

PROJECT  
DIRECTORS  
TRAINING  
MODULE

QUARTER I

11-13 September 1978

MAHARASHTRA HUMAN DEVELOPMENT PROJECT

Maliwada

Aurangabad District, India

Project Director  
Training Module

DAILY TIME DESIGN

Quarter I  
11-13 September  
1978

Maliwada

5:00 a.m.	Rise Daily Ritual Breakfast Conversation
7:00 a.m.	Collegium
	Break
8:00 a.m.	MORNING SPIN
	METHODS LAB <ul style="list-style-type: none"><li>o Quarterly/Weekly Planning</li><li>o Daily Planning</li><li>o Auxiliary House</li></ul>
12 noon	LUNCH ROLE PLAY
1:00 p.m.	Break
2:00 p.m.	ENTRY LAB <ul style="list-style-type: none"><li>o Village</li><li>o Framing</li><li>o Auxiliary</li></ul>
5:00 p.m.	LESSON PLANNING
5:30 p.m.	Break
6:30 p.m.	DINNER TABLE TALK
7:30 p.m.	ORGANIZATION LAB <ul style="list-style-type: none"><li>o Stake Initiation</li><li>o Guild Launching</li><li>o Leaders Meeting</li></ul>
10:00 p.m.	THE DAILY BRIEF
11:00 p.m.	
11:30 p.m.	
5:00 a.m.	PREPARATION

PROJECT DIRECTORS TRAINING MODULE

Maliwada

11-13 Sept., 1978

THE VILLAGE

THE FRAME

THE AUXILIARY

THE WEEKLY  
METHODS LAB

THE DAILY  
METHODS LAB

THE CONSULT  
METHODS LAB

THE  
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THE  
FRAMING  
LAB

THE  
AUXILIARY  
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STAKE  
INITIATION

GUILD  
LAUNCHING

LEADERS  
FORMULATION

THE VILLAGE

Monday

Maliwada

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QUOTATION:

"When service is done for show or for fear of public opinion, it stunts the man and crushes his spirit. All other pleasures and possessions pale into nothingness before service which is rendered in a spirit of joy.  
Gandhi

1. What words struck you?
2. When have you seen service done for show or fear of public opinion?
3. What is this saying to us as Nava Gram Prayas?

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Village Do-Ment

- A. Hand out 36 Programmes Chart.
1. What programmes struck you?
  2. Which programmes will create signs of visibility?
- 10 mins 3. What can you see when it is done?
3. Which programmes will inspire village engagement? Who will it engage? (which groups)
  4. Which programmes will increase the income level? Of which part of the village? By how much?
- B. Hand out list of Government Schemes, private sector's participation for economic development.
1. Which ones strike you?
  2. Which schemes can be started immediately?
  3. Which ones will take a lot of time?
  4. Which has the greatest economic impact?
  5. In your project which is the economic key?
  6. What other schemes could be added to this list? List on the blackboard.
- 10 mins
- C. Have the group select (a) government schemes, (b) private schemes. Workshop with the group on the blackboard each scheme. (See chart below)
1. Taluka & District city Visits- Who are the various people to be met?
  2. Village preparation and consensus- what meetings, conversations have to be held?
  3. Research - what kind of information has to be gathered?
  4. Documentation - What are the forms to be filled out and submitted?
- 25 mins
- D. Reflection
1. What issues have been left out?
  2. What is the key to making sure that schemes get launched?
  3. How do you deal with the pitfalls of:
    - a) red tape and time lost
    - b) irrelevant schemes
    - c) lack of initial capital
    - d) lack of local skills
    - e) helping the rich grow richer?
- 15 mins

	1	2	3	4
A				
B				

blackboard

## POSSIBLE ECONOMIC PROMENT SCHEMES - PUBLIC SECTOR

	SCHEMES	DISTRICT	TALUKAH	OTHER
A.	AGRICULTURAL DEVELOPMENT 1. Hybrid Seeds - Rice, Wheat, Nagli, Jowhari, Vegetables Seeds	Agricultural Development Officer, Zilla Parishad	Agricultural Extension Officer, Block Develop. Office	Gram Sevak
	2. Inputs - fertilizers, insecticides, demonstration plots	"	"	Gram Sevak Cooperative Society Secretary
	3. Equipment: Iron plough, spray pumps	"	"	Gram Sevak
B.	ANIMAL HUSBANDRY 1. Cattle - Cross bred cows, buffaloes, cross bred stud bulls	Animal Husbandry Officer, ZP	Animal Husbandry Extension Officer, BDO	Gram Sevak Government Veterinary Doctor
	2. Birds - upgraded poultry breeds	Poultry Development officer	Animal Husbandry Extension officer, BDO	Gram Sevak
	3. Services - Artificial insemination, fodder grass	Animal Husbandry Officer, ZP	"	Gram Sevak Government Veterinary Doctor
	4. Dairy Society	"	"	Gram Sevak
C.	IRRIGATION: 1. Tanks & Bunds - percolation tank, irrigation tanks, nullah bunds	Chief Executive Officer, ZP Collector Minor Irrigation Dept. (State)	Deputy Engineer Block Development Officer	Gram Sevak
	2. Pumps & Wells - subsidized & free pumps & wells (Tribal Welfare Officer (State))	CEO Agricultural Development Officer, ZP	BDO Agricultural Extension Officer	Gram Sevak
D.	LAND DEVELOPMENT: 1. Land Levelling 2. Field Bunds	Divisional Soil Conservation Officer (State)	Taluka office of D.S.C.O.	
E.	FORESTRY DEVELOPMENT 1. Seedlings - fruit trees, firewood trees, medicinal shrubs 2. Contracts - timber cutting	Divisional Conservation of Forests	Forest Ranger taluka office	
F.	VILLAGE CRAFTS: 1. Capital Loans - carpentry, blacksmith, ropemaking, woolen products, Khadi products	Khadi & village industries Commission	Khadi Co-operative Society, Taluka Office	

