

WORKING GROUP FOR PREPARATION OF MANUAL ON VPP

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CONTENTS

Details	Page No.
1. Introduction	
2. The Course	
3. Objectives	
4. Learning Outcome	
5. Process/Procedures/Guidelines	
5.1. Pre-Camp	
5.1.1. Selection of village for the camp	
5.1.2 Planning the activities	
5.1.3 Suggested List of Activities	
5.1.3.1. Rapport Building	
5.1.3.2. Manual work	
5.1.3.3 Lecture Sessions	
5.1.3.4 Awareness Generation	
5.1.3.5 Surveys	
5.1.3.6 Action oriented projects	
5.1.3.7 Interactive session with groups	
5.1.3.8 Subject oriented activities	
5.1.3.9. Cultural Programmes	
5.1.3.10. Demonstration	
5.1.3.11. Individual interactions	
5.1.3.12. Sport and games	
5.1.3.13. Folk games and sports	
5.1.3.14. Other activities	
5.1.4. Orientation –(at the campus)	
5.1.5. Arrangements	
5.1.5.1. Pre-camp arrangements	
5.1.5.2. Logistics	

	5.2 On-Camp	
	5.2.1. Placing the students	
	5.2.2. On-Site Orientation	
	5.2.3. Guidelines for enhancing people participation	
	5.2.4. Dealing with emergency/crisis	
	5.2.5. Execution of Planned Activities	
	5.2.6. Duties and responsibilities of the students	
	5.2.7. Values, ethics and professional practices	
	5.2.8. Do's & don'ts for the students	
	5.2.9. Duties and Responsibilities of the Staff - in charges	
	5.2.10. Monitoring	
	5.2.11. Review and Reflections	
	5.2.12. Documentation and Reporting	
	5.2.13. Feedback	
	5.2.14. Assessment of performance of the students	
	5.2.15. Exit Plan	
	5.3. Post Camp	
	5.3.1. Immediate Tasks	
	5.3.2. Follow-up	
	5.4 Developing a model village	

VILLAGE PLACEMENT PROGRAMME

1. INTRODUCTION

Extension is an integral component of the academic programme of the Institute. It is envisioned in the ideals and enshrined in the objectives of the Institute. It remains the nucleus of teaching and research. An important component of extension is the 'Village Placement Programme'. The students and staff, under this programme, stay in a village for a period of seven days and carry out various activities along with the people. The experience gained during this period would serve as a springboard for designing various activities to be carried out over a period of time. Hence, the staff and students should sit together and plan the programme in a systematic manner. This manual will provide necessary inputs for the staff and students to plan the programme. This is not a blueprint to be followed verbatim. Adaptability, flexibility, and improvisation are to be kept in view while planning. The golden rule is "use your own judgment in all circumstances".

2. The Course

The course is known as "Village Placement Programme". It carries 0+4 credit. It is a field based course conducted in a village for a period of 7 days at the beginning of the Third semester for all the programmes. Each student, at the end of the course will be evaluated for 100 marks.

3. Objectives

The objectives of the Village Placement Programme are:

- i) to offer an opportunity to the students to understand the different facets of the rural community;
- ii) to enable the students to comprehend and relate classroom learning to field realities;
- iii) to facilitate the students to identify rural issues and problems;
- iv) to share development information with the people
- v) to inculcate socially relevant values and responsibilities among the students, and
- vi) to facilitate the initiation and sustenance of socially relevant programmes/projects that benefit the rural community.



The best way to find yourself is to lose yourself in the service of

4. Learning Outcome

The learning outcomes of the course are listed below.

- i) General awareness on the rural realities, issues and problems
- ii) Comprehensive knowledge, skill and attitude to work in rural areas
- iii) Improved knowledge on rural social structure
- iv) Improved observation and analytical skills
- v) Improved interaction skills
- vi) Improved reporting skill
- vii) Enhanced team spirit
- viii) Personality Development
- ix) Enhanced values and social responsibilities

5. PROCESS/ PROCEDURES/ GUIDELINES

5.1. Pre Camp

We need to raise the following questions while planning the VPP: Where do we go? What is to be done? How do we work? When it is to be done? The answers to these questions would result in the steps to be followed which include: i) Selection of the Village; ii).Determining the camp objectives in tune with the department's vision and mission; iii) Identifying the problems of the village; iv).Orientation and training of students; v).Identification of available resources; vi). Collection and mobilization of resources; and vii) Determining the course of action.

5.1.1 Selection of village for the placement

Selection of a village for the camp is very important as the village is going to be a laboratory for the students to learn, unlearn, and relearn. The factors that need to be kept in view while selecting the village for the placement are listed below.

