



REPORT ON TRAINING OF MASTER TRAINERS' IN CBPR

Central Regional Centre

[Chattisgarh, Madhya Pradesh and Rajasthan]

16-18 JUNE 2022

**National Law Institute University
Bhopal**



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Background

In 2011, a national review was conducted by a Committee of Experts (set up by the then Planning Commission) to analyse the purposes, principles and forms of social responsibility and community engagement which are relevant to our context. Its recommendations to Ministry of Human Resource Development (MHRD) about “fostering social responsibility and community engagement of Higher Education Institutions (HEIs)” in India contain several important elements for the new policy¹. The National Education Policy (NEP) announced by the Government of India in 2020 has presented a transformative framework for higher education in the country. It has reinforced many of the recommendations already included in the new policy, as exemplified through the below lines:

“The purpose of the education system is to develop good human being capable of rational thought and action, possessing compassion and empathy, courage and resilience, scientific temper, and creative imagination, with sound ethical moorings and values. It aims at producing engaged, productive, and contributing citizens for building an equitable, inclusive, and plural society as envisaged by our Constitution (pg. 5).”

Unnat Bharat Ahiyaan (UBA) 2.0 was launched by the MHRD, UBA 2.0 aims to bring a transformative change in rural development by the active participation of higher education institutes with rural communities and reorientation of communities through research and development. It was launched by the Government of India in February 2018. The University Grants Commission (UGC) set up a Subject Expert Group (SEG) on Curricular Reforms and Educational Institutions Social Responsibility for achieving the objectives of reforming the curriculum at the level of undergraduate and postgraduate to instil the concept of Rural Community Engagement and Social Responsibility. The purpose is to ensure that community engagement is not seen as a standalone activity and is integrated in the regular curriculum of the university to ensure the development of the society around the university.

The latest guideline by UGC provides the National Curricular Framework and Guidelines for “Fostering Social Responsibility and Community Engagement” of HEIs in India. It has been developed by the Expert Group through a series of consultations over this period. It has been revised to include key recommendations of NEP 2020. The experiences of the Covid pandemic and responses by students, faculty, and staff of HEIs during the same have been incorporated in this revision. The NEP 2020 endorses the recommendations in UGC framework that “local knowledge and wisdom of our rural and tribal communities must be valued” in undertaking research. Local community can be involved in partnership with students and researchers to find innovative local solutions and adaptation of appropriate technology to the challenges faced by them. The students as primary stakeholders in higher education must have many opportunities for participation in community service projects, like UGC’s recent guidelines on community-based internship and field-based courses.

¹https://www.ugc.ac.in/pdfnews/1906947_Revised-Draft-Framework-in-the-light-of-NEP-2020.pdf

As per the guidelines issued by University Grants Commission (vide letter of the Secretary UGC to all Vice- Chancellors dated December 23, 2021, a first batch of 30- 40 Master Trainers (MT's) will be trained in Community Based Participatory Research (CBPR) methodology. It was proposed that each batch of selected MT's would undergo residential training at Regional Centres before they start teaching this course, led by a team of UGC appointed experts in CBPR. The objective for training the MTs is threefold: (a) to understand the framework of UGC/UBA course "Fostering Social Responsibility & Community Engagement"; (b) understand the Principles & Methodology of CBPR underlying field- based Learning; (c) to strengthen competencies in use of various methods of CBPR through field practice.

Given the situation of Covid-19 pandemic in the country, the first two modules – Understanding Community University Engagement and Understanding Principles and Methodology of CBPR, was held online on January 27 and February 15, 2022 respectively. However, several aspects of learning CBPR methodology entails competencies and skills which are best learnt in face-to-face practice in the field itself. In lieu of this, a three- day face to face training workshop is going to be held in all the 7 Regional Centres. So far three such trainings have been conducted – the Western Regional Centre (20th – 22nd April 2022) at the Rashtrasant Tukdoji Maharaj Nagpur University, Nagpur; the Southern Regional (27th – 29th April 2022) at The Gandhigram Rural Institute (Deemed to be University); the Eastern Regional Centre (7th – 9th June 2022) at The Central University of Odisha, Koraput. This report documents the fourth training workshop that was held from 16th – 18th June 2022, in the Central Region at National Law Institute University, Bhopal.

