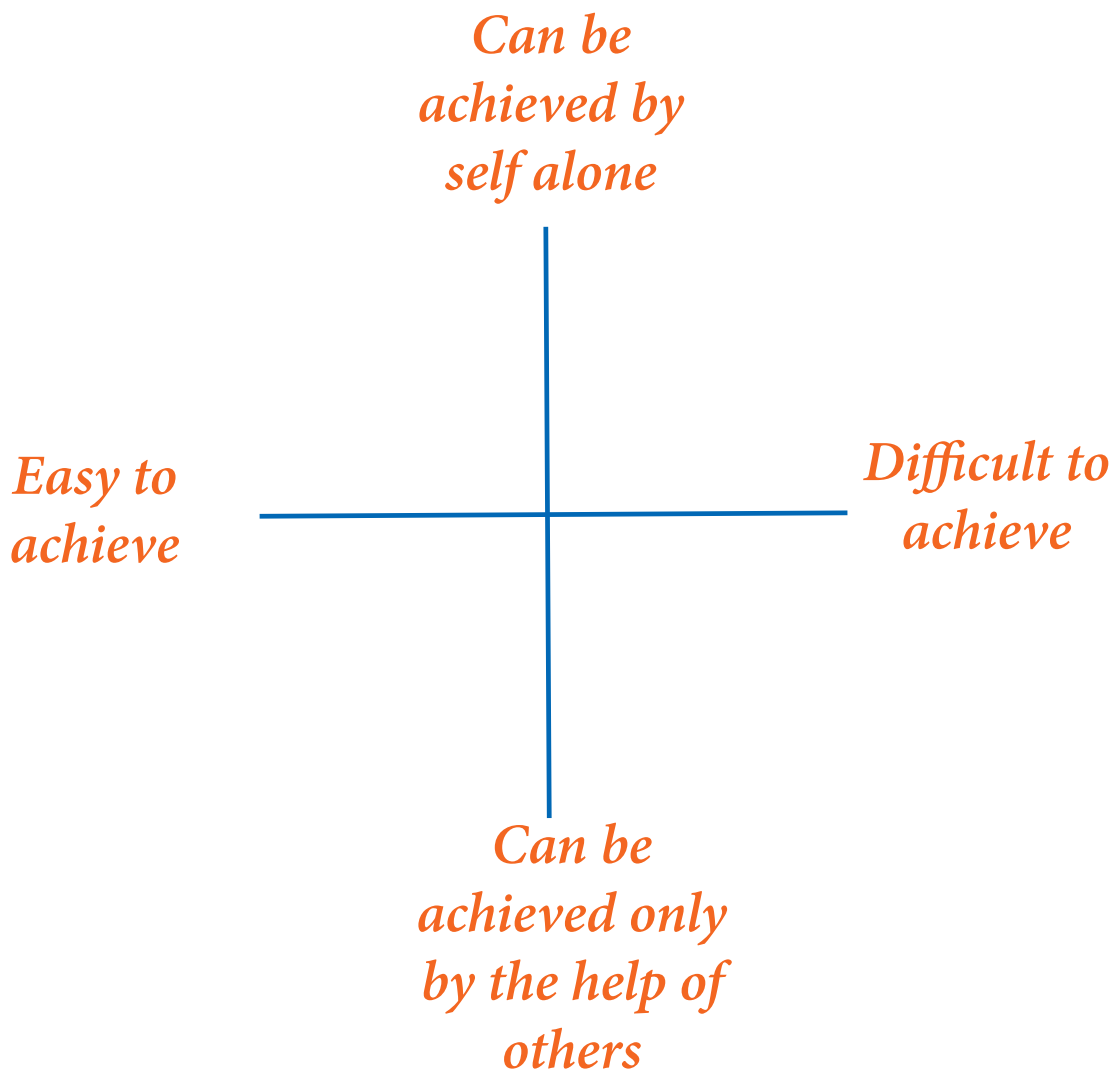
- KNOW WHY
- Demonstrable behaviour
- Ability to apply knowledge and skills and other abilities to perform with a standard and positivity
- Learning response

Knowledge

- KNOW WHAT
- Knowledge represents the core curriculum
- Understanding of Information
- Outcome of collection and assimilation of information through learning
- Is theoretical and or factual
- Is the foundation for success



2e Achieving the Plan



MODULE 3

Personal & Organizational Values

Personal and Organizational Values	
Objective At the end of the session, participants will be able to – - Explain ‘personal’ and ‘organizational’ values - Explain the reason/source of inspiration in their life	Time Required 60 minutes
Embedded Competencies - Define values in life - Explain ‘personal’ and ‘organizational’ values - Explain the process of imbibing these values through ‘chain of life’	Resources Required Presentation 3a - Values 3b - Influence and Inspire Handout 3c - My Board of Directors Video Nick Vijucic Everyday

Personal and Organizational Values	
ACTIVITY 1: DEFINITION OF VALUES IN LIFE	
Time Required 30 minutes Resources Required 3a - Values	Activity Steps - Show the Powerpoint Presentation 3a slide by slide and initiate a discussion on the basis of it asking questions including: - What are values? - Name some values... - Do values change over time - Are values universal? - Ask each participant to list 5 values that are important to them - Now group participants in groups of 7 and ask them to share their values and select atleast 7 values they think are important as organizational values. - There should be one value from each participant

ACTIVITY 2: INSPIRATION IN LIFE

Time Required

30 minutes

Resources Required

3b - Influence and Inspire
3c - My Board of Directors
Everyday Video

Activity Steps

1. Ask participants 'From whom they are inspired in their life and why?'
2. Show PPT 3b: Influence and Inspire
3. Ask participants to refer to handout 3c and fill in names of the 5 people who have influenced them most and the qualities they possess that are inspirational. 2 people should be who have inspired them in personal life and 3 on whom the participants look up to as government employees
4. Show Everyday Video
5. **Summarize:** Each one of us draws inspiration from within ourselves and our role models who have inspired us. We look up to people for their qualities and these are mostly reflection of the values that we uphold in our life

3a Values

What are Values?

Values

Values

Important Beliefs & Desires

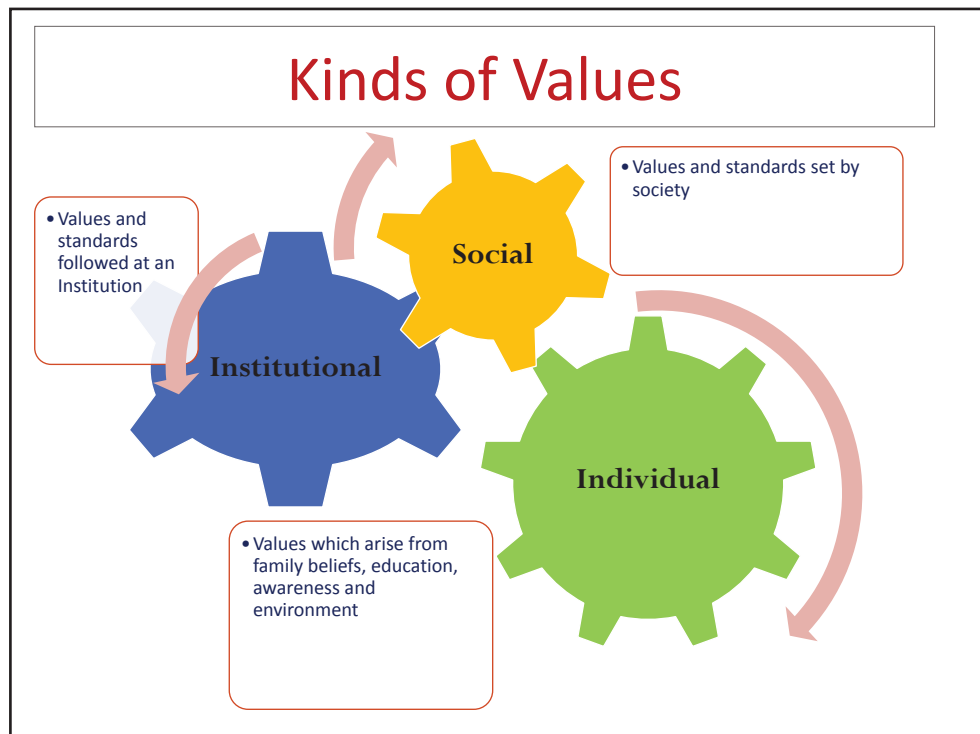
Guiding the way you work

Motivate Actions

Guide your decisions or right and wrong

Shape the way you think

Determine what is important and what is not



What are Ethics?

Ethics

Values when put into action

A way of how you conduct yourself

Rules of how you behave

Why is Ethical Behaviour Important?

- Ethical behaviour establishes trust
- Ethical behaviour leads to harmony in an Institution/Organization
- Ethical behaviour leads to good relationships between people
- Ethical behaviour helps in making better individual and team decisions

3b Influence and Inspire

Influence

- The the power or ability to affect someone's beliefs or actions
- The power of producing an effect without effort, force or direct exercise of command
- A person or thing with ability or power to affect someone's action
- The power to produce a physical change

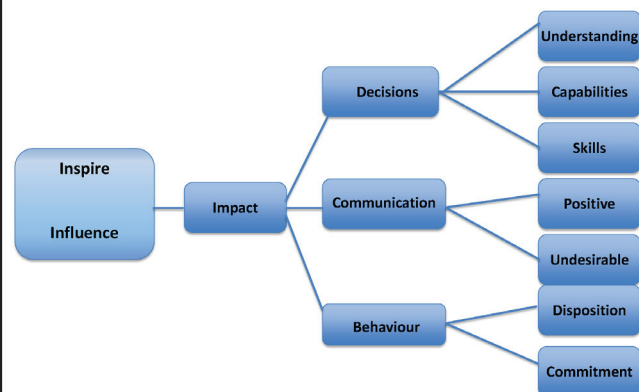
You are influenced when you are (consciously or unconsciously) driven to emulate someone else's work

Inspiration

- The action or power of moving the intellect or emotions
- The power of producing an effect with the obvious consciousness of being touched by a person/thing

You are inspired when you are driven or motivated to progress your own work after being exposed to a source

The Higher the influence,
higher is the impact



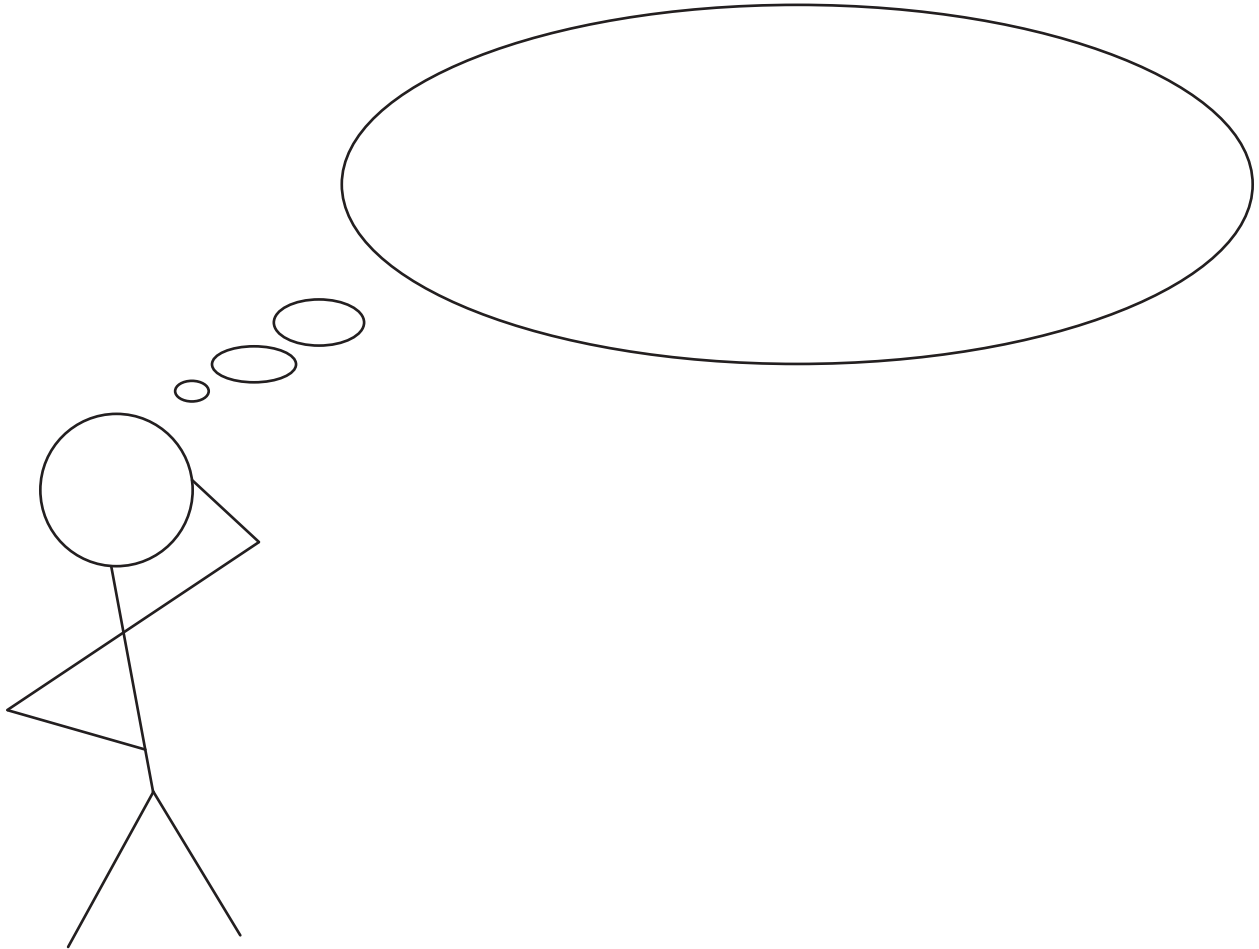
3c My Board of Directors

1. My Board of Directors

Label the chairs with person living or dead who have a great influence on your- character, decision making.

The diagram shows a central light blue rectangle representing a board. To the left of the rectangle are three empty circles, each with a horizontal line to its left for labeling. To the right of the rectangle are two empty circles, each with a horizontal line to its right for labeling.

2. How/Why do these people Influence/Inspire you? Write few words...



MODULE 4

Qualities of an Excellent Government Employee

Qualities of an Excellent Government Employee	
Objective At the end of the session, participants will be able to – - Explain the qualities of an excellent Government employee - Clarify the ‘dos’ and ‘don’ts’ by an excellent Government employee Embedded Competencies - List the qualities of an excellent Government employee - Explain the importance of these qualities - Explain the process of imbibing these qualities by ‘Self-talk’	Time Required 60 minutes Resources Required Presentations 4a - Cracked Pot 4b - Circle of Influence 4c - Qualities of a Good Government Employee-Analysis Sheet

Qualities Of An Excellent Government Employee	
ACTIVITY 1: LISTING QUALITIES OF AN EXCELLENT GOVERNMENT EMPLOYEE	
Time Required 30 minutes	Activity Steps - Divide the participants in two teams – ‘A’ and ‘B’ - Ask Team ‘A’ to list qualities expected in an excellent Government employee - Ask Team ‘B’ to list ‘What an excellent Government employee should not do - Discuss with whole group and note on the whiteboard in two separate columns, the qualities noted by both Team A and Team B - Ask them to individually list – - which of these they possess - Which of these they do not possess

Qualities Of An Excellent Government Employee

2

ACTIVITY 2: CIRCLES OF INFLUENCE

Time Required

30 minutes

Resources Required

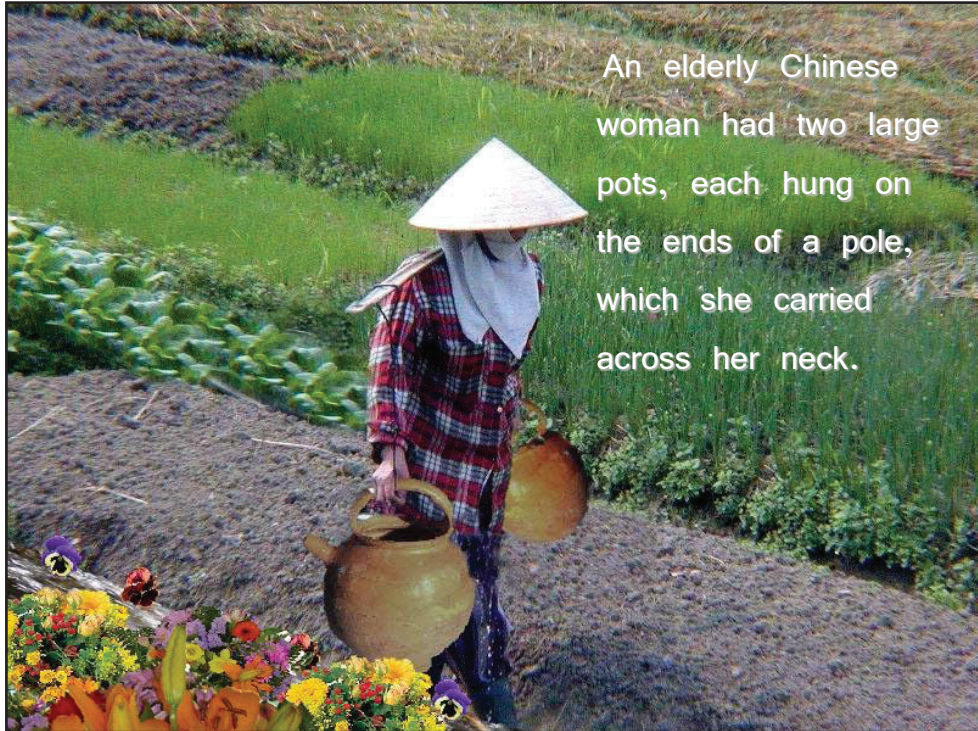
4a - Cracked Pot

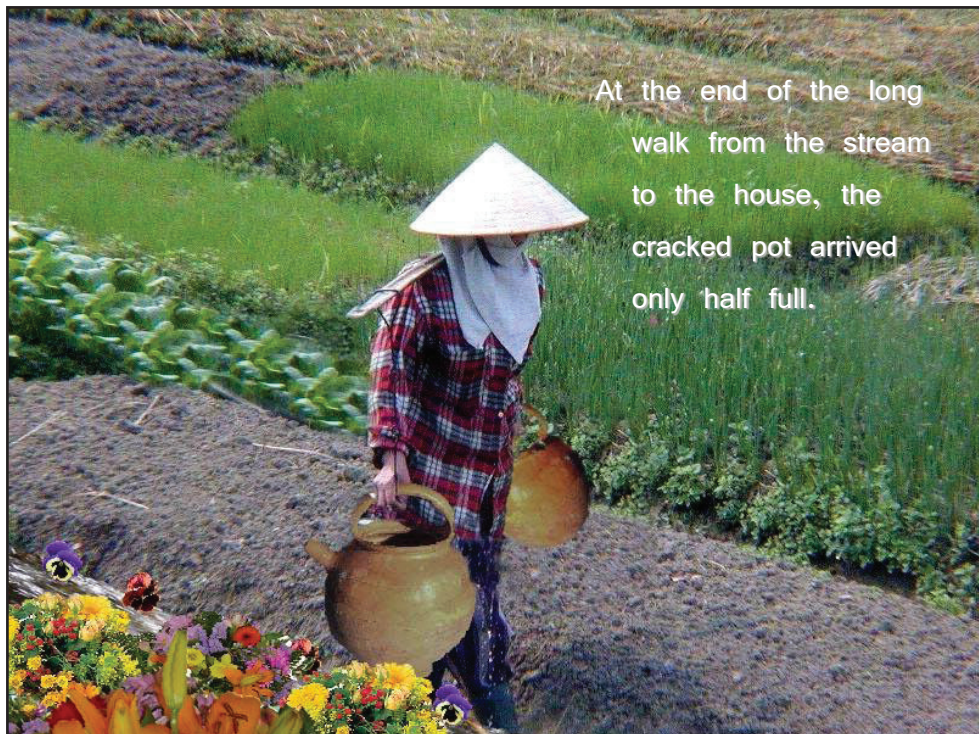
4b - Circle of Influence

4c - Qualities of a Good Government Employee-
Analysis Sheet**Activity Steps**

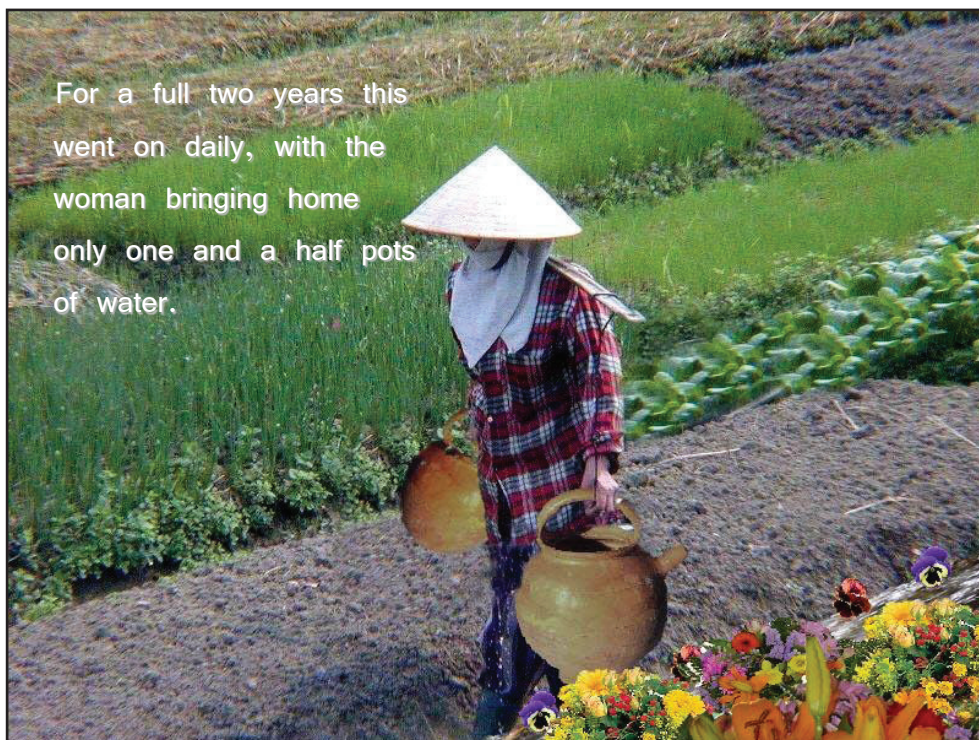
1. Draw 4b -circles of influence on the flip chart/ board
2. Ask participants to draw on a blank page
3. Say, the amount of control we have over different aspects of our lives differs
 - Circle A are activities/qualities that can be changed through our personal decisions. methods and approach /individual effort
 - Circle B are activities/qualities that can be changed only with help of a group/team
 - Circle C are activities/qualities that are controlled elsewhere but we can make effort to control/influence them
 - Circle D are factors that influence us but we have no influence on them
4. Ask participants to look at list they made in Activity 1 of qualities they did not possess and would like to imbibe
5. Ask them them to reconsider the list and then list these in the table 4c and try to give possible ways to develop these /possible solutions if required build these..
6. Show story Cracked Pot from PPT 4a

4a Cracked Pot

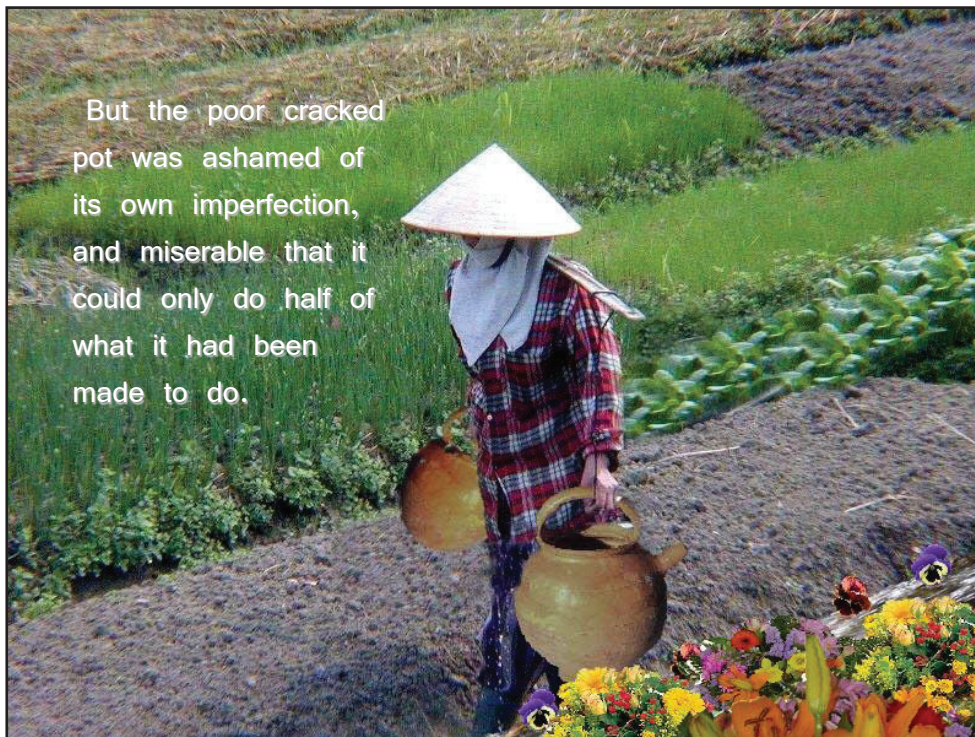
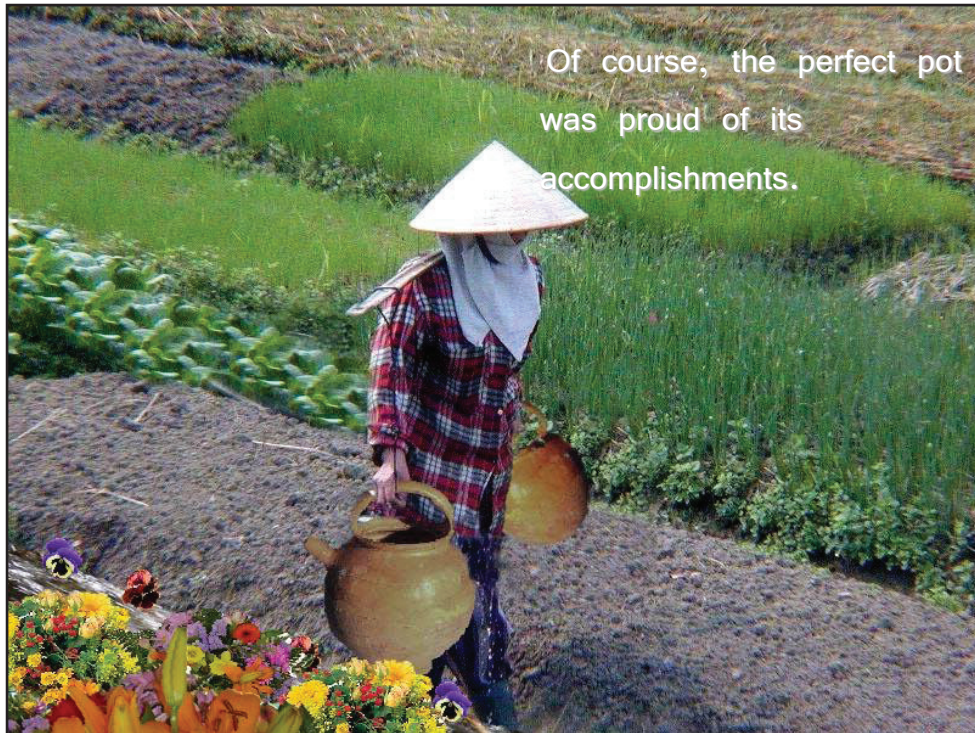


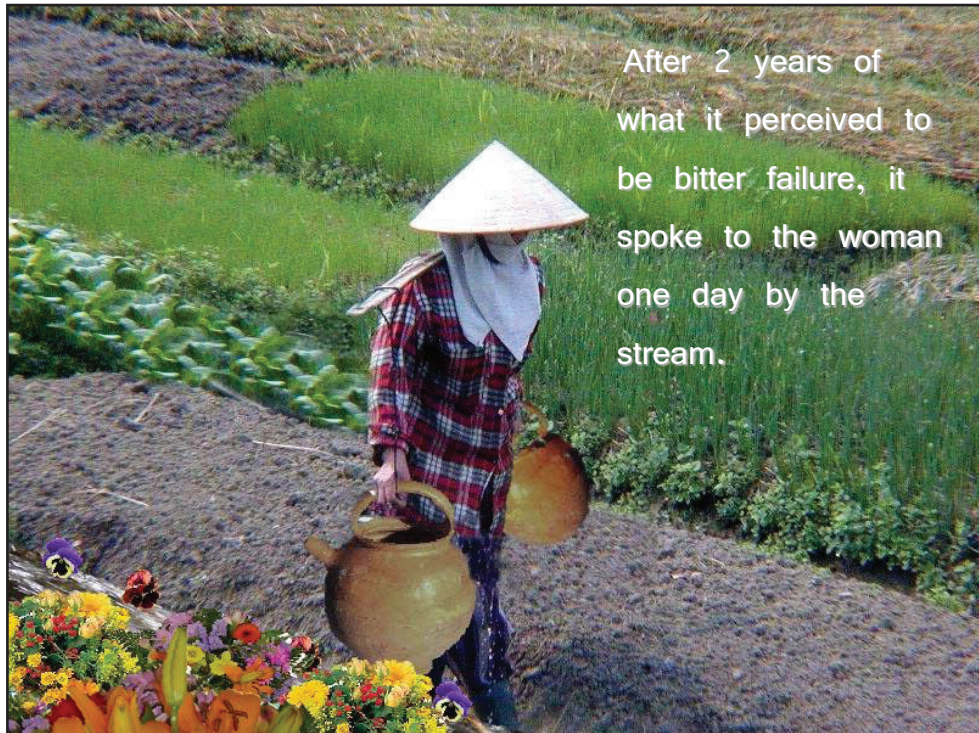


At the end of the long walk from the stream to the house, the cracked pot arrived only half full.

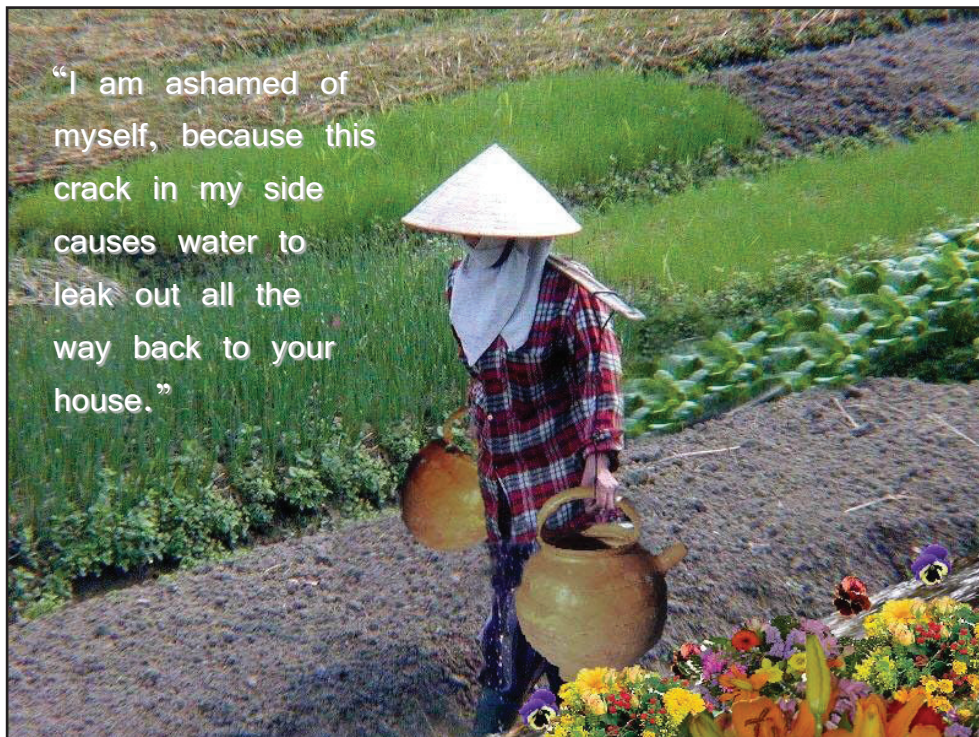


For a full two years this went on daily, with the woman bringing home only one and a half pots of water.

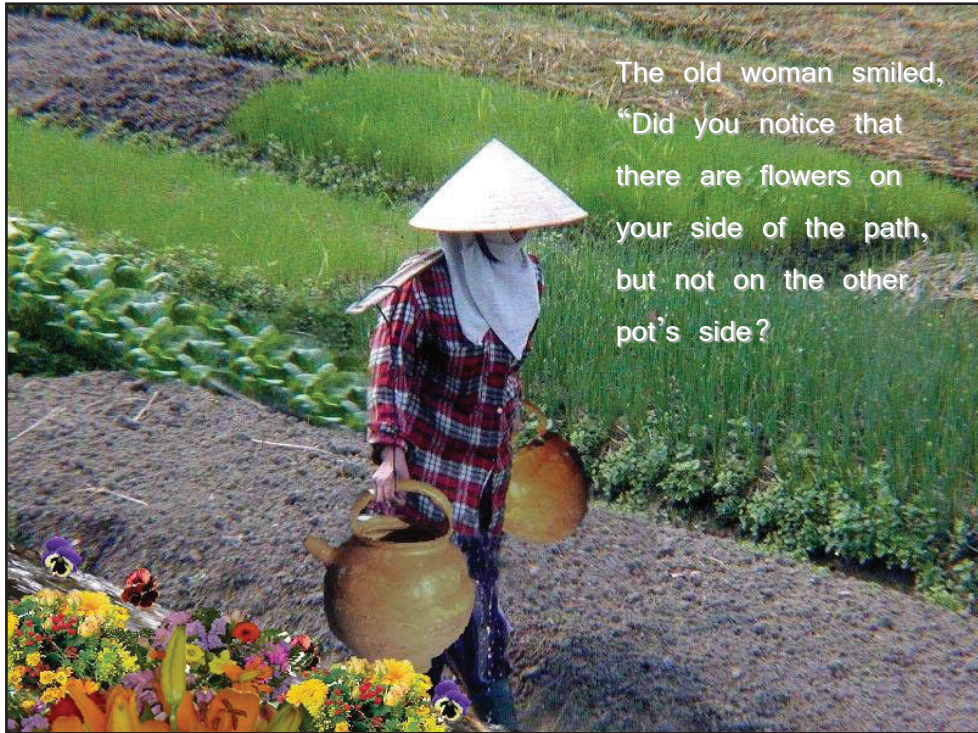




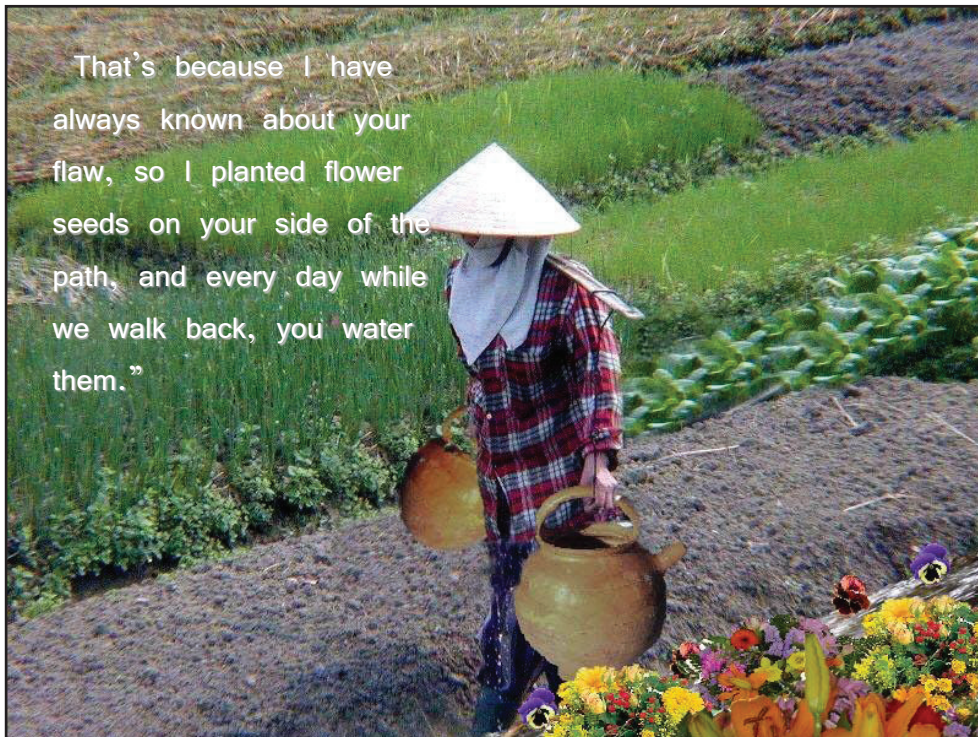
After 2 years of what it perceived to be bitter failure, it spoke to the woman one day by the stream.



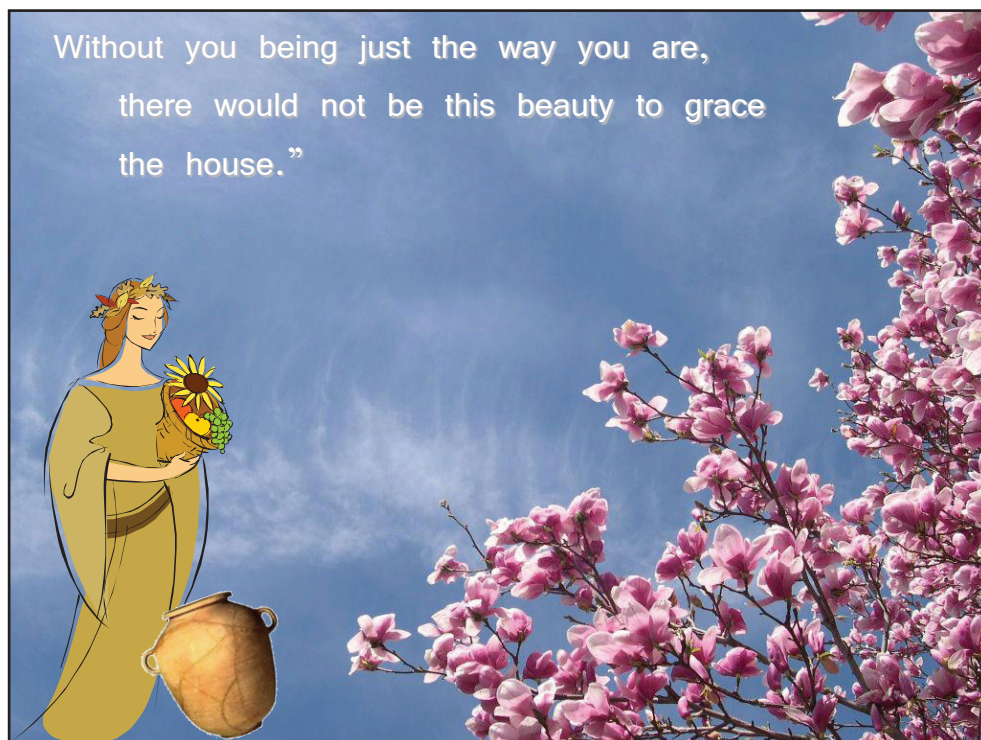
“I am ashamed of myself, because this crack in my side causes water to leak out all the way back to your house.”



The old woman smiled,
“Did you notice that
there are flowers on
your side of the path,
but not on the other
pot’s side?”