- The village to be chosen for the placement should be within a radius of 30 km to ensure economy in transport cost, better supervision, participation of all the members of the staff in the programme.
- The village chosen should neither be too small nor too big. It should be chosen in such a way that it provides opportunities for the staff and students to undertake and complete the planned activities within a given period of



time. In the case of big villages, the students may get lost in the wood; whereas in the case of small villages, the campers may outnumber the villagers.

- The village chosen may preferably be a multi-caste village which would provide enough scope to study the dimensions of social structure in a village.
- The village chosen should provide enough scope for performing activities. A developed village may not provide enough opportunities for the student to plan and perform.
- Villages which are yet to fully reap the benefits of development schemes and initiatives may be thought of.
- Villages chosen should provide the scope for the students to interact with various civil society institutions like CBOs (SHGs, youth associations, farmers' associations, fans clubs) NGOs, formal and informal leaders, economic institutions like cooperatives, educational institutions such as schools, and local government institutions like village panchayat.
- The villages chosen should have at least minimum facilities such as accommodation with toilet and water facilities.
- The village chosen must be free from prevalence of infectious diseases, if any. (The students of the Faculty of Rural Health and Sanitation may be placed in such villages for addressing the problem)
- To sum up, the villages chosen should provide scope for experiential learning

5.1.2 Planning the Activities

Planning the VPP activities is an important aspect of the Village Placement Programme. The students and staff should follow the dictum "Plan your work; and work your Plan". Planning for the work in advance will help realize the objectives of the programme; and will facilitate the execution of the activities with ease. The factors that should be taken in to account while planning the activities are:

- The objectives of the VPP
- Learning needs of the students and department



- Resources available - both material and human
- Specific skills of the students
- Issues having immediate and contemporary relevance – health, communal harmony, water crisis, environmental protection.
- Felt-needs of the community
- Types of activities - awareness, rallies, survey, Participatory Rural Appraisal (PRA), training programmes for students/villagers, cultural events, sports and competitions.
- Special / important days of National / International importance falling during the camp
- Current agenda of national and international development organizations (Clean India, Model Village, Millennium Development Goals) .

The steps to be taken are as follows.

- i. The organizers and a few students may make two or three visits to the chosen villages;
- ii. Meet leaders of the villages both traditional and elected. Establish rapport with them;
- iii. Explain the purpose and objectives of the camp
- iv. Discuss what type of activities could be taken up given the time and number of students;
- v. Go around the village; observe; interact with the people on the type of activities that can be undertaken and discuss with them the feasibility of taking up activities;
- vi. Prioritize the activities in consultation with the leaders and people who have been met.
- vii. Prepare a programme schedule (day-wise) in consultation with the students and staff in the department. See the exhibit given below:



No society can possibly be built on a denial of individual freedom

Time	Activity
05.00 am	Wake up and Get Ready
06.30 am	Morning Assembly and Physical Exercise
07.30 am	Shramadhan
08.30 am	Breakfast
09.30 am	Session I
11.30 am	Tea break
11.45 am	Session II
01.00 pm	Lunch Break
02.00 pm	Session III
03.30 pm	Field work
07.30 pm	Cultural Programme
08.30 pm	Supper
09.30 pm	Review and report writing
10.00 pm	Lights off

viii. Let the programme be flexible and adaptable providing scope for accommodating 'unexpected' but relevant things to the course.

ix. Circulate the programme schedule in advance.

5.1.3. Suggestive list of activities

Tentative lists of activities under broad headings are given below. Choose the activities from the list based on i) the discussion with the people including the leaders of chosen village ii) the strength of the campers iii) the competence of the campers iv) the time available v) constraints in the village, if any, vi) resources available and vii) expertise available

5.1.3.1 Rapport building (Entry point activities)

Initiation, completion and sustenance of the camp activities largely depend on the rapport that we build with the community. The activities that may be contemplated on these lines are:

- i) Informal visit by the students in groups around the village;
- ii) Shramadhan
- iii) Meeting the leaders of different sections of the community;
- iv) Meeting the members of the Community Based Organizations.
- v) Meeting the school teachers and authorities of the school
- vi) Inauguration of the camp in the presence of village leaders, school teachers and public servants;
- vii) Rallies, campaigns, projection of documentary films, personal contact, cultural activities, etc.

God created man to work for his food and said that those who ate without work were thieves



5.1.3.2 Manual Work (*Shramadhan*)

It should be need-based and participatory. The organizer and the students may select the works in consultation with the people. Ensure people's participation in the manual work.

- Removal of plastics;
- Cleaning the premises of temples, hospitals, village panchayats, and schools.
- Whitewashing school building and other public buildings
- Laying and repairing of roads and pathways
- Soak – pit construction
- Construction of Water - harvesting pits
- Preparing and leveling the play grounds.
- Plantation of tree saplings and medicinal plants.
- Creating and developing kitchen and community gardens.
- Cleaning of village ponds and wells.
- Watershed and waste land development.