Master Trainers' Training Program (3- Day Training Workshop)

A three-day workshop was held at National Law Institute University, Bhopal to train the MT's in the CBPR methodology. The workshop was held from 16th – 18th June 2022 where 24 MT's from across 3 states of Central India – Rajasthan, Chhattisgarh and Madhya Pradesh had participated. Dr. Rajesh Tandon (UNESCO Chair in Community Based Research and Social Responsibility in Higher Education; Founder- President, PRIA and UGC Subject Expert Group member) and Dr. Yogesh Kumar (Founder member and Executive Director of Samarthan – Centre for Development Support) were the facilitators for the training workshop. During the training, they trained the MT's in various CBPR methodologies both in theory and practice – through field visits. This report has been prepared by Ms. Neha S Chaudhry (India Coordinator, UNESCO Chair in Community Based Research and Social Responsibility in Higher Education).

Day 1

Session I: Inaugural Session

The session began with the National Anthem and was facilitated by Dr. Pooja Kiyawat (Assistant Professor, NLIU, Bhopal). The Inaugural session was conducted in hybrid mode – while some dignitaries were present physically on the dais other dignitaries such as Prof.

Rajnish Jain (Secretary, UGC), Dr. Ujwala Chakradeo (Vice Chancellor, SNDT² Women's University, Mumbai) and Dr. S. Natrajan (Former Vice Chancellor, The Gandhigram Rural Institute, Dindigul), participated online through Zoom platform.

The welcome address was delivered by the Vice Chancellor, NLIU, Bhopal – Dr. Vijayakumar. In his address he applauded UGC and UNESCO for giving NLIU the opportunity to organise this workshop. He urged the MT's to make the best of the training workshop and maximise their learnings. Next, Dr. Ghayur Alam (Registrar, NLIU, Bhopal) in his address said, 'Training is not merely attending a lecture, but it is about developing a particular skills or behaviour'. One needs to keep an open mind to be able to learn new skills from a workshop of this kind. Prof. Rajnish Jain (Secretary, UGC), who participated virtually, said that one needs to sensitise the youth of our nation and make them aware of the important role they can play in bringing about societal change. They are crucial for the development of our nation.

Dr. Rajesh Tandon in his remarks spoke about the recent Third UNESCO World Higher Education 2022 (WHEC 2022) that was held in Barcelona, Spain in May. He shared the roadmap that emerged out of the discussions at WHEC2022, which was in line with the objectives of our National Education Policy (NEP) 2020. They are:

- (i) Community Engagement is must and inevitable;
- (ii) Indigenous knowledge/ community knowledge needs to be valued and respected if we want to address the Sustainable Development Goals (SGDs), academia alone is not enough;
- (iii) We must sensitise young people of our nation to value the experiential knowledge of the communities.

Dr. Chakradeo (Vice Chancellor, SNDT Women's University, Mumbai) stated that the real meaning of experiential learning comes from engaging with the community. 'Through community engagement the resources of the higher education institutions (HEIs) can be shared with the community', said Dr. Natrajan (Former Vice Chancellor, GRI). Community engagement can be done through socio- economic development: (i) by sensitising the people to value their knowledge and (ii) through skill and entrepreneurial development. Dr. Yogesh Kumar (Founding member and Executive Director, Samarthan) opined that the essence of participatory research is to bring people in the centre of the development framework. The idea is to enable and empower people so that they can partake in the decision affecting their lives. He concluded, 'community engagement is a long drawn and a continuous process'. The inaugural session concluded with a vote of thanks delivered by Dr. Ranjan Kumar Rai (Assistant Professor, NLIU).

² SNDT – Shreemati Nathibai Damodar Thackersey Women's University, Mumbai



[L to R] Dr. Ranjan Kumar Rai, Dr. Disksha Rajput, Dr. Ghayur Alam, Dr. Vijayakumar, Dr. Rajesh Tandon, Dr. Yogesh Kumar and Dr. Prashant Dwivedi

Session II: Introductory Session with Master Trainers (MT's)

Dr. Tandon started the session with a round of introduction of the MT's where everyone sat in a circular formation so that one could see everyone.



Following the introductory round, Dr. Tandon talked about the concept of Community University Engagement and its basic principles as described in the National Curriculum Framework & Guidelines issued by UGC:

- Community engagement is all **about mutual learning and respect**. While community learns from students and faculty engaging with them, students and teachers should also learn from community knowledge and experiences;
- Community engagement should be **university and discipline wide**, not limited to a few social science disciplines alone;
- **Participation of students should earn them credits**. Therefore, it should be integrated into their assessments;
- Performance assessments of teachers, researchers, and administrators in HEIs should include review of their involvement and contributions to community engagement in teaching and research. **Teachers should also be given credit for their engagement activities**;
- HEIs should **develop organic and long-term linkages with local institutions** around them. These include local governments, district administration, local entrepreneurs, business, and local NGOs.