## P. D. Training Module

## POSSIBLE ECONOMIC DOMENT SCHEMES - PUBLIC/PRIVATE SECTORS

Quarter I

SCHEMES		DISTRICT	TALUKAH	OTHER
G.	COTTAGE INDUSTRIES: 1. Loans - Mahala Mandals, oil ghani, rice mills	Khadi & village Industriees Commission	Khadi Co-operative Society, Taluka Office	
H.	VILLAGE BAZAAR: 1. Weekly Bazaar 2. Licenses for Trade	Collector	Tahsildar	
I.	CONSTRUCTION: 1. E.G.S. Schemes Roads, earth work 2. Contractor Registration 3. Village Level Building Committee	Chief Exec. Officer Collector	Tahsildar, BDO Deputy Engineer	
A.	PRIVATE SECTOR - 1. Inputs - bulk purchase of insecticides & fertilizers at low rates		Fertilizer Manufactures	
	2. Grain Supply Contracts - contracts for supplying rice, wheat, pulsas	District Wholesale Merchants	Factory Canteens Major Hotels	
	3. Processed Food Contracts - Contracts for supplying papads, masala powder, pickles	Wholesale Merchants	" Women's Clubs	
B.	CRAFTS EXPANSION: 1. Carpentry - contracts for supplying wooden boxes, chairs tables, switcho boards	Electrical Shops Weekly Bazaars	Automobile parts factories Schools, convents	
	2. Blacksmithy - contracts for supplying knives, tawas, metallic parts for factories	Hardware Stores Weekly Bazaars	Factories	
	3. Ropemaking - contracts for suppling ropes, Hawsers	District Wholesale Merchants	Shipping Companies Bombay	
	4. Weavers - contracts for sup plying spun cloth, woven plas tic bags, woven bamboo baskets	Bombay Major marketing agencies District Wholesale Merchants	Khadi Emporium Export Agencies	
	5. Tailoring - Contracts for supplying uniforms, caps, gloves, dusters		Major factories Hotels Schools	
	6. Medicinal Shrubs - Contracts, Inputs & technical knohow for perfume oil, medicinal leaves, bark, etc.		Bombay Perfumeries Pharmaceuticals Drug Manufacturers Associations (National & State)	

Village Do-Ment

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- I. Global Social Demonstration
  - 1. We're out to show the way
  - 2. It is done by local man
  - 3. It effects the whole social fabric
  - 4. It is tied into a global scheme.
- II. The Hour of the Village
  - 1. 85% of the world's population are now awakened
  - 2. Globe is asking for the quality of life the villages have
  - 3. Only contradiction is the self-images of the villagers as excluded people
  - 4. Creative efforts are being made already.
- III. Nava Gram Prayas
  - 1. Rural India is on the move
  - 2. Maliwada has become 25 showpieces
  - 3. A network of villages is being created thru project interchange.
  - 4. Project auxiliary are examples of the new villager.
- IV. Do-Ment Training
  - 1. We don't just act. We act reflectively and corporately.  
Urgency of training
  - 2. Changed lives create project visibility
  - 3. Whatever skills you don't have, you can find nearby.  
Learn methods only
  - 4. The 3-day module is to train directors for 20 new projects.

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NGP STORY

Circle yes or no:

- 1. The ICA:India is a not-for-profit, charitable institution registered in New Delhi.      yes      no
- 2. The ICA:India has Global Social Demonstration Projects in 10 countries besides India.      yes      no
- 3. The ICA:India has trained volunteer staff from many countries.      yes      no

Fill in Blanks:

- 4. The first project in Maharashtra was \_\_\_\_\_ village near the city of \_\_\_\_\_ in 19\_\_\_\_\_.
- 5. ICA:India was invited to work in Maharashtra by \_\_\_\_\_, the C.M. of Maharashtra.
- 6. The first HDTI was held in 19\_\_\_\_. There have been \_\_\_\_\_ Training Schools so far.
- 7. The first projects in each Division signalling the beginning of Nava Gram Prayas were: Bombay \_\_\_\_\_; Pune \_\_\_\_\_; Nagpur \_\_\_\_\_.
- 8. (a) HDTI students come from \_\_\_\_\_  
(b) There are \_\_\_\_\_ (how many) Indian Nationals on the staff of Nava Gram Prayas.
- 9. Village development is concerned with the awakening of \_\_\_\_\_.
- 10. The Consult is a 3-day village workshop and meetings which helps the village to \_\_\_\_\_.
- 11. Programme arenas of Nava Gram Prayas village projects are \_\_\_\_\_.
- 12. There are \_\_\_\_\_ projects in Maharashtra and \_\_\_\_\_ in Andra Pradesh.
- 13. Write your favourite example from a village to show:  
(a) social advancement      (b) economic progress
- 14. Draw the grid of Maharashtra

THE VILLAGE

Monday

Maliwada

11-13 September 1978

WEEKLY PLANNING

- I. Context: 1) Key components of process  
2) Procedures we will use today

II. Practice Leading:

- 1) Leader has on board large weekly timeline with space at top for name of past week.  
2) Leader walks group thru process while each project director individually fills in data for past week section and focusing on next week section. After completing Step 5 (naming the coming week), have 6-to8 project directors name the key events for their village. Then choose one village from each Division and divide the group into 4 village teams. In these 4 teams they will do Steps 1-4 on page 15 -- Who's plan and timeline. Within each village team they will divide into task teams and do the "who" (they as a group are the who), etc. Each task team will create a week's timeline and then the village group will create a corporate timeline plan to present to the total body.

III. Presentation & Evaluation of the four plans

- IV. Reflection on the process -- their clarity, questions, etc.  
How is this a useful tool?

THE SARPANCH

Setting: First meeting between PD and sarpanch. Conversation on project intent, role of auxiliary and villagers. Sarpanch wants to know what auxiliary are going to do for the village.

Conversation:

1. What lines do you remember?
2. What was the PD trying to accomplish?
3. What were the keys to victory in the situation?
4. How would you have approached the situation?
5. What is the profound happening the PD is out to occasion in his encounter with the Sarpanch?



THE VILLAGE

Monday

		<b>VILLAGE ENTRY</b>	
		CONTEXT	<ol style="list-style-type: none"> <li>1. The project director becomes a key person in the village -- not status, service</li> <li>2. The task is to motivate villagers and to build a consensus on each step of the project.</li> </ol>
A F T E L R A N B O O N	M O V E M E N T	I	<ol style="list-style-type: none"> <li>1. Have each participant list the key persons, families, groups and organizations in the last village they worked in. Draw a picture of how these are related to each other.</li> <li>2. Have each participant draw a grid of his village. Draw a master plan for re-doing the village architecture.</li> <li>3. Contradiction Reflection: what issues arise as an auxiliary works in village? Blocks? Challenges?</li> </ol>
			II
		III	<ol style="list-style-type: none"> <li>1. Brainstorm what should be the sections of the casebook. How should it be organized?</li> <li>2. Have each participant cut the slots for his casebook. Name the sections in pencil and leave blanks for extra project tasks.</li> <li>3. Have each participant select some sub-tactic he recently participated in and write an actuation brief on how it was done. Work in 2's or 3's. Read a few briefs. Discuss how the village was involved.</li> </ol>
		Conclusion	<ol style="list-style-type: none"> <li>1. Spin: Principles of Revolution: Always deal with the whole village--not allied with a party; act catalytically to get the villagers doing the task; move toward the real future of the village; maintain a separate role--not one with villagers. Warnings.</li> </ol>
D I N N E R A L K	S P I N	I.	The mighty 250
		II.	Village to village
		A.	Practical Vision
		A.	Ripple Effect
		1.	Significant difference in village life
		1.	Spin off is happening in HDTI participation.
		2.	One village project is a curiosity.
		2.	How to catalyze programs - Campaign of 25.
		B.	Depth Resolve
		B.	Village Giants
		1.	The urgency in the villages to leap into future.
		1.	You are the villages -- no escape.
		2.	A decision to the death like a Gandhi fast.
		2.	Is not by individuals but a corporate body.
		C	1. What have you learned about replication?
		O	2. What does this demand of a project? of NGP?
		M	3. What would have to happen for you to know REPLICATION from one village to the next was happening?
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EVENING  
OVER-  
VIEW

Opening of Session - Singing of songs  
Context of Stake Function:  
1. Care of all people  
2. Dialogue of grassroots  
3. Structural approach  
Contexting stake meeting and preparation

TOTAL GROUP  
20 minutes

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Conversation:  
1. When was your first stake meeting experience?  
2. What events took place that you remember?  
3. What was key to villiage participation?  
4. Why are stakes critical to villiage renewal?      10 minutes

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STUDY - Do reading for week 5 in the Internal Life Guide 10  
"The decision to fast" - Questions included on page 181 (minutes)

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PLAN: Opening Celebration Study Plan Closing  
1. What is the intent of a stake meeting?  
2. What are the opening songs?  
3. What is the opening ritual?  
4. What are the celebrations to be lifted up?  
5. Using our study previously what are the key sections, questions?  
6. What are the questions to focus the planning section?  
7. What are the closing songs/rituals?  
8. What roles need to be assigned?