5.1.3.3 Lecture Sessions

To develop students' intellectual/knowledge/skills, lectures on various useful topics can be arranged during the VPP. The topics may be arrived at through a consultation process with students on the basis of their need. The suggestive topics may include the following.

- Public Speaking
- Motivation
- Leadership
- Acting skill
- Addiction to tobacco and alcohol
- Character building
- Life skills
- Time Management
- Value Education
- Personality Development
- Civic sense and responsibility



- First Aid
- Health and Hygiene
- Hygiene
- Mental Health
- Road Safety
- Energy Conservation
- Environmental Protection
- Improved Agricultural Practices
- Science behind Magic
- Water and Soil Conservation
- Medicinal Herbs
- Arts, Craft, Music and Culture
- Awareness on Communicable and Non-Communicable Diseases
- Banking Information
- Development Trends
- Empowerment
- Basic Rights
- Eradication of Social Evils
- Family Welfare
- Freedom Struggle
- Fundamental Rights
- National Integration
- Preserving Culture
- Social Awareness, Environmental Awareness, Awareness about the effect of Plastic Litter,
- Status of women
- Welfare Schemes and Programmes of Government.

**Adaptability is not imitation.
It means power of resistance**



5.1.3.4 Awareness generation

Awareness generation programmes on various themes may be conducted for people at different levels. It should be need-based and village-specific.

- Development Schemes
- Personal Hygiene
- Water and Sanitation
- Anti-plastic Campaign
- Clean Village
- Pollution
- Resource Utilization
- Conservation of Natural Resources
- Low-cost Building Materials
- Reproductive Health
- Public Health
- Care for the Aged
- Legal Literacy/Critical Media Literacy
- Nutrition Literacy
- Cooperative Literacy
- ICT Awareness
- Right to Information
- Right to Education
- Right to Employment
- Right to Food Security
- Gender Equity/Justice
- Child Marriage
- HIV/AIDs
- Organic Farming
- Entrepreneurship Development, and
- Income Generation Programmes



Whatever you do will be insignificant, but it is very important that you do

5.1.3.5 Surveys

Surveys on socially relevant themes may be thought of. Surveys planned should be short and should be completed within the camp periods. Some of the areas for survey are:

- Issue / problem based survey.
- Socio-economic status
- Nutrition
- Alcoholism and use of Toxic items
- Energy conservation
- Common property resources
- Sanitation
- Cropping pattern
- Biomass and its utilization
- Social exclusion
- Indigenous skills and traditional knowledge/formal and informal economic services
- Project-oriented surveys of the Department
- KAP - Knowledge, Attitude, Perception Surveys on the development issues
- Quality of life
- Identification of small business opportunities
- Language skills
- Impact studies

5.1.3.6 Action Oriented Projects

Need-based action-oriented projects may be taken up in the selected village. The themes could be:

- Construction of soak pits
- Construction of toilets
- Tree plantation
- Kitchen gardening
- Technology transfer on Mushroom cultivation, compost making, rain water harvest and low-cost techniques



- Computer literacy/Visual literacy to develop skills on camera, video camera and Internet usage.
- Low cost Housing
- Watershed Development
- Entrepreneurship Development
- Forming green clubs,
- “Youth for social justice” groups
- Cooperative member education

The above activities must be carried out with the participation of the village people.

5.1.3.7 Interactive Session with groups

The interactive sessions with various sections of the community groups like farmers’ association, SHGs, Panchayat functionaries, youth clubs may be arranged on the following themes. These sessions are interfaces between students and the community groups. These would provide opportunities for the student to learn the issues and development initiatives in the village.

- Agricultural practices
- Indigenous knowledge
- Child development activities
- Local governance
- CBOs
- Literacy and Educational status
- Land use pattern
- Management of common property resources
- Status of women, elders and youth
- Poverty and Hunger
- Entrepreneurship
- Migration
- Livelihood
- Social practices



**Strength does not come from physical capacity.
It comes from an indomitable will.**

- Alcoholism
- Rituals and Customs
- Youth and their potentials

5.1.3.8 Subject-oriented (Dept.) activities

The respective Department may design the activities to be implemented in the selected villages. However, an indicative list is given.

- Green house concept
- Mushroom technology
- Vermi technology
- Computer literacy/Media literacy/legal literacy
- Water testing
- Disability related programmes
- Demonstration on micro-enterprises
- Literacy
- Toilet construction
- Social forestry
- Watershed development
- Solid and liquid waste management
- Strengthening local self governance
- Consumer awareness
- Cooperative literacy
- Low cost housing
- Food adulteration
- Local resource management
- Energy conservation
- Indigenous knowledge systems
- Dissemination of scientific concepts to school children



5.1.3.9 Cultural programmes (themes)

The cultural programmes may be organized at two levels viz., cultural programmes by the students and for the students ii) Participatory cultural programmes. The programmes that can be organized under the two levels are listed below:

a. Cultural programmes by students for students: Cultural programmes by and for the students can be organized almost every day before or after dinner to bring out their talents as well as to entertain the group after a day-long toil. These may consist of the following activities.