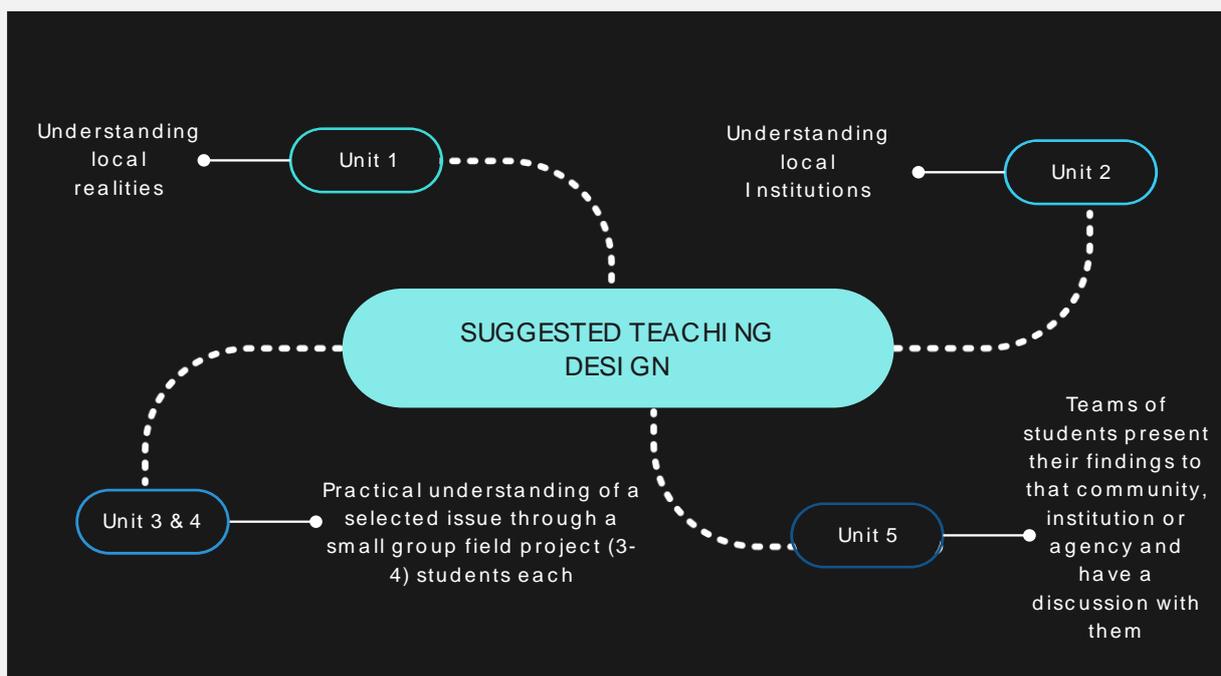
The structure of the 2-credit course has two parts:

- One credit for online learning through Massive Open Online Courses (MOOC);
- One credit for field-based learning.

The suggested teaching design:

- Unit One: Understanding Local Realities;
- Unit Two: Understanding Local Institutions;
- Unit Three & Four: Practical understanding of a selected issue through a small group field project (3-4 students each);
- Unit Five: Teams of students present their findings to that community, institution or agency and have a discussion with them.

The course material would be available online for students to build their understanding. This material needs to be supplemented with locally relevant and contextually important additional materials, including schemes of state governments as well. The course is compulsory for all students across all disciplines. It will be taught over 6 weeks where the contents will be divided into five units/modules. Each week, students must spend 3 hours on online platform and 3 hours in the field, with guidance from the teachers. Hence, teachers from all disciplines must become MT's. Once the teachers become MT's, they must perform two responsibilities – teach this course to a batch of students themselves in their own institutions and co-train future cohorts of identified teachers in teaching the course to students. This training would help the teachers to learn how they can maximise student's learnings through the CBPR methodology.



Session III: Understanding Local Realities

Dr. Yogesh Kumar facilitated this session where he introduced the method of *Transect Walk*. Transect walk is a familiarising method in CBPR which is usually used at the start to acquire a first-hand understanding of the local reality of the community. The purpose/ learning objective of transect walk is to develop an understanding about the social background, the

resources availability, community's skills, the geographical spread, housing, livelihood, composition, water bodies and availability of services.

The idea is to familiarize oneself with people – young, old, male, female; streets, lanes, and common facilities where people gather, playing spaces, schools, religious places etc., so that one can develop a mental map of the village. In order to do so, one needs to observe closely and engage in informal conversations with the community, being mindful of their caste/ class dynamics to avoid hurting their sentiments. It is important to note that one who observes, is also observed. Therefore, we must be careful of our behaviour when we are in their space. We need to understand the community and its resources through their lens; hence it is important to involve as much local people as possible and facilitate a discussion amongst them.