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5 STAKES      40 minutes

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CONTEXT TO ENTRY WORKSHOP: Stake Meeting Reports of highlifhts  
Keys to Stake Initiation: from conversation, study and planning  
1. Geographic Visibility  
2. Population Registry  
3. First meeting Set-up  
4. Workshop to focus keys to initiation  
5. Group into 3 teams.      6. Each team works thru chart

40 minutes

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INTENT: what is this tactic out to accomplish in the villiage  
BLOCKS: in your experience what gets in the way of this  
          tactic being done?  
IMPLEMENTARIES: what specific things must be planned, and acted  
                          upon to do this tactic?  
TIMELINE: what sequence must these be done in by week?

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1. Each team fill out large chart  
2. Team reports breakthroughs  
3. Group art form timeline looking at the thrust  
   of each week and naming the week.

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3 ENTRY TASK TEAMS      20 minutes

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1. Chart the day's happening  
2. Methods reflections on learnings of the day  
3. Review of next days task and timeline

TOTAL GROUP  
20 minutes

STAKE INITIATION WORKSHOP

TACTICS		INTENT	BLOCKS	IMPLEMENTARIES	ENTRY TIMELINE			
					first week	second week	third week	fourth week
VISIBLE STAKE SIGNS	VILLIAGE GRID							
	SIGN POSTS							
	PROJECT DECOR							
STAKE REGISTRY SURVEY	HOUSEHOLD VISITS							
	RECORD BOOKS							
	SHADOWS IDENTIFIED							
FIRST MEETING SET*UP	PLANNED FORMAT							
	VILLIAGE ATTENDANCE							
	NODAL LOCATION							

I. Charting the day:

- a. draw a design of the day---morning, afternoon, evening
- b. put down the events of the day
- c. star the most significant events
- d. name the day starting with "The Great Day of \_\_\_\_\_".
- e. write a reflective sentence of the day.

The Great day of _____			
	Morning	Afternoon	Evening
E V E N T S			
Reflective Sentence:			

II. Learnings of the day:

- a. several pepple read title and sentences of the day.
- b. what were some of the events you starred?
- c. what did we do today that was most helpful in preparing you:
  - to enter the village (Mon)
  - to do framing (Tues)
  - to work with your Auxiliary (Wed)
- d. what was the learning you gained ffrom that experience today?  
or how was it helpful?

THE FRAME

Maliwada

Tuesday

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QUOTATION:

"If an enemy and a friend arrive at his place together, both hungry, we will offer food first to the enemy."

Gandhi

1. What picture do you see in your mind?
2. Who are the enemies and the friends who arrive at your project?
3. What is the challenge Gandhi is making to us? What does that mean for our relationships with f's & e's

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MOVE Manual

1. Brief context on collegium subject and how/why MOVE manual was created.
2. Pass out documents--allow time for perusal.
3. Artform manual:
  - a. what images, graphics do you notice?
  - b. what words kept appearing thruout the manual?
  - c. looking at Table of Contents on the white page, what are the main sections of the manual?
  - d. Which of the topics on the right side of that page catches your interest? Why?
4. Someone read (on pg. 1) "The Profound Function of Monitoring".
5. Lay out on board the circuiting model on pg. 2--talk thru briefly. Walk thru maps on pgs. 3-6.
6. On pg. 19, look at the 2-day monitoring construct.
  - a) what things happen only on the first day? only on the second day?
  - b) what things happen both days of the visit?
  - c) why is it important for the monitoring team to do the village trek early in the visit?
  - d) what kinds of things would you and the team do on the Taluka town trek?
7. On page 29--Tactical breakthrough preparation:
  - a) who plans the tactical breakthrough?
  - b) what informs the auxiliary as to which tactic to choose?
8. On page 44--Circuit Meeting
  - a) someone read introductory paragraph
  - b) who has been to a circuit meeting? what do you remember about the meeting? who attended it?
  - c) what part of the meeting was most helpful?
  - d) why are these circuit meetings important? what is their role?

Closing - As you look at the whole manual and what we've said this morning, how does MOVE--the monitoring operation of NGP--affect you as a project director? or How can this manual be a useful tool to you?