- Solo singing
- Group singing
- Mimes
- Monologue
- Mimicry
- Skit
- Folkdance
- Debates
- On the spot performance
- Just-a-minute (one minute public speaking) and such other items.

Although the Cultural Programme is meant for the volunteers, villagers can be invited to see and enjoy the programme.

b. Participatory Cultural Programme: Unlike the Cultural programme meant only for the students, the participatory cultural programme provides an opportunity to the villagers to actively participate in such programmes along with the students. Such programme can be held at least once in camp duration. The students need to be encouraged to participate in cultural events with the people. Themes may be on the following areas:

- Patriotism
- Afforestation
- Blood donation
- Value addition



Selfishness keeps us worrying forever

- Low-cost technology
- Alcoholism
- Water and sanitation
- Health
- Nutrition
- Age-at-marriage
- Female infanticide
- Child labour
- Superstitions and beliefs
- MDGs

5.1.3.10 Demonstration

The students may also take-up certain activities through demonstration for effective reach among the various segments of population.

- Mushroom technology
- Vermi-technology
- Value-added products
- Home medicine
- Fruit processing
- Food processing
- Yoga
- Water quality
- Soil testing
- Energy conservation
- Renewable energy
- Wealth from waste
- Low-cost technology
- Nutrition
- Home textiles
- Home budgeting
- Demonstration of scientific ideas
- Spoken and written English and Tamil



5.1.3.11 Individual Interactions

Themes may be on the following items:

- Collection of folklore
- Collection of indigenous knowledge
- Farming practices
- Indigenous medicines
- Animal husbandry practices
- Local systems
- Collection of visual data with villagers as co-photographers
- Village history
- Preparation of indigenous food recipes
- Local trades and enterprises
- Child Rearing practices

5.1.3.12 Sports and Games

Encourage native and traditional games that promote body, mind and spiritual development. The students may be encouraged to learn from the villagers – young and old; men and women. Besides, sports competitions for the school children may be organized and prizes may be distributed. The possible games are listed below.

Major Games

Kho-Kho

Kabbadi

Volley-Ball

Foot-Ball

Hand-Ball

Tenni-Koit

Ball Badminton



The true source of rights is duty. If we all discharge our duties, rights will not be far to seek.

Tunnel Ball
Bridge Ball relay
Kangaroo-relay
Fisherman-catch (20 Member Team)
Taj-Ball
Hopping-relay
Tug-of-War
Cat on the bone (cat)
Gdi-Gdi relay
What is the time now?
Inns and out

Folk Games and Sports: The students may learn folk games and sports played by the villagers and competition may be organised based on this. The participants must be a mix of students and villagers.

5.1.3.13 Other activities

- Farmers / Women / Youth mela
- Documenting village resources
- Honoring achievers / activists in the village
- Celebration of village day
- Composing village songs
- Slogans making, Documenting film making on the pressing issues of villages and screening the same.
- Developing Database of village.

It is possible to endure a diseased body but not a diseased mind.



The students should be sufficiently oriented before they are placed in the villages. Orientation may be done at two levels viz., i) general orientation on the campus ii) specific orientation on the site. The general orientation may be arranged by Department of Extension Education on the forenoon of previous day of the actual camping in the village. The agenda for the orientation may be on the following areas:

- i) The village and its structure; social aspects of the village
- ii) Formal and informal rural institutions;
- iii) Means and methods of identification of rural problems and issues;
- iv) Development Initiatives / programmes currently in vogue;
- v) Motivational and development intervention strategies;
- vi) Camp-specific themes (if any);
- vii) One basic survey on any identified area for each year (University may select a theme each year);
- viii) Mechanics of organizing the camp;
- ix) Sharing of programme schedule by the camp organizers;
- x) Providing campers with a list of resource persons (such as Doctors) and Resources to be used during the camp.
- xi) Introduction, objectives and history of VPP in Gandhigram;
- xii) Instruction to the campers on the personal conduct of students in the camp; and
- xiii) The possible role the students could play in the proper conduct of the VPP.

5.1.5. Arrangements

5.1.5.1 Pre-Camp Arrangements

The camp organizer along with student representatives should make certain arrangements prior to placing the students. The arrangements will include the following:

- Check the accommodation and toilet facilities for boys and girls and also look for details such as ventilation, lighting, water supply and security in the village.
- Ensure a separate place of stay for female students.
- Meet all the students once or twice prior to the camp and orient them about the importance of camp and their participation.



We should be ashamed of resting or having a square meal so long as there is one able-bodied man or women without work or food.