Next, Dr. Kumar discussed the second method that was to be used during the first field visit – *Social Mapping* of the village. Social Mapping is a way of combining geographical map with social elements such as houses, shops, water taps, fields, visible buildings, roads and so on.

For the purpose of these activities, 24 MT's were divided in 5 groups (4 groups comprising of 5 members and 1 group of 4 members). The group was divided in a way that it maintained gender balance across all groups. Each group was a mix of MT's belonging to 3 different states.

Briefing for field visit:

- During the transect walk, gently approach members of the community but if they refuse, accept that and move on, approach others;
- It is crucial that social mapping is done by the local people facilitated by one or two MT's not everyone;
- One could either use a chart paper to draw the map or use local resources available and draw the map on the ground with chalk and local ingredients such as tamarind seed, green leaves, pulses etc.;
- The idea is to generate conversation over this mapping and gauge their understanding of their space. It is a useful way of engaging with and involving local people.



Session IV: First Field Visit:

The MT's (in their respective groups) spent around 1.5- 2 hours in the identified villages (Mandora and Mandori) where they did transect walk followed by social mapping. After the MT's returned from the field, they were asked to reflect on their visit. They had to make a note of what they learnt about the village and what they learnt about community engagement process? These reflections were to be discussed next day during the debriefing session.

Watch a short clip on [Transect Walk](#) and [Social Mapping](#) facilitated by the Master Trainers.





Day 2

Session I: Presentations and Debriefing of First Field Visit

Dr. Tandon facilitated this session where the MT's had to share their reflections from the first field visit through presentations. Each group was given 10 minutes to present their reflections and learnings.

Similarly, before the teachers take the students to the field, they need to brief them for about 20 - 30 minutes about what they need to do in the field. The groups must be divided in a way that it ensures gender balance. The students must spend around 1.5- 2 hours in the field. Immediately after returning from the field, the teachers must give students sometime to reflect on their visit and make note of their learning about the field and the process. They must first

reflect individually and then in their respective groups. During the debrief session, each group must share their reflections with everyone for the purpose of shared learning.

Reflections from the first field visit: The reflections shared by the participants were a mix of how one should behave in the field and how one should facilitate the discussion. Some points to remember are:

How does one conduct oneself?

- Don't take photos/ videos without permission;
- Don't preach/ don't advice/ don't offer solutions;
- Do not impose your preconceived notions/ prejudices, but be open to learning;
- Don't draw conclusions about their living conditions and state of mind in first visit;
- Avoid gifts giving in first visit;
- Sit on the floor with the community;
- Divide roles and avoid interrupting the conversation;
- Do not talk amongst each other or on mobile;
- Empathise not sympathise.

How does one facilitate discussion?

- Keep all your five senses open – they are the greatest source of collecting information;
- Keenly observe and involve a local person from the community for the transect walk;
- Mobilise in team, not individually – it is a group activity;
- Use an inclusive approach – invite community members to participate;
- Familiarise with people – have a conversation and let it flow;
- It is crucial that the local community members hold the pen while drawing social map;
- Where to begin – which section of the community to approach first. All villages have caste and class hierarchies. We must ensure that we start the conversation with people at the periphery/ margins, to make ourselves more approachable.

Principles derived from the Debriefing:

- Observe with an open mind and make notes, don't be judgemental;
- Collect as much information as possible through transect walk but do not be in a rush to use popular PRA tools – it is a premature stage analyse the data through these tools;
- Focus on developing rapport with the community through conversation – do not overwhelm them with list of questions but engage in a spontaneous conversation and then take it from there; show interest in their lives as opposed to your questions;
- Complete information may or may not be fully represented on the charts, but through discussions in the debriefing session one can present those details;
- Use creative methods to make the process interesting for students.





Session II: Understanding the Local Institutions

Dr. Tandon facilitated this session in which explained that the purpose of the second field visit is to understand the structure and functioning of the local institutions. One must dwell into the details such as the history of the institutions, its structure, functions, challenges, external linkages and so on. He mentioned that there are three types of institutions: community institutions (led and managed by the community), development institutions (such as Self-Help Group, Anganwadi etc.) and statutory institutions (such as Panchayat).



Session III: Second Field Visit

The MT's in their respective groups visited the various local institutions and spent around 1.5-2 hours. Upon arrival, they were asked to make note of their reflections of the second visit. Similarly, when the teacher's take the students for the second visit as part of module 2 (Understanding Local Institutions), they must brief the students before the visit and give them time to reflect.