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Project Framing

- I. The Urban World
  - 1. The tempo of life has been speeded for everyone
  - 2. The inclusive spacial boundaries have been extended, ---TV,--radio,--travel.
  - 3. The roots of humanness are in the future, not the past
  - 4. People are cared for through structures, not one-to-one.
- II. Framing is Human Development
  - 1. Engaging town structures changes the society
  - 2. Economic and Social and Imaginal
  - 3. Public and private / endurance and creativity
  - 4. The auxiliary bridges the gap between society and the village.
- III. Social Change
  - 1. Begins with the grassroots
  - 2. Honors the established structures---no blame.
  - 3. Walks side by side with the disestablishment forces--no enemies.
  - 4. Obeys the given structures and calls for new ones.
- IV. Guardian Building
  - 1. Everyone is ready to do village development
  - 2. Capture the expertise that's available
  - 3. Gives them a way of being engaged significantly
  - 4. Friendship and fellowhood are transformed. Colleagues on the march.

Backup: Spencer's ART OF FRAMING

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ZILLA PARISHAD

- 1. What is the full name of the following officials in your State, district and taluka:
  - The Chief Minister \_\_\_\_\_
  - The Collector \_\_\_\_\_
  - The Chief Executive Officer \_\_\_\_\_
  - The Block Development Officer \_\_\_\_\_
  - The Tahsildar \_\_\_\_\_
  - The Gram Serak \_\_\_\_\_
  - The Thalati \_\_\_\_\_
- 2. In the Zilla Parishad the Departments responsible for the following schemes are:
  - village toilets \_\_\_\_\_
  - pre-school vaccinations \_\_\_\_\_
  - drinking water supply \_\_\_\_\_
  - community centre building \_\_\_\_\_
  - artificial insemination \_\_\_\_\_
- 3. When you visit the Chief Executive Officer you should spend \_\_\_\_\_ minutes with him. 5minutes, 25minutes, 1 hour, 3 hours.
- 4. It is best not to take villagers with you when you are visiting a high official like the Collector.   yes   no
- 5. You should visit the BDO every day, twice a month, once a quarter, once in 2 years.
- 6. The Collector is directly responsible for the Block Development Officer.   yes   no
- 7. The person who knows what is best for the village is: the Block Development Officer, the Gram Panchayat Extension Officer, village shadow, the Collector.
- 8. When an official visits your village the most important person he must meet is: the Gram Serah, the project director, local villagers.

DAILY PLANNING

- M
- I. Context: 1) Leader has group recall Monday lab on "when" planning by asking group to name events, tasks they remember.  
2) Leader contexts role of daily planning  
3) Lays out procedures of morning lab
- O
- II. Divide into same 4 village groups as ended with on Monday morning. Using data from "when" chart choose a day for which to do daily plan.
- R L
- 1) Review the tasks on chart for that day  
2) What tasks from previous day carried over  
3) What new arenas in picture?  
4) Which ones must be done today - star  
5) Which ones could be bracketed  
Fill in "what's"
- N A
- 6) Which ones have particular time related to them - put on chart.  
7) Finish chart with "here", "who", "how" filled in for each what.  
8) Name key victory for the day.
- I B
- III. Presentation and evaluation of 4 daily timelines.
- IV. Reflection on Process - clarity, questions, how this is a useful tool.

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THE B.D.O.

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Setting: At BDO's office, PD arranging nurse visit to village clinic. BDO insists no one available for several months. PD needs nurse this week to start the clinic.

Conversation:

1. What lines do you remember?
2. What was the PD trying to accomplish?
3. Where was the BDO blocked?
4. What gimmicks did the PD use to unblock the situation? What could he have done?
5. What is the profound happening the PD is out to occasion in his encounter with the BDO?

Tuesday

A F T E R L A B O N	CONTEXT		<ol style="list-style-type: none"> <li>The project director plays a crucial role in the district and taluka towns.</li> <li>His task is to get needs delivered to the village and to develop sophistication in the village.</li> </ol>
	M O V E M E N T S	I	<ol style="list-style-type: none"> <li>Brainstorm the usual agencies, officers, companies in taluka towns.</li> <li>Have each participant put these on a framing design.</li> <li>Contradiction Reflection: What issues arise as an auxiliary member works in the taluka or district town? What blocks arise? What's the challenge that must be met?</li> </ol>
		II	Do Maneuvers Method on entering a taluka town.
		III	<ol style="list-style-type: none"> <li>Brainstorm the introduction and pitch that can be used in town. Have each participant write a pitch for chairs and tables for the Consult.</li> <li>Look at authorization journal in TAB. What issues have you faced in keeping this journal? Blocks? Challenges?</li> </ol>
	Conclusion		1. Spin: Principles of Authorization - a nod of approval is sufficient; never allow yourself to get a No; know who you are going to see as much as possible; always take a villager with you on calls; publicity goes to the village not ICA. Warnings.
D I V I S I B L E T A L K	S P I N C O N V E R S A T I O N	I. The Marks of Development	II. The Death Ground
		<ol style="list-style-type: none"> <li>Visual Change <ol style="list-style-type: none"> <li>When you walk into a village you see the difference.</li> <li>People will tell you if their village is on the move.</li> </ol> </li> <li>The Eyes to See <ol style="list-style-type: none"> <li>You must look twice to see a transformed life.</li> <li>The life style of the village is not immed. apparent.</li> </ol> </li> </ol>	<ol style="list-style-type: none"> <li>Not what, but how? <ol style="list-style-type: none"> <li>We must continue the consult dynamic.</li> <li>There are no easy answers, only the solutions we create.</li> </ol> </li> <li>Fearless Courage <ol style="list-style-type: none"> <li>You have all the expertise you need.</li> <li>Create, revise, re-create (Hang apples on dead trees.)</li> </ol> </li> </ol>
		<ol style="list-style-type: none"> <li>What have you learned about making development visible?</li> <li>What is the face of the Enemy? when you set out to do visibility?</li> <li>What is the first thing you will do in the new project to create visibility?</li> </ol>	