- Prepare a day-wise schedule of activities
- Distribute the schedule of activity to the students and others in the department in advance
- Seek permission from relevant departments. For example, the Education Department (government) for making use of the school premises for stay
- Prepare a list of resource persons to be invited for the camp and send invitation to all such resource persons indicating the theme, date and time of their interaction with the students.
- Prepare a menu for the camp period in consultation with the students and cook. Let the food be simple, vegetarian, and nutritious.
- Make necessary arrangements to cook food for the campers like buying provisions, hiring cooking vessels, cook, etc.
- Instruct the students to come with simple bedding, a tumbler, a plate, a notebook, a few white sheets, a pen, and a torch light.
- Inform the students about the exact timing for assembling as well as the place of departure
- List the things to be taken from the department or university to the villages and gathering them well in advance - water can, spade, crowbar, Public Address systems, charts, etc
- List things to be purchased and procure them before leaving for village – chart, sketches, medicines, festoons, and gift items
- Ensure that the students carry their ID cards and driving licenses if they have to drive bike or car only out of necessity for emergency purposes. If foreign students are there, then ensure that they carry their passports and other papers.
- Ensure that lighting and water arrangements are made in the place of stay.
- Ensure sanitation and hygiene of the place by spraying disinfectants, etc.

True morality consists not in following the beaten track but devising your own and following it fearlessly



5.1.5.2 Logistics

The arrangements to transport the students from the institute to the village will be done by the Department of Extension Education. The Institute's vehicles will be made use of. Private vehicles may be hired wherever necessary with the permission of the authorities of the Institute.

The Department of Extension Education will prepare a time schedule for transport and circulate the same to all the departments well in advance. The staff and students should adhere to the time schedule to facilitate the transport of all the students without delay.

5.2 On camp

This is an important phase of Village Placement Programme. After getting oriented on the campus, the campers will start implementing the activities planned. The campers during this phase will have great deal of opportunities to learn from the field. The students should be able to learn from people, places, process, events, incidents, episodes and so on. The VPP in-charge will have a greater role of facilitating the students constantly to learn from the different sources. The students should also be given sufficient opportunities to review and reflect on what they have learnt on a day to day basis. They need to realize that the process is more important than the outcome. The means adopted by them would definitely help them to realize the ends. This part of the manual would help the campers understand the procedure they need to follow from the day of entry into the village till the day of exit from the village.

5.2.1 Placing the students

On arrival, the campers should settle down in the chosen place of accommodation. It would be better all the campers stay on the camp site.

- The campers would ensure that the venue of stay is neat and tidy
- They must also ensure that their belongings are placed in appropriate places
- They must also familiarize themselves with the surroundings of the place of stay for easy mobility.
- They must also see that there are proper lighting arrangements inside and outside the place of stay for safety and security during the night.
- Proper drinking water facilities should be ensured



There is not a single moment in life when man cannot serve.

5.2.2 On-Site Orientation

At the commencement of the VPP Camp in the respective village, the VPP in-Charge will provide students with an on-site and workplace orientation. This will be in addition to the general orientation offered at the Institute campus.

- Introducing the village to the students
- Objectives of arranging the camp in the selected village
- Administration and Organization structure of the camp / village camp structure
- Suggestive model schedule
- Safety and security aspects of the group
- Discipline policy
- First aid and handling emergencies
- Involvement of the community
- Division of the students into small groups
- Assignment of Responsibilities to the groups
- Methods of evaluation

5.2.3 Guidelines for enhancing people's participation

VPP activities with more scope for community-student interaction and involvement would help in achieving the objectives. The students along with the VPP in-charge may adopt a set of strategies from among the strategies listed below.

- Paying daily community visits for community awareness work helps students, youth and community in mutual exchange of knowledge, art of living, culture, skills, etc.
- Inter-group/inter-ward/Street competitions develop competitive spirit among the students, youth, and villagers.
- Involvement of students, youth, and villagers in the planning and execution of the VPP programmes.



- Involving the villagers in cultural programmes along with campers provides better opportunity for the exposure to the skills and talents in them.
- Inviting the prominent villagers who are likely to render help or who have rendered help on the dais to grace the occasion of inaugural and or valedictory function.
- Respectful hospitality to every visitor of the camp helps in developing better relations with the community.
- The socio-economic and health surveys carried out help in understanding the needs, weaknesses and strengths of the community which helps in planning the other activities of the camp(talks/demonstrations/awareness work)
- Camp visits and appreciations by the eminent personalities like Ministers, MLAs, Government officers ,University Professors, Freedom fighters, local leaders, parents, etc. This will boost the morale of the campers and villagers which result in their dedicated involvement.
- Appreciation of the village folk-art, music, and cultural activities by the campers and eminent visitors
- Undertaking regular village visits of the campers helps to increase the participation of the villagers of all ages.
- Facilitating villagers' participation in a variety of entertainment programmes and encouraging them to present folksongs/dances that are otherwise presented only during festivals and special occasions.
- Learning to perform peoples' culture such as folk songs and dances and performing the same
- Organizing competitions involving prizes / awards increases the participation of the campers and villagers in the activities of the camp.
- The VPPs are to be organized for three consecutive years in the same Gram panchayat at different areas with different projects to strengthen the rapport, which will be beneficial in planning and execution of the activities and for increasing the involvement of the campers and community.