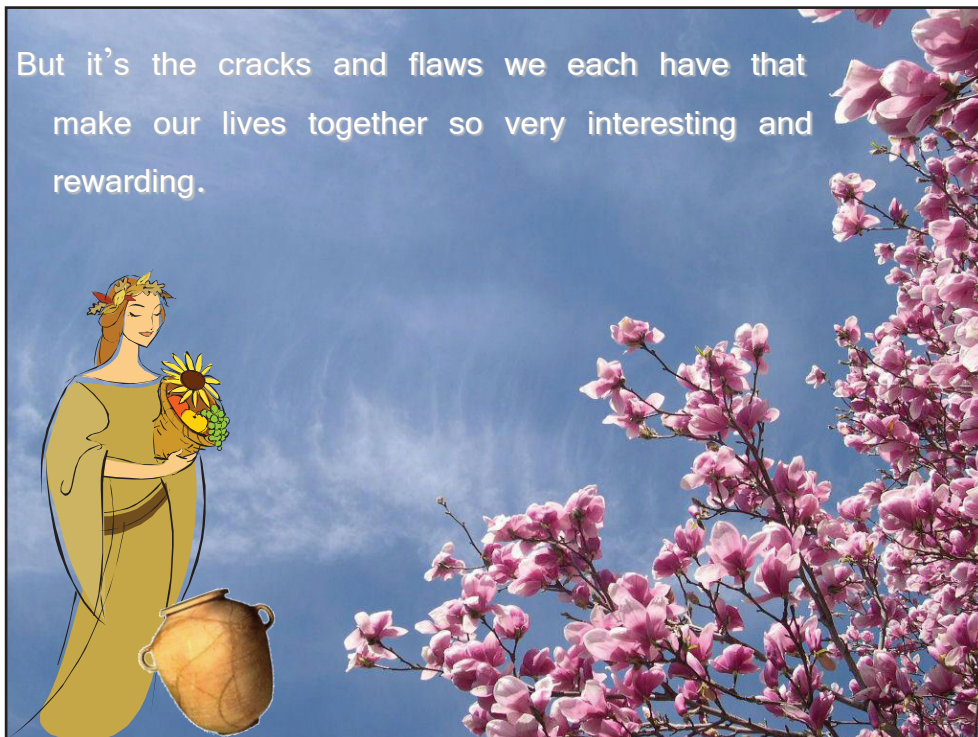
That’s because I have
always known about your
flaw, so I planted flower
seeds on your side of the
path, and every day while
we walk back, you water
them.”



Each of us has his own unique flaw...



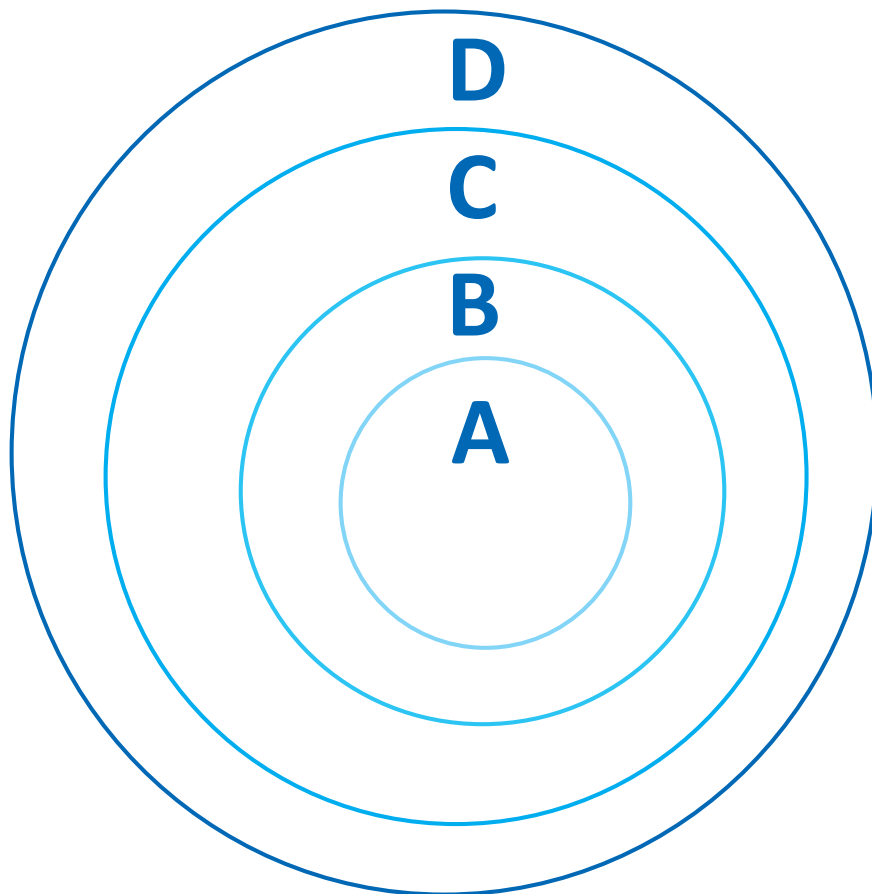
But it's the cracks and flaws we each have that
make our lives together so very interesting and
rewarding.



You've just got to take each person for what they
are and look for the good in them.



4b Circle of Influence



4c Qualities of a Good Government Employee: Analysis Sheet

ADD AS MANY QUALITIES...

Quality	Circle Category	Possible Solution for developing
Communicator-express yourself clearly in a /responsible precise manner		
Self Motivated/ taking initiative		
Hard Worker		
Adaptable, decisive and effective learner		
Team Player		
Helping others		
Honesty		
Ethical- follow rules, inspires and decides correctly/justly		
Disciplined and punctual		
Avoid gossip		

MODULE 5

Swachh Bharat Abhiyan



Swachh Bharat Abhiyan	
Objective At the end of the session, participants will be able to – - Explain the importance of ‘Swachh Bharat Mission’ - Identify their role in the Mission - List the wider application of the mission in their personal and work life Embedded Competencies - List the activities leading to ‘Swachh Bharat’ - Explain the steps to be undertaken under the Mission - Rededicate to the pledge of ‘Swachh Bharat Mission - List areas in personal and work life where the mission is applicable	Time Required 30 minutes Resources Required Video Swachh Bharat Handout 5a - Swachh Bharat Mission Pledge 5b - My Personal Pledge

Video

Video Link on Swachh bharat abhiyan from Youtube <https://mail.google.com/mail/u/0/#inbox/14a392f57de20228?projector=1>

Swachh Bharat Abhiyan

1

ACTIVITY 1: SWACHH BHARAT ABHIYAN

Time Required

15 minutes

Resources Required

Swachh Bharat Video

5a - Swachh Bharat Pledge

5b - My Personal Pledge

Activity Steps

1. Ask participants to respond to Clippings/Video
2. Ask participants to rededicate themselves to the Pledge
3. Ask participants to list 5 points which state their role in the success of the Mission

Swachh Bharat Abhiyan

2

ACTIVITY 2: IMPLEMENTATION OF SWACHH BHARAT ABHIYAN

Time Required

15 minutes

Resources Required**Activity Steps**

1. Divide participants into groups and ask each group to develop an Action Plan with regard to the Mission. The plan should indicate
 - a. 5 personal and 5 organizational applications of the mission
 - b. How they propose to implement the Action Plan

5a Swachh Bharat Abhiyan

Pledge

Pledge in English:

http://moud.gov.in/sites/upload_files/moud/files/Swachhta%20Pledge.pdf

Pledge in Hindi

http://moud.gov.in/sites/upload_files/moud/files/Swachchara%20sapath%20%20.pdf



Video Link on Swachh Bharat Abhiyan from Youtube <https://mail.google.com/mail/u/0/#inbox/14a392f57de20228?projector=1>

5b My Personal Pledge

Swachh Bharat to me means:

How can I contribute to this mission

At a personal level:

At my work place:

MODULE 6

Verbal and Non Verbal Communication

Verbal and Non Verbal Communication

Objective

At the end of the session, participants will be able to

- a. Define 'Verbal' and 'Non-Verbal' Communication
- b. Demonstrate the use of 'Verbal' and 'Non-Verbal' Communication

Embedded Competencies

- 6.1 Explain 'verbal' and 'non-verbal' communication
- 6.2 Explain their implications in handling citizens
- 6.3 Demonstrate 'verbal' and 'non-verbal' communication skills

Time Required

90 minutes

Resources Required

Handout

- 6a - Group Exercise – Rumour Clinic
- 6b - Rumour Clinic Observation form
- 6c - Listening Activity
- 6d - Discussion Questions and Answers

Presentation

- 6e - Communication Skills

Videos

- Power of Words - Blind Man

Verbal and Non Verbal Communication

1

ACTIVITY 1: VERBAL COMMUNICATION

Time Required

45 minutes

Resources Required

6a - Group Exercise on 'Rumour Clinic'

6b - Rumour Clinic Observation Form

Flipchart paper and a felt-tipped marker.

Physical Setting

1. A meeting room. All observers are seated facing an area where the Rumour Clinic is staged.
2. A separate room/place in which volunteers can be isolated.

Activity Steps**1**

Ask for six volunteers (the rest of the group remains to act as process observers).

2

Ask five of the six volunteers to go into another room. One remains in the meeting room with you and the observers.

3

Distribute Rumour Clinic Observation Forms to the observers, who are to take notes on the proceedings.

4

Read the 'accident report' on the Observation Form to the single volunteer who is with the observers in the meeting room. The volunteer may not take notes in the report.

5

Ask a volunteer in the other room to return. The first volunteer repeats the 'accident report' to the volunteer from the isolation room. It is important that the volunteers transmit the message in their own way, without help. After passing the message the volunteer can be given an observation sheet and can be with the observers to watch the remaining volunteers passing the message.

6

Another volunteer returns from the other room, and the second repeats the 'accident report'. It is important that the volunteers transmit the message in their own way, without help.

7

The process is repeated until all the volunteers but the last have had the message transmitted to them.

8

Then ask the last volunteer to return to the room. Ask this volunteer to assume the role of a police-officer. The fifth participant repeats the 'accident report' to the police-officer. Afterwards, the police-officer writes the message on flipchart paper so the group can read it.

9

You post the original message (previously prepared on flipchart paper) so it can be compared with the police-officer's version.

10

Ask the observers to report their notes. Ask volunteers to then discuss their experience.

Debrief with the entire group on implications of the Rumor Clinic.

Verbal and Non Verbal Communication

2

ACTIVITY 2: LISTEN WELL

Time Required

45 minutes

Resources Required

6c - Listening Activity

6d - Discussion Questions and Answers

6e - Communication Skills

Activity Steps

1. Ask for 1 volunteer
2. Invite the volunteer to see the picture in handout 6c and with his/her back towards others, give instructions to draw the figure.
3. Tell the participant that he/she cannot use of gestures or answer questions asked by the other participants
4. After 1 minute of instructions ask the volunteer to go around to see the drawings
5. Now ask the same/different volunteer to give instructions once again but this time the participant volunteer should face the class. He/she can use gestures and answer questions asked by the other participants
6. Initiate a discussion based on the discussion questions and answers given in handout 6d
7. Emphasize that “listening well is very important to responding effectively.” Positive communication enhances citizen centric behaviour
8. Wrap up by showing the presentation 6e on Communication Skills

6a Rumour Clinic – A Communications Experiment

OBJECTIVE

To illustrate distortions which may occur in transmission of information from an original source through several individuals to a final destination.

GROUP SIZE

Unlimited. There should be a minimum of eight participants.

TIME REQUIRED

30 minutes for the exercise

15 minutes for discussion and debrief

MATERIALS

1. Copies of the Rumour Clinic Observation Form for process observers.
2. Flipchart paper and a felt-tipped marker.

PHYSICAL SETTING

1. A meeting room. All observers are seated facing an area where the Rumour Clinic is staged.
2. A separate room in which volunteers can be isolated.

PROCESS

Stage 1

The facilitator asks for six volunteers (the rest of the group remains to act as process observers).

Stage 2

Five of the six volunteers are asked to go into the isolation room. One remains in the meeting room with the facilitator and the observers.

Stage 3

The facilitator distributes Rumour Clinic Observation Forms to the observers, who are to take notes on the proceedings.

Stage 4

The facilitator then reads the 'accident report' on the observation Form to the single volunteer who is with the observers in the meeting room. The volunteer may not take notes in the report.

The facilitator asks a volunteer in the isolation room to return. The first volunteer repeats the 'accident report' to the volunteer from the isolation room. It is important that the volunteers transmit the message in their own way, without help. After passing the message the volunteer can be given an observation sheet and sits in with the observers to watch the remaining volunteers passing the message.

Stage 6

Another volunteer returns from the isolation room, and the second repeats the 'accident report'. It is important that the volunteers transmit the message in their own way, without help.

Stage 7

The process is repeated until all the volunteers but the last have had the message transmitted to them.

Stage 8

Then the last volunteer returns to the room. This volunteer is told to assume the role of a police-officer. The fifth participants repeats the 'accident report' to the police-officer. Afterwards, the police-officer writes the message on flipchart paper so the group can read it.

Stage 9

The facilitator then posts the original message (previously prepared on flipchart paper) so it can be compared with the police-officer's version.

Stage 10

Observers are asked to report their notes. Volunteers then discuss their experience. The facilitator leads a discussion with the entire group on implications of the Rumour Clinic

VARIATIONS

- I. The succession of messages can be recorded (either audio or video) for reply during the processing.
- II. The message can be rewritten to be more pertinent to the particular group.
- III. The entire group can be used as conveyers of messages (no observers are used). Groups of six are formed, and five persons from each group are sent to the isolation room. The facilitator reads the message to the remaining participants. One member from each group is brought back into the meeting from to the same time to receive the message. The final members simultaneously write the message for all to see.

6b Rumour Clinic Observation Form

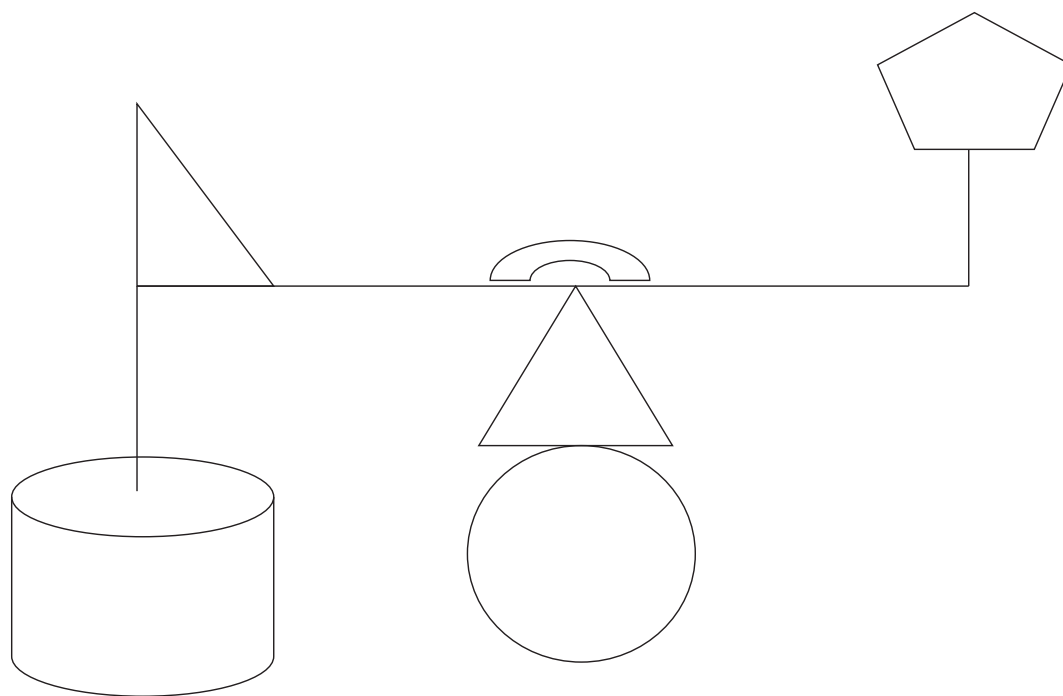
ACCIDENT REPORT

“I cannot wait to report this accident to the police. I must get to the hospital as soon as possible.

The delivery truck, heading south, was turning right at the junction when the sports car, heading north, was attempting to turn left. When they saw that they were turning into the same lane, they both honked their horns but continued to turn without slowing down. In fact the sports car seemed to be accelerating just before the crash.”

VOLUNTEER	ADDITIONS	DELETIONS	DISTORTIONS
1			
2			
3			
4			
5			
6 Police- Officer			

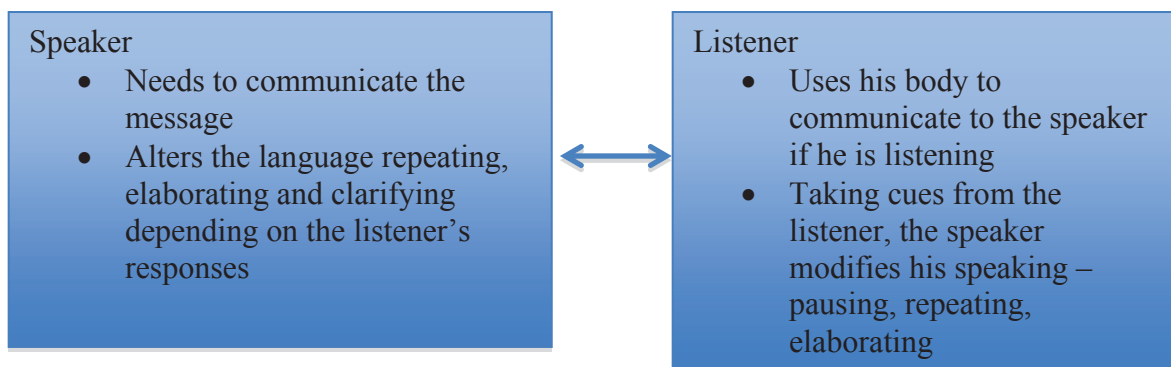
6c Listening Activity



6d Discussion Questions and Answers

1. Which set of instructions was better for the audience? First or the second? Why?

Communication is a 2 way process in which the listener and speaker are equally involved.



The second set of instructions made communication a two way process involving both. Hence, it was better.

2. Which set of instructions was better for the speaker? Why?

The 2nd one because the speaker could

- ▶ Connect better with the rest of the participants
- ▶ Comprehend if the participants are able to understand judging from their responses. Based on this, the speaker could repeat or alter the communication
- ▶ Use gestures/signs and other body parts to communicate and create a strong visual impact

3. How did the volunteer feel when facing the participants?

Facing the class helped make the communication process complete.

- ▶ The volunteer speaker felt a connection with the audience
- ▶ He/She could guess if he/she is being understood from the response of the participants; could repeat depending on the facial expressions of the participants

4. How did the volunteer feel when facing away from the participants?

- ▶ The volunteer speaker did not know if he is being understood
- ▶ No connection with the participants

5. How did the participants feel towards the volunteer/s when he/she was facing away from them?

The participants felt:

- ▶ Little or no connection with the volunteer
- ▶ Confusion as questions were not being answered; the participants did not know what they are doing and if it was right

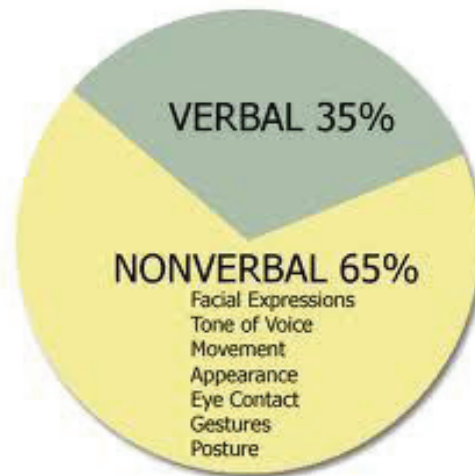
6. How did the participants feel towards the volunteer/s when he/she was facing them?

The participants felt:

- ▶ A connection with the volunteer – they could ask questions and get responses, could alter the pace of the volunteer

7. How does the body language play an important role in the communication process?

- ▶ Non verbal communication forms an essential part of communication. 65 % of communication in the communication process is non-verbal.



- ▶ Even while listening body language (sitting posture, nodding of head, facial expressions etc) are very important

8. What is the difference between listening and hearing?

Hearing • Accidental • Involuntary • Effortless • Physiological	vs	Listening • Focused • Voluntary • Intentional • Psychological
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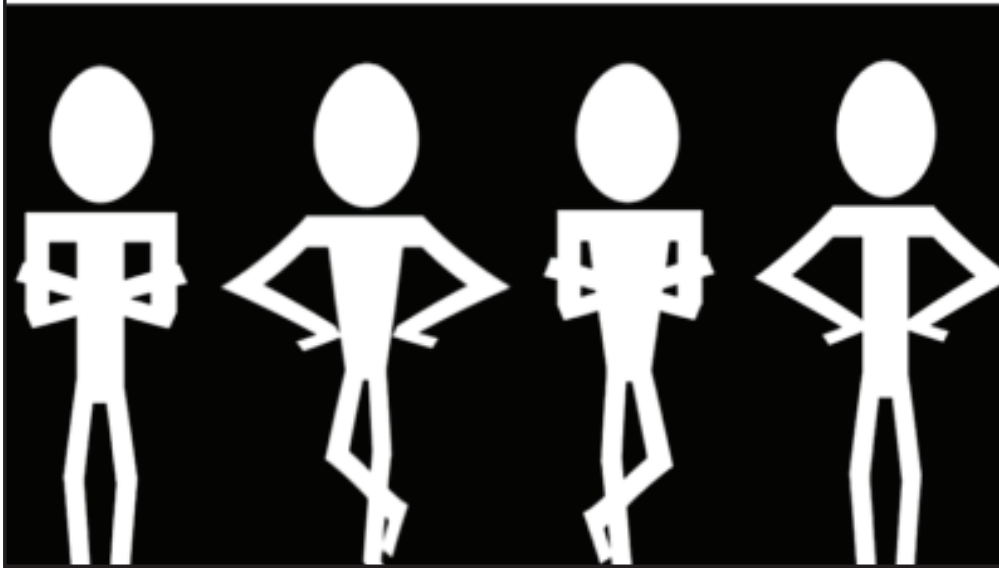
- ▶ We are hearing things all the time but listening happens only when we deliberately pay attention.

9. How can you show that you are listening?

- ▶ Participate by showing attention, taking notes, asking questions, making contextual, valid comments
- ▶ Avoid talking in groups/to someone else or create distraction

6e Communication Skill

COMMUNICATION SKILLS

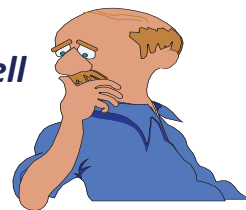


Communication is a Series of Experiences

Hearing



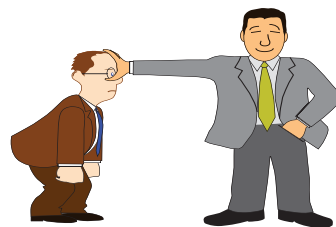
Smell



Seeing



Touch



Taste

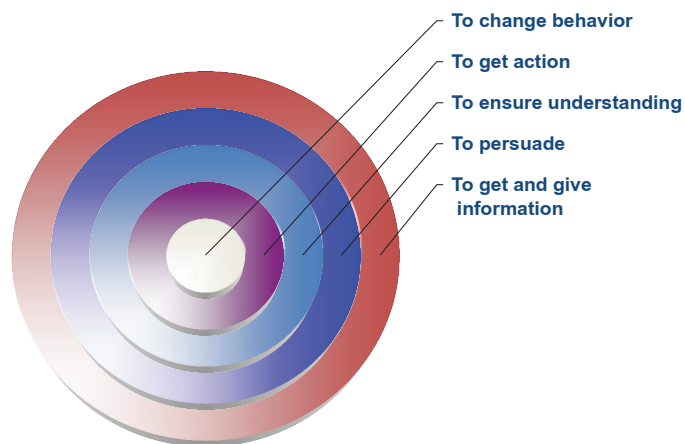


Communication Skills

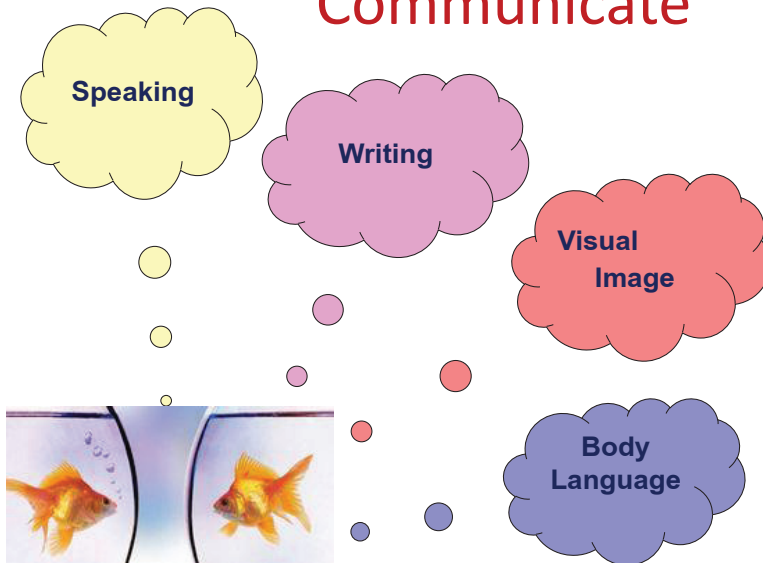
Communication skills is the ability to use language and express information

Effective communication skills are a critical element in your career and personal lives

Communication Goals



Most Common Ways to Communicate

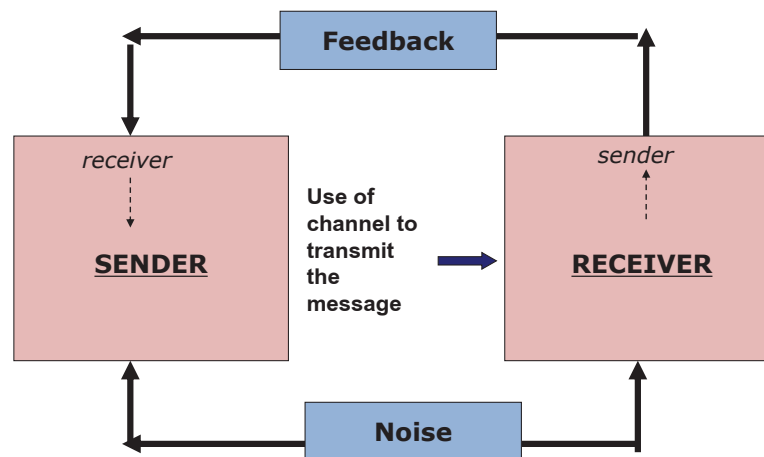


Types of Communication

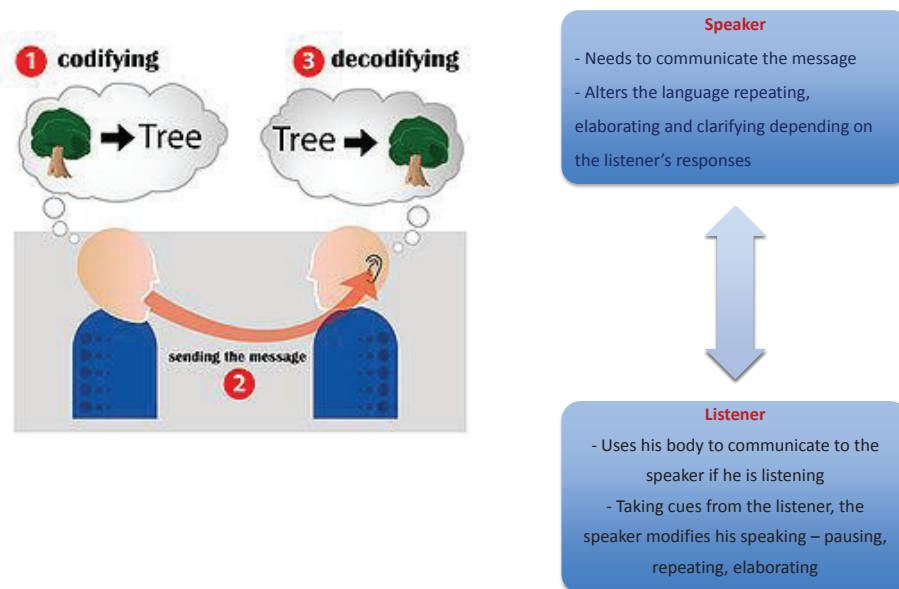
- **On the basis of organization relationship**
 - Formal
 - Informal
- **On the basis of Flow**
 - Vertical
 - Crosswise/Diagonal
 - Horizontal
- **On the basis of Expression**
 - Oral
 - Written
 - Gesture

Communication Process

Communication is the process of sending and receiving information among people...



Communication code scheme



Communication Involves Three Components

- **Verbal Messages** - the words we choose
- **Paraverbal Messages** - how we say the words
- **Nonverbal Messages** - our body language

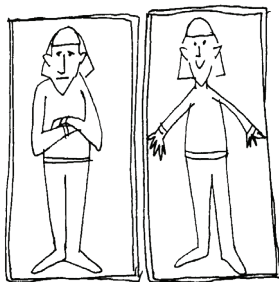
These Three Components Are Used To

- Send Clear, Concise Messages
- Receive and Correctly Understand Messages Sent to Us

SENDING MESSAGES

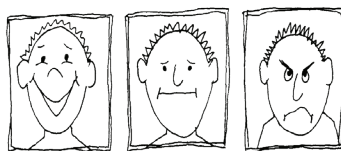
Effective Verbal Messages

- Are brief, succinct, and organized
- Are free of jargon
- Do not create resistance in the listener

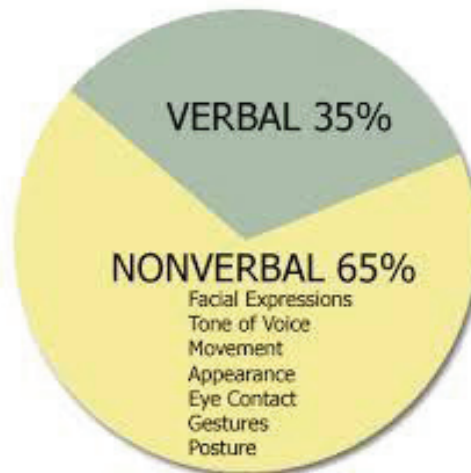


Non Verbal Messages

- Are the primary way that we communicate



Verbal And Non Verbal Communication



ParaVerbal Messages

Paraverbal communication refers to the messages that we transmit through the tone, pitch, and pacing of our voices

"I didn't **SAY** you were stupid."

"I didn't say **YOU** were stupid."

"I didn't say you were **STUPID**."

90% of the problems,
are due to
the tone of voice.
It is not what you say,
but how you say,
that creates
the problem

Barriers to Communication

- Semantic Barriers
- Emotional Or Psychological Barriers
- Organizational Barriers
- Personal Barriers

Semantic Barriers

- Symbols with different meaning
- Badly expressed message
- Faulty translation
- Unclear assumption
- Specialist's language

Affect Written Communication

Emotional Or Psychological Barriers

- Premature evolution
- Inattention
- Loss of transmission & poor retention
- Undue reliance on the written word
- Distrust of communication
- Failure to communicate

Breaks down spoken and nonverbal communication

Organization Barriers

- Organizational policy
- Organization rules & regulation
- Status relation
- Complexity in organization

Reduce efficiency and effectiveness in performance

Personal Barriers

- **Barriers in Superior**
 - Attitude of Superior
 - Fear of challenge of authority
 - Lack of time
 - Lack of awareness
- **Barriers in Subordinates**
 - Unwillingness to communicate
 - Lack of proper incentive

Breaks down personal motivation levels and interpersonal communication

Effective Communication Requires

- Active listening
- Clear thought, ideas and expressions
- Speaking/saying, adequate
- Timing or knowing when to say what
- Integrity of sincerity in communication
- Awareness of others gestures, emotions and expressions

MODULE 7

Citizen Centric Behaviour

Citizen Centric Behaviour

Objective

At the end of the session, participants will be able to

- a. Identify the implications of verbal/non-verbal behaviour in fostering relationships
- b. Differentiate between 'criticism' and 'feedback'
- b. Differentiate between 'hearing' and 'listening'
- c. Display the 'listening' and 'active listening' skills

Embedded Competencies

- 7.1 Explain 'verbal' and 'non-verbal' behaviour
- 7.2 Explain their implications in fostering relationships
- 7.3 Difference between 'hearing' and 'listening'
- 7.4 Display 'listening' and 'active listening'
- 7.5 List how to handle telephone calls and handle visitors

Time Required

75 minutes

Resources Required

Handout

- 7a - 'Behaviour' –Group Exercise
- 7b - Handling Visitors
- 7c - Handling Telephone Calls
- 7d - Bull Activity

Presentation

- 7e - 'Listening' and 'Active Listening'

Citizen Centric Behaviour

1

ACTIVITY 1: BEHAVIOUR

Time Required

30 minutes

Resources Required

7a - 'Behaviour'

Activity Steps

1. Divide participants into groups of 5 and ask them to do the exercise on Behaviour as given in handout 7a
2. They need to present responses as under –
 - a. 'Behaviours' which will build relationship
 - b. 'Behaviours' which may or may not build relationship
 - c. 'Behaviours' which may undermine a relationship
3. **Debrief:** In today's challenging environment, successful work relationships and interactions with people in a positive way help achieve the organizational goals. The first step in building better work relationships is to become aware of the differences among people—and to be willing to accept these differences as a positive force within an organization. It is important to build constructive and beneficial work relationships by learning how to analyze situations and consciously select and use productive communication and behavioural strategies.

Citizen Centric Behaviour

2

ACTIVITY 2: LISTENING ACTIVELY

Time Required

15 minutes

Resources Required

7d - Bull Activity

7e - Presentation 'Listening' and 'Active Listening'

Activity Steps

1. Ask participants to draw three vertical lines representing mama bull papa bull and baby bull. give them a minute and then see what they have drawn. Refer handout 7d to debrief
2. Discuss 'listening' and 'active listening' with presentations 7e
3. **Debrief:** listening promotes attitude for citizen centric behaviour. This supports a participatory, accountable, responsive, effective and efficient administration

Citizen Centric Behaviour

3

ACTIVITY 3: HANDLING VISITORS/TELEPHONE CALLS

Time Required

30 minutes

Resources Required

Handouts

7b - Handling Visitors

7c - Handling Telephone Calls

Activity Steps

1. Make participants into pairs and ask one of them to be a representative of the government and the other a citizen
2. Ask each citizen in the pair to think of an issue regarding which they are either calling or visiting the government department
3. Tell each pair to have a conversation regarding the issue
4. Stop them after 2 minutes and ask some pairs to say what was the conversation like
Was it polite? Did the citizen feel as if he/she was being heard? Was there a sense of positivity or of frustration?
5. Public service must be more than doing a job efficiently and honestly. It must be a complete dedication to the people and to the nation.-
Margaret Chase Smith
6. Explain telephone manners. Refer handout 7b
7. Explain the categories of visitors and how to handle them using handout 7c

7a Behaviours Exercise

Categorise the following behaviours into the three headings given below and explain your reasons for your categorization.

1. **Behaviours which may build a relationship:**
2. **Behaviours which may build or may undermine a relationship:**
3. **Behaviours which may be expected to undermine a relationship:**

VERBAL	NON-VERBAL
Acting as superior	Nodding
Abrupt changes of direction by consultant	Open body posture
Acknowledging limits of own competence	Sitting back
Asking client about time available	Monitoring time taken
Offer or talk about solutions / ways forward	Doodling*
Assuming power or authority	Smiling
Being judgmental	Fidgeting**
Building on contributions of client	Yawning
Challenging client	Seeking eye contact
Checking understanding / clarifying	Sitting forward
Clarifying purpose / expectations of meeting	Looking interested
Contradicting	Grunts / encouraging noises
Coldness	Silence
Consultant stating difficulties to client	Frequently checking time
Criticizing others	Closing eyes
Dishonesty of consultant	Showing impatience
Empathizing with client	Continuous note taking
Exploring feelings of client	Mirroring body language
Establishing credibility with client	Looking bored
Encouraging client to talk	
Encouraging client to make a decision	
Exploring client's willingness to act	
Following consultant's interests not client's	
Giving information to client	
Identifying issues with client	
Ignoring client's views	
Interrupting / cutting across client	
Impatience with client	
Maintaining confidentiality	

VERBAL	NON-VERBAL
Offering approval / disapproval of client's opinions	
Offering instant solutions or selling solutions	
Presenting consultant as always successful	
Presenting professional image	
Probing (leads) exploring client concerns	
Rephrasing client statements	
Reflecting / mirroring words, examples, tone of voice	
Supporting client without taking sides	
Stereotyping client or others	
Taking responsibility away from the client	
Using client's language / vocabulary	
Using open questions	
Using closed questions	
Using leading questions	

*Doodling: To draw or scribble aimlessly, absence minded or while pre-occupied.

**Fidget :To be constantly making restless little movements/To be uneasy, worry/To make (someone) disturbed or worried / Restlessness, accompanied by frequent nervous movements/someone who fidgets or disturbs other

7b Handling Visitors

The 'Government servant' is also known as 'Public servant'. Accordingly, the objective of 'public servant' should be to serve. In other words, he should not present himself as a master but as a person ever ready to serve. Mahatma Gandhi said –

“A Customer is the most important visitor on our premises . . .

He is not dependent on us.

We are dependent on him.

He is not an interruption on our work.

He is the purpose of it.

He is not an outsider on our business.

He is a part of it.

We are not doing him a favour by serving him.

He is doing us a favour by giving us an opportunity to do so.”

1. In its broader meaning, the above quotation tells us to take due care of every visitor. It is also said that -

“Goodwill is earned by many acts and lost by one”.

2. Persons from all walks of life keep visiting Ministries/Departments/ Offices of the Government of India. These visitors can be broadly classified into the following categories -
 1. VIPs
 2. Senior officers of the Central Government/State Governments/Union Territories
 3. Diplomats
 4. Officials of the Ministry/Department/Office
 5. Freedom fighters and Ex-servicemen
 6. Media persons
 7. Business community
 8. Religious heads and priests
 9. Old people, handicapped persons and others seeking relief

10. General public and others

A majority of visitors come with prior appointments. However, some approach even without appointment depending upon the purpose of their visit.

3. While dealing with visitors, possession of certain personal qualities will always prove to be an asset to self and the organization. A few of these are -

Wear a smile

- 3.1 Extend the normal courtesy expected of a public servant while dealing with visitors. It is admitted that it is not possible to keep smiling throughout the day in the midst of the continuous pressure of work. However, as far as possible, greet the visitors with a smile. This small act will relieve the burden of visitor's problem, to some extent.

Be a patient listener

- 3.2 Develop the habit of understanding the point/problem of visitor patiently. Any 'inability' to help may be explained in the right perspective without getting angry or using harsh language.

Be empathetic

- 3.3 We must develop the power to enter into the feeling or spirit of the visitors. While placing him into the shoes of the visitor, he can appreciate where it pinches. By doing so, he will be able to feel the magnitude of the problem and become an instrument in the process of solving it.
4. While dealing with visitors of various categories as listed in para 2 above, following tips would provide help in tackling them in a better way.

VIPs, senior officers, diplomats, etc.

- 4.1 This category of visitors normally comes with prior appointment. In case they arrive early, they may be conducted to the appropriate visitors' room and offered tea, coffee, soft drink, etc., as per requirement. In case of VIPs, senior diplomats, etc., do not hesitate in receiving them personally at the gate of the Ministry/Department/Office and also seeing them off. Necessary instructions regarding their scheduled time of arrival/departure may be left with the Reception, well in advance.

Officials of the Ministry/Department/Office

- 4.2 In case, however, some official has personal problem, then he can be given a formal appointment.

Freedom fighters and ex-servicemen

- 4.3 As we all know, freedom fighters and ex-servicemen had given the best of their life in the service of the nation. While dealing with them, as a grateful nation, we must show due respect to them. We must try to render all possible assistance to them. In case the boss is not dealing with their problems, they may be guided to the concerned officers of the Ministry/Department/Office.

Media persons

- 4.4 While dealing with persons from the Media/Press, presence of mind has to be displayed. If a visitor from Media or Press is sitting in the room, do not talk classified matters or matters concerning the Ministry/Department/Office over the telephone or disclose anything, which may

be embarrassing for the Ministry/Department/Office.