Project Directors  
Training Module

INITIATING VILLAGE GUILDS

Quarter I  
11-13 September  
1978

Maliwada

Tuesday

O V E R V I E W 20 mins	Opening Song Context Guild Function 1. Engagement of all people 2. Miracles of village do-ment 3. Task force approach Lay out design of evening lab
G U I L D  M E E T I N G  40 mins	Conversation: 1. Name some miracles that have happened in villages. 2. How have village guilds participated in these miracles? 3. What are some keys to involving villagers in project actuation? 4. Why is guilding critical to village renewal? Workshop: 3 environmental guilds planning drainage shramdan <u>Issues</u> <u>Implementaries</u> <u>Troops</u> 1. Name songs to open/close Guild meeting. 2. List 4 pts. for contexting a drains shramdan. 3. Create brainstorm questions for village drainage issues. Get out a sample list of issues. 4. Describe how you would divide those in the meeting to plan tasks, timing, troops coming out of those issues. a) how many per group? b) how much time to plan? 5. How will you receive the reports? What questions should be answered by them? 6. What steps would you do to pull the work together?so that all are ready to move the next day? Each Guild prepares a report: 1. Name, as a Guild, where excited? 2. Name most difficult part. 3. Summarize workshop insights
G U I L D S R E P O R T S	1. Each guild reports 2. Total group reflects on similarities/differences in plans. 3. Corporately name the keys 4. Corporately name where more prowess is required. 20 mins
E N T R Y  T A C T I C S  60 mins	E N T R Y 1. Village skills survey 2. Naming village guilds 3. First Guild meeting 4. Total body in 3 teams 5. Each team works through chart 20 mins W O R K S H O P Intent - What is this tactic out to accomplish in village? Blocks - In your experience, what gets in the way of this tactic being done? Implementaries - What specific things must be planned and acted upon to do this tactic. Timeline - What sequence must these be done in by week?
P L E N Y	1. Each team fills out chart 2. Team reports breakthroughs 3. Group art forms timeline, looking at thrust of each week and naming.
D E B R I F I N G	1. Chart of the day's happenings 2. Methods reflection on learnings of the day 3. Review of next day's tasks and timeline 20 mins

Tactics		Intent	Blocks	Implementaries	Entry Timeline			
					1st week	2nd week	3rd week	4th week
VILLAGE SKILLS SURVEY	Skills Chart							
	Villager Conversat'n							
	Shadows Named							
NAMING VILLAGE GUILDS	Visible Chart							
	Sign-Up Campaign							
	Leaders Consensus							
FIRST GUILD MEETING	Planned Format							
	Village Attendance							
	Quarter's Tactics							

I. Charting the day:

- a. draw a design of the day---morning, afternoon, evening
- b. put down the events of the day
- c. star the most significant events
- d. name the day starting with "The Great Day of \_\_\_\_\_".
- e. write a reflective sentence of the day.

The Great day of _____			
	Morning	Afternoon	Evening
E V E N T S			
Reflective Sentence:			

II. Learnings of the day:

- a. several people read title and sentences of the day.
- b. what were some of the events you starred?
- c. what did we do today that was most helpful in preparing you:
  - to enter the village (Mon)
  - to do framing (Tues)
  - to work with your Auxiliary (Wed)
- d. what was the learning you gained from that experience today? or how was it helpful?

THE AUXILIARY

Maliwada

Wednesday

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QUOTATION:

"New forces arose that drove us to the masses in the villages, and for the first time, a new and different India rose up before us who had almost forgotten its existence or attached so little importance to. It was a disturbing sight not only because of its stark misery and the magnitude of its problems, but because it began to upset some of our values and conclusions." Nehru

1. What words and pictures come to mind?
2. What historical events during Nehru's time does this call to mind?
3. What are the forces that are driving us to the villages today? What is happening in our time?

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ACT & ILG

1. Hand out Internal Life Guide first.
  2. Art form:
    - a. what struck you?
    - b. what most excited about? 10 minutes
    - c. what helpful? new?
    - d. what left out?
    - e. how use this? where keep this manual?
    - f. which collegium would you like to do?
  3. Study pgs.3,4 long enough to grasp the rationale.
    1. Hand out ACT manual
    2. Give some minutes to peruse. 15 minutes
    3. Brief art form
      - a) what constructs did you see?
      - b) did you get excited? where?
      - c) read out from a page you think is vitally important.
      - d. notice how this manual complements ILF, e.g. Question for Journal reading conversation, etc.
  4. Divide into 3 groups. Each group chooses one day. Choose one person in group to prepare either collegium or auxiliary training - 10 minutes
- IMAGE: IMPROMPTU
5. Have 3 people give collegiums--time permitting.
  6. Brief critique: 30 minutes
    - a) strengths of collegium
    - b) what change if doing again?