Knowledge of self is an invaluable asset.



- Rural musical equipments, utensils used by the villagers etc can be displayed at the site.
- Organizing small talent exhibition at the camp-site involving the drawings / paintings of the school children of the village will help in demonstrating the hidden talents of the school going children and other villagers.
- Respectful behavior of the students towards the villagers.

5.2.4 Dealing with emergency/crisis

Sickness, emergencies and crises can arise at any time. Students should be guided by the need to balance emergencies with professionalism and therefore address the immediate crisis while retaining the responsibility for placement commitments.

A Committee may be constituted at the university level to function as emergency response team in case of emergencies and crisis, as and when resorted to by the camp-in-charge after exhausting all options available with him/her to deal with emergencies.

Accident /missing of student

- Intimate the HoD and authorities of GRI
- Report to the nearest police station through the Institute
- Intimate the parents
- Withdraw the camp activities and return to GRI if situation warrants
- Constitute a committee to discuss the matter

Health related problems (Heart attack, epilepsy, neural disorder, unconsciousness, etc.)

- Provide immediate first aid to the student
- Inform the VPP in-charge and authorities of GRI
- Admit to the nearby hospital / clinic



Deeds like seeds take their own time to fructify.

Problems between students and villagers (religion, community, social related issues)

- Inform the VPP in-charge and authorities of GRI through HoD
- Isolate the students from the camp village
- Discuss the matter with village head
- Report to the GRI authorities to decide the suitable next steps

Problems among students (Disobedience/drinking/smoking and other unwanted habits)

- Warn and advise the students
- Counsel the students
- Monitor through student leaders

5.2.5 Execution of Planned Activities

The programme schedule prepared in advance would serve as a guide post to execute the activities. The following guidelines should be kept in mind while implementing the planned activities.

- The camp in-charge should ensure that the campers strictly adhere to the time schedule.
- Each group should try to complete the task within the given period. The leader of the group should enable the group to complete the task.
- The campers should keep in mind that the completion of the tasks absolutely depends on their active and voluntary participation in all the activities.
- They must evince keen interest in all the activities.
- They should also enjoy doing the work
- There should be perfect cooperation and coordination among the students and the staff
- Any conflict among the students should be sorted out on the spot
- They must also ensure peoples' participation in all the activities as far as possible

Democracy, disciplined and enlightened, is the finest thing in the world.



- The campers should meet at the end of the day to review the day's programme and plan the next day's programme.
- They should schedule a time for writing field notes every day
- They should ensure that all implements and equipments are accounted for properly and checked every day
- The accounts related to the camp are written up every day.
- The staff in-charge should take roll call in the morning and also in the night before the campers go to bed.

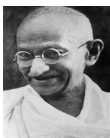
5.2.6 Duties and Responsibilities of the Students

The successful completion and realization of the objectives of the programme largely depend on the responsibilities shouldered by the students. The staff in-charge is just a facilitator and a guide. Hence, the students should always realize their duties and responsibilities related to the programme.

Working hours: Students will be required to work for a minimum of 60 hours during a week including orientation (10 hours a day including lunch breaks in the village). Lunch breaks vary from 30 minute to 1 hour, determined by personal preference. This 10 hour may be distributed across the whole day from 5 am to 10 pm. However, students may be required to undertake activities that extend beyond normal working hours.

Work space/Team Spirit: Students will be allocated a collective/group/individual work during their placement. Others may share this work with students. Given the nature of shared workspace, team spirit and cooperation must be fully exhibited. Students will also have to demonstrate religious, gender, disability and cultural sensitivity to their co-campers.

Sick and personal leave: Students must notify their Camp-in-Charge(s) as soon as possible if students are unable to work due to illness. Students must also discuss with their Camp-in-Charge(s) if they require any leave during their placement.



He, who finds faults with others, cannot see his own.

Identification: Students will be required to wear identification card at all times, which clearly identifies them as students of GRI. Identification may be their university student identification card or identification card provided by the Department.

Dress code: Students are required to dress in standards relevant to the placement. Students are required to dress in a neat, tidy and safe manner. Dress standards whilst on placement should be appropriate to the functions being performed, health and safety, cultural diversity, local site standards and climate. Please check dress code requirements with their Camp-in-Charge(s) before the placement.

Use of Personal Vehicles: In most instances students will not be permitted to drive their personal vehicles. The University vehicles in both directions will transport students. Occasions may occur where permission is granted for students to drive their personal vehicle or that of the Camp-in-Charge(s). If permission is provided, the driver's licenses of the students will be required to be shown to the Camp-in-Charge(s).