Business community

- 4.5 In view of 'Make in India' campaign we should be courteous to persons coming from business community as the private sector also forms part of the entire development effort of the economy. Accordingly, persons from private sector may be treated in a cordial manner.

Religious heads and priests

- 4.6 India is a secular State and accordingly religious heads or priests ailing from any religion may be given respect due to them irrespective of the personal faith of the official.

Old people, handicapped persons and other seeking relief

- 4.7 Old people, handicapped persons, etc., should not be asked to wait for long hours even if they happen to arrive without prior appointment. The nature of their problem and the purpose of their visit should be ascertained. They must be assured that the information being obtained from them is a help to attend to their request. We must ascertain what channels the visitor has exhausted and with what result. They must be shown due respect and care. In case they are not aware of any facts, they must be told the same in a helpful manner.

General public and others

- 4.8 While dealing with the general public, it may be appreciated that a person approaches offices only when he has exhausted all the avenues of redressal at lower levels. He has a problem and either he is not getting justice or justice is being delayed. The visitor should be offered a proper seat and made comfortable. They have to be treated like a patient on the reception of a Nursing Home. 5. The following DOs and DON'Ts will help in better care of visitors;
- 5.1 In case we are not dealing with the problem of the visitor, it is better to direct him/her to the appropriate officer. Use of phrases like "I do not know", "What can I do?", "Get lost", etc., must be avoided.
- 5.2 In case some delay crops up or is likely to crop up, it should be explained to the visitor in the right perspective.
- 5.3 Avoid sitting on the chair while talking to a visitor who is standing.
- 5.4 In case busy at work when the visitor arrives, first attend to the visitor and then continue with the wo

With the proper handling of visitors, a good image of the Ministry/Department/Office can be built. Do not become a hurdle between Department and visitor or stop people from meeting. We are here to canalize the meeting process. It is always better to earmark a particular time every day for visitors.

7c Handling Telephone Calls

Screening the telephone calls is one of the main functions of the official serving at the cutting-edge level. While discussing this, the focus will be on how to attend/make telephone calls.

Incoming Telephone Calls

As soon as telephone rings, allow two rings because sometimes false ring comes. Take the following steps

- (a) say 'hello';
- (b) do complete 'wishing' each other. For example if the other person says 'Good Morning', then do reciprocate along with name of your Department;
- (c) In all probability the other person will disclose his identity; if he does not, then ascertain the full identity of the person who wants to speak e.g. name, designation, name of the Ministry/ Department/ Organisation, etc.;
- (d) For holding, ask the other person to hold on, better add 'please' in the end e.g. 'hold on please'

Outgoing Telephone Calls

3. While making telephone calls, the following may be kept in view:

- (a) first check the telephone number called;
- (b) say 'Good Morning', 'Good Afternoon', 'Good Evening' etc.;
- (c) disclose your identity by say 'I am speaking';
- (d) check whether the person to be called is available;

Telephone manners

4. It is needless to emphasize these. Possession of good manners is always an asset. The following may be kept in view, depending upon the situation -

- (a) if there are many telephones to be attended to at the same time, preference may be given to outside calls and accordingly intercoms, etc., can wait;
- (b) if any visitor/officer comes, while attending to a telephone call, ask him/her to sit down (by pointing towards the chair);
- (c) do not discuss official matters if visitors are sitting in room, who are not supposed to know the matter;
- (d) avoid long talks over the phone and talk to the point;
- (e) maintain a smooth and courteous pitch of voice and do not speak unnecessarily loud over the telephone;

- (f) in case not concerned with the subject matter of the caller, then politely divert him to the concerned officer of the Ministry/Department.
- 5. Sometimes a lot of telephone calls keep coming in and in between the boss also passes on some instructions – in such situations there are chances of forgetting any instruction or message. To avoid such a situation always keep a small register on the table and go on jotting down everything – i.e. Messages coming through outside calls and whatever is instructed by the boss. After the calls are over then take action as required. Can note down telephone numbers, etc., On this register and later on these could be taken on to the proper telephone diary. Maintain this register date wise.

In case any classified instruction or message had been noted, the same may be destroyed after done with

7d Bull Activity



1. Draw
2. Ask how many participants have drawn these lines?
3. Explain that is that the perception of papa being biggest then mama and then baby
4. Ask how many participants have drawn these lines?
5. Explain that is that this perception is of equality
6. Finally ask how many participants have heard of a female bull???
7. Say, we are so busy hearing instructions that we don't really listen and especially don't listen actively

7e Listening & Active Listening

Hearing

- Accidental
- Voluntary
- Effortless
- Physiological

Listening

- Focused
- Voluntary
- Intentional
- Psychological

Types of Listening

- Inactive listening
- Selective listening
- **Active listening**
- Reflective Listening

Listening

- Hearing with a purpose
- Active process of receiving, constructing meaning from, and responding to spoken and/or nonverbal messages; to hear something with thoughtful attention
- Based on 3 basic skills: Attitude, Attention and Adjustment
- Involves 3 basic steps of Hearing, Understanding, Judging

3

Active Listening

- A way of listening and responding to another person that improves mutual understanding
- A way of paying attention to other people that can make them feel that you are hearing them
- This type of listening is called active because it requires certain behaviours of the listener

Benefits of Active Listening

- It forces people to listen attentively to others.
- It tends to open people up, to get them to say more.
- Shows empathy
- *Builds relationships*

Active listeners speak 30% of the time and listen 70% of the time

ACTIVE LISTENING

- Listening carefully, responding /nodding & interpreting
- Asking Questions and Reflecting the key points back to the speaker : to clarify understanding
- Giving time to the speaker with minimum interruptions
- Give full attention / Concentrate on what is being said
- Listening for the idea behind words - the purpose
- Trying to visualize the speaker's point of view
- Listening without prejudice
- First listening and understanding the other person before responding or trying to make him understand

“A good listener tries to understand thoroughly what the other person is saying. In the end he may disagree sharply, but before he disagrees, he wants to know exactly what it is he is disagreeing with.”

Kenneth A. WELLS

MODULE 8

E-Governance and ICT

E-Governance and ICT

Objective

At the end of the session, participants will be able to –

- Explain 'E-Governance'
- Explain the role of ICT
- Explain ways and means of finding innovative solutions to citizen-centric issues through e-governance

Embedded Competencies

- 8.1 Explain importance of 'E-Governance'
- 8.2 Explain the role of ICT in 'Information Society'
- 8.3 Identify relationship between innovative solutions through e-governance and citizen-centric issues

Time Required

90 minutes

Resources Required

Handout

E-Governance
ICT
Case Studies/Success Stories

Presentation

E-Governance
ICT

E-Governance and ICT

1

ACTIVITY 1: E-GOVERNANCE

Time Required

30 minutes

Resources Required

Handouts/PPT/Case studies on E-Governance

Activity Steps

1. Ask participants about 'e-governance'
2. Discuss success stories in 'e-governance'

E-Governance and ICT

2

ACTIVITY 2: ROLE OF ICT IN INFORMATION SOCIETY**Time Required**

30 minutes

Resources Required

Handouts/PPT/Case studies on ICT

Activity Steps

1. Ask participants about ICT
2. How do they ensure that ICT can impact oneself and make work more effective
3. Relevance of ICT in day-to-day citizen services

E-Governance and ICT

3

ACTIVITY 3: RELATIONSHIP BETWEEN INNOVATIVE SOLUTIONS**THROUGH E- GOVERNANCE AND CITIZEN-CENTRIC ISSUES****Time Required**

30 minutes

Resources Required

Videos/Success stories

Activity Steps

1. Ask participants about their perception of areas which can be covered by e-governance
2. Ask any innovative solutions in use in their Department in the State
3. Ask them to share success stories of their State Government
4. Group Work – Give a task/case/problem on how ICT can improve efficiency

CASE STUDY I

ICT Tools for Education – K-YAN, West Bengal

Chetan Sharma, Datamation

ABOUT THE INITIATIVE

This publication is a part of the Capacity Building initiative under the National e-Governance Plan (NeGP) by NeGD with an aim to draw out learnings from various projects implemented in various States/ UTs and sharing this knowledge, in the form of case studies, with the decision makers and implementers to benefit them, by way of knowledge creation and skill building, from these experiences during planning and implementation of various projects under NeGP.

Conceptualised and overseen by the National e-Governance Division (NeGD) of Media lab Asia/DeitY these case studies are submitted by e-Governance Practitioners from Government and Industry/Research Institutions. The cases submitted by the authors are vetted by experts from outside and within the Government for learning and reference value, relevance to future project implementers, planners and to those involved in e-governance capacity Building programs before they are recommended for publication. National Institute for Smart Government (NISG), working on behalf of this NeGD provided program management support and interacted with the authors and subject matter experts in bringing out these published case studies. It is hoped that these case studies drawn from successful and failed e-Governance projects would help practitioners to understand the real-time issues involved, typical dilemmas faced by e-Governance project implementers, and possible solutions to resolve them.

Acknowledgment

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1.0 ABSTRACT

The Government of West Bengal has been implementing the Central Govt. sponsored Sarva Shiksha Abhiyan ever since its inception and has further focused on improving the universalization of the primary and secondary education by combining it with the ICT Tools for Education Programme in the Govt. Schools.

Information & Communication Technology (ICT) is recognized as an important catalyst for social transformation, and an important tool for education. Integration of the ICT in education projects; also popularly called Technology in Education (TIE) started getting implemented in early 2002 in North America & in Europe. The purpose of TIE was generally to familiarize students with the use and workings of computers, and related social and ethical issues, as well as leverage on the power of the ICTs for teaching conventional subjects that get registered far effectively compared to conventional teaching-learning method. The integrated approach to technology in education (TIE) has prerequisites such as student use of technology to create learning arte-facts, integrated with curriculum, focused on learning achievement and teacher designed instruction.

The Department of Education, Govt. of West Bengal, with the active encouragement of the Department of Information Technology, Govt. of West Bengal, introduced computer based learning (CAL) system titled 'KYAN' (Vehicle of Knowledge) in a phased manner through West Bengal Electronics Industry Development Corporation Ltd (WEBEL) mandated ILFS-ETS as implementing agency. The initiative was an effort to utilize ICT tools such as digital content, alternative power supply solutions, and capacity building programs to bridge the digital gulf and ensure sustainability. KYAN has been deployed by the Government of West Bengal in almost all districts.

KYAN modeled on best principles of TIE, was developed in collaboration with the Indian Institute of Technology (IIT), Mumbai, as a Community Computer. It is effectively a digital multimedia device which was designed by Dr. Kirti Trivedi in 2004 and commercialized by IETS in 2007. The device contains a computer with inbuilt projector, content, speakers, and has wireless keyboard and mouse. It combines the computing power of a computer with an appropriate high luminosity, high resolution, and large screen projection system.

Based on the success of the pilot initiative undertaken in 65 government schools across two districts, namely Bardhaman and Bankura of West Bengal in 2007–08 wherein the pilot covered 500 teachers and 40,000 students mostly from marginalized section of the society (Scheduled Caste & Scheduled Tribe communities), the project was scaled up. The project has resulted in significant improvement in the classroom teaching learning practices apart from improving the morale of teachers, enhanced attendance, and improved retention of the core academic concepts as well as better recall. Early empirical testing and assessment carried out amongst the Upper Primary students from Class V through Class-VIII has shown increase in the academic achievement of the students as is evident from the comparative weighted average scores of the last examination results compared with the previous time series examination results-prior to KYAN introduction viz. Bangla-60.29%, Geography-72%, English-83.82%, Math-85.29%, Urdu-61.76%, Chemistry-69%, EVS-69%, Biology-77.94%, History-72%, Physics-85%

TIE enabled models such as KYAN, have led to large scale replication in many states of the country for e.g. in Gujarat, Rajasthan, Karnataka there has been an active integration of the teaching and learning outcomes driven technology model that is housed within the existing Educational System. KYAN project has also taken a directional shift from many Public Private-Partnership (PPP) initiatives mushrooming in the country as is evident from the following:

- Karnataka (with Aptech, NIIT, and Educomp)
- Assam (Educomp and NIIT)
- Gujarat (with NIIT and Educomp)
- Tripura (Educomp and NIIT) ,
- Delhi (Educomp)
- Orissa (Educomp) ,
- Andhra Pradesh (NIIT)
- West Bengal (Educomp and NIIT)
- Himachal Pradesh (EDUSATand NIIT)
- Chhattisgarh (NIIT)
- Maharashtra (NIIT)\
- Punjab (Gemini Communication Ltd, Everonn)
- Haryana (Educomp, Everonn and NIIT)
- Tamil Nadu (NIIT)

2.0 Key words and tags:

- ICT tools for Education
- KYAN
- CAL
- Class-Room Teaching Learning Practices

3.0 NOTES TO PRACTITIONERS/INSTRUCTORS

Tools such as digital content, alternative power supply solutions and capacity building programs must be integrated effectively in order to bridge the digital divide and ensure sustainability in spatial distribution of knowledge leading to improved academic achievements.

- Participatory management practices with change management at the nucleus of the school governance structure need to be strengthened in order to ensure successful ICT Tools in Education programmes.
- Significant motivation and morale build-up of the teachers is necessary in order to ensure successful delivery of CAL and ICT enabled teaching-learning systems. Teachers are the catalytic agents of change in the class-room hence it is very important to bring them on board first and foremost with adequate training and capacity building.
- Adopt a minimalist hardware implementation model at the classroom level or a group of classroom level as opposed to setting up of computer labs due to ease of management, lesser investments and ease of repair.
- Innovative and extensive CAL pedagogy skills in the development of the content amongst the teachers and instructors need to be strengthened in order to effectively supplement text-books in tandem. CAL and ICT for education have to supplement text books effectively.

4.0 PROJECT CONTEXT

There is a growing awareness amongst the policymakers globally as well as across India on the emerging and pivotal role of ICTs in the education sector. There is a wide recognition for addressing digital divide issues. The integration of ICT at the school and classroom, warrant significant changes in the educational delivery mechanism, both at the school and classroom level. The Government of West Bengal has been implementing the Central Govt. sponsored Sarva Shiksha Abhiyan ever since its inception, and has further focused on improving the universalization of the primary and secondary education by combining it with the ICT Tools for Education Programme.

In 2007–08, Government of West Bengal took up the scheme for implementation and introduced computer education in 543 government aided higher secondary schools at a cost of INR 0.4 billion. The state engaged full time computer teachers in these schools and encouraged computer education. In 2008–09, 2,418 more schools were brought under the ambit of the scheme with training being provided to other subject teachers to utilize ICTs in the teaching learning process. In 2008–09, under the central scheme for universalizing secondary education, the Rashtriya Madhyamik Shiksha Abhiyan (RMSA), five states including West Bengal were selected to implement ICTs in schools.

1,400 schools in West Bengal were each provided with 10 computers, 10 UPSs, 1 scanner, 1 web camera, 1 projector, and 1 printer at a cost of INR 0.9 billion. Further, the Department of Education, Government of West Bengal, constituted a committee with the Director of SCERT (State Council of Education Research and Training), West Bengal, as the chairman to develop strategies for utilizing media resources like TV and radio to educate students and teachers. KYAN (Vehicle of Knowledge) was one of the many initiatives of the Govt. of West Bengal. Many of the evaluation studies of ICT Initiatives in the schools have relied heavily on individual stakeholders self-report, to indicate the success of the programme and identify outcomes for students. However some caution needs to be must be exercised in using attitudes as an indicator unless positive attitudes or attitudinal change can be shown to relate to

improved learning outcomes. This is not necessarily the case. Parr (2000) noted that attitude has been shown to have no significant connection to learning outcomes in relation to integrated learning systems (Wood, Underwood, & Avis 1999).

For this reason Parr excluded attitude as an indicator of learning outcomes in her review of the outcomes of computer-assisted learning. This debate is relevant to the use of ICT in schools in general. Indicators that are specifically tailored to the goals of an initiative and to the way ICT is being integrated into the classroom, such as the ability to handle mathematics and science data (as developed by Passey et al., 2001), appear to be more valid indicators of the impact of a ICT innovation than generic achievement tests. International best practices were kept in mind in the conceptual design framework for understanding the impact of the ICT tools for Education. The indicators were tracked every six months based on a rigorous data-collection template and these have been used to “realign educational practice with reform expectations for the ICT Tools for Education”. These indicators developed for KYAN monitoring and tracking were:

- Student retention and satisfaction.
- Academic skill development and contextual problem-solving, that is, how students can
- apply academic skills to real-life situations.
- Career exploration and skill development.

According to Principals of schools where the project ICT tools for Education Project have been introduced, the attendance in the class and pupils attentiveness had increased to 81%. Quality of teaching improved significantly, which also played a significant role in covering syllabus. There was also improvement in Math, Science Subject and in English by 81%, 87% and 78% respectively. One interesting fact which emerged was that the 69% of parents were taking much more interest in the school affairs.

5.0 PROJECT OVERVIEW

The project has been implemented successfully in all districts of West Bengal after successful completion of the pilot project. Phase wise deployment of KYAN project in various districts was as follows:

Phase I (2007)—65 Schools in Bankura and Burdawan

Phase II (2008)—51 schools in North 24 Parganas

- Phase III (2009)—90 schools across 6 districts (15 each in Cooch Bihar, Malda, Nadia,
- Purulia, Howrah & South 24 Parganas)
- Phase IV (2009)—115 schools across the state

Every Govt. school has been given following equipment under the ICT Tools for Education Programme:

- Two units of KYAN (PCs with Microsoft windows operating system) acronym used for
- Knowledge-Gyan.
- Two units of UPS
- Two units of Trolley Cabinet
- Two sets of 1090 units of concept based audio-visual teaching aids, locally sourced

- content, CBT, Learning English
- Two units Web Cam and One unit MFD
 - ▶ Consumables:
 - ▶ 2 reams of A4 size paper, Blank CD-10 units
 - ▶ Printer Cartridge 2 units

The equipment based on various rounds of inspection carried out by third party audit (TPA) and evaluation agencies, was found to be in good working conditions and as well as the equipment was received by the school contact persons in appropriate condition. All schools were inspected twice a year by TPA. The TPA also filed their reports on continuing basis to the Project Management Unit (PMU) comprising of officers from the WEBEL and Department of Education. Understanding the crucial role of the teachers in bringing out a fundamental change in the teaching-learning paradigm, the teachers were brought on board. The content in the KYAN, developed by IETS, consists of 1,090 lessons on various hard to teach topics in all the subjects from kindergarten to Class X. These lessons are preinstalled in the machine. After the first phase it was realized that the lessons needed to be mapped to the topics of the textbooks as per the curriculum, and hence IETS did an extensive study and with the help of the teachers mapped the topics in the textbook to the lessons created by IETS. The content generation for KYAN has been a continuous process.

The content is updated in all the KYANs installed in all schools of the state as and when required. At the time of installation, representatives from IETS conduct one-day orientation training for the head of the institute, followed by a two-day teacher training. On the first day, the teachers are given basic computer training and the fundamentals of using the KYAN, and on the second day, they are taught how to navigate to find lessons; they are given a demo of a class and finally as an evaluation process the teachers are asked to take a small KYAN class, for other teachers giving rise to a healthy competition among teachers.

After these trainings, the teachers are asked to practice delivering classes with KYAN and once they are comfortable using the machine they were certified for giving classes to the students. This process brings a sense of ownership in the teachers. IETS established a call center to address technical, logistical and administrative issues with the machine, and representatives of IETS also visit the schools to monitor the progress of KYAN implementation. Amongst the teachers selected in the training, one of them is assigned the responsibility as an ICT coordinator for the initiative.

This selection is done by the Head Master on the basis of interest and previous knowledge of computers. The job of an ICT coordinator is to coordinate and encourage teachers to effectively utilize KYAN and to train other teachers in the school as well. Imparting of soft skills training to the Head Teachers & Class teachers: This was done rigorously in order to improve the capacities of the stakeholders, and was undertaken by the Department of Education-Govt. of West Bengal:

- Orientation for Head Masters/Head Mistress.
- ICT and Soft Skill training has been imparted to 6 selected teachers from each school who in turn are supposed to train other teachers of the school
- ICT coordinator training for 2 selected teachers from each school has already been imparted.
- School-based handholding support to teachers @ 2 visits per school bi-annually has been given.

6.0 IMPACT OF KYAN

KYAN has been making positive impact on the teaching-learning process and also in covering class syllabus. This has been established conclusively from the evaluation data, in comparison to show that the teaching has improved and this improvement can be quantified in percentile terms as 4% every quarterly cycle, in comparison to the earlier rounds of field evaluations conducted. From various rounds of the evaluation it has been safely concluded that the syllabus was covered far more easily on a fast track basis under KYAN implementation, due to higher retention amongst the students and with improved teaching-learning outcomes in comparison to a conventional class-room approach.

Competition was considered as one of the best ways to judge the knowledge of the student, and to maintain the curiosity of the student. Introduction of KYAN in the classroom resulted in 79% teachers organizing competitions on monthly basis. In order to keep the class attentive as well as for enhanced learning achievement, questions were asked proactively by the students. This is a well-established norm even from conventional teaching methods and more so in the case of KYAN where the curiosity enhances substantially. On a comparative scale during various KYAN evaluation rounds it was found that the KYAN class students were asking more questions.

After implementation of KYAN there has been a significant increase in the group activities; which have shown an increase from 67% (before) to 78%. Possible reasons for this outcome were expeditious completion of the syllabus prior to the stipulated period, allowing the students to get more time for the leisure as well so that they can be involved in certain other creative group activities. The students are also getting more time for doing revision in their syllabus after the introduction of the KYAN. .

During the process of evaluation, 75% parents reported the students had reduced their addiction towards the TV. The parents have also responded affirmatively regarding enhancement in their learning achievement viz. in Maths 85% enhancement in learning achievement, in Biology 77%, in Physics it is 85%.

Example of KYAN implementation: Achana High School, District South 24 Parganas

Achana High School is one government-aided school in the district of South 24 Parganas with around 800 students, where KYAN has been running.

The selection of schools for the deployment of KYAN is based on the number of children from disadvantaged communities in those schools. Achana High School has more than 90% of the children belonging to backward communities and hence as per the recommendations of the District Administration two KYANs were installed in the school in August 2009. This was preceded by a meeting with Heads of Schools to gauge the interest of the Head Masters in the initiative and a pre-installation survey was undertaken by the IL&FS team. It is believed that the success of running KYAN in a school predominantly depends on the will of the Head of the Institution. After the installation of KYAN in the school along with a UPS for backup power supply, six teachers from the school were provided training to use the machine. Among the teachers selected in the training one has been selected as an ICT coordinator for the initiative. This selection has been done by the Head Master on the basis of interest and previous knowledge of computers. The job of an ICT coordinator is to coordinate and encourage teachers to effectively utilize KYAN and to train other teachers in the school as well. The Achana School, with its two devices, has managed to provide 2–3 KYAN classes to a class in one day. The KYANs have been kept in rooms called the Audio Video (AV) rooms. As per the Head Master, the KYAN classes are extremely popular with the students, and students often prefer to attend a KYAN class as opposed to a lecture-

based class. This holds true not only valid for the high achievers in the class but also the academically weaker section of the class. KYAN classes have brought interest in the students and have increased class participation and student attendance.

Hence KYAN has improved the learning experience of the students and has brought more interest in the students. However, there are certain issues involved with the use of KYAN. One major concern is the security of the machines; the Audio Video rooms have to be secured to keep the machine safe as there have been instances where the machines have been stolen. Given the poor physical infrastructure in rural school, this is a significant challenge. Further lessons are in English and IL&FS has been working on translating the lessons to Bengali (local language of West Bengal) and Urdu. According to the teachers, the classes will be much more helpful if they are in Bengali. There are also several issues with the comprehensiveness of the content and several teachers felt that some topics were not covered in adequate details. Moreover, the set of 1,090 lessons does not always match to the exact lessons in the West Bengal School Education Curriculum. The technical support has also been a cause of concern as the schools are situated in very rural areas and getting local technical support is nearly impossible and hence in case of any technical problem the school has to depend on the support from IL&FS for troubleshooting, which sometimes takes more time than expected.

7.0 ISSUES AND CHALLENGES FACED DURING IMPLEMENTATION

The challenges faced in the ICT Tools for Education Project are no different compared to any Computer aided Learning (CAL) scenario wherein there are severe implementations challenges due to resistance of the teachers and the school management; despite obvious advantages evident to the teaching community. Yet change management is one of the most difficult things to implement in traditional settings, apart from the context of power equations in a school environment and deep rooted teaching practices that exist. However shortage of schools, high student enrolment in the schools, shortage of teachers, falling academic standards in the wake of over-crowding of classes as also emphasis placed on RTE leading to large scale student's enrolment in a very poor infrastructure scenario, electricity failure in the rural areas bores ominous signs for KYAN success.

The pupil-teacher ratio (PTR) in the Urdu-medium schools in West Bengal is adverse due to acute shortage of teachers, yet the Govt. of West Bengal managed to motivate the teachers to get involved wholeheartedly involved with the ICT tools for Education Project leading to the success of the programme.

The breakdown of equipment and servicing of the PC and related equipment in time resulting in down-time of the equipment which in turns results in loss of significant teaching days in the schools. These have ranged from 5-8 down time loss in some of the schools of mofussil districts. Fast track development of content/subjects especially for the secondary classes which can effectively supplement the text-books has also not occurred on desired fast-track basis and that would need to be substantially up scaled in order to enhance the success of the project. A major area of concern has been the security of the machines since the Audio Video rooms have to be secured to keep the machine safe as there have been instances where the machines have been stolen. Further the work on translating the lessons to Bengali (local language of West Bengal) and Urdu has not been fully completed. Apart from this, there are also several issues with the comprehensiveness of the content and several teachers felt that some topics were not covered in adequate details. Moreover, the set of 1,090 lessons does not always match to the exact lessons in the West Bengal School Education Curriculum.

Secondly, the real benefit of using in-house trainers to train teachers is the integration and internalization of computer learning; does get defeated to a great extent due to absence of change management and also resistance shown by the teachers in implementing a pedagogical shift despite the teacher trainers being a part of the education support system, have studied education and have taught in schools themselves, and have trained teachers on a variety of subjects and areas; their abilities to contextualize the computer learning within the larger learning arena needs to be sharpened considerably.

This process of contextualized ICT education by teacher support system allowed for teachers to integrate computers into their own regular subjects, converting the computer from being a 'subject of learning' to 'process or tool of learning' which can take the programme to much superior level of quality needs to get further sharpened and reinforced.

8.0 KEY LESSONS

Historically the teaching-learning process and the class room practices have been driven by a 'chalk and walk' focus with very little scope for interactivity. The delivery of the curriculum has been noticed in a linear way. The schools of West Bengal were no exception; however with the introduction of KYAN slowly and steadily this process is changing at least in the upper primary classes. The findings of the ongoing monitoring and evaluation process shows a high degree of enthusiasm in the upper primary and secondary classes, even for the mainstreaming of ICT enabled learning; apart from the learning of the new subjects. The higher classes have been seen to be more serious even in comparison to previous data; and they have also shown improvements in subjects such as Mathematics, Science and Geography considered being the complicated subjects.

While measuring the performance of the success of the schools in terms of the quality and scores improvement in the academic session; it was found that while few schools had performed well during the academic year, many schools needed improvement. The parents have shown greater interest and also been actively participating in all school affairs after the awareness process has been completed. The parents expressed satisfaction in the improvement in their ward's scholastic performance through K-Yan. As per the parents, the children now show greater interest in attending the school which in turn has helped increased their regularity in the schools.

The schools also focus much more on extra-curricular activities which were less focused earlier due to paucity of time. Other State Govt's learning from the Govt. of West Bengal experience has already replicated the project in their Govt. schools. For computer education to have any meaningful impact, it requires complete engagement and ownership of the teachers who are responsible for the basic functions and activities in the schools. Such engagement itself requires that we accord centrality to the role of the teacher in the ICT for Education projects as we have accepted in other areas of the teaching and learning activities.

This means that the basic preparatory processes of training should be handled in-house through the regular system of teacher training. The real challenges in IPSE are pedagogical (how can we integrate computers into the learning processes in the schools and see how that can positively impact learning and how we can avoid the possible negative consequences of such processes) and not technological (installing hardware, software, basic computer training, support), it would but be logical to move towards adopting 'ICT in education' deployment models that actually help teachers engage with these pedagogical issues. The discourse would then shift to 'how can we facilitate teachers to address these issues' through appropriate teacher support systems⁶³. Thus bringing the teacher to the centre stage is an essential requirement for any meaningful outcomes through IPSE.

METHODOLOGY ADOPTED FOR CASE WRITING

The Case Study is based on extensive literature review and various rounds of field-evaluations conducted in the sampled schools across various districts of West Bengal; wherein every six months sampled schools were visited and data was collected from various stakeholders viz. School Principals, Teachers, Students, Parents and Community members using following pre-designed questionnaires from every school:

- Schedule S-1 covering Physical Infrastructure of the School administered to the Head Master/Head Mistress of the School.
- Schedule ICT-1 for mapping Teachers Training in KYAN, KYAN Infrastructure and Impact of KYAN on the School from the Head Master/Head Mistress/Principal's perspective.
- Schedule ICT-2 for mapping all ICT and KYAN trained Teachers in the school.
- Schedule ICT-3 for mapping parent's perceptions on their Student's learning achievements before and after KYAN introduction.
- Schedule ICT-4 for mapping Community members' perceptions about teachers and KYAN.
- Schedule ICT-TT for Classroom observations of Teaching-Learning after the introduction of KYAN.
- Schedule ICT-TT-1 administered on the student from the schools with KYAN content and infrastructure for select subjects.

CASE FACT SHEET

- 10% schools didn't have enough teachers trained in KYAN.
- Teaching has improved after implementing the KYAN units. Approximately 98% schools have given a positive response.
- The impact of KYAN introduction in the classes has helped the schools increase attendance in the classes as also pupils attentiveness which was 85% and 81% respectively
- 48.52 % teachers said that their confidence has increased in class.
- 98% teachers agreed that e-TLM loaded in KYAN can be a supplement of other TLMs but 24% of teachers have a contrarian view.
- 57% teachers are organizing special competition or exams based on KYAN lessons, 43% teachers are not organizing any special exam or competition for KYAN.
- 79% respondent reported competitions were organized monthly.
- Teacher's attitude is changing and they are more cooperative towards the students.
- After implementation of KYAN, there has been a significant increase in the group activities. It has increase from up to 78%.
- 11% TLM is being purchased from the market. 18% of TLM is student driven. 70.58% is being developed by others method like TTIs, educationalist etc.
- Most of the community members are satisfied with performance of teachers engaged in the KYAN teaching.

Reference was also made to the paper published in the Research Journal of Management Sciences of Prof. Paul P.K. and Prof. Mondal N.K. from the Dept. of Environmental Science, The University of Burdwan, Burdwan, and West Bengal. The paper attempts to analyse the role and performance of Information and Communication Technology (ICT) in enhancing quality of school education in Burdwan district in West Bengal many of them covering KYAN. The study covers 65 senior secondary schools encompassing 100 respondents of West Bengal, and the study has proven that

adoption of ICT as a strategic management tool is a welcome sign for all the surveyed schools. The study result indicates that ICT was successful in predicting the future of new technology for the purpose of teaching-learning and transaction of curriculum and thereby enhancing quality of education. The 'Kendell's Coefficient of Concordance' shows a significant association between ICT and quality of education.

The study result revealed a close association among the factors like 'relative advantage' of ICT and quality of education, and also did not conclusively establish any gender disparity effects of ICT on quality of education. However, the magnitude of quality of education lies in its ability to organize ICT through establishment of proper infrastructure in the school. This study also showed how ICT has received extensive recognition as a strategy for upgradation of quality of education through acquired relative advantage, compatibility, demonstrability and image by overcoming the factors avoidance and complexities of new technology (ICT).

MODULE 9

Problem Solving and Decision Making

Problem Solving and Decision Making

Objective

At the end of the session, participants will be able to demonstrate the problem-solving skills

Competencies

- 9.1 Examine the process of information sharing in teams
- 9.2 Explore leadership, co-operation and conflict issues in teams
- 9.3 Develop problem-solving skills and team-building capabilities

Time Required

90 minutes

Resources Required

- 9a - Cutting the Square
- 9b - Stories
- 9c - Zin Obelisk Group Exercise
- 9d - One set of information Cards for each group
- 9e - A Group Instruction Sheet
- 9f - Answer and Rationale Sheet for each participant
- 9g - An Observer Sheet for each observer

Physical setting

A place for each group to meet without disturbing other groups

Problem Solving and Decision Making

1

ACTIVITY 1: CUTTING THE SQUARES

Time Required

15 minutes

Resources Required

- 9a - Cutting the Square
- 9b - Stories
- Video on creativity

Activity Steps

1. Draw the figure 9a
2. Ask the participants to follow your instructions
 - a. Step 1: Divide the given figure into 2 equal parts (Give 1 minute)
 - b. Step 2: Divide the given figure into 3 equal parts (Give 1 minute)
 - c. Step 3 : Now, divide the given figure into 4 equal parts (Give 5 minutes before putting the answer on the board)
- Note:** Equal means same in shape, size and area
3. Refer to handout 9b and narrate 2-3 stories on creative thinking
4. Show video on creativity

Problem Solving and Decision Making

1

ACTIVITY 2: BRIEFING

Time Required

15 minutes

Resources Required

9d - One set of information Cards for each Syndicate

9e - A Group Instruction Sheet

9g - An Observer Sheet for each observer

Activity Steps

1. Read 9c: Zen Obelisk Exercise to conduct the following activity
2. Give a copy of the Group Instruction Sheet 9e to each participant and then distribute one set of information cards 9d randomly among the members of each group
3. Give a copy of the Observer Sheet 9g to each Observer and brief them to observe the process in their group but to take no part in the group's discussion

Problem Solving and Decision Making

2

ACTIVITY 3: GROUP EXERCISE

Time Required

60 minutes

Resources Required

9f - Answer and Rationale Sheet for each participant

Activity Steps

1. The Groups complete the task
2. When all the Groups have finished, the group comes back together and ask the Groups to report back their answers.
3. The Answer and Rationale sheets 9f are handed out to all participants. When the group has accepted the correct answer, close the discussion on the calculations and move on to discuss how the groups worked
4. Lead a discussion of the experience,
 - a. First ask the observers to comment based on the Observer Sheet. (The Observers should be encouraged to report what they saw and discouraged from interpreting or making judgments about why things happened.)
 - b. **LEARNING POINTS** identified from the activity and for discussion:

Problem solving and decision making

- agreed approach / process / rules helps
- involvement of all team members is essential if they are all to be committed to the result
- teams take longer to reach a decision but checking of the logic may result in higher quality decisions

Behaviours in a team

- everyone's contribution is important because information must be shared
- a small number of contributions can be as valuable as a large number
- commitment to team success encourages behaviours such as supporting building, clarifying and summarizing
- timing of contributions is important
- withdrawal of one team member can prevent team success

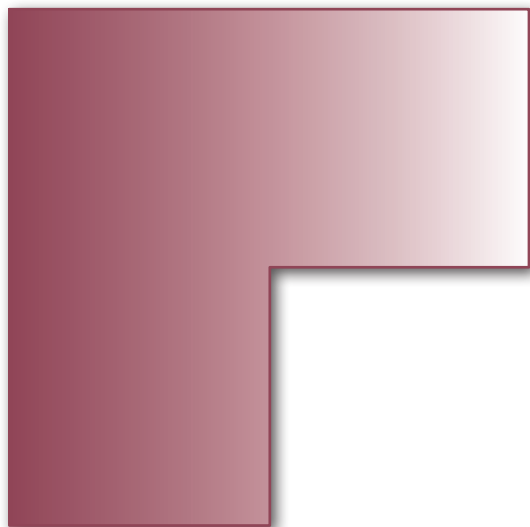
Effective group process

- agreeing rules helps
- agreed roles can be helpful
- team members may swap roles during the exercise
- all roles are important

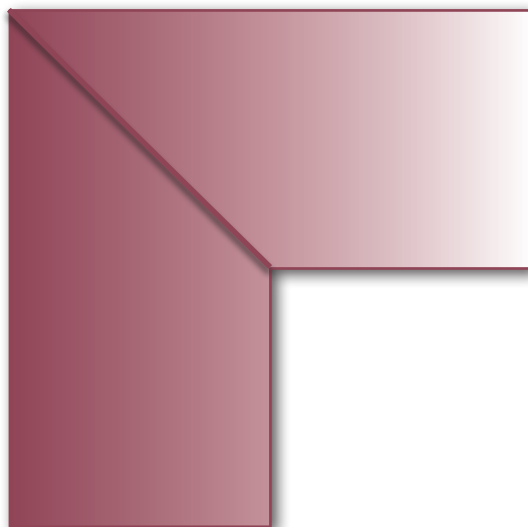
	Handling information • teams rely on members sharing information • offering information is vital • withholding information prevents team success • any member can seek information if they see a gap • grouping information helps reveal gaps • the relevance of some information may not be clear displaying information (on flipchart) helps the whole team see patterns, omissions etc.
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9a Cutting the Square

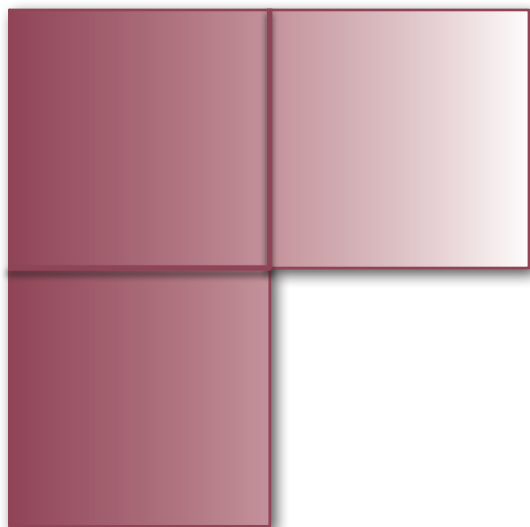
The Figure



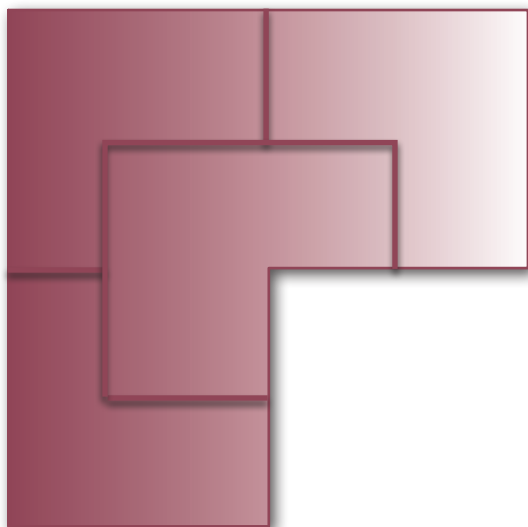
2 Equal Parts



3 Equal Parts



4 Equal Parts



1. A philosophy professor gave a test to his class. He lifted his chair onto his desk and wrote on the board simply: "Prove that this chair does not exist." The class set to work, composing long complex explanations - except one student, who took just thirty seconds to complete and hand in his paper, attracting surprised glances from his classmates and the professor. Some days later the class received their grades for the test. The student who took thirty seconds was judged the best. His answer was, "What chair?"
2. **Assembly line soap manufacturing** – A soap manufacturing company followed an assembly line wherein the soap packets from machines went into boxes and the boxes were sent to the dealers. The dealers complained that soap packets were empty. To solve the problem, German engineers were called and they proposed an X-ray machine costing lakhs of rupees. An employee came up with an innovative solution – put a fan before the soap falls into the box.
3. There are 6 eggs in a basket. Six people each take one of the eggs. One egg is still left in the basket. How can it be?
Answer: the last person took the basket with the egg in it!

9c Zin Obelisk Group Exercise

1. Appoint one member of the group as the coordinator
2. Give the coordinator the Group Instruction Sheets 9e and ask him/her to distribute these to each member of the group
3. Give the coordinator the Set of Information cards 9d and ask him/her to distribute these to each member of the group randomly
4. Ask team to complete the task-give 15 minutes
5. Distribute 9f: Answer and rational sheet to each participant
6. Review the activity asking the group observers to use 9g: observer sheet to share their observations

9d Information Cards

A set of 33 information cards is needed for this activity. Type the following sentences on 3' x 5" cards (one per card: must use all 33). The cards should be distributed randomly among the member of the group, until all 33 cards have been distributed.