Session IV: Presentations and Debriefing of Second Field Visit

Immediately after the groups returned from village, they were asked to write their individual reflections from the second field visit. Next, they were given 45 minutes to collate all the information they had gathered. The fundamental principle of CBPR is ‘knowledge sharing’. So, the MT’s must ensure that when they take the students, they also collate and present the data they gather, through this exercise, to the community. When the students present their findings, they must be mindful of the language and the vocabulary they use. Debriefing the field visit is an important component of the entire exercise as it enables a better understanding and shared learning among the participants.

Through their presentation, the MT’s had to answer two questions:

- (i) What is working well in the local institutions?
- (ii) What were the challenges?

Principles derived from the Debriefing:

- Do not teach the institutions what to do and how to do it, only present your findings;
- Be open to their feedback or clarifications;
- We should be mindful of the time we take for presentations;
- Keep enough time for a Q & A session with the stakeholders present in the audience;
- The purpose of presenting the data is to generate further conversations and these may or may not lead to future actions.

Each group was given 10 minutes to make their presentations using creative methods such as role play, panel discussion, music, drama, poetry, photos etc. While the groups presented their findings of a particular institution, the remaining groups posed as the multiple stakeholders of that institutions. The purpose of this exercise is that the community gets to validate the findings and share their valuable feedbacks to improve our understanding of their institutions. It is their knowledge; therefore, they need to have the ownership. This process catalyses thinking and action.





Day 3

Session I: Learning CBPR Methods: Venn / Chapati Diagram

Dr. Kumar facilitated the session in which he introduced the *Venn/ Chapati Diagram* method. This method is used to understand the functioning, accessibility and effectiveness of the local institutions. For this, a small slip was distributed amongst the MT's on which they had to write down the name of one institution that they feel is the most important from community's point of view. Next, they were asked to display their slips on the floor. The slips with common names were piled together. Out of the several institutions that were listed and placed on the floor, the MT's were once again asked to think of the most important institution from the community's point of view and put a tick mark against that slip. It was important to note that they were asked to do this again and note if their selections were different from the one they had listed on their slip earlier. This exercise helped in ranking the institutions based on their importance. However, this ranking does not signify that one institution is important than the other, but it is to signify the importance community members associate to these institutions.

As the next step in the process, some volunteers from among the MT's were called to participate in the demonstration of venn diagram method. Dr. Kumar handed them a piece of paper which described a situation. The MT's had to role play those situations. In the process, they had to use the different sizes of the venn diagram and label them with institution's names to denote their importance. The biggest circle denotes the most important institutions while the smallest denotes the least important ones. After labelling the circles, the community members, with common consensus, had to place the circles on the floor keeping the accessibility of those institutions in mind. It is important to note that, while the size denoted importance, the distance (placement of the circles) denoted accessibility/ effectiveness. The accessibility is to be understood not in terms of physical distance, but the mental accessibility i.e., about being able to avail services with dignity.

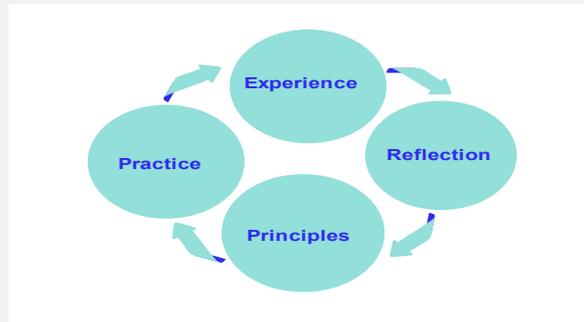
Once the cards are placed, the facilitators must ensure that the cards remain on the floor as is and then give time to the community members to reflect and then one can facilitate the discussion on why they feel that a particular institution is not accessible/ effective or more accessible/ effective? The conversation can then flow as per the context.

Students must be encouraged to do a similar exercise with the different members of the community. While this exercise can be done with the users/ beneficiaries of the services, it can also be done separately with the service providers. The data collected through this process reflects the experiences of the community vis-à-vis the institutions and its services. This knowledge may lead to appropriate action that maybe needed to address the concerns that may arise out of the discussion. This exercise must be used as an entry point to get to know the community and not derive conclusive evidence.





This session was followed by a discussion on *Experiential Learning* facilitated by Dr. Tandon. He emphasised that in the process of experiential learning, we start with an *experience*. It is imperative that we reflect on that experience, as the second step. If we don't reflect, the exercise of field visit will become mere tourism and learning may or may not happen. We must reflect individually and then with the group as a way of shared learning. These *reflections* produce *principles* – in everyday life these are our do's and don'ts. Once we get the principles, we use those principle in our *practice*. Reflections help us refine our principles. Experiential learning is a fundamental principle of CBPR.