Special requirements: It is important that students notify their Camp-in-Charge(s) of any special requirements that may impact on their placement (e.g. medical condition, disability, religious/cultural requirements)

Maintenance of Diary: The students should maintain and write the diary providing all the details of activities done by them as an individual and as a member of the group on a daily basis.

5.2.7. Duties and Responsibilities of Staff -incharge of VPP

- Stay in the village during VPP
- Ensure that the activities are carried out by the campers as planned
- Energize the campers with appropriate methods as and when needed
- Lend a helping hand to students whenever and wherever required
- Attend to any crisis at once and try to set it right
- Seek the cooperation of the fellow teachers and subject matter specialists for enriching the camp activities
- Prepare a comprehensive report of the VPP and submit it on time



- Serve as a friend, philosopher and guide for the campers throughout the camp
- Observe and monitor the activities of campers closely

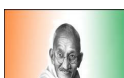
5.2.8.Values, ethics and professional practice: The students should be aware of the values and ethics which they should demonstrate and maintain during the camp period. They should

- demonstrate an awareness of the relevance of the GRI Code of Ethics within the placement setting (e.g. promotion of social justice and commitment to the dignity, value and uniqueness of individuals, social units, communities and cultures).
- demonstrate an understanding of power relationships and structures that can give rise to and perpetuate relationships of inequality and social marginalization for the target population, and demonstrate an ability to work constructively with issues of power and authority.
- maintain an open and respectful perspective towards the values, views and opinions of others and is able to seek to incorporate notions of individual rights and needs, and collective responsibilities.
- demonstrate an ability to recognize and understand one's own assumptions and values and their ability to impact on practice (especially within situations of conflicts of values and interest).

5.2.9 Do's and don'ts for the students

Do's

- ✓ Be interested in learning from the people.
- ✓ Mix with the community members.
- ✓ Respect the community members and their knowledge.
- ✓ Respect local customs.
- ✓ Be punctual.
- ✓ Be open-minded.
- ✓ Be sincere.
- ✓ Be regular.
- ✓ Be attentive.
- ✓ Be sensitive to local issues.



- ✓ Be self-critical.
- ✓ Be humble.
- ✓ Work in groups.
- ✓ Develop the tendency to conceptualize what you have seen, observed and learnt.
- ✓ Schedule timing for writing field report.

Don'ts

- ✗ Don't lecture.
- ✗ Don't dominate.
- ✗ Don't rush.
- ✗ Don't loiter.
- ✗ Don't assume.
- ✗ Don't concentrate on only one segment of the population
- ✗ Don't leave the camp without the knowledge of the teacher.
- ✗ Don't smoke.
- ✗ Don't take bath in open wells and streams, if you don't know swimming.

5.2.10. Monitoring

The camp activities should be monitored on a day-to-day basis. The system of monitoring should be left to the department concerned. Monitoring should be on consultative spirit, not on punishing or disciplinary mode.

5.2.11. Review and Reflections

The camp in-charge at the end of each day should provide sufficient opportunities for the students to review and reflect on the day's activities. The review and reflections should have a focus on what works and what doesn't work. This session should provide them opportunities to ponder over questions such as: What should we stop doing? What should we start doing? What should we continue doing? This is a very important session which provides a lot of scope for the students to have a sort of self critical examination and introspection.



Persistence is great, but you must persist with something that works

5.2.12. Documentation and Reporting

Report-writing

Students may be encouraged to maintain a diary to record the activities on a day-to-day basis. At the roll call, one or two students may be chosen randomly to present their record of activities. The final report should be based on the diary. The format for the report is given below:

- Objectives of the camp
- Profile of the village
- Activities designed
- Activities undertaken
- Process and methodology
- Outcome of the activities
- Public involvement
- Visible impacts (Quantitative and qualitative)
- Challenges / problems faced
- Learning/reflections
- Unforgettable experiences
- Suggestions and way forward.
- Photos on activities.

5.2.13. Feedback

From Students

It is always necessary to have the feedback on the placement programme. The feedback will help us to understand the feelings and opinions of the students. It will enable us to ascertain where we could have done better. Hence, it is essential to integrate feedback component in our extension programme. A suggestive list of questions is presented below. You may have your own to add.

- What are the various components of extension work carried out in the village?

I do not want my house to be walled in on sides and my windows to be stuffed. I want the cultures of all the lands to be blown about my house as freely as possible



- What are the components which you like the most?
- What are the components which you like the least?
- Are you able to relate your learning in classroom with field realities? Specify.
- What lessons have you learnt from the Village Placement Programme?
- Specify the problems, if any, you have faced during the placement.
- How can a placement of this type be arranged better next time?

From Villagers

Arrangements have to be made to get feedback from the villagers in terms of activities, methods and impacts. This may be gathered from a meeting or from community groups or from individuals. It may be in the form of write-up, audio and video.