The basic measurement of time in Atlantis is a day

Atlantian day is divided into pinks and ponks.

The height of the zin is 100 feet.

The length of the zin is 50 feet.

The width of the zin is 10 feet.

The zin is built of stone blocks.

Each block is one cubic foot.

Day One in the Atlantian week is called Aqua day.

Day Two in the Atlantian week is called Neptiminus.

Day Three in the Atlantian week is called Shark day.

Day Four in the Atlantian week is called mermaid day.

Day Five in the Atlantian week is called Daydoldrum.

There are Five days in an Atlantian week.

The working day has nine pinks.

Each worker takes rest periods during the working day totalling 16 ponks.

There are eight ponks in a pink.

Workers each lay 150 blocks per pink.

At any time when work is taking place, there is a gang of nine people on site.

One member of each gang has religious duties and does not lay blocks.

No work takes place on daydoldrum.

Each gang includes two women.

What is a cubit?

A cubit is a cube, all sides of which measure one megalithic yard.

There are 3 ½ feet in a megalithic yard.

Does work take place on Sunday?

What is a zin?

Which way up does the zin stand?

The zin is made of green blocks.

Green has special religious significance on mermaid day.

Work starts at daybreak on aqua day.

Only one gang is working on the construction of the zin.

There are eight gold scales in a gold fin.

Each block costs two gold fins.

9e Group Instruction Sheet

In the ancient city of Atlantis a solid, rectangular obelisk called a zin was built in honour of the goddess T. The structure took less than two weeks to complete.

The task of your team is to determine on which day of the week the obelisk was completed. You will be given cards containing information related to the task. You may share this information verbally, but you may not show your cards to other participants

9f Answer and Rationale Sheet

The answer is Neptiminus.

Rationale

1. The dimensions of the zin indicate that it contains 50,000 cubic feet of stone blocks.
2. The blocks are one cubic foot each. Therefore, 50,000 blocks are required.
3. Each worker works seven pinks in a day (two Pinks are devoted to rest).
4. Each worker lays 150 blocks per Pinks. Therefore each worker lays 1,050 blocks per day.
5. There are eight workers per day. Therefore, 8,400 blocks are laid per working day.
6. The 50,000th blocks, therefore, is laid on the sixth working day.
7. Since work does not take place on Daydoldrum, the Sixth working day is Neptiminus.

9g Observer Review Sheet

1. What behaviour helped the group accomplish the task?

2. Which behaviour hindered the group in completing the task?

3. How did leadership emerge in the team?

4. Who participated most?

5. Who participated least?

6. What feeling did you experience as the task progressed?

7. What suggestions would you make to improve team performance?

MODULE 10

Managing Conflict

Managing Conflict	
Objective At the end of the session, participants will be able to – - Explain how principles emerge in competition - Describe the merits of collaboration - Demonstrate Dialogue Skills - Demonstrate Negotiation Skills Competencies 10.1 Explain process of emergence of principles 10.2 Describe merits of collaboration 10.3 Display Dialogue Skills 10.4 Display Negotiation Skills	Time Required 90 minutes Resources Required Handouts 10a - Principles Game (Group Exercise) 10b - Tally Sheet(1 for each participants) Presentation 10c - Negotiation Video Invictus

Managing Conflict		1
ACTIVITY 1: BRIEFING		
Time Required 15 minutes Resources Required 10a - Principles Game (Group Exercise) 10b - Tally Sheet(1 for each participants) Physical setting Enough space for the two teams to meet separately without over-hearing or disrupting each other. A separate location where team representatives can meet in round 4, 9 and 10.	Activity Steps - Divide the participants into two teams – a “green” team and a “red” team. Seat the groups apart from each other and ask the teams not to interact with the other during the exercise except when instructed to do so. - Distribute a copy of the Principles Game Tally 10b Sheet to each participant. Give members time to study the directions and scoring and ask if there are any questions. - Tell the two teams that the objective is for each team to score as many points as possible. Explain that no one will probably understand clearly how the game is played until the activity proceeds.	

ACTIVITY 2: SUPERVISING PRINCIPLES GAME ROUNDS

Time Required

60 minutes

Resources Required

10b - Tally Sheet(1 for each participants)

Activity Steps

1. **Round 1 begins**
Each team is given five minutes to decide on a letter. When the time is up, each team passes its decision to the . The scoring is computed on the Principles Tally Sheet 10b and the score passes back to each team member.
2. **Rounds 2 and 3 are conducted in a similar manner to Round 1** but with three minutes for discussion in each round.
The scoring for each round is entered on a Principles Tally Sheet and the scores passed back to each team member.
3. **For Round 4, each team sends one representative to a neutral place to negotiate for three minutes.**
Then the representatives return to their teams. After three minutes each team passes its decision to the trainer. The outcome of the round is doubled and the score is computed and passed to each team member.
4. **Rounds 5 to 8 proceed in the same manner as the first three rounds**, with three minutes for discussion in each.
The score is computed after each round and passed to each team member.
5. **In Round 9, another special round is conducted like Round 4 the outcome is multiplied by 5.**
The score is passed to each team member.
6. **Round 10 is conducted in the same way as Round 9, except the outcomes are multiplied by 10.**
7. The entire group meets to tally the final score and discuss who won and why.

Managing Conflict**3****ACTIVITY 3: DEBRIEFING****Time Required**

15 minutes

Resources Required

10c - Negotiation

Activity Steps

The following questions should be considered:

1. How do you feel about the other members of your own team?
2. How could you have achieved a higher score?
3. What lessons are there for better dialogue?
4. What is required for successful negotiating?
5. Wrap up by showing PPT 10c on Negotiation

10a Principles Game

AIMS

1. To show how principles emerge in competition
2. To emphasize the merits of collaboration

GROUP SIZE

Two teams required of not more than eight members each.

TIME REQUIRED

Approximately one hour.

MATERIALS

Copies of Principles Game Tally Sheet for all participants.

PHYSICAL SETTING

Enough space for the two teams to meet separately without over hearing or: disrupting each other. A separate location where team representatives can meet in round 4,9 and 10.

PROCESS

1. Divide the group into two sub-groups – a “green” team and a “red” team. Seat the groups apart from each other and ask the teams not to interact with the other during the exercise except when instructed to do so.
2. Distribute a copy of the Principles Game Tally Sheet to each participant. Give members time to study the directions and scoring and ask if there are any questions.

Tell the two teams that the objective is for each group to score as many points as possible. Explain that no one will probably understand clearly how the game is played until the activity proceeds.
3. **Round 1** begins. Each team is given five minutes to decide on a letter. When the time is up, each team passes its decision to the trainer. The scoring is computed on the Principles Tally Sheet and the score passes back to each team member.
4. **Rounds 2 and 3** are conducted in a similar manner to Round 1 but with three minutes for discussion in each round. The scoring for each round is entered on a Principles Tally Sheet and the scores passed back to each team member.
5. For **Round 4**, each team sends one representative to a neutral place to negotiate for three minutes. Then the representatives return to their teams. After three minutes each team passes its decision to the trainer. The outcome of the round is doubled and the score is computed and passed to each team member.

6. **Rounds 5 to 8** proceed in the same manner as the first three rounds, with three minutes for discussion in each. The score is computed after each round and passed to each team member.
7. In **Round 9**, another special round is conducted like Round 4 the outcome is multiplied by 5. The score is passed to each team member.
8. **Round 10** is conducted in the same way as Round 9, except the outcomes are multiplied by 10.
9. The entire group meets to tally the final score and discuss who won and why. **The following questions should be considered**
10. **Debrief Questions**

How do you feel about the other members of your own team?

How could you have achieved a higher score?

What lessons are there for management?

What is required for successful negotiating?

10b Principles Game Tally Sheet

DIRECTIONS

For ten rounds, the green team will choose either an 'A' or 'B' and the red team will choose either an 'X' or a 'Y'. The score for each team is determined by both teams joint decision. It is computed according to the following schedule:

Green Team Choice	Red Team Choice		
A	X	Both teams win	3 points
A	Y	Green team loses	6 points
		Red team wins	6 points
B	X	Green team wins	6 points
		Red team loses	6 points
B	Y	Both teams lose	3 points

ROUND	CHOICE		CUMULATIVE POINTS	
	GREEN TEAM	RED TEAM	GREEN TEAM	RED TEAM
1				
2				
3				
*4				
5				
6				
7				
8				
**9				
***10				

* Results are doubled for this round

** Results are multiplied by 5 for this round

*** Results are multiplied by 10 for this round

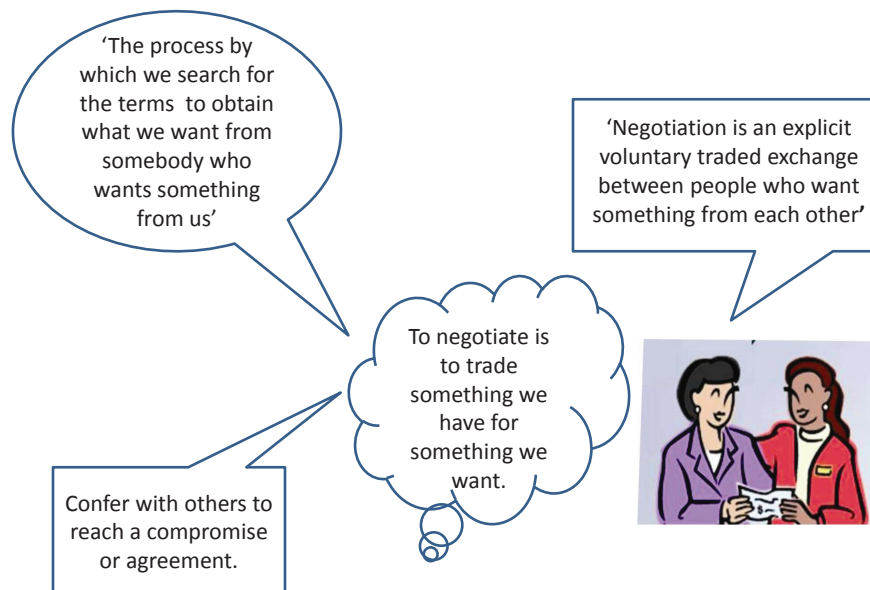
10c Negotiations

Negotiation

Negotiation is a process where each party involved in negotiating tries to gain an advantage for themselves by the end of the process. Negotiation is intended to aim at compromise.



1



2

Debunking Negotiation Myths

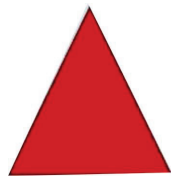
- Myth 1: There must be a winner & a loser
- Myth 2: Appears to involve conflict
- Myth 3: Negotiation is not an option
- Myth 4: Only cheap, petty people haggle
- Myth 5: A good negotiator is manipulative

3

Negotiating Behaviour

3 types of behaviour that we can display and encounter when in a negotiating situation

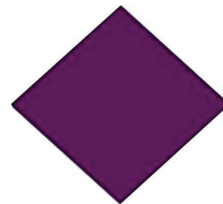
Red



Blue



Purple



4

Red Behaviour



- Manipulation
- Aggressive
- Intimidation
- Exploitation
- Always seeking the best for you
- No concern for person you are negotiating with
- Taking

People behave in this manner when they fear exploitation by the other party, but by behaving this way to protect themselves, they provoke the behavior they are trying to avoid.

5

Blue Behaviour



- Win win approach
- Cooperation
- Trusting
- Pacifying
- Relational
- Giving

Behavioural Dilemma faced is: do you cooperate (blue) or defect (red)?

Can you trust the other person? And to what extent?

Trusting someone involves risk, on the one hand being too trusting is naïve and on the other, not trusting at all can create deceitful behaviour.

The answer is to merge blue and red behaviour into purple.

6

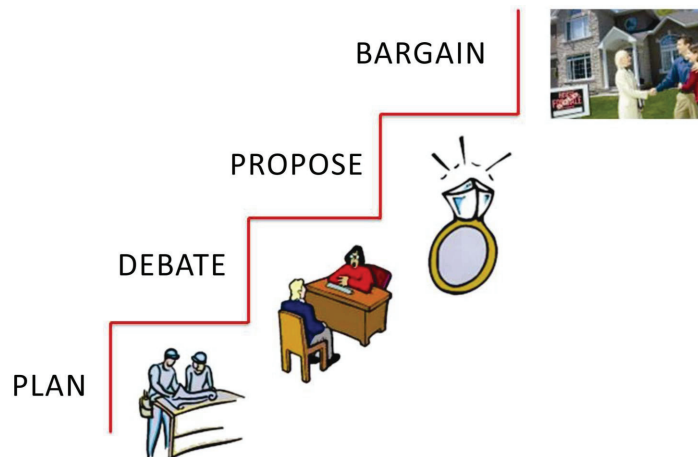
Purple Behaviour



- Give me some of what I want (red)
 - I'll give you some of what you want (blue)
 - Deal with people as they are not how you think they are
 - Good intentions
 - Two way exchange
 - Purple behaviour incites purple behaviour
 - Tit for tat strategies
 - Open
 - People know where they stand
 - Determination to solve problems by both sets of criteria of the merits of the case and/or the terms of a negotiated exchange
- To the red behaviourist the message is loud and clear. 'You will get nothing from me unless and until I get something from you'

7

The Four Phases of Negotiation



8

34 Characteristics of an Effective Negotiator

1. Preparation and planning skill
2. Knowledge of the subject
3. Ability to think clearly and rapidly under pressure and uncertainty
4. Ability to express thoughts verbally
5. Listening skill
6. Judgement and general intelligence
7. Integrity
8. Ability to persuade others

9

34 Characteristics of an Effective Negotiator

9. Patience
10. Decisiveness
11. Ability to win respect and confidence of opponent
12. General problem-solving and analytical skills
13. Self-control, especially of emotions and their visibility
14. Insight into other's feelings
15. Persistence and determination
16. Ability to perceive and exploit available power to achieve objective

10

34 Characteristics of an Effective Negotiator

17. Insight into hidden needs and reactions of own and opponent's organisation
18. Ability to lead and control members of own team or group
19. Previous negotiating experience
20. Personal sense of security
21. Open-mindedness (tolerance of other viewpoints)
22. Competitiveness (desire to complete and win)
23. Skill in communicating and co-ordinating various objectives within own organisation

11

34 Characteristics of an Effective Negotiator

24. Debating ability (skill in parrying questions and answers across the table)
25. Willingness to risk being disliked
26. Ability to act out skillfully a variety of negotiating roles or postures
27. Status or rank in organisation
28. Tolerance to ambiguity and uncertainty
29. Skill in communicating by signs, gestures and silence (non-verbal language)

12

34 Characteristics of an Effective Negotiator

- 30. Compromising temperament
- 31. Attractive personality and sense of humour (degree to which people enjoy being with the person)
- 32. Trusting temperament
- 33. Willingness to take somewhat above-average business or career risks
- 34. Willingness to employ force, threat or bluff

13

TWO ESSENTIAL ELEMENTS IN NEGOTIATION

REASONABILITY
&
FLEXIBILITY

14

MODULE 11

Leadership and Team Building

Leadership and Team Building

Objective

At the end of the session, participants will be able to demonstrate the 'team-building' skills

Competencies

- 11.1 Explain 'Team'
- 11.2 Demonstrate 'team-building' skills
- 11.3 Analyse aspects of cooperation in team work
- 11.4 Identify behaviours that help or hinder team work
- 11.5 Demonstrate Leadership skills

Time Required

90 minutes

Resources Required

Handout

- 11a - Broken Squares
- 11b - Instructions to make broken squares
- 11c - Broken Squares Observer instruction sheet
- 11d: Broken Squares Group instruction Sheet
- 11e - Stone Soup Story

Presentations

- 11f - Hare and Tortoise

Video

- T.E.A.M
- Knitted Mouse

Resources

- Blindfold cloth(20)
- Rope

Note: The trainer can make the Broken Squares as per 11a and 11b or can use the game of Tangles /Tangram (available at any games/toys store)

Leadership and Team Building

1

ACTIVITY 1: BROKEN SQUARES

Time Required

45 minutes

Resources Required

11a - 'Broken Squares'

11b - Instructions to make the set of broken squares

11c - Broken Squares Observer

Instruction Sheet

11d - Broken Squares Group

Instruction sheet

Physical Setting

A table that will seat five participants is needed for each group. Tables should be spaced far enough apart so that no group can see the puzzle-solving results of other groups.

Activity Steps

- I. Begin with a discussion of the meaning of co-operation; this should lead to hypotheses about what is essential to successful group co-operation in problems-solving.
- II. Tell the groups they will conduct an experiment to test these hypotheses. Points such as the following are likely to emerge.
 1. Each individual should understand the total problem
 2. Each individual should understand that they can contribute towards solving the total problem.
 3. Each individual should be aware of the potential contributions of other individuals.
 4. There is a need to recognize the problems of other individuals in order to aid them in making their maximum contribution.
 5. Groups that pay attention to their own problem-solving processes are likely to be more effective than groups that do not.
- III. Form groups of six with five participants plus the observer. The observers are each given a copy of the Broken Squares Observer Instruction Sheet. Ask each group to distribute among its members the sets of broken squares (five envelopes). The envelopes are to remain unopened until the signal to begin work is given.
- IV. Read the Broken Squares Group Instruction Sheet to all the groups, calling for questions or questioning groups about their understanding of the instructions.
- V. Tell the groups to begin work. It is important to monitor groups during the exercise to check that observers are enforcing the rules established in the instructions.
- VI. When all groups have completed the task, lead a discussion on the experience. Observers are asked to report on what they saw during the exercise, based on the observation sheet.

OBSERVERS LEARNING POINTS

The following **learning points** may emerge from the discussion:

1. Some team members lose sight of the total problem and see it in terms of an individual task.
2. Some individuals can behave selfishly; they are pre-occupied with their own performance.
3. Team members don't recognize how they can help other team members to succeed.
4. Frustration is created when progress is not being made in achieving the task.
5. Frustration can lead to attempts to break the rules.
6. Some team members may just give up.
7. The motives for giving pieces away may be interpreted as help in achieving the task or withdrawing from the task.
8. Team members need to stay involved with the progress of all team members if they are to identify and take opportunities to help
9. Some team members try to dominate even without talking.
10. Competition is a powerful force which can be used constructively to achieve group success or destructively for personal motives.
11. Lack of effective communication is a major barrier to success. If the teams were able to communicate the task would become easier.
12. Non-verbal communication can be observed as being very powerful.
13. Teams may develop a strategy for passing pieces between members.

Debriefing

When leading the discussion, be careful to **ask questions based on the behaviours observed**. The group should be led to draw their own conclusions about the learning points. Resist telling the group what they have learned as there is a risk that they will reject the learning and feel manipulated.

Encourage the groups to relate this experience to their "back-home" situations.

The broken squares are units of the Department, unless all work together, the key purpose of the Department may be difficult to achieve.

Leadership and Team Building

2

ACTIVITY 2: TEAM-BUILDING

Time Required

35 minutes

Resources Required

10 black-cloth folds

One rope

Physical setting

Open ground

Activity Steps

1. Explain the purpose of exercise
2. Ask for ten volunteers who are physically fit, particularly in hands and legs
3. Blind-fold ten volunteers
4. Hold their hand and take them to different directions so that they lose direction
5. Make them stand in a semi-circle
6. Brief them about the objective of the group exercise
7. The main aim of the group exercise to learn the dynamics of team-building
8. Explain the task, namely,
 - a) the blind-fold team has to find a rope in the ground
 - b) after locating, make a square
10. Maximum time given is 10 minutes
11. Ask other participants to stand at important points in the ground so that no one is hurt
12. After time is over, ask volunteers to remove folds
13. Let each volunteer give his version about task and role of team members
14. Observers to give their views about the success/failure causes

Team Work

3

ACTIVITY 2: TEAM-BUILDING

Time Required

10 minutes

Resources Required

Video T.E.A.M

11e - Stone Soup Story

11f - Presentation: Hare and Tortoise

Activity Steps

1. Debrief the importance of team by showing video T.E.A.M
2. Show PPT 11f or narrate story 11e Stone Soup

11a Broken Squares

Goals

- I. To analyse some aspects of co-operation in solving group problem.
- II. To enable participants to identify behaviours which may help or hinder the solving of a group problem.

Group Size

Groups of 6 with 5 participants and 1 observer in each group.

Time Required

Approximately 45 minutes.

Materials

- I. A set of broken squares (prepared according to directions following) for each group of participants.
- II. One copy for each group of the Broken Squares Group Instruction sheet.
- III. One copy for each observer of the Broken Squares Observer Instruction Sheet.

Physical Setting

A table that will seat five participants is needed for each group. Tables should be spaced far enough apart so that no group can see the puzzle-solving results of other groups.

Process

- I. The trainer can begin with a discussion of the meaning of co-operation; this should lead to hypotheses about what is essential to successful group co-operation in problems-solving. The trainer tells the groups they will conduct an experiment to test these hypotheses. Points such as the following are likely to emerge.
 1. Each individual should understand the total problem
 2. Each individual should understand that they can contribute towards solving the total problem.
 3. Each individual should be aware of the potential contributions of other individuals.
 4. There is a need to recognize the problems of other individuals in order to aid them in making their maximum contribution.
 5. Groups that pay attention to their own problem-solving processes are likely to be more effective than groups that do not.

- II. The trainer forms groups of six with five participants plus the observer. The observers are each given a copy of the Broken Squares Observer Instruction Sheet. The trainer then asks each group to distribute among its members the sets of broken squares (five envelopes). The envelopes are to remain unopened until the signal to begin work is given.
- III. The trainer reads the Broken Squares Group Instruction Sheet to all the groups, calling for questions or questioning groups about their understanding of the instructions.
- IV. The groups are then told to begin work. It is important that the trainer monitors groups during the exercise to check that observers are enforcing the rules established in the instructions.
- V. When all groups have completed the task, the trainer leads a discussion on the experience. Observers are asked to report on what they saw during the exercise, based on the observation sheet.

The following learning points may emerge from the discussion:

- Some team members lose sight of the total problem and see it in terms of an individual task.
- Some individuals can behave selfishly; they are pre-occupied with their own performance.
- Team members don't recognize how they can help other team members to succeed.
- Frustration is created when progress is not being made in achieving the task.
- Frustration can lead to attempts to break the rules.
- Some team members may just give up.
- The motives for giving pieces away may be interpreted as help in achieving the task or withdrawing from the task.
- Team members need to stay involved with the progress of all team members if they are to identify and take opportunities to help
- Some team members try to dominate even without talking.
- Competition is a powerful force which can be used constructively to achieve group success or destructively for personal motives.
- Lack of effective communication is a major barrier to success. If the teams were able to communicate the task would become easier.
- Non-verbal communication can be observed as being very powerful.
- Teams may develop a strategy for passing pieces between members.

When leading the discussion the trainer should be careful to ask questions based on the behaviours observed. The group should be led to draw their own conclusions about the learning points. The trainer must resist telling the group what they have learned as there is a risk that they will reject the learning and feel manipulated.

The trainer may say 'I noticed that Jean made a square and then seemed to lose interest. What happened and how did other team members feel?'

The discussion should end with the trainer encouraging the groups to relate this experience to their "back-home" situations.

Variations

- I. When one member makes a square and fails to co-operate with the remaining members, the other four can be formed into two-person subgroups to make squares of the leftover pieces. They discuss their results, and the exercise is resumed.
- II. The five-person teams can be given advice by the trainer, the observer or by one appointed member of the team. This may be best from a person who has done the exercise before.

The advice may be limited to reminding the group of the task and the options they have to help other team members. It can extend into suggesting that a team member needs to break their square for the team to succeed: confirming the size of the square required: that all the pieces of card must be used.

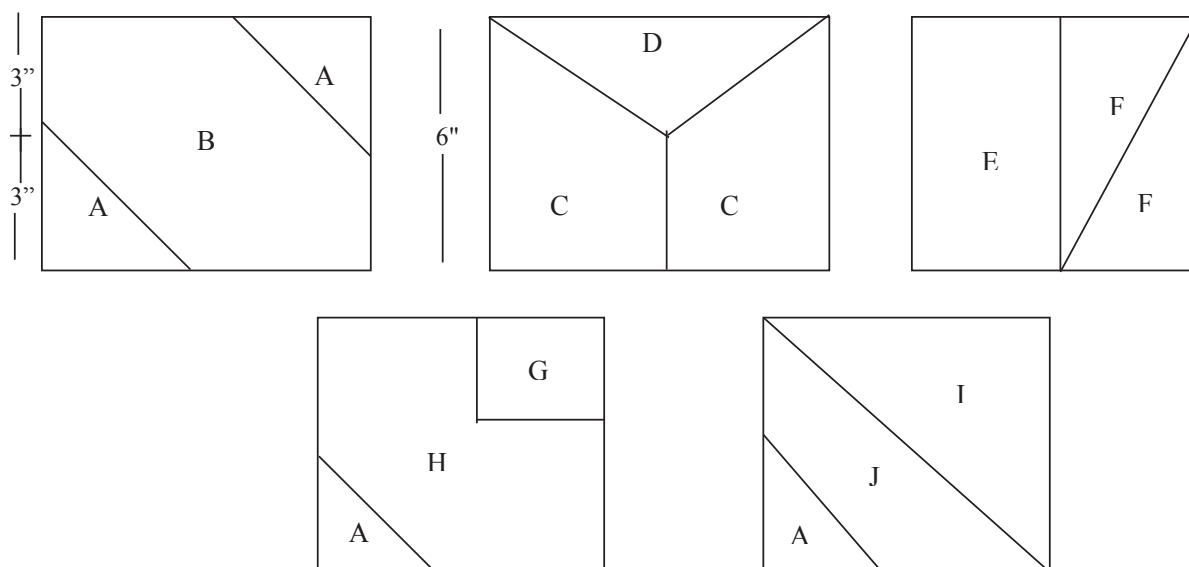
- III. Ten-person teams can be formed, with two duplicate sets of five squares each distributed among them. Teams of six to nine persons can be formed; in this case, prepare a broken square set with one square for each person, duplicating as many of the five squares as necessary.
- IV. An intergroup competition can be established, with appropriate recognition to the group that solves the problem first.
- V. Members may be permitted to talk during the problem-solving, or one member may be given permission to speak.
- VI. Members may be permitted to write messages to each other during the problem-solving.

11b Directions for Making a Set of Broken Squares

A set consists of five envelopes containing pieces of cardboard cut into different patterns which, when properly arranged, will form five squares of equal size. One set should be provided for each group of five persons.

To prepare a set, cut out five cardboard squares, each exactly 6" X 6" (150mm X 150mm). Place the squares in a row and mark them as below, pencilling the letters lightly so they can be erased.

The lines should be so drawn that, when the pieces are cut out, those marked A will be exactly the same size, all pieces marked C the same size, etc. Several combinations are possible that will form one or two squares, but only one combination will form all five squares, each 6" X 6". After drawing the lines on the squares and labelling the sections with letters, cut each square along the lines into smaller pieces to make the parts of the puzzle.



Label the five envelopes 1, 2, 3, 4 and 5. Distribute the cardboard pieces into the five envelopes as follows: envelope 1 has pieces I, H, E; 2 has A, A, A, C; 3 has A, J; 4 has D, F; and 5 has G, B, F, C.

Erase the pencilled letter from each piece and write, instead, the number of the envelope it is in. This makes it easy to return the pieces to the proper envelope, for subsequent use, after a group has completed the task.

Each set may be made from a different colour of cardboard.

11c Broken Square Observer Instruction Sheet

Your job is part observer and part judge. As a judge, you should make sure each participant observes the following rules:

1. There is to be no talking, pointing, or any other kind of communicating.
2. Participants may give pieces directly to other participants but may not take pieces from other members.
3. Participants may not place their pieces into the centre for others to take.
4. It is permissible for members to give away all their pieces of the puzzle, even if they have already formed a square.

As an observer, look for the following:

1. Who is willing to give away pieces of the puzzle?
2. Does anyone finish “their” puzzle and then withdraw from the group problem-solving?
3. Is there anyone who continually struggles with their pieces, yet is unwilling to give any or all of them away?
4. Who is actively engaged in putting the pieces together during the exercise?
5. Who is taking an active interest in how other team members are progressing?
6. What is the level of frustration and anxiety?
7. Is there any turning point at which the group begins to co-operate effectively and how did it develop?
8. Does anyone try to violate the rules by talking or pointing as a means of helping fellow members solve the problem?

11d Broken Squares Group Instruction Sheet

Each of you has an envelope which contains pieces of cardboard for forming squares. When the trainer gives the signal to begin, the task of your group is to form five squares of equal size. The task will not be complete until every individual has before them a perfect square of the same size as those in front of the other group members.

Specific limitations are imposed upon your group during this exercise.

1. No member may speak.
2. No member may ask another member for a piece or in any way signal that another person is to pass a piece. (Members may voluntarily give pieces to other members).

11e Stone soup

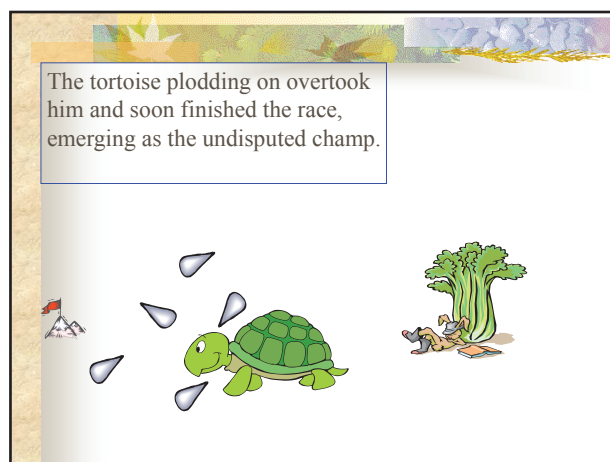
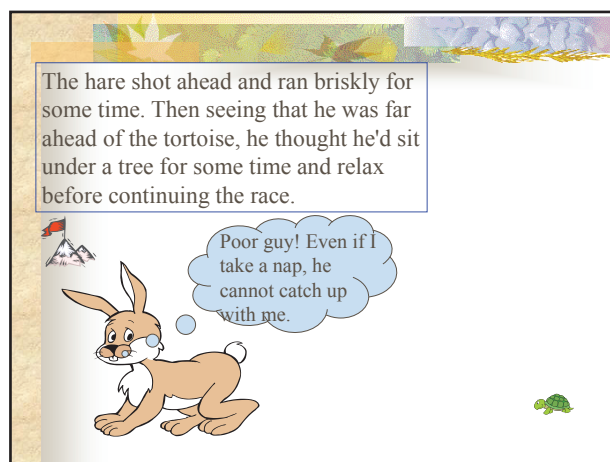
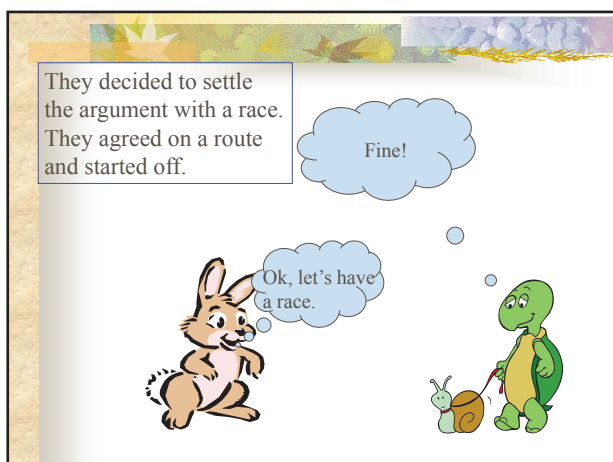
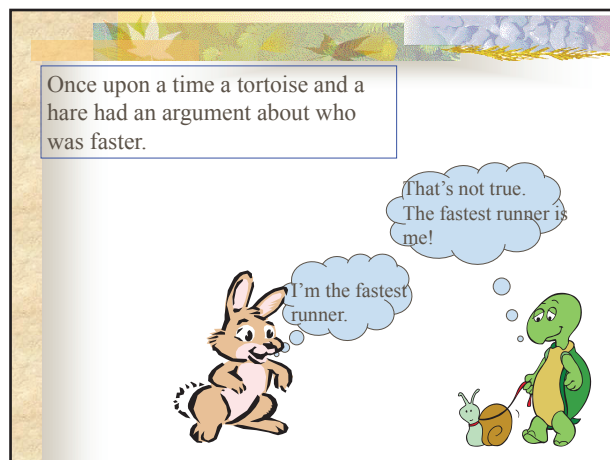
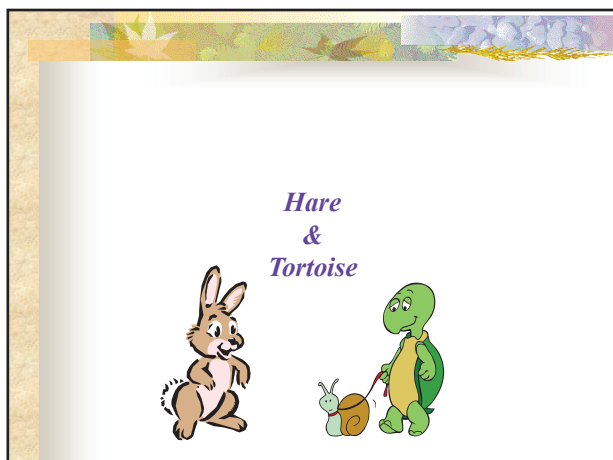
Many years ago three soldiers, hungry and weary of battle, came upon a small village. The villagers, suffering a meager harvest and the many years of war, quickly hid what little they had to eat and met the three at the village square, wringing their hands and bemoaning the lack of anything to eat.

The soldiers spoke quietly among themselves and the first soldier then turned to the village elders. "Your tired fields have left you nothing to share, so we will share what little we have: the secret of how to make soup from stones."

Naturally the villagers were intrigued and soon a fire was put to the town's greatest kettle as the soldiers dropped in three smooth stones. "Now this will be a fine soup", said the second soldier; "but a pinch of salt and some parsley would make it wonderful!" Up jumped a villager, crying "What luck! I've just remembered we have some, beans left!" And off she ran, returning with an apronful of beans, parsley and a turnip. As the kettle boiled on, the memory of the village improved: soon barley, carrots, beans and cream had found their way into the great pot, and sat down to feast.

They ate and danced and sang well into the night, refreshed by the feast and their new-found friends. In the morning the three soldiers awoke to find the entire village standing before them. At their feet lay a satchel of the village's best breads and cheese. "You have given us the greatest of gifts: the secret of how to make soup from stones", said an elder, "and we shall never forget." The third soldier turned to the crowd, and said: "There is no secret, but this is certain: it is only by sharing that we may make a feast". And off the soldiers wandered, down the road.

11f Hare & Tortoise



The hare woke up and realized that he'd lost the race.



The moral of the story
slow and steady wins the race.

The story continues ...

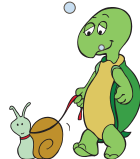
The hare was disappointed at losing the race and he did some deep thinking. He realized that he'd lost the race only because he had been overconfident, careless and lax. If he had not taken things for granted, there's no way the tortoise could have beaten him.



So he challenged the tortoise to another race. The tortoise agreed.

Ok.

Can we have another race?



This time, the hare went all out and ran without stopping from start to finish. He won by a huge margin.



The moral of the story?

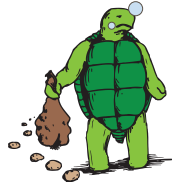
Fast and consistent beats the slow and steady.

It's good to be slow and steady; but it's better to be fast and reliable.

But the story still doesn't end here ...

The tortoise did some thinking this time, and realized that there's no way he can beat the hare in a race the way it was currently formatted.

How can I win the hare?



He thought for a while, and then challenged the hare to another race, but on a slightly different route. The hare agreed.

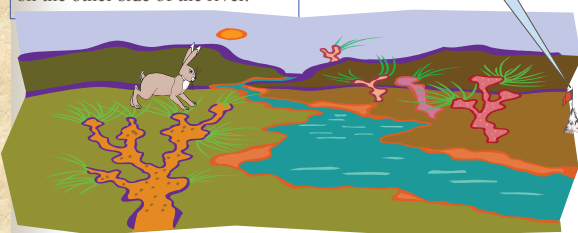
Can we have another race? This time we'll go through a different route.

Sure!



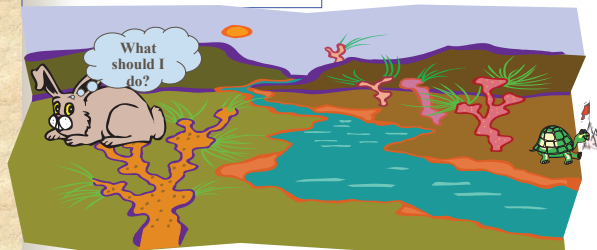
They started off. In keeping with his self-made commitment to be consistently fast, the hare took off and ran at top speed until he came to a broad river. The finishing line was a couple of kilometers on the other side of the river.