He also added that learning happens through the experiences of others (through case studies) and through our own experiences. Every experience is connected to emotions. Therefore, we must not ignore our emotions but learn from them. Our experience is part cognitive and part emotion.

Session II: Recommendations on Assessment and Next Steps

In this session, the MT's were asked to give their inputs and recommendations on how they suggest this two credit course will be assessed. They were also informed of the current proposal of the weightage corresponding to three elements:

Individual Participation	30%
Group Report	40%
Presentation to the Community	30%

The suggestions for assessment were as follows:

- The students need to maintain a field diary containing photos, audios, and video clips from their field visit. Assessment should be based on the field diary + their reflection + group project;
- Some suggested that examination could be conducted with 70% weightage for theory and 30% weightage for viva while some suggest that we may lose the purpose of community engagement if the assessment is based on examinations;
- Community feedback should also be a part of assessment, as they are the primary stakeholders in this process. They can be invited in the university campus to also give them a sense of belongingness. This may motivate them to participate;
- It must be made clear to the students that if they do not do the field work, they won't get any certificate;
- MT's from other regional centres can be invited to assess the students.

Session III: Valedictory Session

This session was facilitated by Dr. Pooja Kiyawat (Assistant Professor, NLIU) and amongst the dignitaries were Dr. Rajesh Tandon, Dr. Yogesh Kumar, Dr. Vijayakumar, Dr. Diksha Rajput and Dr. Ranjan Kumar Rai. Dr. Tandon applauded the MT's for their active participation in the three- day workshop. He added that their enthusiasm and commitment has further motivated him in his endeavour of training of MT's in CBPR. He thanked them for inspiring him. 'The last three days have been a co- learning process where we learnt a great deal from the participants while they learnt from us', said Dr. Kumar. The process of shared learning has not only broadened our perspectives to look at things differently but also taught us to accept different perspectives. Dr. Rajput applauded the MT's, the resource persons and the organisers for their enthusiasm and urged them to keep that spirit alive in passing on the baton of CBPR to their students.

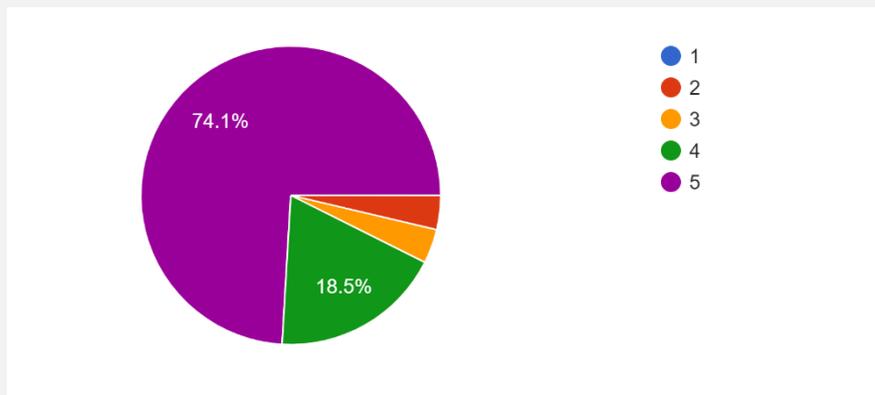
Next, few MT's were invited to share their experience of the workshop. Dr. Niraj Kumari (Assistant Professor, Guru Ghasidas University, Bilaspur) said that the workshop gave her a directional approach for community engagement as it was the right mix of theory and practical demonstration. Dr. Amit Singh Thakur (Assistant Professor, IPS Academy, Indore) shared that the biggest learning for him was to unlearn his prejudices and learn new ways of engaging with the community through CBPR. He was awestruck by the simplicity and constant presence of the resources persons all throughout the workshop including during the field visit. Endorsing Dr. Thakur's reflection on the involvement of the facilitators, Dr. Anjali Sharma (Assistant Professor, Central University, Rajasthan) added that the critical reflections and constructive feedbacks from the resource persons helped and inspired them to learn. Next, Dr. Ranjan Kumar (Assistant Professor, NLIU) read a brief report of the three- day workshop.

In his concluding remarks Dr. Vijayakumar (Vice Chancellor, NLIU) said that he was surprised to see the same energy and excitement in the participants as they had on day one. He said this contagious energy has given him hope that they will fulfil their responsibility of sensitising their students to value and respect community knowledge. The session concluded with a vote of thanks delivered by Dr. Seema Srivastava (Assistant Professor, NLIU).