5.2.14. Assessment of the performance of the student

The staff in-charge of the programme should assess the performance of the students on the final day of the camp (afternoon). The total marks for the camp is 100.

The criteria for assessment and maximum marks for each criterion are presented:

Sl.No.	Criteria	Marks
1.	i. Involvement in <i>Shramadhan</i>	5
	ii. Response to task, and amount of effort taken towards the completion	5
2.	Organizing and decision making Putting creative ideas into action	10
3.	Participation in Interaction and discussion	15
4.	Ability to adjust and work in teams	15
5.	Knowledge of problem and issues	20
6.	Diary maintenance and Report writing	30
Total		100

The staff incharge may submit the marks statement for the course on Village Placement Programme to the Controller of Examinations through the Head of the Department immediately after returning from the camp. He may also publish a copy of the statement of marks on the notice board of the Department.



No society can possibly be built on a denial of individual freedom

5.2.15. Exit Plan

Planning for exit and the eventual closure of the camp should be seen as an integral part of the planning process. In this connection, it is very important to develop the relationship with the camp residents in such a way that from the beginning, whilst feeling safe, secure, and motivated to participate in the life of the camp, the camp population is aware that it is a temporary measure and are focused on opportunities for the future and finding durable solutions. Working with the villagers from the start on issues of durable solutions can help reduce the shock of a camp closing, and also support hope and anticipation within the population.

The VPP in-charge should initiate the formulation of an exit strategy as soon as possible after establishment of a camp, including continuous focus on looking for follow-up actions on and possible solutions to the issues affecting the villagers. Because on many occasion we return to the same village for the next year VPP, it is recommended that we leave a positive image about GRI and VPP campers. In this regard, a working group must be established. Roles should be clear and wherever necessary, formalised. Coordination meetings between the villagers and campers may be planned for ending the camp in the same way we did during the start of the camp.

The VPP camper should ensure that they do not raise false hopes and promises in the minds of the villagers both during the camp and at the end of it. They should leave the village with a follow-up plan that they could implement.

Some of the suggested Exit Strategies are:

- Informing key persons about the time and manner of leaving the village
- Handing over the things and facilities back to the villagers wherever such things are borrowed from them by properly thanking them
- Going around the village in the form of a rally so that the campers can thank the villagers
- Conducting cultural programmes, events to the villagers / school children on the last day of the camp or the day before to create an impact in the hearts of the villagers.
- Organizing a meeting in the village and inviting the President of the village, local authorities, panchayat level/taluk level/district level authorities and presenting the highlights of village during the camp by our students/staff.

***Strength does not come from physical capacity.
It comes from an indomitable will.***



- Sharing of feedback by student to the villagers and villagers to the students/staff.
- Sharing of contact details to the authorities for any need / help/suggestions by the student leader/staff in-charge.

5.3. Post Camp

5.3.1 Immediate Tasks

The staff in-charge after arrival to the campus should perform the following tasks:

- Settlement of VPP advance.
- Submission of mark statement to the Controller of Examinations
- Submission of VPP report to the Department of Extension Education for consolidation and GRU News for publication.

5.3.2 Follow - up

- Coordinating with other departments visiting the same villages for camp or other activities for taking up activities initiated and left incomplete, if any.
- Student Dissertation Topics may be chosen from the issues identified during the camp.
- Placing volunteering students in the village for overnight stays to complete activities initiated and left incomplete, if any.
- Linking with other organizations (NGOs or GOs) to continue the works/ activities initiated and left incomplete, if any.
- Discussing with the Coordination Committee members about finding a durable solutions for the villagers' problems.
- Returning to the village with volunteering students/faculty who have specific services to offer.
- Spontaneous return of the students to do some service activities.
- Follow-up Research projects of individual students for their Masters Dissertation.
- Creating ideas about the job opportunities based on the available sources in the village (man power/money/natural sources etc.,).



There is no occasion for women to consider themselves subordinate or inferior to men

- Conducting survey in the selective group of villagers (School children/ adults/men/women/farmers, etc.,) to identify the number of the beneficiaries by the camp. This number can be used in the future to fix the target.
- Organize a one day on site workshop and motivate the students to present their observation in the village, create an opportunity to the villagers to present and exhibit their products/highlights of the village.

5.3.3. Developing a model village

Each department should continue working in the VPP village at least for a period of 5 years. The departments, through VPP and follow up extension activities, may address the issues and problems of the village on the lines of developing models. They may also seek support of other departments of GRI wherever necessary and possible for addressing the problems and the issues of the village. They may also seek the help and support of government departments, NGOs, CBOs, village panchayat and elected representatives for developing the VPP village into a model village. They may either aim at holistic (integrated) model village or activities-specific model.

You may never know what results come of your action, but if you do nothing there will be no result