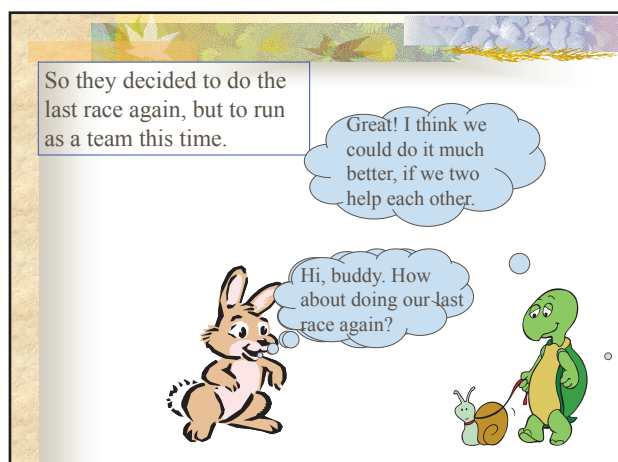
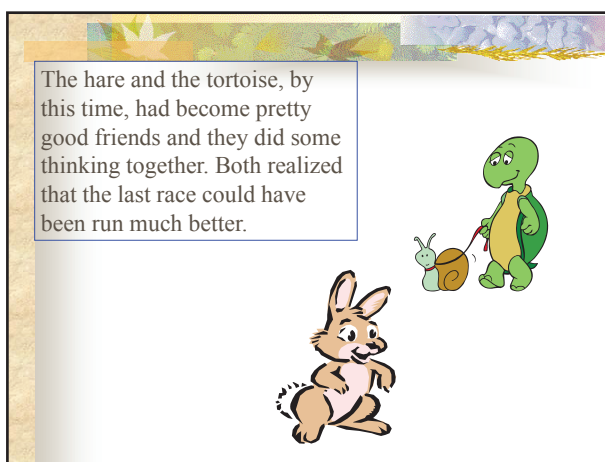
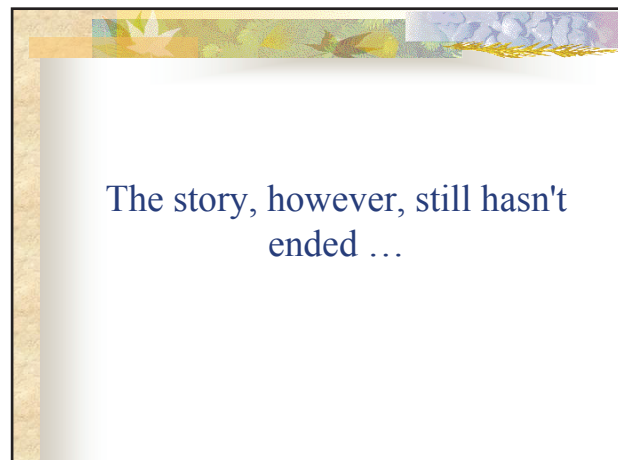
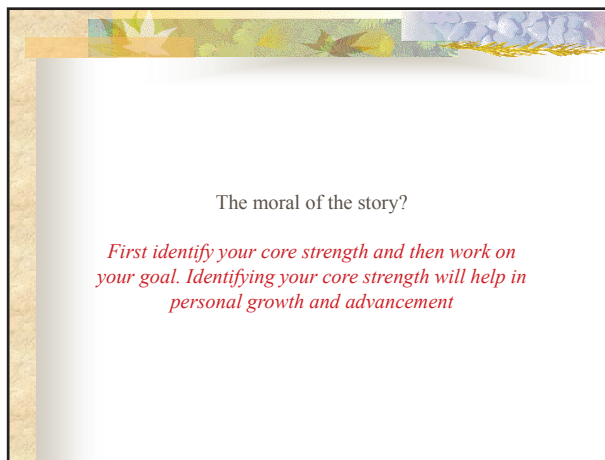
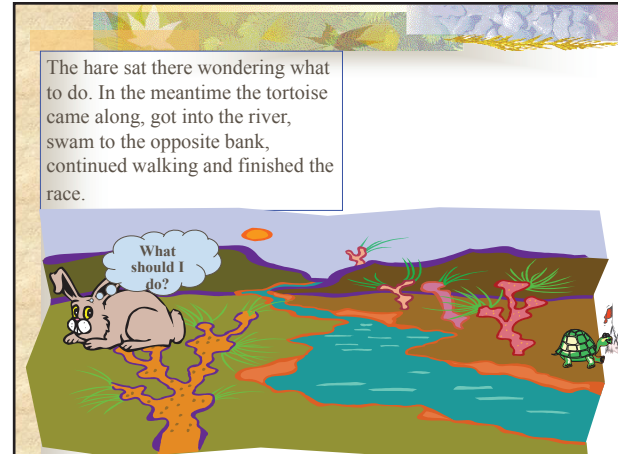
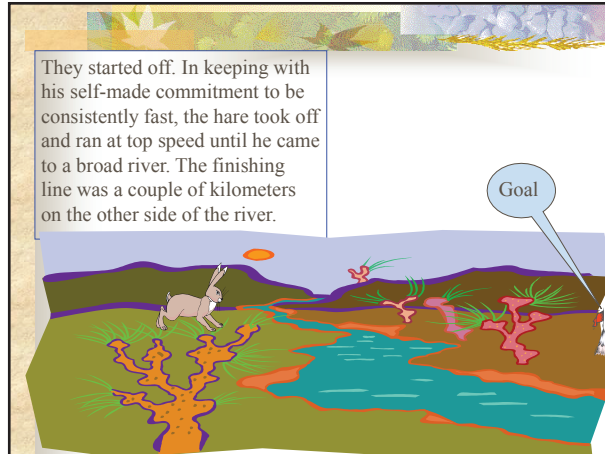
Goal



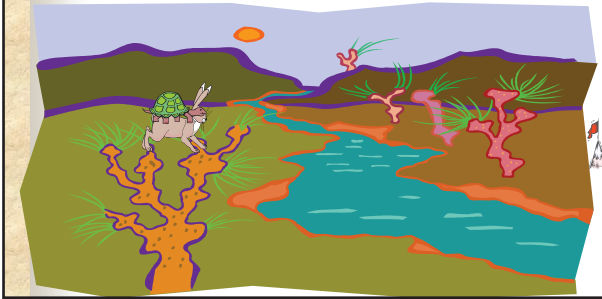
The hare sat there wondering what to do. In the meantime the tortoise came along, got into the river, swam to the opposite bank, continued walking and finished the race.

What should I do?

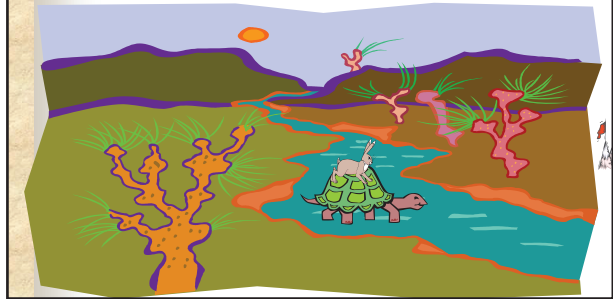




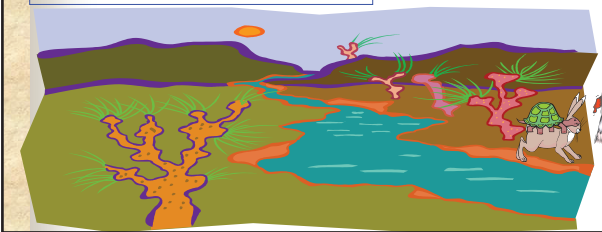
They started off, and this time the hare carried the tortoise till the riverbank.



There, the tortoise took over and swam across with the hare on his back.



On the opposite bank, the hare again carried the tortoise and they reached the finishing line together. They both felt a greater sense of satisfaction than they'd felt earlier.



The moral of the story?

It's good to be individually brilliant and to have strong core strengths; but it is more important to work in a team using everyone's strengths.

Without doing so, you might perform brilliantly in one situation but do poorly in another.

As a team using everyone's strengths, you will do well regardless of the situation

Teamwork is mainly about developing a match to the situation - being able to identify the person with the relevant strength for a situation to take on the leadership role in that situation

When we stop competing against someone and instead start competing against the situation together, we perform far better.

Let's build stronger teams!

MODULE 12

Time Management

Time Management	
Objective At the end of the session, participants will be able to explain 'Time Management' techniques	Time Required 60 minutes
Embedded Competencies 12.1 Explain 'Time Management' 12.2 Identify 'Time Management' techniques	Resources Required Presentations 12a - Time Management 12b - Jar of Life 12c - Must Should Could Video Charlie

Time Management	
ACTIVITY 1: TIME MANAGEMENT	
Time Required 20 minutes	Activity Steps 1. Ask participants meaning of 'Managing Time' 2. What are the benefits of managing time well? 3. Why do we need to Manage Time? 4. What are the obstacles to managing time well? 5. How can we plan our time better? Note on the board as you ask questions 1-4. 6. Show Presentation 12a
Resources Required 12a - PPT 'Time Management'	

Time Management

2

ACTIVITY 2: TIME MANAGEMENT TECHNIQUES**Time Required**

20 minutes

Resources Required

12b - Jar of Life

Activity Steps

1. Ask participants to list the activities they do in a day (this need not be accurate details but a broad list of activities they do each day and add in a few that are done only on one/some days
2. Narrate the story of “ Jar of Life” 12b

Time Management

3

ACTIVITY 3: WRAPUP**Time Required**

20 minutes

Resources Required12c - Must Should Could
Video Charlie**Activity Steps**

1. Ask the participants to circle which they consider “Time Wasters”
2. Put up Presentation 12c and explain concept of “Must Should Could”

12a Time Management

Time Management

Managing time so that the right time is allocated to the right activity

Time Management is needed

- To save time
- To reduce stress
- To function effectively
- To increase work output
- To have control over job responsibilities

Obstacles to Time management

- Unclear objectives
- Disorganization
- Inability to say No
- Interruptions
- Periods of Inactivity
- Too many things at once
- Stress and Fatigue

Managing Time

5 Aspects

Planning &
Goal Setting

Managing
Yourself

Dealing
with others

Your time

Getting
Results

Habits for Good Time Management

- Making Notes and Checklists
 - Keep appointment records
 - Activity logs indicating time spent on a job
- Goal Setting
 - Focus on end result
- Planning
 - Developing and Action plan towards the goal
- Prioritization
- Scheduling
 - Schedule time for important issues
 - Contingency time
- Self Management
 - Delegate routine tasks
 - Confront indecisions and delays
 - Take stress out

Spent Time Matrix



QUADRANT 1

- STRESS
- BURNOUT
- CRISIS MANAGEMENT
- FIREFIGHTING
- FOCUS ON IMMEDIATE

QUADRANT 3

- SHORT TERM FOCUS
- CRISIS MANAGEMENT
- LOW EMPHASIS ON GOALS
- LACK OF CONTROL
- CASUAL RELATIONSHIP

QUADRANT 3&4

- TOTAL IRRESPONSIBILITY
- HIGH DEPENDANCY ON OTHERS FOR BASICS
- LACK OF FOCUS
- LACK OF RESPONSIBILITY AND COMMITMENT

QUADRANT 2

- VISION
- FOCUS
- PERSPECTIVE
- COHERENCE
- BALANCE
- DISCIPLINE
- CONTROL
- ITERPERSONAL POSITIVE RELATIONS
- PORTABILITY

To be in QUADRANT 2 requires

- **DEFINING CLEARLY** organizational roles and specifically your role
- Selection of **SMART GOALS**
- **ORGANIZE:** Development and utilization of schedules
- **ADAPT** daily in to the work role
- **LEARN TO SAY NO**

SMART GOALS

- SPECIFIC
- MEASURABLE
- ACHIEVABLE
- REALISTIC
- TIME BOUND

PRIORITISE

- DO
- DELEGATE
- DELAY
- DELETE

*Address the Urgent
Accomplish what you can early
Attach deadlines to things you delay*

Learn to say No to

- NOT IMPORTANT NOT URGENT WORK
- NOT IMPORTANT BUT URGENT WORK

*You can't do everything
Don't undertake things you can't complete
Remain consistent to your goals*

Concentrate on the task at Hand

- Focus on the goal and
- Tune out interruptions

12b The Jar of life – Stones, Pebbles and Sand

One day, an old professor of Management, was invited to lecture on the topic of “Efficient Time Management” in front of a group of 15 officers representing different departments in the ministries. The old professor was given 1 hr to lecture.

Standing in front of this group of officers, who were willing to write down every word that would come out of the famous professor’s mouth, the professor slowly met eyes with each officer, one by one, and finally said, “we are going to conduct an experiment”: Jar of rocks

From under the table that stood between the professor and the listeners, the professor pulled out a big glass jar and gently placed it in front of him.

Next, he pulled out from under the table a bag of stones, each the size of a tennis ball, and placed the stones one by one in the jar. He did so until there was no room to add another stone in the jar. Lifting his gaze to the officers, the professor asked, “Is the jar full?” The managers replied, “Yes”.

The professor paused for a moment, and replied, “Really?”

Once again, he reached under the table and pulled out a bag full of pebbles. Carefully, the professor poured the pebbles in and slightly rattled the jar, allowing the pebbles to slip through the larger stones, until they settled at the bottom. Again, the professor lifted his gaze to his audience and asked, “Is the jar full?”

At this point, the officers began to understand his intentions. One replied, “apparently not!”

“Correct”, replied the old professor, now pulling out a bag of sand from under the table. Cautiously, the professor poured the sand into the jar. The sand filled up the spaces between the stones and the pebbles.

Yet again, the professor asked, “Is the jar full?”

Without hesitation, the entire group of officers replied in unison, “NO!”

“Correct”, replied the professor. And as was expected by the officers, the professor reached for the pitcher of water that was on the table, and poured water in the jar until it was absolutely full. The professor now lifted his gaze once again and asked, “What great truth can we surmise from this experiment?”

- With his thoughts on the lecture topic, one officer quickly replied, “We learn that as full as our schedules may appear, if we only increase our effort, it is always possible to add more meetings and tasks.”
- “No”, replied the professor. The great truth that we can conclude from this experiment is:

If we don’t put all the larger stones in the jar first, we will never be able to fit all of them later.

The auditorium fell silent, as every officer processed the significance of the professor’s words in their entirety.

The old professor continued, “What are the large stones in your life? Health? Family? Friends? Your goals?

Doing what you love? Fighting for a Cause? Taking time for yourself?”

What we must remember is that

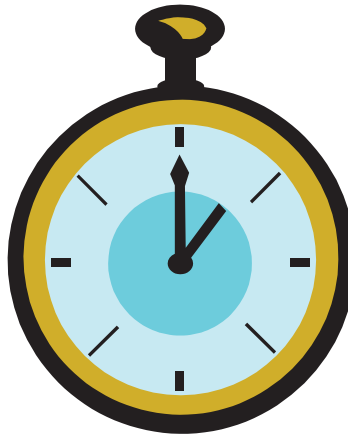
- It is most important to include the larger stones in our lives, because if we don't do so, we are likely to miss out on life altogether.
- If we give priority to the smaller things in life (pebbles & sand), our lives will be filled up with less important things, leaving little or no time for the things in our lives that are most important to us.

Because of this, never forget to ask yourself,

What are the Large Stones in your Life? And once you identify them, be sure to put them first in your “Jar of Life”.

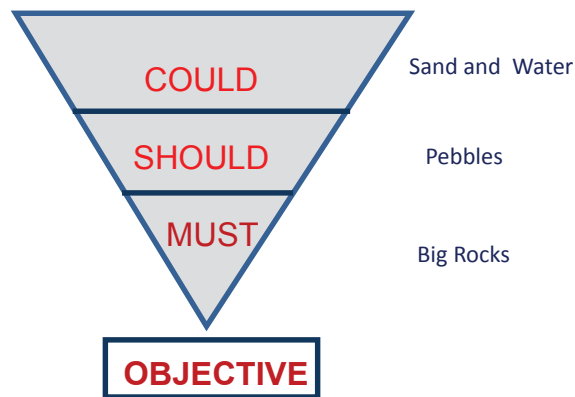
12c Must Should Could

Must Should Could of Time Management



1

TIME MANAGEMENT



2

Must

- Set goals
- Prioritize
- Organize
- Learn when to say “NO”
- Concentrate on the task at hand
- Consider personal time

MODULE 13

Stress Management

Stress Management

Objective

At the end of the session, participants will be able to –

- a. Identify different sources of stress in their lives
- b. Identify ways to reduce stress within the work environment
- c. Identify techniques to improve stress management and/or self-care

Competencies

- 13.1 Define stress, including its positive and negative aspects
- 13.2 To explore sources and consequences of stress
- 13.3 To improve knowledge regarding stress management strategies
- 13.4 To set personal goals for self-care
- 13.5 To facilitate group learning and peer support

Time Required

120 minutes

Resources Required

Handouts

- 13b: Stress Questionnaire
- 13c: Personal Life Event Analysis
- 13d: Exercises for Managing Stress
- 13f: Self Care Prescription
- 13g Stress Reduction Planning form

Presentations

- 13a: Stress and Reactions to Stress
- 13e: Building Positive Energies

Stress Management

1

ACTIVITY 1: IDENTIFYING STRESS AND REACTIONS TO STRESS

Time Required

30 minutes

Resources Required

Presentation 13a: Stress and Reactions to Stress

Activity Steps

1. Ask participants: how they define Stress?
2. Note inputs from the group on a flipchart/board
3. Ask, When does stress have a negative effect on us?
4. Say, Stress is caused by various factors; some are external (such as where we live and work), and internal (such as physical ailments, worrying). Some factors we can control and others we cannot.
5. Show Presentation 13a: Stress and Reactions to Stress slides 1, 2
6. How do we react to Stress?
Fight or Flight Response:
 - i. We all have an innate biological to severe stress, whereby the nervous system is aroused and the body releases the hormone cortisol. This stress hormone helps us run faster or fight harder in life threatening/survival / traumatic situations. We experience increased heart rate and respiratory rate, perspiration, increased muscle tension and energy.
 - ii. The problem with our fight or flight response is that while it should be triggered in life threatening/survival /traumatic situations today it can be triggered At work, at home,
 - iii. Show Presentation 13a: Stress and Reactions to Stress, slide 3
7. Ask participants to complete 13b: Stress Questionnaire. Give them 5 minutes to complete and score this to see their general stress level
8. **Summarize:** Effects of stress can effect our performance (personal and work), depending on how we perceive stress and how we react to it. Each person experiences stress and responds to it in a unique way, depending on our personality and individual internal/external resources

ACTIVITY 2: EXPLORING SOURCES OF STRESS

Time Required

30 minutes

Resources Required**Handout**

13c: Personal Life Event Analysis

Presentation

13a: Stress and Reactions to Stress

Activity Steps

1. Ask participants to complete 13c: Personal Life Event Analysis. Give them 10 minutes to complete and analyse the sources of their stress
2. Instructions
 - a. Circle the numbers on the right beside various events that may have occurred in the past 12 months (if something has occurred more than once, you will be circling that number however many times you experienced it. For example, if you moved twice, note that you circle the value twice). This exercise is only for you and will not be shared with the group
 - b. Scoring the results - When you are finished circling the life event's associated numbers on the right side of the form, add up the total of all the numbers you circled
 - c. Analyzing the results - When done adding your score, note that the higher your number, the higher your stress. If your results are over 150, your stress is considered on the high end and it will be important for you to use ways to manage your stress to prevent physical illness
3. Show Presentation 13a slide 4 : Discuss the consequences of different stressors on a persons mind, body performance at workplace, social and emotional well being

Stress Management

3

ACTIVITY 3: STRATEGIES FOR STRESS MANAGEMENT/REDUCTION AND RELAXATION

Time Required

30 minutes

Resources Required

Handout

13d: Exercises for Managing Stress

Presentation

13e: Building Positive Energies

Activity Steps

1. It is helpful for everyone to find ways to integrate stress management techniques into our daily lives. With practice, we all can learn how to better spot stressors and stay in control when the pressure builds.
2. It takes time, commitment, self-exploration and experimentation. A central part of stress management is finding ways to build new habits for yourself, so that you have practical tools readily available as stressful situations arise.
3. Show Presentation 13e: Building Positive Energies
 - a. **Self-awareness is the foundation of stress management**
 - b. **Become aware of stress by observing your muscles, and your breath:** If you notice muscle tension or other internal signals (such as tightness in your jaw or hands, neck, tightness in your stomach, headache), your body is telling you that you are under excessive stress. Another signal of stress is when you notice that your breathing becomes shallow, or when you “forget” to breathe (versus relaxed deeper belly breathing).
 - c. **Reduce Stress through Self-Care:** Exercise, Socialize and connect with others, Take breaks, make healthy food and drink choices, avoid habits that affect body and mind like smoking etc, enjoy cultural and social activities, create a balanced schedule,
 - d. **Share handout 13d:** Stress reducing Exercises

ACTIVITY 4: PERSONAL GOAL SETTING**Time Required**

30 minutes

Resources Required

13f: Self Care Prescription

13g - Stress Reduction Planning Format

Activity Steps

1. 1. Say we have talked a lot about stress and different techniques we can use to better cope with and combat stress. We also tried out a few different kinds of stress reduction approaches to expose you to some possible ways to enhance your self-care.
2. Now let's do an individual activity (described below) that will help each of you to begin developing a self-care plan.
3. Give handout 13f: Self Care Prescription
4. Ask participants to write down at least two specific, concrete things they would like to start doing right away to support their self-care and stress reduction efforts.
5. Say, This will serve as a reminder of the commitments you have made to yourself!
6. Allow participants to discuss their experiences doing this exercise, and their thinking about what they can reasonably commit to. Provide encouragement that they do have the ability to follow through with their Self-Care Prescription.
7. Suggest that they support one another by reminding their colleagues in the training to follow through with doing the activities identified.
8. Distribute 13g: Stress Reduction Planning format. Ask them to use this whenever required /in situation of stress for reflection and solution finding

13a Stress Management

Stress

- (Richard S. Lazarus):
Stress is a condition or feeling experienced when a person perceives that “demands exceed the personal and social resources the individual is able to mobilize.”
- In other words, stress is something we experience when we face a situation and our ability to cope is challenged. We feel we’ve lost control of events.
- Stress is anything that causes physical and/or mental wear and tear on the body and mind”

Negative Aspects of Stress

- Environmental Stressors
- Family-related stressors
- Workplace Stressors
- Physical Stressors

Stress is usually related to everyday experiences, worries and challenges at work, home, in the community

Reactions to Stress

- Release of hormone Cortisol
- Triggers the Fight or flight Response (Walter cannon)
 - Triggered in life threatening/survival /traumatic situations
 - Today it can be triggered at work, at home, even if the situation if not life threatening

Consequences of Stress

In the mind

- Feeling anxious, overwhelmed, irritable, angry, upset, sad/depressed, “jumpy”/hyper vigilant, fearful
- Having nightmares, obsessive thinking, emotional or angry outbursts
- Poor concentration/memory, poor problem solving or decision making, etc.

In behaviour

- Withdrawing from co-workers
- Taking breaks/resting, talking too much
- Angry outbursts (with co-workers or patients)
- Loss or increase of appetite
- Jumping from one activity to another (unfocused)
- Unhealthy or bad habits adoption

In the body

- Fatigue, headaches, dizziness, weakness, nausea, muscle tightness (neck, shoulders, jaw)
- Sweating, shallow breathing, rapid heart rate, teeth grinding, etc. Spiritually
- Feelings of loss or direction and purpose, emptiness
- Feeling punished, apathy, crisis of faith, etc.

In the workplace

- Low morale, apathy, silence, impaired communication, isolation, lack of teamwork and team spirit
- Low productivity, aggressive or confrontational behaviour, high rates of absenteeism due to stress and illness, wrong habits, etc.

13b Stress Questionnaire

For each question, circle the number that represents your present situation.

1. Do you feel drained of energy at the end of the day?

Hardly ever | 1 2 3 4 5 | almost always

2. Do you relax properly when at home?

Never | 1 2 3 4 5 | Always

3. Do you experience muscular stiffness and tension?

Never | 1 2 3 4 5 | Frequently

4. Do you worry about your job?

Never | 1 2 3 4 5 | Continually

5. Do you other say that you relax sufficiently?

Yes | 1 2 3 4 5 | No

6. Do you feel low?

Never | 1 2 3 4 5 | Frequently

7. Do you plan your working life so that you know the course of the day?

Frequently | 1 2 3 4 5 | Never

8. How concerned are you about other what think of you?

Not concerned | 1 2 3 4 5 | Very concerned

9. Do you commit yourself to tight schedules?

Never | 1 2 3 4 5 | Frequently

10. Do you allow work to spill over into your private life?

Never | 1 2 3 4 5 | Frequently

Interpretation

0 -15 low

35 + very high

13c Personal Life Event Analysis

Life Events Stress Analysis

To learn your level of stress, circle the number to the right of any event that has happened in your life during the past 12 months.

Event	value
Divorce	73
Marital problem	65
Death of close family member	100
Personal injury or illness	53
Marriage	50
New job	47
No friends at workplace	15
Leaving family	45
Change in family member's health	44
Pregnancy	40
Sexual difficulties	39
Addition to family	39
Home readjustment	39
Change in financial status	38
Death of close friend	37
Career change	36
Pressure of supporting family	55
Loan of high value	31
Change in work responsibilities	29
Family member leaving home	29
Trouble with in-laws	29
Outstanding personal achievement	28
Spouse begins or ceases working	26

Finishing education	26
Change in living conditions	25
Revision of personal habits	24
Trouble with boss	23
Change in work hours, conditions	20
Change in home location	20
Change in recreational habits	19
Change in social activities	18
But not very high amount	17
Change in sleeping habits	16
Change in number of family gatherings	15
Change in eating habits	15
Vacation	13
Festival season	12
Problems adjusting at new workplace	11

How to Analyze Your Score

Add the circled values. If your total score is more than 150, find ways to reduce stress in your daily life so that your stress level doesn't increase. The higher the score, the harder one needs to work at staying physically well.

Suggested Uses for Personal Life Events Analysis

1. Become familiar with the different events and the amounts of stress they promote.
2. Put the list of events where your family can easily refer to it several times a day.
3. Practice recognizing the stress level when one of these events happens.
4. Think about the meaning of the event for you and identify your feelings.
5. Think about the different ways you can adjust to the event.
6. Take your time in arriving at decisions.
7. Anticipate life changes and plan for them well in advance whenever possible.
8. Pace yourself. It can be done even if you are in a hurry.

9. Look at the accomplishment of a task as a part of ongoing daily living; avoid looking at such an achievement as a stopping point. Congratulate yourself and push ahead.
10. Recognize that your internal mechanism of coping with stress is directly tied to how your health and well being will be influenced by it.

*Note: This scale is derived from the Holmes-Rahe Social Readjustment Scale.

Holmes, T. & Rahe, R. (1967) "Holmes-Rahe Social Readjustment Rating Scale",

Journal of Psychosomatic Research, vol. II.

13d Exercises for Stress Management

4-7-8 BREATHING EXERCISE

Deep breathing is a simple but very effective method of relaxation. It can be used to “take a deep breath” to calm someone down in a crisis, as well as in meditation, prayer or during slow stretching of your muscles. You can use this technique in combination with the other two techniques (progressive muscle relaxation and visualization) to reduce stress.

This exercise is utterly simple, takes almost no time, requires no equipment, and can be done anywhere.

- Although you can do the exercise in any position, preferably sit with your back straight while learning this exercise.
- Place the tip of your tongue against the ridge of tissue just behind the upper front teeth, and keep it there through the entire exercise.
- You will exhale through your mouth around your tongue; try pursing your lips slightly if this seems awkward.
- Exhale completely through your mouth, making a whoosh sound.
- Close your mouth and inhale quietly through your nose to a mental count of four.
- Hold your breath for a count of seven.
- Exhale completely through your mouth, making a whoosh sound to a count of eight.

This is one breath. Now inhale again and repeat the cycle three more times for a total of four breaths.

PROGRESSIVE RELAXATION: THE “CALM” EXERCISE

This relaxation strategy is designed to help you relax muscles that have become tense due to stress. Because you have immediate and direct control over your muscles, you can learn to relax them on command. However, this is a skill that requires practice.

As the word “CALM” is used here, each letter stands for a particular muscle group to relax. The “C” stands for chest, “A” stands for arms (including hands and shoulders), “L” stands for legs (including feet), and “M” stands for mouth (including jaw).

For this exercise, say the word “CALM” to yourself. If you are able, close your eyes so you can concentrate better. As you repeat the word to yourself, scan each of the four areas for muscle tension (5 seconds), then relax that area (30 seconds). Move from Chest to the Arms to the Legs to the Mouth, scanning for tension and releasing any that exists, as you rehearse the word “CALM”.

Repeat this as long as needed, but at least 30-60 seconds. If you are using a particular muscle group and cannot relax it (for example, you are walking down the street), simply focus on the other muscle groups.

THE CALM EXERCISE

Chest: Chest/torso sinks back into the chair Arms: Shoulders and arms sag, hands rest in lap Legs: Loose and flexible, not crossed Mouth: Jaw drops slightly

Source: Robinson, P. and Reiter, J., Behavioral Consultation and Primary Care: A Guide to Integrating Services, Springer, 2007.

VISUAL IMAGERY

Instructions

- Find a quiet place and sit comfortably.
- Close your eyes.
- Focus on your breath and begin to quiet your mind.
- Now begin to imagine yourself in a scene or in a place (real or imaginary) that is safe, peaceful, restful and happy to you. Bring yourself – body and mind – fully to this place.
- Bring in all your senses and notice:
 - ▶ Sight: What do you see? (colors of sky, sand, water?).
 - ▶ Sounds: What do you hear? (running water, birds, familiar voice of a loving family member?).
 - ▶ Smells: What do you smell? (salt in the air, fragrance of certain food or flowers?).
 - ▶ Touch: What can you feel? (breeze on your body, warmth of sun?).
 - ▶ Taste: What can you taste? (salt on your tongue from the sea water, sweetness from eating a specific fruit?).
- Allow yourself to completely enjoy the beauty of this place. Feel yourself relaxed, safe, peaceful and happy here. Enjoy the colors, smells, sounds, taste, feelings –note all the detail of your surroundings.
- Continue this visualization in silence for 3-10 minutes (or more).
- Before leaving the place you have created in your mind, take a “picture” of it.
- Slowly open your eyes.
- Revisit this image by visualizing it any time you are in a stressful situation (even when at your desk, taking a walk, when eating your lunch).

Example: If you like beaches

“See” in your mind’s eye a beautiful beach. The sun is shining warmly, the breeze coming from the ocean is soft and warm, palm trees are overhead and a few seagulls circle about. Imagine walking barefoot in the warm sand, feel your feet sink in the sand with each step. Walk toward the water’s edge and let the water roll over your feet. Jump in the water; it is warm, gentle and very refreshing. Come out of the water and walk to your big beach towel, lay down and relax. Rest for a while in all the peace and beauty surrounding you. Imagine how it looks, how it sounds, how it smells. Breathe in deeply the warm ocean air, stay as long as you like.

When you are ready to leave, go to the edge of the water and throw in anything that has been bothering you, anything you wish to be rid of in your life, anything you are feeling sad or angry about, anything you worry about (e.g. problems at home, violence in your neighborhood, bullies, death of a loved one, issues with friends). Picture it as a big rock, a chain, a heavy bag over your shoulders, or any image that helps you see it as undesirable. Throw it in the ocean as far as you can. Watch it sink and get taken by the waves. When the “visit” is done, be thankful for the release of the burden, the problem, the worry; then walk peacefully back through the warm sand and take a rest on your beach towel.

1. Practice this imagery for 10 minutes
2. Notice the change in mood when you open your eyes

13e Building Positive Energies

Building Resilience to stress

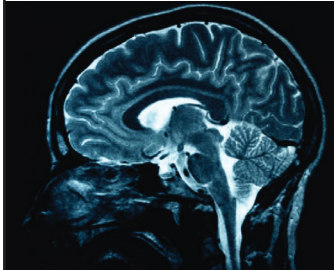
The ability to bounce back, cope, renew, and revitalize



Build Physical Energy

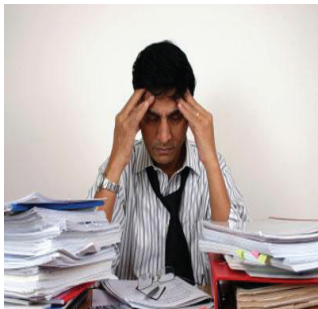
- MOVE! Every 90 to 120 minutes
- Climb stairs
- Park further away and walk the distance
- Do stretch exercises at your desk
- Deep breathing and relaxation techniques
- Good nutrition
- Rest and sleep

Build Mental Energy



- The brain becomes stimulated by chronic stress
- Repeated activation of our stress center, the amygdala, can cause it to get in the “stuck position”
- We can change the wiring of our brains with mental exercises and practice

Build Emotional Energy



- Stop treating our emotions as good or bad
- Our thoughts, feelings and actions are the keys to understanding ourselves
- When we understand ourselves we make better decisions, have healthier relationships, and can lead more effective and fulfilling lives
- We all have emotional triggers, situations or irritations that provoke an emotional response
- Becoming more conscious of the situations that trigger an emotional response helps us to manage our responses more effectively

Build Social Energy



- Having meaningful relationships
- Creating support systems
- Being open and curious about others
- Making use of learning partners
- Sharing ideas
- Acknowledging feelings
- Taking feedback well

13f Self-care Prescription

Instructions: Write down at least two activities you would like to integrate into your day to support self-care and stress management. Be specific.

Example: Deep breathing two times a day at 06:00 AM and 10:00 PM

Activity 1: _____
(list specific activity and frequency)

Activity 2: _____
(list specific activity and frequency)

Activity 3: _____
(list specific activity and frequency)

13g Stress Reduction Planning Form

If you are experiencing significant stress, it can be helpful to plan how this can be reduced. Complete the planning form below and repeat the stress Questionnaire after two months to monitor your progress.

1. Identify three ways in which you can build relaxation into your day.

- a) _____

- b) _____

- c) _____

2. What situations are giving you the greatest stress at the present time? List the most significant.

- a) _____

- b) _____

- c) _____

3. Identify which characteristics are making these situations particularly stressful.

- a) _____

- b) _____

- c) _____

4. Suggest three ways in which you can get some support and help in relation to each situation listed in question 2 on the previous page.

Situation A

- 1) _____

- 2) _____

3)

Situation B

1)

2)

3)

Situation C

1)

2)

3)

5. Suggest three ways in which you can express your feelings about these situations more fully.

a)

b)

c)

6. If you were a friend looking at you, what advice would you give?

a)

b)

c)

MODULE 14**Emotional Intelligence****Emotional Intelligence****Objective**

At the end of the session, participants will be able explain the factors helpful in working with emotional intelligence'

Competencies

- 14.1 Define emotional intelligence framework
- 14.2 Explain factors responsible for developing emotional intelligence

Time Required

75 minutes

Resources Required**Presentation**

- 14a - Emotions in Pictures
- 14b - Emotional Intelligence

Handouts

- 14c - Emotional Intelligence
- 14d - Emotions
- 14e - EQ Tips

Video

Good day

Emotional Intelligence

1

ACTIVITY 1: EMOTIONAL INTELLIGENCE FRAMEWORK

Time Required

35 minutes

Resources Required

14a - Presentation: Emotion in Pictures

14b - Presentation: Emotional Intelligence

14c - Handout: Emotional Intelligence

Activity Steps

1. Show Power Point presentation 14a-Emotion in pictures
2. Say
 - a. Describe the emotion in these pictures
 - Picture1: Anger, Upset, Ferocious
 - Picture 2: Enthusiasm, Hope, Full of Life, Energetic, Vibrant
 - Picture 3: Love, Hug, Together
 - Picture 4: Sad, Despair, Depressed
 - Picture 5: Chaos, Confusion
 - Picture 6: Zest for life, Hope, Energy
 - Picture 7: Nostalgic , Peaceful, Thoughtless , Quiet
3. Ask
 - a. Are pictures easier to understand if you think of emotions in these pictures?
 - b. Do you think emotions/ feelings have a connection to the mind and body?
 - c. What are Emotions?
 - **Emotions are reactions we have to what happens around us and we use “feeling words” to describe them**
4. How is EQ different from IQ
 - a) IQ means when we work through logic
 - b) EQ means when we use emotions and feelings, in addition
5. Show Presentation 14b: Emotional Intelligence
Refer Handout 14c to discuss slide 4

Emotional Intelligence

2

ACTIVITY 2: DEVELOPING EMOTIONAL INTELLIGENCE

Time Required

40 minutes

Resources Required

14d - Emotions

14e - EQ Tips

Video

Good day

Activity Steps

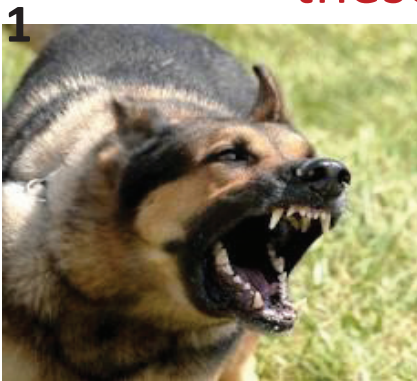
1. Divide participants into pairs
2. Give handout 14d and ask each participant to circle a feeling they had in the last week
3. Ask them in pairs to discuss what reactions/feelings these emotions bring in their body/mind
4. **Summarize**-emotions, feelings and bring reactions in our body and difference thoughts in our minds. The body and mind move with the feelings-That is why it is called **EMOTION**-it creates motion in the body
5. Developing Emotional Intelligence is important for physical, mental well being; improved relationships; cooperative and least conflict situations; developing leadership skills and achieving success
6. Share EQ tips from 14e
7. Show Video: Good Day

14a Emotions in Pictures



Emotions
in
Pictures

Use feeling words to describe
these pictures



3



4



www.shutterstock.com · 64538236

5



6



www.shutterstock.com · 42179005

7



14b Emotional Intelligence

Emotional Intelligence

Emotional intelligence is the ability to perceive emotions, to access and generate emotions so as to assist thought, to understand emotions and emotional knowledge, and to reflectively regulate emotions so as to promote emotional and intellectual growth.

Mayer & Salovey

Emotional intelligence is the ability to recognize one's own and other people's emotions, to discriminate between different feelings and label them appropriately, and to use emotional information to guide thinking and behaviour.

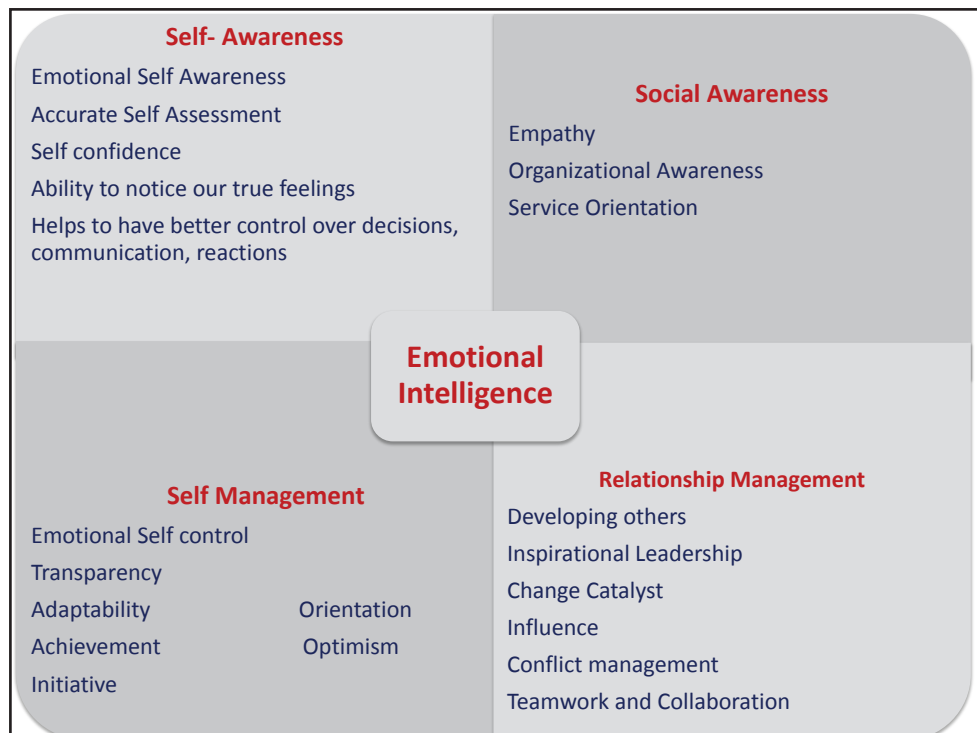
Andrew Coleman

Intelligence Quotient (IQ)

- measure of intelligence through standardised tests
- the traditional way of testing a person's capability and intelligence
- a number used to express the apparent relative intelligence of a

Emotional Quotient (EQ)

- one measures Emotional Intelligence Or one's own feelings as well as the emotions of others



14c Emotional Intelligence

Emotional Intelligence Means

- Self Awareness
- Social Awareness
- Self management
- Relationships management

Self Awareness

Knowing one's internal states, preference, resources, and intuitions

- **Emotional awareness:** Recognizing one's emotions and their effects
- **Accurate self-assessment:** Knowing one's strengths and limits
- **Self-confidence:** A strong sense of one's self-worth and capabilities

Self-Management

Managing one's internal states, impulses, and resources

- **Self-Control:** Keeping disruptive emotions and impulses in check
- **Trustworthiness:** Maintaining standards of honesty and integrity
- **Conscientiousness:** Taking responsibility for personal performance
- **Adaptability:** Flexibility in handling change
- **Innovation:** Being comfortable with novel ideas, approaches, and new information.
- **Achievement drive:** Striving to improve or meet a standard of excellence
- **Commitment:** Aligning with the goals of the group or organization
- **Initiative:** Readiness to act on opportunities
- **Optimism:** Persistence in pursuing

Social Awareness

These competencies determine how we handle relationships and induce desirable responses.

- **Empathy:** Awareness of others' feelings, needs, and concerns
- **Service orientation:** Anticipating, recognizing, and meeting customers' needs
- **Leveraging diversity:** Cultivating opportunities through different kinds of people

Relationship Management

- **Understanding others:** Sensing other's feelings and perspectives, and taking an active interest in their concerns
- **Developing others:** Sensing others' development needs and bolstering their abilities
- **Political awareness:** Reading a group's emotional currents and power relationships
- **Influence:** Wielding effective tactics for persuasion
- **Communication:** Listening openly and sending convincing message
- **Conflict management:** Negotiating and resolving disagreements
- **Leadership:** Initiating or managing change
- **Building bonds:** Nurturing instrumental relationships
- **Collaboration and cooperation:** Working with others toward shared goals
- **Team capabilities:** Creating group synergy in pursuing collective goals.

14d Emotions

Astonished	Manipulative
Biased	Nostalgic
Confused	Overwhelmed
Detached	Powerless
Eccentric	Refreshed
Full of Life	Self-doubting
Fussy	Thoughtless
Gentle	Useless
Hesitant	Wicked
Immature	Worshipful
Involved	Ecstatic
Moody	Enthusiastic

Developing Emotional Intelligence is important for

Physical Health – The ability to take care of our bodies and especially to manage our stress, which has an incredible impact on our overall wellness, is heavily tied to our emotional intelligence. Only by being aware of our emotional state and our reactions to stress in our lives can we hope to manage stress and maintain good health.