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Role of Project Director (Back-up: Touchstones of Priorship)

- I. Profound Humanness in Primal Community
  - 1. The 12 touchstones are known by everyone
  - 2. There is a new responsiveness in people who are asked to act out their concern
  - 3. Primal community is being re-born out of this new spirit
  - 4. A few are called to step out beyond the known to create the future--utterly impossible.
- II. The role of Project Director
  - 1. He takes final responsibility for the whole war
  - 2. He is a servant of the last villager--no status
  - 3. He is the conductor of a great opera orchestra
  - 4. He is the leader of Human Development methods in village, in auxiliary. Asks questions, not answers.
- III. The Moral Issue
  - 1. The gap between the 85% and the 15% is a "how to" gap. Indicatively created--not morally.
  - 2. To fill the gap you must risk your very life. Not knowing "how" but nevertheless doing the impossible
  - 3. You stand first in the victory circle, then create the how out of the stuff of the situation
  - 4. The only ENEMY wears your own face: "It can't be done"
- IV. Being Methods Trained
  - 1. Keeping your own conscience
  - 2. The methods we have are intellectual, social, and intellectual
  - 3. Being methods trained is a total way of life--everything you do.
  - 4. The alternative is to live unselfconsciously.

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INTERNAL LIFE QUIZ

- 1. The most important space in the auxiliary house to keep clean and ready is: (number from 1-4 according to importance) \_\_\_ the kitchen, \_\_\_ the collegium room, \_\_\_ the bedroom \_\_\_ the toilet.
- 2. The most important thing in the beginning of the day is a. Shramadan, b. a cup of tea, c. morning ritual.
- 3. The person who is in charge of the project is: a. the support force, b. village leaders, c. the auxiliary, d. the division gun.
- 4. The three commissions in every project are \_\_\_\_\_, \_\_\_\_\_ and \_\_\_\_\_.
- 5. Villagers should not be allowed to know about our financial matters.    yes    no
- 6. The auxiliary should not be allowed to know about the financial matters.    yes    no
- 7. When we live in a village, we should dress like the villagers    yes    no
- 8. Write down the name of the auxiliary member whom you have been training. \_\_\_\_\_
- 9. What is the most important task of the project director?  
a) inkind development, b) training the auxiliary,  
c) teaching the preschool d) keeping the finance books.
- 10. Collegiums should always be done by the project director.    yes    no
- 11. Auxiliary women should always be put in charge of the pre-school and should not have to make government visits.    yes    no
- 12. What is an important training that colleagues in your auxiliary need?
- 13. What is one important training that you need?
- 14. After 2 years are over, the NGP will have finished its work    yes    no
- 15. We do not have to have 7 hours of sleep.    yes    no

CONSULT SET-UP

M

- I. Context: 1) Rehearse journey: site selection to project actuation  
 2) Focus on Consult set-up  
 3) Lay out 4 arenas of set-up. Talk thru significance of each arena.  
 4) Importance of auxiliary/villagers being assigned to these 4 arenas during set-up.

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- II. Divide group into 4 task arenas for building maneuvers. Use chart from consult manual as data for building maneuvers. Village Prep, Practics, Materials, Authorization & Consultants.

R L

III. Plenary -

- 1) Reports from each group  
 2) Then thru: where overlap  
     where holes  
     need polishing, pushing  
     strong actions  
     questions they have on each arena/how's  
 3) Critical that group clear all four arenas. Must be activated simultaneously thru to completion. How does each of these set up arenas actuate the project?

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A NEW AUXILIARY

Setting: Auxiliary reports to PD that he cannot get the villagers to participate in the drain digging shramdan. He asks to be replaced by someone else as gun of the activity.

Conversation:

1. What lines do you remember?
2. What was the PD trying to accomplish?
3. What shape did the enemy take in this situation?
4. How was the enemy defeated?
5. What is the profound happening the PD is out to occasion in his encounter with another auxiliary?