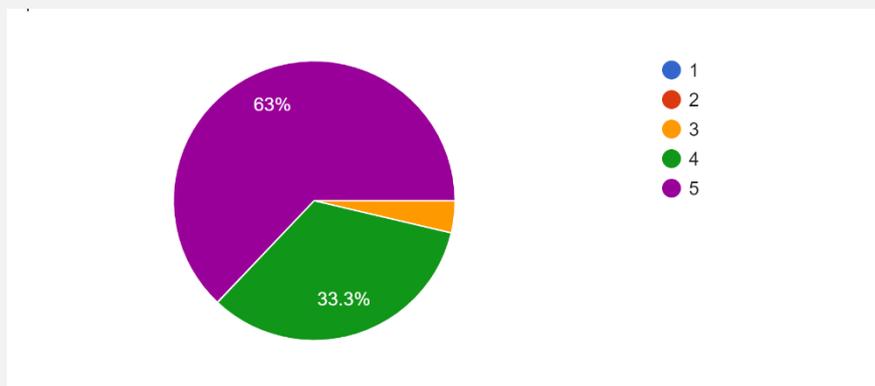


Review Form Data

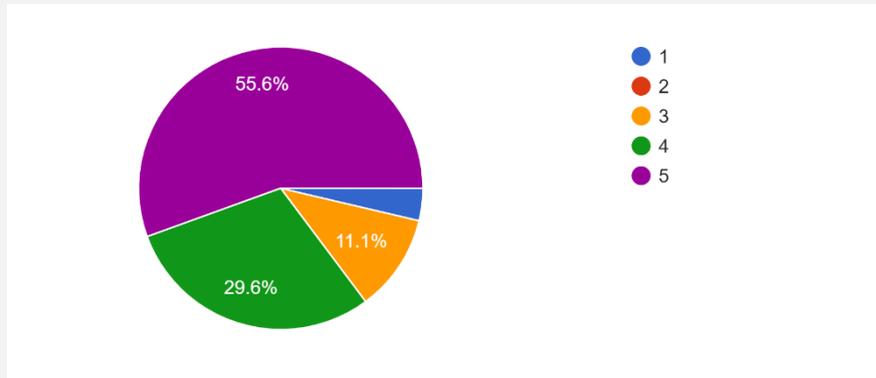
1. To what extent did the workshop achieve the learning objectives? (1: Lowest Value; 5: Highest Value)



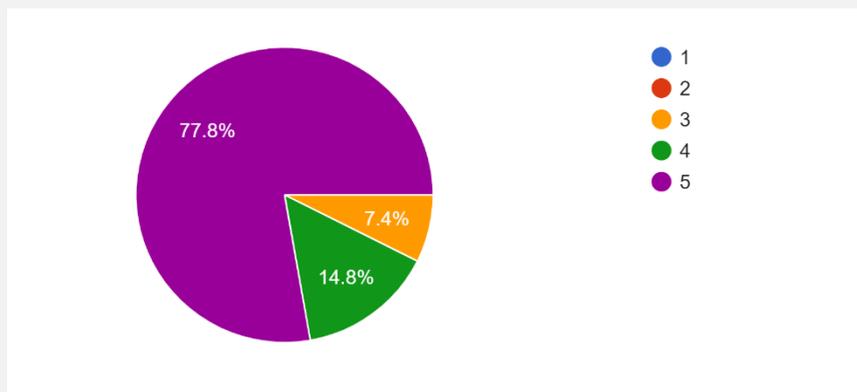
2. To what extent were you able to learn about the use of CBPR methodology?



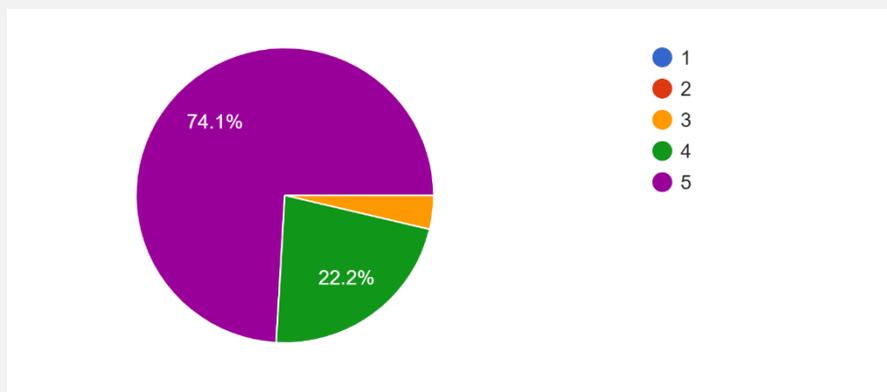
3. How confident do you feel in teaching the two- credit course in your institution?