Mental Well-Being – Emotional intelligence affects our attitude and outlook on life. It can also help to alleviate anxiety and avoid depression and mood swings. A high level of emotional intelligence directly correlates to a positive attitude and happier outlook on life.

Relationships – By better understanding and managing our emotions, we are better able to communicate our feelings in a more constructive way. We are also better able to understand and relate to those with whom we are in relationships. Understanding the needs, feelings, and responses of those we care about leads to stronger and more fulfilling relationships.

Conflict Resolution – When we can discern people's emotions and empathize with their perspective, it's much easier to resolve conflicts or possibly avoid them before they start. We are also better at negotiation due to the very nature of our ability to understand the needs and desires of others. It's easier to give people what they want if we can perceive what it is.

Success – Higher emotional intelligence helps us to be stronger internal motivators, which can reduce procrastination, increase self-confidence, and improve our ability to focus on a goal. It also allows us to create better networks of support, overcome setbacks, and persevere with a more resilient outlook. Our ability to delay gratification and see the long-term directly affects our ability to succeed.

Leadership – The ability to understand what motivates others, relate in a positive manner, and to build stronger bonds with others in the workplace inevitably makes those with higher emotional intelligence better leaders. An effective leader can recognize what the needs of his people are, so that those needs can be met in a way that encourages higher performance and workplace satisfaction. An emotionally savvy and intelligent leader is also able to build stronger teams by strategically utilizing the emotional diversity of their team members to benefit the team as a whole.

1. ANGER

- Take deep breaths
- Exercise or do any type of physical activity
- Write your feelings and thoughts in a journal
- Draw pictures about your stressors or anger
- Talk to someone about your feelings and stress
- Listen to music when angry or stressed

- Blow your angry feelings into a balloon
- Punch pillows, cushions as if they were the objects of your anger

2. NEGATIVE THOUGHTS

- Think what good can be seen in the person / situation that is giving you negative thoughts.
- For example, you are thinking why is it that the boss picks up on you. Probably, you can change your cycle of thoughts by thinking, "I'll take this comment of the boss as a challenge and show him I'm capable of appreciative work."

3. STRESS

- Strike a balance between tasks
- Know your capacities and limitations
- Eat properly at regular intervals
- Sleep well
- Discuss problems with friends or family
- Use positive self talk: e.g. when worried, say "I'm fine; There is no danger".
- Develop a hobby: outdoor activities
 - ▶ Swimming- Water has the ability to soothe the nerves
 - ▶ Reading- diverts the mind and opens it to a broader thinking
 - ▶ Dancing-Calms, uses energy, brings balance and harmony
 - ▶ Learn or listen to Music-relaxes and calms nerves, evokes a pleasant feeling
- Get a massage
- Keep a small pebble in your pocket. When you need help to feel calm, put your hand in your pocket and hold the pebble.

Six seconds pause-

When you feel angry or stressed out (recognize the physical signs: tiredness, tongue going dry, flushed face, sweating palms...)

Before reacting, take a deep breath and think of:

- Six good places visited
- Six favourite foods
- Six good friends
- Six favourite games

Count up to six forwards and backwards. Before you know the intensity of your emotion will subside, and you can make sensible decisions.

It takes six seconds to manage anger
It takes six seconds to create compassion
It takes six seconds to change the world

MODULE 15

Goal Setting

Goal Setting	
Objective At the end of the session, participants will be able to Define Goals Describe SMART Goals Explain steps for setting SMART Goals Explain benefits of of goal setting	Time Required 60 minutes Resources Required Presentation 15a - Setting SMART Goals 15b - Goal Setting Checklist 15c - Review Sheet
Competencies 15.1 Define Goals 15.2 Describe SMART Goals 15.3 Explainst steps for setting SMART Goals 15.4 Explain benefits of of goal setting	

Goal Setting	
ACTIVITY 1: SMART GOALS	
Time Required 20 minutes Resources Required 15a - Setting SMART Goals	Activity Steps 1. Write the word "Goal" on the board. 2. Ask participants what they mean by GOAL 3. Show Presentation 15a: Setting SMART Goals 4. Discuss what is a Goal, SMART Goals and Why Goal Setting is Important 5. Conclude by saying commitment to a goal and your beliefs ensures both personal and professional success

Goal Setting

2

ACTIVITY 2: SETTING SMART GOALS

Time Required

40 minutes

Resources Required

15b - Goal Setting Checklist

15c - Review Sheet

Activity Steps

1. Ask all participants to refer to Handout 15b: Goal Setting Checklist. Give them 15 minutes to complete it and score themselves
2. Share
30-40 points is an average score
A higher score means an unusually systematic approach
A lower score suggests insufficient skills/attention given to setting goals
3. Ask all the participants to complete the chart in handout 15c: Review Sheet. They can also be seated in groups (department specific/colleagues from the same department)
4. Conclude (20 minutes)
 - Goals guide and direct behaviour
 - Goals provide challenges and standards against which individuals and organizations can be assessed
 - Goals justify the performance of a task and the use of resources
 - Goals define the basis of organizational design
 - Goals serve as an organizing function for a person's work

15a Setting SMART Goals

Setting SMART Goals

GOAL

- Something you would like to achieve
- Give focus, direction and purpose
- Are Short Term when they can be accomplished in the near future
- Are Long Term when they are far reaching and take longer to achieve

Goals can be

- **Routine:** Describe regular ongoing activities
- **Problem Solving:** Describing activities designed to remedy performance areas that need improvement
- **Innovative:** Describing activities that create or expand capabilities
- **Personal Growth:** Describing activities pursued for personal development
- **Job Enrichment:** Expanding the current job with different activities

SMART Goals

Specific	G	=	<i>Higher performance levels Greater motivation</i>
Measurable	O		
Achievable	A		
Relevant	L		
Time-Bound	S		

S- SPECIFIC

- What details do you want to accomplish?
- A concise statement of the goal that tells what needs to be accomplished and when – the specific results or outcomes expected.

M- MEASURABLE

- All goals should have a way to evaluate whether or not they were accomplished
- Include in the specific goal statement the measurements to be used to determine that the results or outcomes expected have been achieved.
- Measurements need not necessarily be quantitative.

A- ATTAINABLE

- Goals must be something you are capable of reaching
- The expected results or outcomes must be within the authority, skill, and knowledge level
- The resources needed to achieve the goal must be available to you

R- RELEVANT

- Make goals that are important to you and your work.
- The expected results or outcomes should support the department's mission and plan
- The results or outcomes should contribute to the department's needs or the employee's personal development

T- TIME - BOUND

- Make sure that you have a time set as a “dead line” so your goal is not unending
- Deadlines for achieving expected results and outcomes should be set, not left open-ended
- Deadlines can be extended when circumstances warrant, but should be re-set and monitored

Tips to Goal Setting

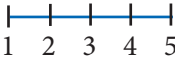
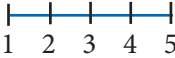
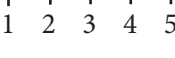
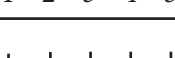
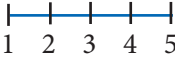
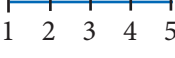
- Write down your goals and look at them often!
- If you achieved your goals too easily, make your next goals harder
- Failure to meet goals only matters if you don't learn something from your mistakes

Goal setting is an important method of:

- **Deciding what's important for you to achieve**
- **Motivating yourself**
- **Building self-confidence**

15b Goal Setting Checklist

Complete the checklist by marking each line where appropriate. Then total your scores at the bottom.

I never discuss goals with my colleagues		I always discuss goals thoroughly with my Colleagues
My goal-setting sessions are a year or more apart.		Sessions to update goals are held every three month or. more frequently.
I consider fewer than three or more than six major goals.		I consider between three and six major goals.
I rarely clarify how we are going to measure success.		I make sure that tangible measures of success are agreed on.
We rarely meet to discuss performance.		We meet regularly to discuss performance.
Once set, goals rarely are changed.		Goals are open to renegotiation when situations change.
I specify only the duties/responsibilities of subordinates.		I clearly identify my role.
Unachievable goals often are set.		Goals almost always can be achieved.
We rarely check the organizational relevance on individual goals.		Individual objectives are checked to ensure organizational relevance

15c Review Sheet

Criteria for effective Goal setting	Ways in which I can improve
1.	
1. Thorough discussion with subordinates	a. _____ b. _____ c. _____
2. Goal updated frequently	a. _____ b. _____ c. _____
3. Goal considered comprehensively	a. _____ b. _____ c. _____
4. Clear criteria for judging success	a. _____ b. _____ c. _____
5. Regular meetings to discuss performance	a. _____ b. _____ c. _____
6. Flexibility when circumstances change	a. _____ b. _____ c. _____
7. All goals/responsibilities are specified	a. _____ b. _____ c. _____
8. Achievable goal	a. _____ b. _____ c. _____
9. Link between personal and organizational goals clarified	a. _____ b. _____ c. _____
10. Clear communication about goals of all involved	a. _____ b. _____ c. _____

MODULE 16

Right to Information (RTI)

Right to Information (RTI)

Objective

At the end of the session, participants will be able to

- describe the evolution of Right to Information
- explain the salient features of RTI
- explain 'transparency' in administration
- explain 'accountability' in administration

Competencies

- Describe the evolution of Right to Information (RTI) Act
- Explain the salient features of the RTI
- Explain 'transparency' in administration as stipulated in RTI Act
- Explain 'accountability' in service delivery system

Time Required

160 minutes

Resources Required

Handouts

Right to Information (RTI) Act
Salient features of RTI
'Transparency' in administration
'Accountability' in administration

Presentations

16a - RTI Template
16b - RTI Sample Presentation

Resources

Right to Information (RTI)

1

ACTIVITY 1: EVOLUTION OF RTI

Time Required

10 minutes

Resources Required

Activity Steps

- Ask participants about the evolution of RTI
- Important stages in the evolution

Right to Information (RTI)

1

ACTIVITY 2: SALIENT FEATURES OF RTI

Time Required

30 minutes

Resources Required

Activity Steps

1. Ask important provision of the RTI Act
2. Explain salient features of RTI

Right to Information (RTI)

1

ACTIVITY 3: EXPLAIN 'TRANSPARENCY' IN ADMINISTRATION AS STIPULATED IN RTI ACT

Time Required

60 minutes

Resources Required

Activity Steps

1. Ask the meaning of 'transparency' in administration
2. Write responses on the White Board
3. Explain 'transparency'
4. Discuss 'success stories' on 'transparency'

Right to Information (RTI)

1

ACTIVITY 4: EXPLAIN 'ACCOUNTABILITY' IN ADMINISTRATION AS STIPULATED IN RTI ACT

Time Required

60 minutes

Resources Required

Activity Steps

1. Ask the meaning of 'accountability' in administration
2. Write responses on the White Board
3. Explain 'accountability' with importance of time-lines'
4. Discuss 'success stories' on 'accountability'
5. Give illustrations of 'best management practices'

16a RTI Template

Sample Template

AIM

To familiarize participants with the Right to Information (RTI) Act

THEMES

1. Enactments
2. Evolution
3. Why RTI?
4. What constitutes 'Information'
5. Right to Information
6. Exemptions
7. Important provisions of RTI
8. Applicability
9. Publications
10. Public Information Officer
11. Appellate Authority
12. Request for obtaining information
13. Mode of payment
14. Role of Public Information officer
15. Prescribed Fee
16. Disposal of request
17. Appeal formats
18. Penalties
19. Action taken in 'good faith'
20. Bar of jurisdiction of courts
21. Implementation mechanism

16b RTI (Sample Presentation)

The Right to information Act. 2005

★ Dr. Sunil Dhapte
Director SIUD
YASHADA
Pune

1

Various enactments

- The Right to Information Act, 2005
- The Central Information Commission (Appeal Procedure) Rules, 2005
- The Right to Information (Regulation of fee and cost) Rules, 2005
- Maharashtra The Right to Information (Regulation of fee and cost) Rules, 2005

2

Basic Information

- Assent of President on 15th June 2005
- Came in to force – 12th Oct 2005
- The freedom of information Act 2002
- Maharashtra Right to Information Act 2002

3

Reasons

- Setting practical regime of Right to Information for citizen.
- Secure access to information under the control of public authority.
- Promote transparency and accountability.
- Democracy require an informed citizenry and transparency of information.
- Contain corruption.
- Hold authorities accountable.
- Efficient operations, optimum use of limited fiscal resources and preservation of confidentiality of sensitive information has conflict with revelation of information.
- To harmonize conflicting interests.

4

Contents

- 1- Preliminary
- 2- Right to Information and obligation of public authority
- 3- The central information commission
- 4- The state information commission
- 5- Powers and functions of the information commission, appeal and penalties
- 6- Miscellaneous
- Total 31 sections

5

Who has this right?

6

All citizens have right to
information

7

What do you mean by information?

8

Information

- Any material in any form
- Records
- Documents
- Memos
- E-mails
- Opinions
- Advices
- Press releases
- Circulars
- Orders
- Logbooks
- Contracts
- Reports
- Papers
- Samples
- Models
- Data material held in any electronic form
- Information relating to any private body which can be accessed by a public authority under any other law S -2 (f)

9

What is the meaning of right to information?

10

Right to Information

- Right to information accessible
- Right to inspection of work, documents, records
- Right to taking notes, extracts or certified copies of document or records
- Right to taking certified samples of material
- Right to obtaining information in the form of diskettes, floppies, tapes, video cassettes or in any other electronic mode S-2(j)

11

Can citizen ask any information?

12

Exemptions

S-8

- A) Affect the sovereignty and integrity of India
 - Security
 - Strategic, scientific or economic interest of the state
 - Relations with foreign state
 - Lead to incitement of an offence
- B) Forbidden to be publish by any court
 - Disclosure may constitute contempt of court
- C) Breach of privilege of parliament or legislature
- D) Commercial confidence
 - Trade secrets

13

Cont.

- Intellectual property.
- Harm the competitive position of a third party.
- E) Information available to a person in his fiduciary relationship.
- F) Information received in confidence from foreign government.
- G) Endanger the life or physical safety.
- H) Impede the the process of investigation.
- I) Cabinet papers. * *
- J) Personal information which has no relationship to any public activity or interest.
- Infringement of copyright.

S-9

14

Important Provision

- Information ordinarily provided in the form in which it is sought
 - unless
- It would disproportionately divert the resources of the public authority
 - or
- It would detrimental to the safety or preservation of records in question. S7(9)

15

Is this act apply to all?

16

Act not Applicable S-24

- Act is not applicable to certain central and state agencies.
- Basically investigating agencies.
- IB, RAW, BSF, CRPF etc.
- 18 agencies.
- Exception –Cases relating Corruption and Human Rights

17

To whom the act precisely apply?

18

Public Authority

- Any authority, or body, or institution of self government
 - Established or constituted by
 - Constitution, any law made by parliament, any law made by State legislature, notification issued or order made by appropriate government.
- Also includes
 - Body owned, controlled or substantially financed.
 - NGO substantially financed.
 - Directly or indirectly by funds provided by appropriate government. S -2 (h)

19

Is there any obligation on
public authority?

20

Publications S-4[1(b)]

- Particulars of organization, functions and duties
- Power and duties of officers and employees
- Procedure of decision making process, channels of supervision and accountability
- Norms set for the discharge of functions
- The rules, regulations, instructions, manuals and records held by it

21

Cont.

- Statement of the categories of documents
- Particulars about arrangement exists for consultation with or representation by public in relation to the formulation of its policy or implementation
- Statement of boards, councils, committees and other bodies and its details
- Directory of its officers and employees
- Monthly remuneration received by each of its officers and employees

22

Cont.

- Budget allocated, plans, proposed expenditure, and reports on disbursement
- Execution of subsidy programs, details of beneficiaries
- Recipients of concessions, permits or authorities granted
- Information available in electronic form
- Facilities available to citizens for obtaining information
- Names, designations and other particulars of PIO's
- Any other information prescribed

23

Public Information Officer S-5

- PIO in all administrative units or offices
- One or man,
within 100 day. S-5(1)
- PIO shall render reasonable assistance to the person seeking informatio. S-5(3)
- PIO may seek the assistance of any other officer as he consider it necessary for the discharge of duties S-5(4)
- The other officer shall be treated as PI S-5(5)



24

Appellate Authority

- Who is senior in rank to PIO S- 19(1)
- Information commission

25

How and where to apply for
information?

26

Request for Obtaining Information

- Application, request in writing or through electronic media
- in English, Hindi or in the official language of the area
- Fees Rs. 10/-
- Application to APIO or PIO
- Specify the particulars of information required
- If applicant is not able to make the request in writing, PIO shall render assistant to reduce the oral request in written form S-6(1)

27

Modes of Payment

- Cash, DD, Bankers cheque, Court fee stamp
- BPL
 - Urban. (certificate of municipal corporation / council, *Nagar Panchayat*)
 - Rural. (certificate of *gram panchayat*)
 - Ration card (yellow ration card attested copy)
 - KeMaA- 2006/ Pra. Ka.7 / 06/5 GAD.dt. 20 – 06 – 2006

28

Annexure A (See rule 3)

Affix here
court fee
stamp of
Rs.10.

Application for obtaining information under the Right to Information Act 2005.

To,
The State Public Information officer,
(Name of the office with address)

1. Full name of the applicant:

2. Address:

3. Particulars of information required:

i) Subject matter of information.*

ii) The period to which the information relates.#

iii) Description of the information required.\$

iv) Whether information required by post or in person:

(The actual postal charges shall be included in additional fees)

v) In case by post: (Ordinary, Registered or Speed)

4. Whether the applicant is below poverty line:

(If yes, attach the photocopy of there of)

Place.

Date.

Signature.

* Broad category of the subject to be included.

(Such as grant of govt. land / service matters / licenses, etc.)

Relevant period for which information is required to be indicated.

\$ Specific details of the information are required to be included.

29

What is the role of PIO?

30

Reason is not required

Personal details of applicant not required.

S-6(2)

If public authority is different or information required is with other authority, transfer application to concern authority within 5 days and inform applicant immediately about transfer.

S-6(3)

31

Information may be provided or reject the request within 30 days

Information concerns about life or liberty of a person shall be provided within 48 hours.

S-7(1)

Fails to give decision within time deemed to have refused the request S-7(2)

If further fee or cost required, intimate the applicant, about details of further fees or cost with calculations

32

Request to deposit fees or cost.
Period from intimation to payment of fees
excluded from 30 days.
PIO should give information about his right, with
respect to review the decision about amount of
fees charged, form of access provided, particulars
of appellate authority, time limit, process, other
forms. S-7(3)

33

Whether the applicant has to pay
any fee?

34

Fee

- Application fee S- 6 (1)
- Prescribed fee S- 7 (1)
- Prescribed by the appropriate authority.
- Further fee S- 7 (3)
- Representing the cost of providing the information.
- Prescribed by PIO
- Printed or electronic form S- 7 (5)
- Prescribed by the appropriate authority.

Nominal charges like Rs. 2, 3, 4 may not be asked. If no additional postal charge required, may be send without asking to pay.

Ke.ma.a2008/pr.Ka.93/08six(ma.a)

35

Prescribed Fee

- Section 7 (1).
- A-4 / A-3 copy Rs 2/-
Larger size Actual cost / price
- Samples or models Actual cost / price
Plus postal charges.
- Inspection of records 1st hr. no fee
- Rs. 5/- for each 15 minute or part thereof.
- Section 7 (5).
- Diskette or floppy Rs 50/-
- Printed form Price fixed
Rs 2/- for per photocopy
 - Plus postal charges.
- Mode of payment.
 - Cash, DD, Bankers cheque, MO.

36

How the request is disposed off?

37

Disposal

- Copy of published information with price
- BPL applicant no fees 6 (1), 7 (1,5)
- Information free of charge if fails to comply the time limits S-7(6)
- Consider the representation of third party S-7(7)
- If application rejected then, communicate the applicant,
 - The reasons for such rejection
 - Period for appeal
 - Particulars of appellate authority
- Information shall provided in the form in which it is sought

38

Whether the applicant has right to appeal?

39

Appeal S-19

- 1st Appeal Appellate authority 30 days
- 2nd Appeal Information Commission 90 days
- Fees Rs 20
- Onus to prove on PIO
- Appellate authority shall disposed of the appeal within 30 days. The period can extended not more than 45 days

40

Annexure B
{See rule 5(1)}

Appeal under section 19 (1) of the Right to Information Act 2005.

From --- --- --

(Appellant's name and address.)

To. --- --- --

(Name / designation / address of the appellate authority.)

Affix here
court fee
stamp of
Rs.20.

1. Full name of the appellant:

2. Address:

3. Particulars of the state information officer:

4. Date of receipt of the order appealed against:

(If order passed.)

5. Last date for filing the appeal:

6. The grounds for appeal.

7. Particulars of the information:

i) Nature and subject matter of information required:

ii) Name of the Office or Department to which the

information relates.

Place:

Date:

Signature of the Applicant.

41

Annexure B
{See rule 5(2)}

Second appeal under section 19 (3) of the Right to Information Act 2005.

From --- --- --

(Appellant's name and address.)

To. --- --- --

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court fee
stamp of
Rs.20.

1. Full name of the appellant:

2. Address:

3. Particulars of the state information officer:

4. Particulars of the first appellate authority:

5. Date of receipt of the order appealed against:

6. Last date for filing the appeal:

7. The grounds for appeal.

8. Particulars of the information:

i) Nature and subject matter of information required:

ii) Name of the Office or Department to which the information
relates.

Place:

Date:

Signature of the Applicant.

42

Is there any punishment?

43

Penalties

S-20

- When ?
 - Refuse to receive application
 - Time limit exceed
 - Incorrect, incomplete or misleading information provided
 - Destroyed the information
- Penalty
 - Rs. 250/- each day till information furnished
 - Maximum Rs 25000/-
 - PIO shall be given opportunity of being heard
 - Burden of proof on PIO
 - Recommend for disciplinary action

44

Action taken in good faith S-21

- No suit, prosecution or other legal proceeding shall lie

45

Action in good Faith – Sec.21

- Prompt, just, fair, reasonable, equitable & bonafide- an act which is honestly done
- Documentations of effort made to obtain information
- Separate registers for receipt of applications & acknowledgement of applications
- Registers for transfer of applications to other public authority/offices
- Maintenance of Roznama
- Any internal order or communication as regards the information
- Providing table space for inspection of documents
- Laying down procedures for making available samples, models, reports, microfilms, facsimile, etc.

46

Overriding Effect S-22

- No effect of Official secrecy Act or any other law

47

Official Secrets Act 1923

*THEN**NOW*

48

Bar of Jurisdiction of courts S-21

- Court has no jurisdiction unless by way of appeal

49

Who monitor the implementation
of the act?

50

State Information Commission

- Chief Information Commissioner, Information Commissioners up to 10
- Appointment by Governor on recommendation of committee, consisting Chief Minister, Leader of the Opposition in the Assembly and a Cabinet Minister
- Status same as Election Commissioner and Chief Secretary

51

Thank you

52

MODULE 17

Feedback

Feedback

Objective

At the end of the session, participants will be able to

- a. differentiate between criticism and feedback
- b. give positive/developmental feedback

Competencies

17.1 Explain 'Criticism'
 17.2 Explain feedback and precautions in giving/
 receiving it

Time Required

Day 1: 30 minutes
 Day 4: 30 minutes
 Day 5: 120 minutes

Resources Required

Handouts

17a - Feedback
 17b - Feedback Handout
 17c - Feedback and Criticism

Activity 1

Activity Steps

Day 1: Share the Feedback Handout 17b and explain the purpose of Feedback -refer handout 17a

Day 4: Ask participants to complete the Feedback handout 17b

Day 5:

1. Ask participants difference between feedback and Criticism
2. Explain the difference-refer handout 17c
3. Ask participants to write their names on a blank sheet of paper and pass it around the room
4. Let all participants note the feedback on that sheet for the participant whose name is on the sheet
NOTE: PLEASE ASK PARTICIPANTS TO REVISIT THEIR FEEDBACK IN THE LIGHT OF THE HANDOUT “FEEDBACK AND CRITICISM”
5. Let the sheet be handed to the person whose name is on it
6. Let participants know this is for their personal growth and they do not have to share it with anyone

17a Feedback

Discuss on Day 1

Objective

1. To get Peer feedback
2. To list areas of strengths, and areas of improvement
3. To get suggestions on method to improve competencies

Process

1. Ask participants to refer to Handout: Stop Start Continue
2. Let them know that over the next 5 days during the course activities, each participant will observe their team mates, other participants on the generic competencies of
 - a. Team spirit
 - b. Ability for Self-Reflection
 - c. Verbal communication skill
 - d. Listening skills
 - e. Sensitivity to others
 - f. Creativity
 - g. Problem solving skill
 - h. Time management skills etc
3. Each participant will note the name of the member they are working with/interacting with/observing and their observation.
4. This process will continue through the 4 days and on the 5th day there will be a Feedback Sharing session

The objective of the feedback session WILL NOT BE

- TO CRITISIZE OR FIND FAULT
- PERSONAL
- DEROGATORY
- SHARED WITH ANYONE OUTSIDE THE TRAINING HALL

All Feedback WILL BE

- DEVELOPMENTAL
- GIVEN IN A POSITIVE WAY
- ACCEPTED AS POSITIVE FEEDBACK AND NOT NEGATIVE CRITISIZM
- COLLECTIVE

17b Feedback Handout

To be filled by participants from Day 1-3

Complete on Day 4

Discuss on Day 5

S.No.	Participant Name	Start	Stop	Continue
1				
2				
3				
4				
5				
6				
7				
8				
9				
10				
11				
12				
13				
14				
15				
16				
17				
18				

S.No.	Participant Name	Start	Stop	Continue
19				
20				
21				
22				
23				
24				
25				
26				
27				
28				
29				
30				
31				
32				
33				
34				
35				
36				
37				
38				
39				
40				

17c Feedback and Criticism

These words are used to express our views about others. Let us try to appreciate the feelings behind these.

FEEDBACK	CRITICISM
Objective	Subjective
On Action/Activity	On a person
Based on facts which can be verified	Based on opinion or judgment
For improvement	Destroys morale
Can be positive/negative statement	Negative statement

Effective feedback must be –

- Timely
- Constructive
- Supportive
- Non-threatening
- Builds on trust

Part B: FIELD VISIT TEMPLATE DESIGN

VISIT TO NGO/ CENTRE OF EXCELLENCE

AIM

1. To familiarize the participants with the local social, cultural and economic environment
2. To observe issues, challenges and problems faced by local citizens
3. To explore best practices and solutions to improve Public Service Delivery
4. To observe the NGO programme structure and impact
5. To develop skills for managing uncertainties
6. To develop a cooperative spirit

THEMES

1. Observe practical aspects of new ideas-implementation challenges, methods and solutions;
2. Generate thoughts for implementation of ideas
3. Usefulness /Impact of ideas to participants and host organization
4. Securing first-hand information from experienced people
5. Sensitivity to ground realities, particularly in the areas of health, education and rural development etc. where citizen interaction is high
6. Generating a patient, caring and sharing attitude towards deprived sections of citizens

DESIGN and IMPLEMENTATION

1. Factor into design
 - Aim/objective
 - Timing
 - Location
 - Distance
 - Mode of transport
 - Size of the team and
 - Availability of accompanying trainer
2. Create opportunities for
 - Collection, analysis of data and preparation of Report
 - Individual/team work
3. Make Provision for sustaining the intense experience through sharing of learning points

FIELD/NGO VISIT: PLANNING

Before the Field Visit

- Liaison at individual/institutional-level with host organization/NGO
- Make suitable night-stay arrangements
- Clarifying the Aim/Objectives of the visit
- Specific tasks to be undertaken during the visit
- Prepare a schedule of activities/meetings
- Include evening/cultural activities with local citizens
- Brief participants about
- The activities of host organization/NGO
- The culture and customs of the place to be visited
- Logical formation of Teams by distributing talent/gender, etc.
- Give solution-orientation and encourage creative/new ideas

During the Field Visit

- Participants to respect the local customs/traditions
- Participants to observe
- Meet/interview stakeholders to collect hard and soft data
- Analyze and convert data into required information
- Complete the team work
- Draft report preparation work

After the Field Visit

- Share learnings and experiences
- Present the report
- Draw out the learning points
- Prepare Action Plan for self/organization

Part C: DOMAIN MODULES

Template for Design

CONTENT MODULES

1. To follow Sample Template given for Generic Competencies
2. To formulate 'Flow of the Modules' Day wise from Day 8 to Day 12
3. To formulate 'Modules Grid'

OVERVIEW OF THE DEPARTMENT

Methodology: Power Point Presentation by Domain Expert

Content:

AIM

To develop an awareness about the Department

- History of the Department
- Latest Annual Report of the Department (as placed before Legislative Assembly)
- Organizational Chart
- Main activities /functions of the Department
- Main Regulatory Provisions
- Policies/Programmes
- Major Schemes of the Department
- Major targets
- Major supporting Departments/Organizations
- Rules/Regulations
- Procedures/Practices (based on Manuals, etc.)
- Goods and Services
- Beneficiaries
- Effectiveness of the schemes

SUGGESTED TOPICS

- Central and State Government System
- Department Orientation (presentation) and visit

- Office Procedures
- Disciplinary procedures
- Role efficacy
- Financial management
- Change management
- Records management
- IT enabled Services in state

Sample Template

EXAMPLE 1 - FOREST DEPARTMENT (JAMMU & KASHMIR)

MODULE 1a

Jammu & Kashmir State Forest Policy, 2011

Objective

At the end of the session, participants will be able to state the 'Preamble' of the Policy

Embedded Competencies

Time Required

Resources Required

MODULE 1b

Objective

At the end of the session, participants will be able to describe 'Background' of the Policy

Embedded Competencies

1b.1 Tell Forest Area of Jammu & Kashmir

1b.2 Narrate functions and importance of Forests

1b.3 Tell present status of Forests

Time Required

Resources Required

MODULE 1c

Objective

At the end of the session, participants will be able to describe the 'Basic Objectives' of the Policy

Embedded Competencies

Time Required

Resources Required

MODULE 1d

Objective

At the end of the session, participants will be able to explain the 'Strategy' of the Policy

Embedded Competencies

- 1d.1 Tell 'Area under Forests'
- 1d.2 Tell 'Protection of Forest Land'
- 1d.3 Define 'Protection, Conservation and Development of Natural Forests'
- 1d.4 How the 'Diversion of Forest Land for Non-Forestry Purposes', is done
- 1d.5 How 'Expanding Forest and Tree Cover' done
- 1d.6 How 'Supply of Timber and Other Wood Based Produce' is done
- 1d.7 Define 'Management of Concessions'
- 1d.8 Define process of 'Meeting Domestic Fodder and Firewood Requirements'
- 1d.9 Define 'Non-Timber forest Produce'
- 1d.10 State meaning of 'Wildlife Conservation'
- 1d.11 Define 'Biodiversity Conservation'
- 1d.12 Explain relationship of 'Forests and Climate Change'
- 1d.13 Tell about 'Eco-Tourism and Nature Tourism'
- 1d.14 Define 'Participatory Forest Management and Forestry Extension'
- 1d.15 How 'Revenue Generation' is done
- 1d.16 Explain importance of 'Forestry Research'
- 1d.17 Show awareness of 'Development of Infrastructure and Human Resources'
- 1d.18 Define 'Legal and Institutional Framework'
- 1d.19 Tell about 'Investment Needs'
- 1d.20 How 'Resolution of Inter-Sectoral Conflicts' takes place
- 1d.21 How 'Implementation and Review' of the Policy carried out

Time Required

Resources Required

MODULE 2

Objective

At the end of the session, participants will be able to explain the salient features of 'The Jammu & Kashmir Forest Act, 1987'

Embedded Competencies

- 2.1 Comprehend Chapter-I of the Act
- 2.2 Describe 'Demarcated Forests'

- 2.3 Describe 'Undemarcated Forests'
- 2.4 Tell about 'Formation of Village Forests'
- 2.5 Tell as to how 'Control of Timber and other Forest Produce in Transit' is done
- 2.6 Define the process of 'Collection of Drift and Stranded Timber'

Time Required

Resources Required

MODULE 3

Objective

At the end of the session, participants will be able to explain the salient features of 'The Jammu & Kashmir Forest (Conservation) Act, 1997

Embedded Competencies

Time Required

Resources Required

MODULE 4

Objective

At the end of the session, participants will be able to explain the salient features of 'The Jammu & Kashmir Wildlife (Protection) Act, 1978

Embedded Competencies

- 4.1 Comprehend Chapter-I of the Act
- 4.2 Describe provisions relating to 'Hunting of Wild Animals'

Time Required

Resources Required

MODULE 5

Objective

At the end of the session, participants will be able to explain the salient features of 'The Environment (Protection) Act, 1986'

Embedded Competencies

- 5.1 Comprehend Chapter-I of the Act
- 5.2 Describe provisions relating to 'General Powers of the Central Government'

Time Required

Resources Required

MODULE 6

Objective

At the end of the session, participants will be able to explain the salient features of 'The Jammu & Kashmir Forest (Protection) Force Act, 2001'

Embedded Competencies

Time Required

Resources Required

'PERFORMANCE AIDS' CAN BE DEVELOPED AS CHECKLISTS ON –

- CONTROL OF TIMBER AND OTHER FOREST PRODUCE IN TRANSIT
- COLLECTION OF DRIFT AND STRANDED TIMBER
- HUNTING OF WILD ANIMALS
- GENERAL POWERS OF THE CENTRAL GOVERNMENT
- POWERS TO ARREST WITHOUT WARRANT AND PROCEDURE TO BE FOLLOWED

EXAMPLE 2 : OFFICE PROCEDURES (TAMIL NADU)

What is Office??

An office is a place where the office employees are engaged in a specific activity to implement the government schemes. A mother in a house is also doing works, but nobody is giving her salary, so it cannot be called an office. For an office, the persons working there should be paid salary by that organization. To get financial benefit only employees work in office.

Generally there will be more of paper work in office. Office employees do preparatory works and submit them to capable officers to take necessary decisions.

Briefly said, office is a place to deal and examine with matters with reference to law, rules and regulations and sub rules. Information processing centre, gets details examines it, and takes appropriate decisions and sends them out. It stores the records and information. We can call an office as a Control Tower.

Office Procedures / System:

What for office procedure required?

A short story:

In an office there were 4 persons as named EVERYBODY, SOMEBODY, ANYBOD and NOBODY. An important work has to be done.

EVERYBODY thought SOMEBODY will do that work.

ANYBODY could have done that, but NOBODY did it.

SOMEBODY became angry at this, because it was a work of EVERYBODY.

What EVERYBODY thought was that it could have been done by ANYBODY.

But NOBODY could have done it.

In fact where NOBODY blamed ANYBODY, EVERYBODY shifted the blame on SOMEBODY.

What do you know from this story? It is known that no kind of procedures is followed in that office. Is an office procedure is necessary for every office? Only on the basis of some well defined procedures and considered absolutely necessary. If an office is to function well and efficiently, a procedure is a must there. In office right from getting information, examine it, take appropriate action on it and pass appropriate orders, procedure is necessary.

Functions of an office:

1. Collect information:

Information can be gathered in various ways.

Through telephone, email, fax, online, letters, periodicals and orally. Thus in many angles information can be gathered. Gathered information should be preserved carefully.

2. Classification of information:

Information should be gathered in appropriate files so as to use them as and when required. For example, Establishment Section papers, relating to selection of candidates for appointment should be kept in one file and papers relating to one's seniority should be kept in another file. Likewise papers relating to sanction of advance payment of employees should be kept in another file.

3. Process of information:

The information should be processed on the basis of rules and guidelines and precedents and submitted to the appropriate officer for taking a decision. For this in a file there will be two parts as 1. Current file and 2. Note file.

In the current file, the office copy of the outgoing draft letters will be kept. In the note file, officer's notes, queries and orders will be kept.

4. Communication of decisions:

The decisions taken should be communicated to the concerned persons in the concerned outside offices. Any decisions taken, orders passed should be sent to the concerned persons in writing or other wise there will not be any use, of that decisions / orders. The means used to do this action is called as Draft.

5. Monitoring of progress:

This is given importance in government offices. Are the decision sent out and implemented properly? It is very important to monitor this. For this purpose half yearly, quarterly, monthly, fortnightly, weekly and daily periodicals are prescribed. Procedures of receiving them from the subordinate officers, compiling them and sending them to the superior officers are being followed. At the same time, prescribing more than the required number of periodicals and calling for reports will defeat its very purpose. It is therefore, better to receive accurate reports and take action on them.

6. Storing of Information:

The files on which action has been completed should be properly disposed of. as L Dis (One year disposal), K Dis (Three year disposal), D Dis (Ten year disposal) and R Dis (Permanent disposal). There should be properly page numbered, bound and covered with docket sheets and sent to records room, after obtaining the acknowledgement of the record people.

Sl. No	Official Duties	Means Required
1	Receive information either orally or in writing	Incoming information
2	Categories of information	Maintenance of files
3	Processing of information	Office note
4	Communicating the decision taken after the process	Write draft letters, get approval of the officers concerned and send out after fair copying
5	To monitor whether the subordinate office or the individual or the other office has taken action on the decisions taken	Periodicals / reports
6	Storing of information.	Record management

Office Procedure:

In all government offices in Tamil Nadu “Tottenham system” is being followed in a big way.

Who is Tottenham?

He is the man who introduced this office procedure. Sir Richard Tottenham belongs to the Indian Civil Service of the then British government. He worked as District Collector in North Arcot District in the pre independent India.

Before the Tottenham’s office procedures came in existence in government offices, “Maclean’s disposal number system” was in vogue. As per Tottenham office procedure, Secretariat office procedure manual, Revenue Department Board office procedure manual, District Office manual have been introduced. District Office is being used to a major extent in the District Collector’s offices and other government offices. This procedure is based on the “bureaucracy principle”. According to this, the office is divided into many sections and it will look like a pyramid. District Collector will be on top and the section heads / superintendents / clerks will be at the bottom.

The office is an organization having officers in many ranks from the bottom to the top. “Hierarchy”. For administrative convenience, the office will be divided into many sections depending upon the nature of the office.

- Administrative Section
- Accounts Section
- Planning Section
- Fair copy Section
- Audit Section

In each section, there will be many clerks.

The head of the office will be having administrative power of the entire office. Likewise, section heads / superintendents will be having employees working in that section and the sections under their control.

- Distribute the tapals allotted as per the distribution register to the concerned clerk and advice to take proper action on them.
- Discussions of the files submitted by the clerk and send them to the superior officers for appropriate decision.
- To supervise whether the approved draft letters have been sent to the out side offices after fair copying.
- To supervise whether the periodicals / reports are maintained properly.
- To check the personal registers of the clerks at appropriate intervals, point out the delays and expedite them.
- Maintain discipline in the section.
- Maintenance of attendance register / late attendance register
- To be a role model to others.

Now let us see what are the functions of the section clerk.

- To obey and carry out the instructions of the section head.
- Acknowledge tapals received.
- Register the tapals in the personal register.
- To take action on tapals within three days.
- Take action on DO letters within 24 hours.
- Write draft letters.
- After fair copying, get the signature of the officers and send them out.
- Maintain the reminder dairy and put up reminder letter on the due date.
- Maintain periodical register and take action on the due date.
- After obtaining the orders of the officer, dispose the files depending upon their nature. (L Dis, K Dis, K Dis or R Dis).
- Prepare index slips before sending the file to the records.
- Maintain stock file.
- To submit the personal registers, periodical registers, reminder dairy, stock files to the section head and officer properly on the due date.
- Protect official secrets.

1. Distribution Registers:

In big offices, consolidated distribution registers and section wise distribution registers should be maintained in the prescribed form.

All tapals received in the office should be noted in the distributed register duly acknowledged.

Service registers, documents, confidential files, cheques / drafts should be handed over to the concerned clerks. The clerks will acknowledge the receipt of tapals in the distribution register by affixing the signatures. The clerk / section head should on 11 and 21st of each month compare the personal registers and distribution registers and verify that all the tapals received have been registered in the personal registers. The head of the office should check the registers at least twice in a month.