THE AUXILIARY

Wednesday

A F T E R N O O N	L A B O R E T O R Y	CONTEXT	<ol style="list-style-type: none"> <li>1. A project director is a key to the auxiliary team, not in status but in work.</li> <li>2. His task is to care for the total task and the whole auxiliary, and he brings intentionality to the team.</li> </ol>	
		I V E N T S	I	<ol style="list-style-type: none"> <li>1. Brainstorm the types of auxiliary members you can expect. Discuss tactics to journey the various types</li> <li>2. Have each participant draw the layout of the house he plans to set up in his new village.</li> <li>3. Contradictions Reflections: what issues can a director expect to face with the auxiliary itself? What blocks? What challenges?</li> </ol>
			II	Do entry maneuvers for launching a new auxiliary.
			III	<ol style="list-style-type: none"> <li>1. Review Consult Manuals -- consult set set up timeline and check lists.</li> <li>2. Have each participant prepare his own timeline for setting up the consult.</li> <li>3. Have each participant prepare his opening context spin to the auxiliary.</li> </ol>
		Conclusion	<ol style="list-style-type: none"> <li>1. Spin: Principles of Generalship - nurture the troops; sing a lot; rise before 5 am; have your own plan; tut accept all insights; operate throug structures; focus on the task tobe done.</li> <li>2. Warnings.</li> <li>3. Questions and Answers.</li> </ol>	
D I N N E R	T A B L E	S P I N	<ol style="list-style-type: none"> <li>I. The NGP History                             <ol style="list-style-type: none"> <li>A. Maliwada                                     <ol style="list-style-type: none"> <li>1. 12 staff began the HDP</li> <li>2. It is now a completed village.</li> </ol> </li> <li>B. 30,000 Villages                                     <ol style="list-style-type: none"> <li>1. The 25, the 250, the 2500.</li> <li>2. The villager is on the rise.</li> </ol> </li> </ol> </li> <li>II. The Auxiliary Journey                             <ol style="list-style-type: none"> <li>A. Six-month Intern                                     <ol style="list-style-type: none"> <li>1. The auxiliary is a team.</li> <li>2. Some choose themselves.</li> </ol> </li> <li>B. The New Vocation                                     <ol style="list-style-type: none"> <li>1. From a learner to taking full responsibility.</li> <li>2. A lifelong task is before us.</li> </ol> </li> </ol> </li> </ol>	
			C O N V E R S A T I O N	<ol style="list-style-type: none"> <li>1. What have you learned about being Nava Gram Prayas?</li> <li>2. How are you different now than when you started? In the way you think? How you look? What you plan to do with your life?</li> <li>3. What sustains you on the journey in NGP?</li> </ol>

<p>OVERVIEW</p>	<p>Opening Session - Singing of Songs                  CONTEAT OF LEADERS FUNCTION                  1. Leadership is dynamic of care (not position first)                  2. Task of coordinating corporate activity                  3. The concern of unblocking effective engagement</p>	<p>TOTAL GROUP                  20 minutes</p>
<p>LEADERS DYNASTICS                  TITLING                  TOTAL GROUP                  40 minutes</p>	<p>Conversation:                  1. Name some village leaders you have encountered.                  2. What impacted you about them?                  3. List some key characteristics of village leaders.                  4. What is the role of P. D. in relations to villagers?</p> <p>Reports from guilds and stakes:                  1. Each stake would report its work from timeline previously created on wall.                  2. Each guild would report its week I timeline on wall.                  3. Questions of clarity from group.</p> <p>Weekly Plan:                  1. Name the major thrusts of week I? What is the intent of this wk?                  2. What are the key victories this week?                  3. What is the village calendar for the week? (guilds, stakes)                  4. What issues must be resolved to release week to happen?                  5. What are the key recommendations needed for guild/stakes this week?</p>	
<p>WORK ENTS                  REPORT</p>	<p>Reflection: what learn about leaders meetings?                  I. Auxiliary preparedness                  II. Village preparation                  III. Space &amp; time                  IV. Initiation of Village leadership                  V. Corporate Conversation                  VI. Team Work on chart</p>	<p>TOTAL GROUP                  10 minutes</p>
<p>LEADERS WORKSHOPS                  ENTRY</p>	<p>Corporate Conversation: 1. Where have you seen village leadership develope quickly?                  2. Where have you experienced the most difficulty in working with village leadership                  3. What is the project directors role in working with village ldrshp                  4. What are the keys to P.D. working effectively? 10 minutes</p> <p>Team Workshop: 1. Bfeaking into 2 groups A) Auxiliary preparation                  B) Villiage preparation                  2. Each group brainstorm list of what concrete things must be done to prepare for first leaders meeting?                  3. What tactics inyour list are most necessary, impacting do-able?                  4. What other elements in brainstorm fill out these 3 key tactics?                  5. Brainstorm any addition clements to complete chart.                  6. Prepare for plenary report. 35 minutes</p> <p>Plenary: 1. What are questions of clarity to each group?                  2. Where would you say something is missing?                  3. What is there that is not needed to be prepared?                  4. Place # of what must be done first, second, theird in each group of tactics using chart. 30 minutes</p>	
<p>DEBRIEFING                  DAYS</p>	<p>Chart of the Day's Happenings                  Reflecting on the Training Module:                  1. What do you remember from the last 3 days?                  2. Where were you excited?                  3. Where were you challenged?                  4. Name your key learnings.                  5. How was this helpful?                  6. What are your next steps in training?                  Songs and Send-out Drama</p>	<p>TOTAL GROUP                  30 minutes</p>





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