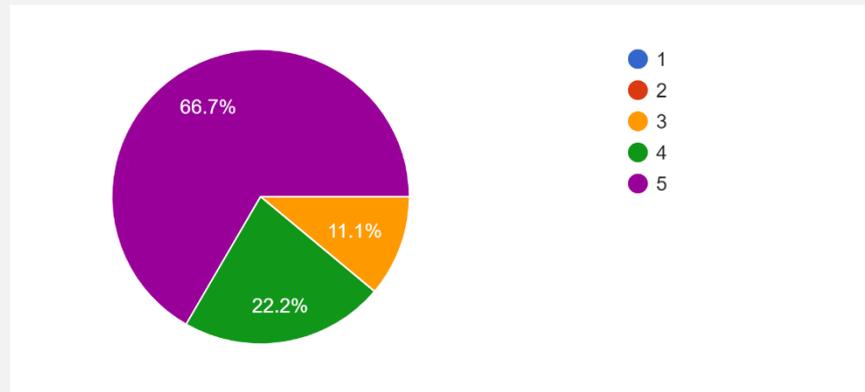
4. How effective was the field- based learning design used in this workshop?



5. How appropriate were the logistical arrangements for such a workshop?



6. Did you find the learning environment of the workshop productive for learning? Give reasons for the same.



7. Feedback about the Resource Persons.

- Dr. Rajesh Tandon and Dr. Yogesh Kumar effectively delivered the course content;
- The planning and methodology used by the resource persons were effective as they created an experiential learning environment;
- There is a need for more resource persons with experience in ICT and Start-up background who understand the rural resource crunch.

8. Your suggestions for improving the workshop

- The workshop must be for 5 to 7 days;
- One-month prior notice and information for the training program is needed;
- Need more field visits and field based practical training;
- Need more creative activities;
- This course should be made optional;
- Need more interactions with local NGOs, Panchayat officers and district officers;
- The participants should be encouraged to solve some ground problem;
- More workshop with more clarity;
- Need strong and regular follow up from the organisers;
- Need for regular workshop of this nature;
- Resource persons should give direction on post mapping so that it can be used for publications;
- Provide prior information, literature, and best practice model.

9. Any additional comments/ suggestions:

- This workshop will prove to be milestone in creating UBA;

- Resource/ funding is required for effective functioning of CBPR course;
- Need a mechanism through which the trained MT's can be contacted by the institutions who want to similar trainings.

List of UGC Subject Expert Group Members

1. Dr. Rajesh Tandon, Member,
UNESCO Co-Chair in Community Based Research and Social Responsibility in Higher Education, Founder- President, PRIA, New Delhi
2. Prof. S. Natarajan
Former Vice Chancellor
Gandhigram Rural Institute, Dindigul
3. Dr. Ujwala Chakradeo,
Vice-Chancellor
SNDT Women's University, Mumbai
4. Dr. Kamal Bijlani
Director, E-Learning Research Lab
Amrita Vishwa Vidyapeetham, Coimbatore

Local Resource Persons

1. Dr. Yogesh Kumar,
Founder member and Executive Director of Samarthan – Centre for Development Support, Bhopal

For Preparation of Report

1. Ms. Neha S Chaudhry, India coordinator, UNESCO Chair in Community Based Research and Social Responsibility in Higher Education, PRIA, New Delhi

Training Design

TIME	SCHEDULE
DAY ONE	
9:30AM – 10:30AM	INAUGURATION
10:30AM - 10:45AM	TEA BREAK
10:45AM – 1:15PM	INTRODUCTION AND ROLES OF MT'S
	LUNCH
3:00PM – 6:30PM	LEARNING CBPR METHODS FIELD VISIT 1 – UNDERSTANDING LOCAL REALITIES
8:00PM ONWARDS	DINNER
DAY TWO	
9:00AM – 11:00AM	DEBRIEF OF FIELD VISIT 1

11:00AM – 11:15AM	TEA BREAK
11:15AM – 1:30PM	LEARNING CBPR METHODS FIELD VISIT 2 - VISITING LOCAL INSTITUTIONS
	LUNCH
3:00PM – 6:30PM	DEBRIEFING FIELD VISIT 2
8:00PM ONWARDS	DINNER
DAY THREE	
9:00AM – 11:00AM	REFLECTIONS ON FIELD VISITS
11:00AM – 11:15AM	TEA BREAK
11:15AM – 1:30PM	LEARNING CBPR METHODS VENN DIAGRAM
	LUNCH
3:00PM – 4:00PM	ASSESSMENT AND FEEDBACK FOR NEXT STEPS
4:00PM – 5:00PM	VALEDICTORY SESSION

List of Participants

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