The section head should certify that the tapals received daily have been given distribution register number and were given to the clerks concerned and their acknowledgement obtained.

Distribution Register Form:

Serial Number	Enclosure if any	Section of the Junior assistant And assistant and his initials	Nature of disposal and dates	Initial of the record clerk

Numbers disposed of and sent to record room should be rounded in the distribution register in red ink.

2. Personal Register:

Among all the registers to be maintained by the section clerks, personal register is the most important one. Through this,

- We can easily ascertain the stage at which a particular file is kept at a particular time.
- There were 11 columns in the personal register that was in vogue since 1966. But on the basis of administrative reforms, they have been simplified and there on at present seven columns only. They are as follows:

Serial Number	Current file number	Date of receipt	1 Subject 2 From whom received 3. Letter number and date	Date on which action was taken	Date of next action	Nature of disposal and date

- As soon as the tapals are received, they should be sorted out into fresh and registered tapals. Fresh tapals should be registered serial number wise.
- Tapals relating to old file should be written number wise as per the distribution register and the old file numbers should be noted against each.
- If the files are pending for over 3 months, such file numbers should be registered in the brought forward register, serial number wise.
- The file numbers brought forward should be rounded off in the personal registers.
- Brought forward register need not be written every year.
- The personal registers make the clerks fully accountable.

Arrear List:

Every clerk should prepare an arrear list each month and business return over in 6 months and bring down the number of files pending for over one year, only taking action on a war footing basis.

Number of files pending within 3 months	Section / Junior assistant and assistant
Over 3 months	Number of files pending ss
Over 6 months	
Over 1 year	
Total	
Percentage of pendency	
Remarks	

Other registers to be maintained in the office.

1. Fair copy register.
2. Dispatch register.

3. Local tapal delivery registers.
4. Stamp a/c register.
5. Pending register (Clerk wise).
6. Consolidated pending register.
7. Call book.
8. Security registers (Register of valuable articles).
9. Petition copy register.
10. Records issue register.
11. Suits register.
12. Register of important letters received from HOD.
13. Special register of tapals received by registered post.

Office Procedure:

1. Attendance time.

- On working days, office working hours from 10.00 am to 5.45 pm.
- Lunch hours between 1.00pm to 2.00 pm (30 minutes).
- All the staff members should not go for lunch at a time.
- Notified holidays as permitted by the government, leave may be taken (only 3 days in a year).

2. Attendance register.

- Immediately after coming to office, should record their initials against their names in Tamil.
- Attendance register should be closed after 10 minutes after the office hour.
- Should sign in the special register for late attendance.
- In a month, if with permission come to office late on 3 days, and if without permission come to office late on 3 days, half a day and one day CL respectively will be forfeited.
- Disciplinary action will be taken against those who come to office late continuously.

3. Availing of CL:

- To proceed on CL only after giving applications and getting orders on them.
- Before granting CL, the number of days of CL available at his credit in the CL leave register should be verified.
- Eligibility - 12 days in a year.
- Not to avail CL continuously exceeding 10 days at a time.

- Temporary employees will be granted subject to their eligibility.
- Leave applications should be filed in a consolidated current file and maintained.
- For every officer a page should be allotted.

Official Discipline etc:

- The employees should conduct themselves in a quiet and dignified manner, should be courteous with other employees.
- Speak in a low voice. Try to maintain complete silence in the office.
- Should do not reveal any information which they come to know on official matters to outsiders / to others working in office.
- If any body approaches to get such information, he should be politely directed to get the same from the section Head and other superior officers.
- Should not accept any kind of gifts or remuneration from those who approach you for official purposes.
- Should not write anonymous letters expressing your grievances.
- Should express their grievances to the Head of the office in writing.
- Instead of expressing lengthy grievances orally it is better to do it in writing.

Sorting out of Tapals and Registration:

- All tapals received in office should be opened in the presence of the head of the office.
- If he is on camp, this should be done in the presence of the office manager or the superintendent.
- The tapals should be registered in the Personal Register's by the office clerks on the date of receipt itself.
- They will be subject to severe disciplinary action for delay in this regard.
- The clerks should arrange the tapals received by them, and file them in separate files for follow up action.

Tapals and file management:

Parts of file:

1. Current file
2. Note file.

What is file??

File is nothing but a bunch of papers relating to a particular subject, which contains letters related to office notes and matters.

Current File:

Before opening a file, on receipt of tapal, the clerk will carefully examine whether there is previous correspondence relating to that matter. In this connection, he will examine the record index and the PR's. Hence when a file is already current, it is wrong to open a new file.

In case a new file is to be opened, the tapal received should be tagged on with the other tapals relating to the subject and a new file created. All tapals and office copies should be arranged in chronological order. The current file should be numbered on the right side in red ink.

Time bound reports and cheques / drafts should not be added on with the current file.

Note File:

- Today's note file becomes tomorrow's history.
- The clerk should not write the matters contained in the current file, tapals verbatim.
- He should write in the note file only matters on which decision has to be taken.
- He should note the important old letters, government orders, and guidelines in the margin.
- Under the RTI Act, the note file should also be sent to Right to Information commission. (previously it was not so)

In a note file:

- 1/3 margin to be left before writing on the paper.
- All the pages should be numbered in the blue ink.
- While writing do not leave any gap.
- All the conclusions done in the note, the officer should affix his initials.
- Same size of papers should be used in the note file.
- Previous files and records should be put up with flagging's.
- While flagging different records, GO's, books and maps etc, it should be done with separate flags like, A. B, C and so on.
- While putting up the previous file for reference, they should be put up as linked files.

Office Note:

Why should we write this??

In government offices action is continuous process. Employees may come and go, but office goes on and on. That is why it is necessary to put everything in writing. In the note file, factual details, rules and regulations act, procedures, precedence's etc will be noted down. Considering all these, will help to take appropriate decisions.

- Except exempted items, note file should be written in Tamil. While writing in English, it should be in simple language.
- It should be written briefly.
- Should be written in paragraphs.
- While writing draft letters, the following should be borne in mind.
- Government should be noted in plural and other departments should be noted in singular forms.
- (Example: Government have ordered, Rural Development Department has issued orders)
- Slang language should not be used.
- You should not use the sentence “By the undersigned officer”.

Communication:

To understand one's feelings and thoughts by others and to induce them to act according to that, is communication.

As far as the government offices are concerned, the information is communicated to outside offices by the following means.

1. Letters (including DO letters)
2. Memo to subordinate officers
3. Proceedings
4. U.O. note
5. Telegram
6. Circular
7. Endorsement
8. Telex message / fax
9. Press release
10. Notice
11. Office orders
12. Email
13. SMS

Fair copying and dispatch:

This is an important activity. All the draft letters approved by the officers will have to be sent to the

appropriate officers by typing, through computer or by fair copying.

Kinds of delivery:

1. Local Delivery
2. By post by affixing postage stamps.
3. Latest method of dispatch

To send tapals by post, postage stamps should be affixed.

Details relating to office procedures have been given above, let us be benefitted by following them.

Duties and Responsibilities of Panchayat Assistants:

1. Preparation of tax demands and sending them.
2. Maintenance of revenue collection including Panchayat taxes receipt books and related other registers.
3. Collection of fees for unhygienic and hazardous professions.
4. Maintenance of 1 to 31 registers relating to expenses including cash book.
5. Maintenance of Panchayat property registers.
6. Arrangements for the monthly meeting of the Panchayat.
7. Arrangements for the grama sabha meetings.
8. Send the Panchayat resolutions to the BDO (Panchayat) and AD's (Panchayat).
9. Numbering of chalans, entry in the cash books, and send reports to the EO (Panchayat), Deputy BDO and the AD (Panchayats)
10. Assist the village Panchayat President in the supply of drinking water in the Panchayat, maintenance of street lights, roads inclusive works. Implementation of schemes introduced by central / state governments.
11. Preparation of the budget of the Panchayat.
12. Maintenance of the registers relating to village Panchayat roads, Panchayat union roads and panchayat poramboke lands.
13. Maintenance of pay disbursement registers for the Panchayat employees.
14. All clerical works relating to the village Panchayat.
15. Maintenance of the NMR daily attendance register of the workers under the Mahatma Gandhi National Rural Employment Guarantee Scheme.
16. Other works that will be entrusted to him by the Director of Rural Development and Panchayats and the District Collector.

Duties and responsibilities under the Mahatma Gandhi National Rural Employment Guarantee Scheme:

As per the letter No: 738 75/2009 dated 13.11.2009, of the government RD and Panchayat, the duties are as follows:

1. Under National Rural Employment Scheme, at the Panchayat level maintenance of 1 to 5 registers.
2. To get the daily NMR attendance list maintained under the Mahatma Gandhi National Rural Employment Guarantee Scheme, from the Makkal Nala Paniyalar and send it to the office.
3. To get the cheques memo to pay daily wages to the workers working under the Mahatma Gandhi National Rural Employment Guarantee Scheme and get the it encashed at the bank after getting the signature of the village Panchayat President and Vice President.
4. Disbursement of the weekly wages in the presence of the Payment Committee.
5. To remit the undisbursed wages of the workers in their respective bank accounts.

Registers to be maintained by the Panchayat Assistants:

Form	Registers
Form 1	House tax demand notice: This has to be sent with the details i.e., Name of the house owner, category of house, tax to be paid.
Form 2	House tax receipt: This has to be given to the person paying tax.
Form 3	House tax (Arrear and Current) demand register: This will be in force for 5 years. If tax has to be paid for a new house, this can be included in this register. If deletion is to be made, it can also be made in the first page of the register, rate of tax, the basis (cost of investment, extent value, annual / rental value should be noted. The resolution to that effect to be enclosed. Further, resolution fixing the tax rates should also be enclosed.
Form 4	Professional tax receipt: This has to be given to the person paying the professional tax.
Form 5	Professional tax (Arrears and Current) demand register: Names of the persons paying professional tax details should be entered in this register.
Form 6	Miscellaneous receipt: This has to be given to persons who pay these taxes for having the tax.
Form 7	Taxes and collection of miscellaneous items register: This is a register maintained for collection of house tax, advertisement tax and other Panchayat taxes decided by the Panchayat.
Form 8	Subsidies and allotted items collection register: This contains state financial subsidy and allocated receipts.
Form 9	Village Panchayat fund chitta: In this register daily receipt items should be entered.
Form 10	Miscellaneous demand, collection and arrear register: All tax items and lease fees, other fees, collection details, and arrears should be registered.
Form 11	Cash register (Village Panchayat fund account): For each fund account separate cash book entries to be made. In this register daily receipts and expenditure items should be entered.
Form 12	Recoverable advances register: If the village Panchayat gives advance for any expenditure, that advance should be given only after entering in this register.

Form	Registers
Form 13	Categorized amount payment register or Panchayat sanctioned list register: All items of payments by cash or cheque after the sanction of the list should be entered in this register.
Form 14	Debt receipt register: This is a register in which acknowledgement is obtained for the money given.
Form 15	Estimates and collection register: (Village Panchayat Fund account): Estimation for the works taken up through the Panchayat funds, and allocated amount and expenditure statement should be entered.
Form 16	Ledger of Village Panchayat's properties: The details of all the assets created through the Panchayat fund and Panchayat's properties should be entered item wise.
Form 17	Maintenance register: Panchayat properties should be entered item wise.
Form 18	Street lights, accessories, spare parts of hand pumps, public health related things and other utility articles and stock register: Stock details of all the articles purchased by the Panchayat to be entered in this register.
Form 19	Voucher: Details of receipt books to be entered.
Form 20	Stock register of money value forms, measurement books and contract forms etc, stock particulars of money value forms and other forms to be entered. Money value forms, receipt books for professional tax and advertisement and miscellaneous taxes stationery stock and security deposit.
Form 21	Unsold articles register: stock of goods that will fall into repair and useless things to be entered.
Form 22	Register showing stocks of cement, steel, doors, doorway, windows and other construction materials register: Stock of cement, steel doors, windows, tar and other materials received through the Panchayat to be entered in this register.
Form 23	Cash book (Provided for subsidy account): All receipt items given for the state and central government schemes to be entered.
Form 24	Register of categorized amount of receipts and payments (Subsidy granted account): Receipts of 12th Finance Commission subsidy amount and last rites amount and expenditure items to be entered.
Form 25	Estimates and collection register (Sanctioned subsidy account): In this account, particulars related to estimates and fund allocations for the capital and maintenance works undertaken to be noted.
Form 26	Village Panchayat Plan Fund account: In this account, receipts and details of the works done should be entered.
Form 27	Categorized receipts and expenditure register (Plan fund account): Details of amount received and disbursed under Jawahar Employment Scheme, Indira Housing Scheme, and Central Rural Conservancy Scheme should be entered in this register.
Form 28	Plan works register: All the plan works taken up for the benefit of village Panchayat to be entered in this register. Entries about estimates and allocations.
Form 29	Details of beneficiaries through the plan are contained in this register.
29 (a)	Integrated Rural Development Plan: Details of beneficiaries, subsidy etc, under this plan are entered in this register.
29 (b)	Indira Housing Scheme (Group Houses): Details of beneficiaries, subsidy etc, under this scheme are entered in this register.

Form	Registers
29 (c) .	Central Rural Health Scheme register (for each house lavatories): Details of individual lavatories, persons who built them and subsidy granted etc are entered in this register
29 (d) .	Others: In addition to the above schemes, details of beneficiaries, subsidy received under the schemes announced by the central government from time to time are entered in this register
Form 30	Monthly details of the categorized receipts and expenditure under 3 categorized accounts which have to be sent to the Inspector after getting the approval of the Village Panchayat.
Form 31	This is a sample form for preparation of budget for the Village Panchayat. In this, previous year's income and expenditure and the anticipated income and expenditure for the coming year will be noted.

EXAMPLE 3: JOB CHARTS (MAHARASHTRA)

COURSE DIRECTOR

Training Management Related Functions :

1. To remain in close contact with relevant executives (particularly Training Coordinators) of Government, Semi-Government and Non-Government organizations and identify the training needs of prospective trainees of the Academy.
2. To draft Training Course Profiles (TCPs) of assigned course.
3. To function as a Course Director for the training courses. This involves performing the various activities related to training within prescribed time limits with the help of Associate Course Director as briefly described below :
4. To correspond with nominating authorities and obtaining nominations,
5. To correspond with nominees and ensure participation,
6. To prepare course schedule and ensure resource person's contribution
7. To conduct the training programmes with the help of Associate Course Director and Course Assistant
8. To settle administrative matter
9. To exercise supervisory control over Associate Course Director, Course Assistant and Resource Persons.
10. To prepare reading material course

Assistant Course Director

Training Management Related Function:

Assist in effective organizing and conduct of assigned training courses (This involves performance of under mentioned activities)

Obtaining Nominations :

1. To draft, type and mark copies of the letters to be sent to nominating authorities; and
2. To dispatch the letters

Corresponding with Nominees :

1. To draft, type and make copies of the letters to be sent to nominating authorities ; and
2. To dispatch the letters

Preparing Course Schedule :

1. To type the course schedule drafts;
2. To make and distribute the copies

Corresponding with Resource Persons :

1. To draft, type and make copies of the letters to be sent to resource persons ; and
2. To dispatch the letters

Corresponding for Administrative Services :

1. To draft CD's Circular and notes and fill various formats to be sent to various service provider sections of the Academy
2. To make arrangement for the dispatch of these to various sections

Conducting Course :

1. To register participants and distribute the stationery items and reading materials
2. To receive and attend Resource Persons and provide them course related material and information
3. To facilitate Resource Persons for conduct of their sessions
4. To make payments to Resource Persons
5. To attend participants legitimate needs
6. To prepare course completion certificates and relieving reports for the participants
7. To attend the field visit / village visit

Settling Administrative Matters :

1. To dispatch participant's relieving reports
2. To dispatch mess service utilization slips
3. To return balance stock of stationery items
4. To return books and video cassettes
5. To deposit with the library the reading material
6. To send information to course cell (Training Manager)
7. To settle course advance account
8. To maintain course file

Administration Related Functions :

1. To maintain course files, resource persons directory and various records related to training courses
2. To submit to the superiors the records and registers for scrutiny
3. To register and deposit the records with the record room

APPENDIX

COURSE COORDINATION

COURSE DIRECTORS

The course coordination includes organizing and managing all the related activities that a trainer has to perform as distinct from the efforts and activities required for designing and delivering a training. These activities provide a conducive atmosphere for the training activity to be performed and **ensure effective training is imparted.**

All the course coordination activities can be divided in three stages.

The first stage: Pre Training Activities

1. Obtaining Nominations :

- To draft, type and mark copies of the letters to be sent to nominating authorities; and
- To dispatch the letters

2. Corresponding with Nominees :

- To draft, type and make copies of the letters to be sent to nominating authorities ; and
- To dispatch the letters
- Send participants relevant information about the travel arrangements

3. Preparing Course Schedule :

- To type the course schedule drafts;
- To make and distribute the copies
- Finalise schedule with the concerned organizations for local/outdoor visits

4.. Corresponding with Resource Persons :

- To draft, type and make copies of the letters to be sent to resource persons ; and
- To dispatch the letters

5. Corresponding for Administrative Services :

- To draft CD's Circular and notes and fill various formats to be sent to various service provider sections of the Academy for hostel, classrooms, visual and training aids, Out-Door Management
- To make arrangement for the dispatch of these to various sections
- Finalise appointments with the concerned organizations for local/outdoor visits. Collect relevant information about the travel arrangements

Second Stage: Training Event Management

6. Conducting Course :

- Preparation for reception of participants
- To register participants and distribute the stationery items and reading materials
- To receive and attend Resource Persons and provide them course related material and information
- To facilitate Resource Persons for conduct of their sessions
- To make payments to Resource Persons
- To attend participants legitimate needs
- To prepare course completion certificates and relieving reports for the participants
- To attend the field visit / village visit

Stage 3: Conclusion and Post training Event

7. Settling Administrative Matters :

- To dispatch participant's relieving reports
- To dispatch mess service utilization slips
- To return balance stock of stationery items
- To return books and video cassettes
- To deposit with the library the reading material
- To send information to course cell (Training Manager)
- To settle course advance account
- To maintain course file

8. Administration Related Functions :

- To maintain course files, resource persons directory and various records related to training courses
- To submit to the superiors the records and registers for scrutiny
- To register and deposit the records with the record room
- Preparation of list of the participants giving their official and residential addresses is prepared.
- Preparation of the certificates of participation
- Arrangements for group-photograph
- The feed back of the participants is obtained and compiled generally in the prescribed evaluation formats.

RESOURCE BANK

ICE BREAKERS

Ice breaker 1– Human Knots

An ideal game for when you want a quick energy boost.

Get your group to make a circle, and face center. Have group shuffle up close, shoulder to shoulder and close their eyes. When all ready, ask them to carefully reach out and clasp hands, any hands, with people in the circle.

As facilitator, open your eyes and check that each hand is joined to only one other hand, and that there is a healthy amount of intermingling.

When you're satisfied they're ready, ask the group to open their eyes and start un-tangling the knot without letting go hands.

Eventually the group will untangle into a perfect circle, maybe with a breakaway smaller circle. Get everyone to clap and congratulate themselves for a job well done.

Caution – this is a physical activity so ensure that people are suitably dressed, physically able and willing to take part.

Ice breaker 2 – Catch!

Ideal for groups who need to learn names quickly. Not ideal for groups of complete strangers as it relies on knowing at least one or two of the group's names!

Get your group to form a circle. The purpose of the game is to learn names by throwing the ball. Each person must throw the ball 3 times.

Start the game by throwing the ball to someone you know – say their name as you throw the ball. This person throws the ball to someone else and says their name. And so on, until each person has thrown the ball 3 times.

If some poor soul is left out, take the lead and throw the ball to them asking their name.

Ice breaker Game 3 - Ha ha ha!

An informal ice breaker for groups of 7 or so. Do not play with people with sense of humour by-passes.

Have each person lay in a line on the floor side by side, like sardines in a tin. Each person must lay their left hand lightly on the stomach of the person on their left. (Assuming all their heads are on the same side!)

Person 1 says "HA". Person 2 says "HA HA". Person 3 says "HA HA HA" and so on up the line. Any gigglers must be taken out the line and people left shuffle along to fill the whole. Start the game again with Person 1 and keep going until everyone has laughed and no-one is left.

Ice breaker Game 4 - Circles

Duration: 5 - 10 minutes

Objective: This energiser provides a little head-scratcher for participants and can be used as a pick me up after a break or to inject a bit of interest at any point.

Instructions: Provide participants with the 'Circle' sheet provided (next page) as a handout and ask them to solve the puzzle. The first one to achieve the task wins.

The task is relatively simple, but it does break up a training course and will test brain power. It's useful to use during a training course on problem solving or you can use it as part of a communication session where you ask one participant to describe the solution to the other.

The solution is also provided at the end.

Circles

Can you turn the rows of 'O's below into a circle by moving just two of the 'O's?

In other words turn this...

Into this...

Solution... Move the O at the top right of the first row and the O in the middle of the bottom row picture one to the position of the bottom two O's in picture two

Ice breaker Game 5 - Dirty 33

Duration: 10-15 minutes

Objective To help participants to re-focus their minds during a lull in a training programme

Resources Needed

Flip chart and marker pen

Dirty Thirty Grid – enough for each participant to have a copy

Instructions

Draw the following table on the flip chart, with the list of numbers underneath it before starting this activity

1, 2, 3, 4, 5, 6, 10, 11, 12, 12, 13, 14, 14

Distribute the Dirty Thirty grid so that each participant has a copy.

Ask the group complete the square, so that all columns and rows add up to 30. Make it clear that they must only use the numbers listed in the handout.

After a few minutes, complete the grid on the flip chart by showing the correct answer below:

Dirty Thirty Grid

Complete the grid, so that all columns and rows add up to 30. You must use only the numbers listed under the grid.

Ice breaker Game 6 - Blind Polygon

What: A challenging problem-solving initiative that casts light on the team's listening skills, roles, meeting dynamics and problem-solving processes.

Group Size: 10-30

Time: 15 mins

Props: One blindfold per participant; one 50 - 100 foot length of rope; video camera (optional)

Objective: For the blindfolded group to form a perfect square (or triangle, or hexagon if you're somewhat sadistic ...) with the rope.

Instructions: Blindfold the group, lay a rope on the ground somewhere in their midst, then cryptically tell them that there is something in their midst that they will need to find, that they will know it when they find it, and that you will give the group further instructions when each person is holding the prop. Instruct them to move slowly and with their hands out in front of them to prevent bumps. After the group finds the rope, tell them to make it into as perfect a square as they can, and that they will have up to twenty minutes to do so. Videotape the whole affair. When the group decides that it has made a square, they can remove their blindfolds and check their work. Total time to this point is 30 minutes.

Pop the tape into a VCR and play it back for the group, pausing it at points and inviting participants to observe and point out significant aspects of their group process. Debrief time is 30 minutes for a total of one hour.

Facilitator Notes:

- This activity is challenging - expect some resistance or "checking-out."
- POSSIBLE USES:
 - ▶ ASSESSMENT / OWNERSHIP OF ISSUES: When used at the beginning of a training day, have the group identify the strengths that they observe and the opportunities for growth. Depending upon the group's performance, can also be used at the conclusion of training to note improvement.
 - ▶ SKILLS PRACTICE: Can also be used following classroom training as skills practice on identified areas for improvement. In this activity, the group must 1) hold a meeting, 2) problem-solve, and 3) make a decision, so it is most appropriate as part of any of these trainings.

Ice breaker Game 7: Mirror Image

- This activity involves people in pairs, with one person mirroring the actions and movements of the other person.
- Body movement exercises can be most revealing, confronting and rewarding. “Human sculpting via mirroring” brings body movement exploration into the dyad. By reflecting body movements of another, several subtle but complex processes are activated, heightening self- and other-awareness. Immediate non-verbal feedback exercises in the right time and place have the potential to be transformational. Other times this can simply be a fun loosen-upperer.
- Works with any size group; split into pairs/couples.
- Although it is simple, the activity can be confronting, and requires mature leadership and a well chosen moment/sequence/program.
- Usually make sure the social ice is well and truly broken, and that there have been other body movement and physical warmup/stretching exercises, with some laughter and some seriousness.
- Offer a demonstration. Invite a volunteer to stand facing you about half a metre apart. The instructor initiates action, with the other person following in “mirror image”.
- Make your movements interesting and slow enough for the other person to mime as if they were a full length mirror.
- Also include zany stretches/contortions to get a few laughs, especially facial gymnastics. Include action sequences for tasks like brushing your teeth. The demonstration helps to loosen up conceptions and inhibitions.
- In pairs, one person stretches, the other follows. Then swap after some time.
- Debrief
 - ▶ Was it difficult to be the mirror image?
 - ▶ Was it a little irritating to see the person behave not exactly the same way as you?
 - ▶ Does the same apply to the people we meet?
 - ▶ Are people are mirror images?
 - ▶ Can we accept them as they are?

Notes

- **Variation:** Reverse-mirror image. Try following partner’s movements in reverse-mirror image (i.e., swap left <-> right)

The exercise can be done in different ways to emphasize difference aspects, e.g., for trust-building, drama warmup, ice breaker, etc

Ice breaker Game 8: Seven- Up

1. Ask Participants to form a Circle.

2. Describe the procedures of the game.
3. The person starting the game will say one indicating either his/her right or left side by putting the palm of the hand on the chest.
4. The person on the right or left so indicated by the first person will Say two.”
5. This second person then indicates another person either on his/her right or left side in the same say as the first person did. In this way the game will continue until it reaches the sixth person.
6. The seventh person should say “seven up,” putting his/her palm on the head pointing either right or left.
7. The game starts again with the eighth person.
8. Participants will play the game quickly and who make mistake or cannot follow the rules are disqualified and will be out of the game.
9. Select one person to start the game.
10. Supervise the game, select the first, second and third remaining players and give them rewards.

Appropriate number of participants: 10-15 persons

Time required: 10-15 minutes

Note: If the number of participants is large, then divide them two groups.

Ice breaker Game 9: Multiple use of marker pen

1. Ask participants to form a circle in the middle of the training room. Tell them that they will now play a game that requires innovative thinking and performance skills.
2. Take a comb and demonstrate how it can be used to write and as a knife to cut something.
3. Hand over the comb to a participant and ask his/ her to demonstrate something new. After his/ her performance, the participant hands over this comb to another participant
To show something new using the same com.
4. Ask other participants to guess what the demonstration is about.
5. Continue this exercise until everyone finishes his or her performance.

Time required: 10 minutes

Note: Trainers can use any object –comb, scale, paper, handkerchief, string, etc.

Ice breaker Game 10:Nine dot

1. Distribute to each participant a piece of paper and a pen.
2. Draw nine dots on the chalkboard or whiteboard.
3. Ask participants to draw nine dots on their paper and join them as follows.
 - Dots must be joined by four straight lines

- Pen should not be pulled off the paper
- 4. Participants who can join nine dots before anyone else will be announced the winners.
- 5. Let the others try until most of them are successful.
- 6. Finally ask any of the participants to show how s/he joined the nine dots.

Time required: 5-10 minutes

Ice breaker Game 11: Square game

1. Distribute to each participant a piece of paper and a pen.
2. Draw the 4 x 4 square shown below on the board.
3. Ask participant to draw a similar square on their paper.
4. Ask them to count as many squares as they can find in the big square.
(Tell participants not to count the rectangles but only the squares.)
5. Let the participants call out the number of squares they could count.
6. There are 30 squares in the big square.
7. Participants who can call out the correct number first will be announced the champions.
8. Let the other try and count the number.

Time required: 5 -10 minutes

Ice breaker Game 12: Team –building

1. Ask participants to form groups (6-8 person in each group).
2. Tell the participants that they will now play a game that requires cooperation and support from group members.
3. Take several newspapers or big sheets of paper (one for each group) and put them on the floor in different corners of the room.
4. Assign each group to a sheet of paper in one of the corners.
5. Ask each group to stand inside the boundary then fold the paper into half ask them to stand inside the boundary of the paper thus reduced in size.
6. Reduce the size of the paper 3-4 more times.
7. Continue the exercise until no group can fit all of its members on the paper.

Time required: 15-20 minutes

Ice breaker Game 13: Introducing yourself

Fold sheets of full –size white paper into four sections. Give a folder sheet and a pen to each participant. Ask them to do the following.

1. In the upper left section of the sheet resulting from the fold, write down name, job title and organization.
2. In the upper right section of the sheet, indicate two expected results from the training.
3. In the lower left section of the sheet, write down your favourite foods and hobbies.
4. In the lower right section, draw any symbol or picture that you feel describes your life-style. (Example: open sky, symbol of openness, being open- minded)
5. On completion of the exercise, ask participants to present. Each person will be allowed 2-3 minutes for his or her presentation.

Time required: 10-15 minutes

Note: The amount and types of information to write in each section can be changed.

Ice breaker Game 14: Machine game

1. Select picture according to the number of participants. One picture is necessary for every two participants. (If the total number of participants is 20, then select 10 pictures.
2. Cut each picture into two pieces.
3. Distribute the pieces of picture randomly to each participant.
4. Ask each participant to find the other part of the picture to make it complete.
5. When participants find the matching halves of their picture, ask each pair to sit together for five minutes and get to know each other.
6. During the plenary ask each member of the pair to introduce the other

Time required: 10-15 minutes

Ice breaker Game 15: Paper ball

1. Ask Participants to form a circle in the middle of the training room.
2. Make a ball by rolling up newspaper or used paper.
3. Throw the ball to any participant for them to catch, and ask the participant to introduce him/herself and to state what they expect from the training.
4. After the introduction, ask him/her to throw the ball to someone else.
5. Continue this exercise until everyone finishes introducing him or herself.

Time required: 15-20 minutes

Ice breaker Game 16: Bingo

1. Distribute bingo sheets (as Prepared below) to all the participants.
2. Ask each participant to go to another participant to see if they both can respond with a “yes” to the items in the boxes on the sheet.

3. If there is agreement on any item, the other participant must sign his/her name in the appropriate box.
4. Have each participant do the same with all the others. The participant who gets signatures in all the boxes has to announce the names of the people from whom s/ he obtained signatures and will be declared the winner.

Example of a Bingo Sheet

- Have to children or more
- Enjoy spicy food
- Check e- mail at least once a day
- Like romantic movies
- Like Ice-Cream
- Had hair cut within two weeks
- Enjoy travelling
- Like Swimming
- Like to Sing
- Believe in horoscopes
- Like yellow rather than red

Time required 10 -15 minutes

Ice breaker Game 17: The Betting Ring

Betting ring is an opportunity to ask a question which is answered by everyone in the group. A question is asked. A response is recorded from each participant. A prize or motivation aid is awarded to the person with the most correct answer.

How to use a betting ring

- Select a question on a subject that is familiar to the participants but to which they are unlikely to know the correct answer
- Choose a question for which there is a measurable answer, weight, volume, area, number etc.
- Don't guess the answer – if you can't work out the correct answer, don't ask that question
- Make sure everyone understands the question and give them time to do a rule of thumb calculation
- Ask each participant in turn to give his answer and record it where everyone can see. If possible, make a rule that no two people can give the same answer
- Reveal the correct answer
- Award a prize for nearest correct answer – something small and consumable, for example sweets, that anybody would be pleased to receive
- Explain the reason for the answer

When to use a betting ring

- At a time in the day when teaching is difficult, for example after lunch or when people are hot and tired
- As a finale to a topic
- To illustrate the importance of a subject
- When the level of participants are varied

Why use a betting ring

- To introduce excitement and competition
- To encourage the audience to think /plan
- To get individual participation
- To brainstorm

Ice breaker Game 17: Buzz groups

This is a question or statement that is displayed on a flipchart and participants generate their responses in small groups. Responses are listed and the participants select common responses for discussion as a whole.

How to use buzz groups-DISCUSSION

- Tell the participants to scan the lists
- Ask what items are common to all lists. After one has been suggested, underline it on each list
- Invite nominated participants to explain the item.
What do you mean by.....?
Can you give me an example from your own experience?
- Repeat the process for the next item
- When the discussion is well established, you can pick on particular items on any list and request explanation
- At the end of the discussion, summarize briefly and make a positive link with what happens next

When to use buzz groups

- At the start of a presentation
- After a break
- To change the subject

Why use buzz groups

- To establish current levels of knowledge and understanding within the group
- To establish previous experience

QUICK GAMES/ENERGISERS

A Case of Doubles

Objective

- To have fun

Number of participants: Unlimited

Duration: 2-10 minutes

Material Required: None

Steps

1. The Facilitator writes on the board 'TTFSS?'
2. The Facilitator asks the participants to guess the two missing alphabets.

Variation: The activity can be done in groups to demonstrate the benefit of synergy, if used as a small group exercise.

Solution

The 2 missing letters are 'O' and 'E'. Why? The sequence of letters is composed of the first letter of each number between 1 and 8 – One Two Three Four Five Six Seven Eight

Source: Adapted and modified from 103 Additional Training Games by Gary Kroehnert

The Pencils

Objective

- To have fun
- Build synergy and energy in classroom space

Number of participants: 35-40

Duration: 5-10 minutes

Material Required: An object like a pen/pencil/duster, etc.

Steps

1. The Facilitator asks for 3 volunteers who will be called as 'Finders' to leave the room. Before they do so, the facilitator shows them the chosen object and tells them that this will be hidden and they will need to find it without talking to anyone.
2. Once the finders go out, the facilitator along with the participants hides the object.
3. The Facilitator instructs that the participants in the room will need to clap as the finders try to find the object. The closer any of the finders gets to the object, the louder the clapping.
4. Finders enter the room. Participants in the room keep clapping softly or loudly till the time the object is found.

Source: Adapted and modified from Conflict And Communication – A Guide through the labyrinth of conflict Management by Daniel Shapiro

That's Impossible

Objective

- To have fun
- To make everyone laugh

Number of participants: Unlimited

Duration: 1-2 minutes

Material Required: None

Steps

1. The Facilitator tells the participants that they are going to undergo a test (And, if they pass the test, their class will be cut short).
2. The Facilitator asks the participants to place one of their hands on the desk in front of them with all of their fingers spread out. Now, he/she asks them to tilt their hand up slightly at the back (near the wrist) and tuck their middle finger underneath as far as they can. Now, they are to place their hand down as flat as they can on the table, keeping the middle finger tucked under.
3. The Facilitator asks the participants to raise their thumb off the table. Once everyone has done so, the thumbs are put down.
4. The Facilitator asks them to raise their pinkie/little finger. Once done, all keep it back down.
5. The Facilitator asks them to raise their index finger. Once done, all keep it back down.
6. The Facilitator says, "If you can raise your ring finger, I will give you free time" (or any other reward)

Note to Facilitator: *If everyone has their hand in the correct position, it is almost impossible to lift the appointed finger off the table. If anyone does, just tell them it was not lifted high enough.*

Source: Adapted and modified from 103 Additional Training Games by Gary Kroehnert

Add 'em Up

Objective

- To have fun
- To develop a sense of competition

Number of participants: Unlimited

Duration: 2-5 minutes

Material Required: None

Steps

1. The Facilitator puts the below mentioned table on the board

8	1	?
3	5	?
4	9	?

2. The Facilitator asks the participants to guess the missing numbers. The answers will make all of the rows, columns and diagonals add to the same number.

Variation: This can be done in small groups to promote teamwork and synergy

Solution

8	1	6
3	5	7
4	9	2

Source: Adapted and Modified from 103 Additional Training Games by Gary Kroehnert

Team Up**Objective**

- To have fun
- To develop a sense of competition
- To develop group synergy

Number of participants: Unlimited, divided into smaller groups of 6-8

Duration: 10-15 minutes

Material Required: None

Steps

1. The Facilitator puts the below mentioned table on the board

3	2	1	1
3	1	4	3
4	3	2	4
2	2	1	4

2. The Facilitator informs the groups that their task is to divide the number square put on the board into four equal parts, each part containing one of each number.

Variation: This can be done as an individual task in case of lack of time or a time limit can be set while the task is being done in teams

Solution

3	2	1	1
3	1	4	3
4	3	2	4
2	2	1	4

Source: Adapted and modified from 100 Training Games by Gary Kroehnert

Co-Operation**Objective**

- To allow participants to see how they can achieve more goals, if they work together rather than compete with each other

Number of participants: Unlimited; Even numbers

Duration: 5-10 minutes

Material Required: None

Steps

1. The Facilitator asks participants to form pairs and each pair stands facing each other.
2. The Facilitator instructs partners to hold their partner's right hand with their own right hand (similar to a handshake).
3. Now, the Facilitator tells the participants that this is a 'wish-making' exercise and each participant can make as many wishes as he/she wants in 60 seconds.
4. After 60 seconds, the Facilitator tells the participants that good luck will strike them and they will be granted one of their wishes each time they can touch their right hip with their right hand while still holding onto their partner. The Facilitator gives 60 seconds to the participants to have as many wishes granted as they can.
5. The Facilitator can ask a few pairs with very high or very low wish score to demonstrate.

Possible Debrief Questions

- Why was it that some pairs had almost all their wishes granted?
- Why was it that some pairs had none or very few wishes granted?
- Are we all naturally competitive? Why?

Note to the Facilitator: *Some participants may be uncomfortable pairing with people of opposite sex for this activity.*

Source: Adapted and modified from 100 Training Games by Gary Kroehnert

Approach & Avoid

Objective

- To energise a group
- To provide a mental break
- To have fun

Number of participants: 30-35

Time required: 5-10 minutes

Material Required: None. A large open space indoors or outdoors is necessary to conduct this activity.

Steps:

1. The Facilitator asks each participant to silently select one person they want to approach and one person they want to avoid. This has to be through eye contact only. No actions or gestures are allowed.
2. The Facilitator tells the participants that once the activity starts, at no point of time they can be stationary and they are to get as close as possible to the person they want to approach; and simultaneously, get as far away as possible from the person they want to avoid.

Source: Modified and adapted from How To Motivate Audiences by R. Bruce Baum

GAMES

What did you see?

Objective

- To enhance observation skills

Number of participants: Unlimited; paired for the activity

Duration: 5-10 minutes

Material Required: Copy of what did you see handout for each participant or questions from the handout written on a chart/board. Paper and pen for participants in case the questions are written on the board/chart

Steps

1. The Facilitator prepares for the activity by pairing the participants and keeping the 'What Do you see?' handouts ready. In case of no handouts, the questions are to be written on the board/chart, but kept hidden for the first part of the activity.
2. The Facilitator tells the participants that each member of a pair will introduce himself/herself by saying his/her full name, hobbies and favourite food.
3. When the introductions have finished, the facilitator asks each pair to turn their back on each other so that they are completely out of sight of each other.
4. The Facilitator, now hands over a copy of the handout 'What Do You See?' or unveils the questions and hands out paper pen for each person to write the answers.
5. The Facilitator gives 1 minute to complete the questions and then asks the pairs to turn around and check how many answers have they got right.

Possible Debrief Questions

- Who had the highest score?
- Why is it that some people seem to be more observant than others?
- How can we improve our observation powers?

Note to Facilitator: *The questions in the handout can be modified depending on the audience. Just ensure that the questions can be answered by sharp observation.*

What Did You See?

(Handout)

You have just spent some time talking to your partner and introducing yourselves to each other, so you should know the other person reasonably well. Let's test this assumption.

1. What is your partner's first name?

2. What is his/her surname?

3. What is the colour of his/her eyes?

4. Is he/she wearing spectacles? If yes, describe them.

5. What is the colour of his/her hair?

6. Is the top collar button of their shirt closed?

7. Is he/she wearing any jewelry? If yes, describe.

2. Who am I?

Objective

- Encourage self-reflection

Number of participants: Unlimited; paired for the activity

Duration: 5-10 minutes

Material Required: Pen/Pencil and paper for each participant

Steps

1. The Facilitator instructs the participants that they would be responding in writing to 10 questions, so they should keep their paper and pencils ready
2. The Facilitator then asks the participants 'Who am I?' 10 consecutive times.
3. In the end, the facilitator asks participants to cross off 3 responses, then 3 more and encourages them to share the last 2-3.

Possible Debrief Questions:

- What types of responses did you write?
- How did it feel to cross items off?
- What types of responses were crossed off first/last (e.g. most negative, less important, etc.)?
- What did you learn about how you see yourself?

Source: Wilmes, Scott & Rice, created by Juan Moreno

3. The Ball Game

Objective

- To promote teamwork and problem solving and memory building

Number of participants: 30-35; standing in a circle

Duration: 20-30 minutes

Material Required: A table-tennis ball, a stopwatch

Steps

1. The Facilitator explains the rules of the game
 - a. The game begins and ends with the facilitator
 - b. Each person must touch the ball only once
 - c. The ball can not be passed by a participant to anyone standing on either side of him/her
 - d. Each participant must also remember the order of who has the ball before his/her and who he/she gives the ball to; these are the only rules of the game
2. The facilitator throws the ball to someone in the group, who then throws it to someone else, etc., until the last person throws it back to the facilitator.
3. The facilitator or timer tells the group how long the process took. (Participants were not previously informed, it would be timed).
4. The Facilitator instructs the group to cut their time in half and repeat the process until the group cuts their time down to 3-5 seconds for a group of 25 participants.

Possible Debrief Questions

- How the group could complete the task in 3 seconds when it took ____ minutes, the first time?
- What helped you reach the goal?
- What hindered you? How did you look at the problem in new ways?
- What does this tell us about human nature?
- Did anyone else suggest that you do it in less time other than the facilitator? Who or why not?

Note to Facilitator: *This activity takes approximately 20 minutes for group of about 25 people. It will take the group several tries to refine their strategies (e.g., standing next to people who pass them the ball, asking the facilitator to play an active role in moving the ball). The facilitator should not answer questions except to repeat the rules mentioned in the beginning of the game.*

Source: Wilmes, Scott & Rice, created by Juan Moreno

4. Reincarnation

Objective

- To get the participants to know each other better

Number of participants: 30-35; Larger groups can be grouped into smaller groups

Duration: 20-30 minutes

Material Required: None

Steps

1. In small groups or individually, the Facilitator asks everyone to answer the question, "If it were possible for you to be anyone else, living or dead, who would you be and why?"

Possible Debrief Questions

- Did that give a better insight into other people?
- Did that give you a better insight into yourself?

Note to Facilitator: *This game is also ideal for a session requiring introductions. In case a participant does not want to be anyone else, encourage him to think of someone who he looks upto and admires. If still, he/she does not want to share, let him/her be.*

Source: Unknown

5. Post Me a Note

Objective

- To get the participants to thinking positively about others
- To get the participants give positive messages to others
- To make participants feel good about themselves

Number of participants: 25-30 (The more the number of participants, the longer it will take); preferable seated in a circle

Duration: 30-40 minutes

Material Required: An envelope and pen/pencil for each participant; number of strips of paper; pen/pencil for each

Steps

1. The Facilitator tells the participants that they will be involved in a positive reflection exercise and distributes to each participant a pen, an envelope and enough strips of paper to write one comment per person in the group.
2. The Facilitator asks each participant to write their name on the front of 1 envelope and then pass it on to the person sitting on his/her right who thinks of a nice or positive point about the person whose name appears on the envelope, writes it on a strip of paper and puts it into the envelope. The envelope is then further passed on to the person on their right and so on.
3. When all envelopes have completed full circle, tell participants that they may go through their own envelope and read the comments.

Possible Debrief Questions

1. How does everyone feel?
2. Does anyone have any comments in their envelope that they would like to talk about?

Note to the Facilitator: *Ideally, you should also participate in the task. In case of large group sizes, as a variation, the participants can be broken down into smaller groups for the activity. Also, this is an ideal end of the session/year activity.*

Source: Adapted and modified from 100 Training Games by Gary Kroehnert

6. Alphabetter

Objective

- To promote team building
- To encourage fast thinking and problem solving
- To promote the ability to spell

Number of participants: 13 to 26 per group

Duration: 15 minutes

Material Required: A space where participants can stand next to each other to spell words; cards with each alphabet

Steps

1. The Facilitator tells the participants that they are going to participate in a spelling exercise as a team.

Variation: Select a theme of the words, put forth to spell.

2. If there are thirteen people in a group, the Facilitator assigns each person two letters. If there are twenty-six people, each is assigned one letter. This can be done randomly by having all letters of the alphabet on separate cards. The cards are fanned face down and each person takes one or two. The Facilitator instructs the participants that no words will be allowed after this.
3. The Facilitator (or a volunteer in case of extra participants) calls out various words and the individual who possess those letters run up and spell out the word(s) standing in a sequence so the word is spelled correctly.
4. Suggested words for this activity are: mustard, zebra, oxen, washing, very, jump, quiet, drive, cloak, flying.

Possible Debrief Questions

- Was it easy making words without talking? Why?
- Did it get better as more and more words were made? Why?
- How did you communicate in absence of words?

Note to Facilitator: Do not use words which have the two alphabets repeated in case there is only one person representing the alphabet.

Source: Modified and adapted from How To Motivate Audiences by R. Bruce Baum

7. Hog Call

Objective

- To promote trust, communication and listening skills

Number of participants: 20-25

Duration: 5-7 minutes

Material Required: None. However, this works best with a large clear area or space indoors or out.

Steps

1. The Facilitator arranges participants in pairs. In case of odd number, there is one group of 3.
2. The Facilitator instructs each pair that together, they need to come up with a compound word or two words that go together in some logical way. Examples can be from the group or given to all (e.g. hotdog, sunshine, light bulb, salt and pepper, etc.). In case of the group of 3, they should come up with 3 words that go together in some logical way (Example – Red, Yellow and Blue).
3. The Facilitator tells the participants that they should do so huddled together so that others can't hear them.
4. After 2 minutes, the Facilitator tells each pair to assign one part of the word or words to one person and the other part(s) to the other person(s) (e.g. one person is "hot" and the other is "dog"). The same process repeats in case of a trio as well.
5. The Facilitator now directs each pair to separate and go towards opposite sides of the room. Once they have reached the farthest possible point, both groups should then be facing each other, but they should not be standing directly across from their partner.
6. The Facilitator now tells the participants that in a minute everyone will close his or her eyes and try to find their partner by moving slowly forward calling out their own part of the word or words. At the same time, their partner is moving forward calling out his/her term. Thus, everyone will be moving forward with their eyes closed calling out their term simultaneously. When they find their partner, they can open their eyes and should move to the side so others who are still looking can find their partner.

Possible Debrief Questions

- How do you feel after this activity?
- Did you feel scared while your eyes were shut? Why?
- What helped you find your partner?

Note to the Facilitator: *As this activity involves closed eyes, please ensure that there are no obstacles as it can lead to accidents.*

Stand & Declare

Objective

- To understand perspectives and difference in view points
- To objectively think and justify the stand taken

Number of Participants: 35-40

Duration: 10 minutes to 30 minutes

Material Required: Perspective Labels pasted on the wall

Steps:

1. The Facilitator has two options to begin
 - a. The Facilitator makes a statement to the group, to which members can strongly agree, agree, disagree, or strongly disagree. So the perspective labels in this option are:
 - i. Strongly Agree
 - ii. Yes, I Agree
 - iii. No, I Disagree
 - iv. Strongly Disagree

For example, the facilitator says “India deserves democracy”. The participants can choose out of the four options of the perspective labels.
 - b. The Facilitator selects a theme and shortlists 4 major arguments/examples. The 4 shortlisted arguments/examples become the perspective labels.

For example, the facilitator says, “Who is an example of exemplary leadership?”

Perspective Labels: Mother Teresa; Adolf Hitler; Mahatma Gandhi; MahendrrSingh Dhoni

The participants need to choose one of the 4 perspective labels
2. The Facilitator pastes the perspective labels in the four corners of the room prior to starting the activity
3. The Participants are asked to choose their stance from the perspective labels pasted on the walls and stand next to it. This will divide all participants in four groups
4. Members from each opinion group get 5 minutes to discuss their stance and are then asked to explain it, fleshing out the many facets of the issue. Participants must listen carefully, and can change positions, if they change perspectives

Possible Debrief Questions

- How did you decide your stance? Did you think it through or tried choosing the ‘majority’?
- Did you want to change your stance during the activity?
- Did anyone’s arguments convince you to change your stance? Why?

- Did your arguments convince anyone to change their stance?
- Did you change your stance mentally and did not change positions? Why?

Note to the Facilitator: *This activity helps everyone express their individual opinions/thoughts without being aggressive and so must be carefully facilitated. Questions are intentionally stated to allow for personal interpretation and to limit responses to one of the four categories. Several group members will want to take some sort of an intermediate stance, but should be encouraged to choose the stance about which they feel the strongest, or which is their instinctive response.*

Source: Adapted and modified from http://www.uvm.edu/~dewey/reflection_manual/activities.html

Frierian Fish Bowl

Objective

- To engage everyone to share their opinions on a particular issue
- To think about different perspectives about a particular issue

Number of Participants: 35-40; Organised in groups of 6-8 sitting in small circles/groups

Duration: 15 minutes

Material Required

- Index Card/paper pieces – 1 per participant, kept in the center of each group; Facilitators can use a bowl/hat to keep all index cards
- Pencils/Pens for each participant

Steps

1. The Facilitator chooses an issue for discussion. This needs to be a statement or a question, which can have multiple arguments/reasons. The statement/question can be written on the board/chart paper. For example, “There exists a glass ceiling for women in the corporate world.”
2. Each group member writes his/her perspective/opinion or a reason for the issue highlighted in the statement on the index card/piece of paper and puts it in the center of the group (in the bowl/hat). Note: no names should be written. The facilitator can give 2 minutes for this.
3. Once all groups have put in their ‘stance’ in the center of their respective tables, each member, within his/her groups picks up a card. Note: In case a member gets his/own card, then reshuffle and pick again. Examples of stance taken: The ceiling is a cliché and no longer exists in reality OR This is a compromise women make for their families OR The thinking is still centered around men taking leadership roles.
4. Each member carefully reads the selected card and thinks about the response written. He/she shares what is written and justifies it with a background/argument.

Variation: Each member can respond with their opinion to the response written in the card or give a personal reaction.

5. Repeat this for all in each small group.

Possible Debrief Questions

- Did you get to think of the issue from a new perspective? How?
- Did everyone get an opportunity to put in their opinion? Why?

Note to the Facilitator: *Once all group members have picked up a card which has the response of a different individual, the facilitator needs to clarify what each member needs to comment on. Does it need to be their opinion? Thinking and justifying the response from someone else's viewpoint? Personal Reaction? It is also important to discourage personal judgment of any viewpoint or efforts to find out the writer of a specific response.*

Source: Adapted and modified from http://www.uvm.edu/~dewey/reflection_manual/activities.html

Grounding

Objective

- To engage learners of different learning styles
- To build stronger cohesive well aware teams

Number of participants: 15-20, seated in a large circle along with the facilitator

Duration: 15-20 minutes

Material Required: None

Steps

1. The Facilitator begins the process by providing an overview of the task/project the group is involved in. This can be used as an introduction exercise or also as a conflict resolution game during completion of a particular group task
2. The Facilitator puts the following questions on the board
 - a. What is your name?
 - b. What is your role in the task/project?
 - c. How do you feel? (right now in the group)
 - d. What are your expectations from the group?

Note: *The Facilitator should listen to each member – looking at him/her and not getting distracted. Also, the questions can be modified as long they focus on both facts and feelings.*

3. The facilitator instructs the participants to answer these questions one by one and begins doing so himself/herself thereby providing a model for the rest to follow

Possible Debrief Questions

1. This process is called grounding. Why do you think this is so called?

Draw parallels to the concept of grounding in installing electrical fittings which ensure safety of appliances and users. This process explores facts and feelings and hence engages participants from all learning styles providing a ground for connections.

2. Do you think this helped us understand each other better? Why or How?
3. Were you able to be honest in voicing your feelings and expectations? Why or why not?
4. Did you find some people with similar/very different or unexpected reactions?

Note to Facilitator: *This is a whole-brain activity. The fact based questions address the left side of the person's brain and the feelings based questions engage the right side. As a result, this ensures that all participants are participating wholly and not partly.*

Source: Modified and adapted from <http://www.experiential-learning-games.com/icebreakers.html>

Stories

THE RIBBON STORY

Once a boss decided to start an appreciation drive in his department. He brought beautiful turquoise blue ribbon badges to the class with the words “You have made a difference”. He personally spoke to each employee and pinned a ribbon on their coats. He also gave them three more ribbons asking them to find people who have made a difference in their lives and give it to them.

The employees were thinking about whom to give the other ribbons to. One child decided to give it to his mother. The other to his sister.

One employee was contemplating who to give it to. He narrowed down on a manager from his previous department who was like an inspiration to him. The employee visited him that evening and handed over the ribbon. He further gave the manager 2 ribbons asking him to hand them over to someone who has made a difference in his life.

The manager too was confused. He finally went to his boss and said, “Even though I might have disappointed you several times and not lived up to your expectations, I thank you for having faith in me. I want you to know that I look up to you and that you have made a difference in my life.” The boss was surprised, pleasantly so. The manager further added, “Here is one more ribbon for you to give to someone who has made a difference in your life.”

The boss kept the badge in his pocket thinking that he might not really want to give it to someone. Then late at night at home, he saw his son – sad and low. He suddenly remembered the ribbon – he called his son and handed over the ribbon to him, “Son, I might have not spent much time with you during all your growing up years, but I just want you to know that you are special to me and that having you in my life has made a difference to me.”

The son was taken aback with these unexpected words. He held the ribbon in his hands for a minute and burst out crying. He hugged his father tight and said, “Dad! Inside my room is a letter for mum and you telling you how sorry I was to have always disappointed you. I was about to commit suicide. But this ribbon has changed it forever. Thank you for telling me you care!”

WOODEN BOWL

A frail old man went to live with his son, daughter-in-law, and a four-year old grandson. The old man's hands trembled, his eyesight was blurred, and his step faltered. The family ate together nightly at the dinner table. But the elderly grandfather's shaky hands and failing sight made eating rather difficult. Peas rolled off his spoon onto the floor. When he grasped the glass often milk spilled on the tablecloth. The son and daughter-in-law became irritated with the mess. “We must do something about grandfather,” said the son. I've had enough of his spilled milk, noisy eating, and food on the floor. So the husband and wife set a small table in the corner. There, grandfather ate alone while the rest of the family enjoyed dinner at the dinner table. Since grandfather had broken a dish or two, his food was served in a wooden bowl. Sometimes when the family glanced in grandfather's direction, he had a tear in his eye as he ate alone. Still, the only words the couple had for him were sharp admonitions when he dropped a fork or spilled food. The four-year-old watched it all in silence.

One evening before supper, the father noticed his son playing with wood scraps on the floor. He asked the child sweetly, “What are you making?” Just as sweetly, the boy responded, “Oh, I am making a little bowl for you and mama to eat your food from when I grow up.” The four-year-old smiled and went back to work. The words so struck the parents that they were speechless. Then tears started to stream down their cheeks. Though no word

was spoken, both knew what must be done. That evening the husband took grandfather's hand and gently led him back to the family table.

For the remainder of his days he ate every meal with the family. And for some reason, neither husband nor wife seemed to care any longer when a fork was dropped, milk spilled, or the tablecloth soiled. Children are remarkably perceptive. Their eyes ever observe, their ears ever listen, and their minds ever process the messages they absorb. If they see us patiently provide a happy home atmosphere for family members, they will imitate that attitude for the rest of their lives. The wise parent realizes that every day those building blocks are being laid for the child's future.

Let us all be wise builders and role models. Take care of yourself, and those you love ... today, and everyday!

TWO FROGS

A group of frogs were traveling through the woods, and two of them fell into a deep pit. When the other frogs saw how deep the pit was, they told the two frogs that they were as good as dead. The two frogs ignored the comments and tried to jump up out of the pit with all their might. The other frogs kept telling them to stop, that they were as good as dead. Finally, one of the frogs took heed to what the other frogs were saying and gave up. He fell down and died.

The other frog continued to jump as hard as he could. Once again, the crowd of frogs yelled at him to stop the pain and just die. He jumped even harder and finally made it out. When he got out, the other frogs said, "Did you not hear us?" The frog explained to them that he was deaf. He thought they were encouraging him the entire time.

This story teaches two lessons:

1. There is power of life and death in the tongue. An encouraging word to someone who is down can lift them up and help them make it through the day.
2. A destructive word to someone who is down can be what it takes to kill them.

Be careful of what you say. Speak life to those who cross your path. The power of words... it is sometimes hard to understand that an encouraging word can go such a long way. Anyone can speak words that tend to rob another of the spirit to continue in difficult times. Special is the individual who will take the time to encourage another.

MOUNTAIN STORY

"A son and his father were walking on the mountains.

Suddenly, his son falls, hurts himself and screams:

"AAAhhhhhhhhhhh!!!"

To his surprise, he hears the voice repeating, somewhere in the mountain: "AAAhhhhhhhhhhh!!!"

Curious, he yells: "Who are you?"

He receives the answer: "Who are you?"

And then he screams to the mountain: "I admire you!"

The voice answers: "I admire you!"

Angered at the response, he screams: "Coward!"

He receives the answer: "Coward!"

He looks to his father and asks: "What's going on?"

The father smiles and says: "My son, pay attention."

Again the man screams: "You are a champion!"

The voice answers: "You are a champion!"

The boy is surprised, but does not understand.

Then the father explains: "People call this ECHO, but really this is LIFE.
 It gives you back everything you say or do.
 Our life is simply a reflection of our actions.
 If you want more love in the world, create more love in your heart.
 If you want more competence in your team, improve your competence.
 This relationship applies to everything, in all aspects of life;
 Life will give you back everything you have given to it."
 Your life is not a coincidence. It's a reflection of you"

BUILDING YOUR HOUSE

An elderly carpenter was ready to retire. He told his employer-contractor of his plans to leave the house-building business to live a more leisurely life with his wife and enjoy his extended family. He would miss the paycheck each week, but he wanted to retire. They could get by.

The contractor was sorry to see his good worker go & asked if he could build just one more house as a personal favor. The carpenter said yes, but over time it was easy to see that his heart was not in his work. He resorted to shoddy workmanship and used inferior materials. It was an unfortunate way to end a dedicated career. When the carpenter finished his work, his employer came to inspect the house. Then he handed the front-door key to the carpenter and said, "This is your house... my gift to you." The carpenter was shocked! What a shame! If he had only known he was building his own house, he would have done it all so differently.

So it is with us. We build our lives, a day at a time, often putting less than our best into the building. Then, with a shock, we realize we have to live in the house we have built. If we could do it over, we would do it much differently.

But, you cannot go back. You are the carpenter, and every day you hammer a nail, place a board, or erect a wall. Someone once said, "Life is a do-it-yourself project." Your attitudes, and the choices you make today, help build the "house" you will live in tomorrow. Therefore, build wisely!

PENCIL STORY

The Pencil Maker took the pencil aside, just before putting him into the box. "There are 5 things you need to know," he told the pencil, "Before I send you out into the world. Always remember them and never forget, and you will become the best pencil you can be."

"One: You will be able to do many great things, but only if you allow yourself to be held in someone's hand."

"Two: You will experience a painful sharpening from time to time, but you'll need it to become a better pencil."

"Three: You will be able to correct any mistakes you might make."

"Four: The most important part of you will always be what's inside."

"And Five: On every surface you are used on, you must leave your mark. No matter what the condition, you must continue to write." The pencil understood and promised to remember, and went into the box with purpose in its heart.

Now replacing the place of the pencil with you. Always remember them and never forget, and you will become the best person you can be.

One: You will be able to do many great things, but only if you allow yourself to be held in God's hand. And allow other human beings to access you for the many gifts you possess.

Two: You will experience a painful sharpening from time to time, by going through various problems in life, but you'll need it to become a stronger person.

Three: You will be able to correct any mistakes you might make.

Four: The most important part of you will always be what's on the inside.

And Five: On every surface you walk through, you must leave your mark. No matter what the situation, you must continue to do your duties.

Allow this parable on the pencil to encourage you to know that you are a special person and only you can fulfill the purpose to which you were born to accomplish. Never allow yourself to get discouraged and think that your life is insignificant and cannot make a change.

A DETERMINED SPIRIT

Once upon a time, a small bird named Tasoo lived in a vast jungle. One hot summer day, a terrible wildfire erupted and the flames devoured many trees and animals living in the jungle. Other birds flew high into the sky and far away to safety, but Tasoo couldn't bear to leave her precious jungle home to burn. Day and night, she flew with all her might back and forth to the river, filling her tiny beak with water to drop on the raging fires. Tasoo's rare heart of courage and unshakable determination moved the heavenly gods to shed tears, and a great rain poured down upon the jungle, extinguishing the flames. And so it is that even the smallest actions of a determined spirit can change the world.

ABDUL KALAM STORY

Leadership comes not always from taking leadership, but more often from giving leadership away. Great leader create leader and not pygmies. If you create pygmies you get leader-sheep, not leadership. If you wish to grow your muscle for leadership just think of distributing leadership. If you want your knowledge to grow, create teachers and not students. Like a master creates masterpieces, leaders grow leaders. Here is a story shared with us by the president of India, Dr. Abdul Kalam about India's first launch of spacecraft.

Before his illustrious career as the president of the world's largest democracy, Dr Kalam was a very distinguished space scientist.

He was appointed a mission director for the launch of India's first spacecraft. His boss, Professor Satish Dhawan, was the leader of this space programme. He was a mentor and a guide to Dr. Kalam.

He received all the support from Professor Dhawan. On the D-day of launch, Dr. Kalam pressed the button for the rocket to go up, but the result was a disaster.

The Indian media was naturally very critical of the scientist's failed mission. Professor Dhawan took upon himself the responsibility for the failed launch. When a furious journalist commented how the expensive space programme had drowned millions of Indian rupees into the Bay of Bengal, Professor Dhawan assured the journalists that within a year the programme would succeed.

Indeed, within a year, India's first space satellite was launched successfully into space. This time the media was flush with praise for India's breakthrough achievement. When it came to facing the media this time, Professor Dhawan pushed Dr. Kalam ahead of himself to share the limelight. Thus he created a great leader that India calls its president today.

AKBAR'S GOLD COINS

The wisdom of Birbal was unparalleled during the reign of Emperor Akbar. But Akbar's brother in law was extremely jealous of him. He asked the Emperor to dispense with Birbal's services and appoint him in his place. He gave ample assurance that he would prove to be more efficient and capable than Birbal. Before Akbar could take a decision on this matter, this news reached Birbal.

Birbal resigned and left. Akbar's brother in law was made the minister in place of Birbal. Akbar decided to test the new minister. He gave three hundred gold coins to him and said, Spend these gold coins such that, I get a hundred gold coins here in this life; a hundred gold coins in the other world and another hundred gold coins neither here nor there.

The minister found the entire situation to be a maze of confusion and hopelessness. He spent sleepless nights worrying over how he would get himself out of this mess. Thinking in circles was making him go crazy. Eventually, on the advice of his wife he sought Birbal's help. Birbal said, Just give me the gold coins. I shall handle the rest. Birbal walked the streets of the city holding the bag of gold coins in his hand. He noticed a rich merchant celebrating his son's wedding. Birbal gave a hundred gold coins to him and bowed courteously saying, "The Emperor Akbar sends you his good wishes and blessings for the wedding of your son. Please accept the gift he has sent. The merchant felt honoured that the king had sent a special messenger with such a precious gift. He honoured Birbal and gave him a large number of expensive gifts and a bag of gold coins as a return gift for the king.

Next, Birbal went to the area of the city where the poor people lived. There he bought food and clothing in exchange for a hundred gold coins and distributed them in the name of the Emperor.

When he came back to town he organized a concert of music and dance. He spent a hundred gold coins on it. The next day Birbal entered Akbar's darbar and announced that he had done all that the king had asked his brother-in-law to do. The Emperor waited to know how he had done it. Birbal repeated the sequences of all the events and then said, The money I gave to the merchant for the wedding of his son – you have got back while on this earth. The money I spent on buying food and clothing for the poor "you will get it in the other world". The money I spent on the musical concert "you will get neither here nor there."

This is true even today.

The money you spend on friends is returned or reciprocated in some form or the other.

Money spent on charity gets converted into blessings from God which becomes your eternal property.

Money spent on pleasures is just frittered away!

So when you spend money, think a little, if not a lot!

BALLOON STORY

There was a man who made his living selling balloons at a fair. He had balloons of many different colors, including red, yellow, blue, and green. Whenever business was slow, he would release a helium-filled balloon into the air. When the children saw the balloon go up, they all wanted one. They would come up to him; balloon and his sales would go up. All day, he continued to release a balloon whenever the sales slowed down. One day, the balloon man felt someone tugging at his jacket. He turned around and a little boy asked, "If you release a black balloon, would that also fly?" Moved by the boy's concern, the man replied gently, "Son, it is not the color of the balloon; it is what's inside that makes it go up."

COMPASSION AND RESPECT

A white woman, about 50 years old, was seated next to a black man.

Very disturbed by this, she called the air hostess. "You obviously do not see it then?" she asked. "You placed me next to a black man. I did not agree to sit next to someone from such a repugnant group. Give me an alternative seat."

"Be calm please," the hostess replied.

"Almost all the places on this flight are taken. I will go to see if another place is available."

The hostess went away & then came back a few minutes later.

"Madam, just as I thought, there are no other available seats in Economy Class.

I spoke to the captain & he informed me that there is also no seat in Business Class. All the same, we still have one place in First Class."

Before the woman could say anything, the hostess continued.

“It is not usual for our company to permit someone from Economy Class to sit in First Class. However, given the circumstances, the captain feels that it would be scandalous to make someone sit next to someone so disgusting.” The Hostess turned to the black guy, & said, “*Therefore, Sir, if you would like to, please collect your hand luggage, a seat awaits you in First Class.*”

At that moment, the other passengers, who’d been shocked by what they had just witnessed, stood up & applauded.

This is a true story. If you are against racism.

WELL DONE, British Airways!!

BUILDING YOUR HOUSE

An elderly carpenter was ready to retire. He told his employer-contractor of his plans to leave the house-building business to live a more leisurely life with his wife and enjoy his extended family. He would miss the paycheck each week, but he wanted to retire. They could get by.

The contractor was sorry to see his good worker go & asked if he could build just one more house as a personal favor. The carpenter said yes, but over time it was easy to see that his heart was not in his work. He resorted to shoddy workmanship and used inferior materials. It was an unfortunate way to end a dedicated career. When the carpenter finished his work, his employer came to inspect the house. Then he handed the front-door key to the carpenter and said, “This is your house... my gift to you.” The carpenter was shocked! What a shame! If he had only known he was building his own house, he would have done it all so differently.

So it is with us. We build our lives, a day at a time, often putting less than our best into the building. Then, with a shock, we realize we have to live in the house we have built. If we could do it over, we would do it much differently.

But, you cannot go back. You are the carpenter, and every day you hammer a nail, place a board, or erect a wall. Someone once said, “Life is a do-it-yourself project.” Your attitudes, and the choices you make today, help build the “house” you will live in tomorrow. Therefore, build wisely!

DABBAWALA’S OF MUMBAI

Heard of leadership without a leader? You may wonder how leadership can happen without the existence of a designated leader. Yet this happens in organization, countries and institutions. When all members of an organization commit to doing their best, leadership no longer remains the occupation of any one leader. Leadership gets distributed throughout. An example of such leadership without leaders is the Dabbawala’s of Mumbai.

The Dabbawala’s of Mumbai deliver hot lunch boxes from the homes of office workers in Mumbai to their offices. Any one dabbawalas carries about eighty kilos of weight in trays, for distances of five kilometers or more, often in bicycles. There are about five thousand carriers who transfer two hundred thousand boxes to roughly eighty thousand destinations. The numbers of mistakes these dabbawalas make is less than 1 percent. That makes them more efficient than some of the top organizations in the worlds such as Federal Express and American Airlines.

The dabbawalas are not led by any charismatic leader. They share trust and work on the basis of the bond that they form with each other. In short, they deliver world-class service through distributed leadership. The leadership secret of the dabbawalas is based on two principles: a great purpose and human beings bonding around the purpose. When asked, Mr Talekar, a dabbawalas, told me, ‘every single dabbawalas connects with another based on this single purpose: if we do not deliver lunches on time, people will go hungry. We all know it is a crime to let people go hungry.’

DEALING WITH ADVERSITY

A daughter who was dealing with adversity complained to her father about her life and how things were so hard for her. She did not know how she was going to make it and wanted to give up. She was tired of fighting and struggling. It seemed as one problem was solved a new one arose.

Her father, a chef, took her to the kitchen. He filled three pots with water and placed each on a high fire. Soon the pots came to a boil. In one he placed carrots, in the second he placed eggs, and in the last he placed ground coffee beans. He let them sit and boil, without saying a word.

The daughter sucked her teeth and impatiently waited, wondering what he was doing. In about twenty minutes he turned off the burners. He fished the carrots out and placed them in a bowl. He pulled the eggs out and placed them in a bowl. Then he ladled the coffee out and placed it in a mug. Turning to her he asked, "Daring, what do you see?" she replied: "Carrots, eggs, and coffee,"

He brought her closer and asked her to feel the carrots. She did and noted that they were soft. He then asked her to take an egg and break it. After pulling off the shell, she observed the hard-boiled egg. Finally, he asked her to sip the coffee. She smiled as she tasted its rich aroma. She humbly asked, "What does it mean, Father?"

He explained that each of them had faced the same adversity, boiling water, but each reacted differently. The carrot went in strong, hard, and unrelenting. But after being subjected to the boiling water, it softened and became weak. The egg had been fragile. Its thin outer shell had protected its liquid interior. But after sitting through the boiling water, its inside became hardened. The ground coffee beans were unique, however. After they were in the boiling water, they had changed to the water. "Which are you?" he asked his daughter. "When adversity knocks on your door, how do you respond? Are you a carrot, an egg, or a coffee bean?"

STORY OF GANDHI

Success comes not from chasing success. Success comes as a result of decisiveness and contribution to a large cause. Leaders get great success by making momentous decision that enhances their contribution to the world. They break free from their small selfish gains and claim a greater world for themselves.

Gandhi was travelling by a train when one of his shoes fell on the railway track. The train had already begun to move. It was therefore difficult to get back the shoe that had fallen on the track. If this had happened to us, we would probably cry or complain about our misfortune. Gandhi did something that was remarkably different. He took off the other shoe that he was wearing and threw it away alongside the shoe that had fallen on the track, when a co-passenger asked Gandhi why he threw the other shoe, Gandhi said, 'when a poor man finds the other of the pair, he will have a pair to wear. One shoe is of no use to either me or him.

THE LAW OF THE GARBAGE TRUCK

One day I hopped in a taxi and we took off for the airport. We were driving in the right lane when suddenly a black car jumped out of a parking space right in front of us. My taxi driver slammed on his brakes, skidded, and missed the other car by just inches. The driver of the other car whipped his head around and started yelling at us. My taxi driver just smiled and waved at the guy. And I mean he was really friendly. So I asked, 'Why did you just do that? This guy almost ruined your car and sent us to the hospital!' This is when my taxi driver taught me what I now call, 'The Law of the Garbage Truck'. He explained that many people are like garbage trucks. They run around full of garbage, full of frustration, full of anger, and full of disappointment. As their garbage piles up, they need a place to dump it and sometimes they'll dump it on you. Don't take it personally. Just smile, wave, wish them well, and move on. Don't take their garbage and spread it to other people at work, at home, or on the streets. The bottom line is that successful people do not let garbage trucks take over their day. Life's too short to wake up in the morning with regrets, so.... 'Love the people who treat you right. Pray for the ones who

don't- that they see the wisdom of their foolish ways' Life is ten percent what you make it and ninety percent how you take it!

GOD'S CAMERA

A little girl walked to and from school daily. Though the weather that morning was questionable and clouds were forming, she made her daily trek to the elementary school. As the afternoon progressed, the winds whipped up, along with thunder and lightning. The mother of the little girl felt concerned that her daughter would be frightened as she walked home from school and she herself feared that the electrical storm might harm her child. Following the roar of thunder, lightning, like a flaming word, would cut through the sky. Full of concern, the mother quickly got into her car and drove along the route to her child's school. As she did so, she saw her little girl walking along, but at each flash of lightning, the child would stop, look up and smile. Another and another were to follow quickly and with each, the little girl would look at the streak of light and smile. When the mother's car drove up beside the child, she lowered the window and called to her, 'What are you doing? Why do you keep stopping?'

The child answered, 'I am trying to look pretty, and God keeps taking my picture'.

Face the storms that come your way and don't forget to SMILE!

GROWING GOOD CORN

There once was a farmer who grew award-winning corn. Each year he entered his corn in the state fair where it won a blue ribbon.

One year a newspaper reporter interviewed him and learned something interesting about how he grew it. The reporter discovered that the farmer shared his seed corn with his neighbors.

"How can you afford to share your best seed corn with your neighbors when they are entering corn in competition with yours each year?" the reporter asked.

"Why sir," said the farmer, "didn't you know? The wind picks up pollen from the ripening corn and swirls it from field to field. If my neighbors grow inferior corn, cross-pollination will steadily degrade the quality of my corn. If I am to grow good corn, I must help my neighbors grow good corn."

He is very much aware of the connectedness of life. His corn cannot improve unless his neighbor's corn also improves.

So it is with our lives. Those who choose to live in peace must help their neighbors to live in peace. Those who choose to live well must help others to live well, for the value of a life is measured by the lives it touches. And those who choose to be happy must help others to find happiness, for the welfare of each is bound up with the welfare of all.

The lesson for each of us is this: if we are to grow good corn, we must help our neighbors grow good corn.

LIST OF RESOURCES

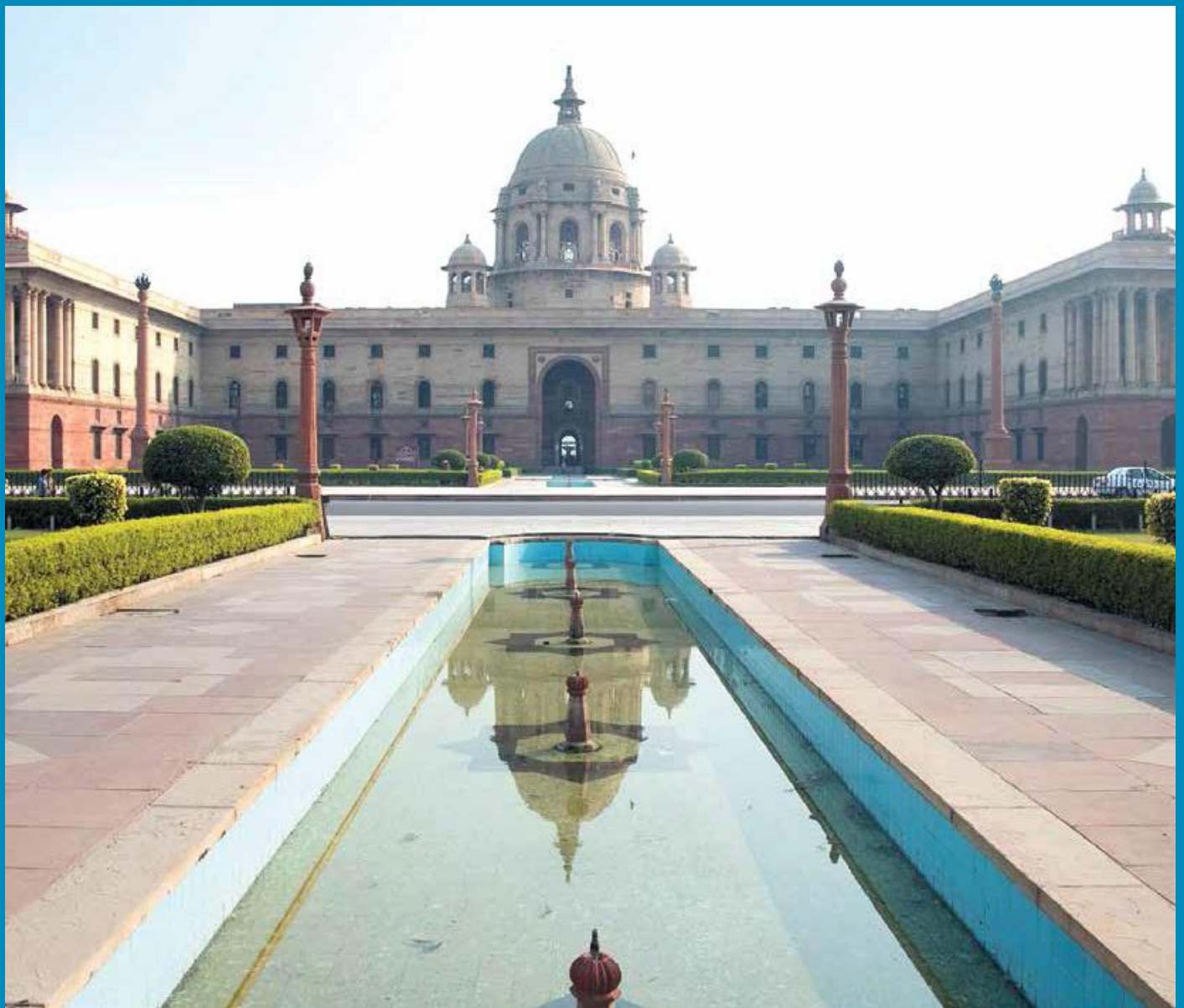
HANDOUTS			
1c	Motivational Films	10a	Principles Game
4b	Circles of Influence	11a	Broken Squares
5a	Swachh Bharat Abhiyan	11b	Directions for Making a Set of Broken
6a	Rumour Clinic – A Communications Experiment	11c	Broken Square Observer Instruction
6c	Listening Activity	13d	Exercises for Stress Management
6d	Listening Activity	14c	Emotional Intelligence
7b	Handling Visitors	14d	Emotions
7c	Handling Telephone Calls	14e	EQ TIPS
7d	Bull Activity		RTI
	E-Governance and ICT		Salient features of RTI
9a	Cutting the Square		Transparency in Administration
9c	Zin Obelisk Group Exercise		Accountability in administration
9d	Information Cards	17a	Feedback
9f	Answer and Rationale Sheet	17c	Feedback and Criticism
9g	Observer Review Sheet		
PRESENTATIONS			
1a	Motivation	11f	Hare & Tortoise
1b	EMB Factors	12a	Time Management
2d	Triangle of Success	12c	Must Should Could
3a	Values	13a	Stress Management
3b	Influence and Inspire	13e	Building Positive Energies
4a	Cracked Pot	14a	Emotions in Pictures
6e	Communication Skill	14b	Emotional Intelligence
7e	Listening & Active Listening	15a	Setting SMART Goals
	E-Governance and ICT	16a	RTI Template
10c	Negotiations	16b	RTI (Sample Presentation)
EXERCISES			
2a	Self -Assessment Questionnaire	10b	Principles Game Tally Sheet
2b	Are You Ready to Roll?	11d	Broken Squares Group Instruction Sheet
2c	My Action Plan	13b	Stress Questionnaire
2e	Achieving the Plan	13c	Stress Questionnaire
3c	My Board of Directors	13f	Self-care Prescription
4c	Qualities of a Good Government Employee: Analysis Sheet	13g	Stress Reduction Planning Form

5b	My Personal Pledge	15b	Goal Setting Checklist
6b	Rumour Clinic Observation Form	15c	Review Sheet
7a	Behaviours Exercise	17b	Feedback Handout
9e	Group Instruction Sheet		
STORIES			
1d	Motivational Stories	11e	Stone soup
4a	Cracked Pot	12b	The Jar of life – Stones, Pebbles and Sand
9b	Stories		
VIDEOS			
1	Nick Vujicic	7	Creativity
2	212 degrees	8	Invictus
3	Personal Effectiveness	9	T.E.A.M
4	Everyday	10	Knitted Mouse
5	Swacch Bharat	11	Charlie
6	Blind Man	12	Good Day
CASE STUDIES			
1	ICT Tools for Education -		
2	RTI (Local Cases)		

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DoPT Vision

"To create an enabling environment for the development and management of human resources of the Government for efficient, effective, accountable, responsive and transparent governance."

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