

Report on Training Programme held with Health Unit

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The report contains the key findings of the need - analysis, objectives of the training programmes and process documentation of the trainings (done by AKF) along with observations of the trainer. It also contains suggestions and recommendations to be worked on further with the group.

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1.0 Introduction

Aga Khan Community Health programme is doing a lot of commendable work for the development of the Basti. It follows a preventive- promotional approach towards health. The health workers have developed strong bonds with people in Basti and are able to reach out to most of them. They are working towards helping Basti people improve their lifestyle and replace it with a more healthy and positive way of living life. The unit also works towards providing effective treatment and helps in smooth working of the MCD polyclinic. The health workers are also working on maintaining cleanliness and hygienic environment in the basti. Constant efforts are made by the Senior team to empower and motivate the workers to do a better job. As a part of this effort, need analysis was carried out with the group across the levels to identify the areas of improvement in the Unit. On the basis of the key findings of the need analysis, set of trainings were planned for different levels to empower the group and to develop more positive inter-personal relationships amongst group members, for more effective working of the group.

The report given below contains the key findings of the need analysis which formed the basis of the trainings. It also includes the objectives of the trainings held and process document of the trainings done by AKF along with the observations by the trainer. The report also includes certain suggestions and recommendations for the group which can be used by the team to improve the effectiveness of the training and continue working in these areas.

2.0 Key Findings of the Needs analysis

The Need analysis findings are based on the in-depth interviews and focused group discussions held with different levels from the Health Unit over a span of four days. These findings formed the basis of the trainings held with different groups. The key findings of the group have been discussed below:

i. Key Findings:

- Aga Khan Community Health programme is working effectively and has been able to cover the whole basti in a short span of time. The pyramidal model helps in providing support at each level in all forms- whether it is physical such as helping the Sehat Sahelis or Sehat Aapas in going to the field or psychological in terms of dealing with various issues that come up in the field

area. The dedication all the levels show towards their work along with their openness to learn new things is commendable and is the prime reason for the success of the programme. The support system also takes care of the knowledge level of Sehat Sahelis by providing them regular trainings on different health issues, such as Maternal and Child Care or various lifestyle diseases, such as High blood pressure, diabetes, etc.

- **Grass-root level:** The grass-root level includes the Sehat Sahelis. Sehat- sahelis are part-time health workers whose primary job is to be the repositories of knowledge in the field. The need analysis clearly reflected the high level of confidence Sehat Sahelis had in dealing with the community, which is commendable. Most of them confidently shared that they are able to visit at least 70-80% houses in the community and are able to discuss the knowledge they have gained during trainings. They enjoy being in the field and interacting with the community which speaks highly of how effective their trainings and support system has been.

Most of the Sehat Sahelis define their primary responsibility as

- Doing field visit
- Maternal and Child care.
- Spreading awareness about Gynecological problems
- Filling up the family health folder
- Providing information to the community about thyroid, anemia, etc.
- Creating awareness about polyclinic services such as vaccinations, timings of Doctors.
- Getting people to the polyclinic for their health check-ups.
- Follow up with the community
- Encouraging people to come for the health meetings organized by Aga Khan.

Lot of stress is given to the filling up of Family Health Folder because that is what is assessed by the Sehat Aapas and Health Coordinators. Having qualitative ways of appreciating their relationship with the community will help them expand their role further. Their role can move on from being information collector to health information disseminator in the community.

- **Behavioral aspects**

- **Inter- personal Relationships:** The Sehat Sahelis feel comfortable in dealing with the community members and have used various ways to develop a relationship with the community. They can now interact with the community on various health issues and feel that they get a lot of support from the staff i.e. Sehat Aapas and Health Coordinators. The Sehat Sahelis help each other in their work. Most of them pair up together and visit the community helping each other in dealing with various health issues. They can confidently ask their seniors to accompany them to different houses in the field where they have problems.

The relationship with Sehat Aapas seems to be dependent a lot on individual differences. Some Sehat Sahelis were happy and reported how they get a lot of support from their Sehat Aapas regarding their work. Some Sehat Sahelis reported a sense of constant fear and false insecurities created by Sehat Aapas as a strategy to make them work for different responsibilities. The discussion shared by Sehat Sahelis highlights two important perspectives:

One, their views seem to reflect a sense of low self esteem, where they do not feel confident enough to approach their seniors if they have a doubt or clarification regarding their role or their surroundings. Their presumption of no justified action will be taken also acts as a hindrance in their ability to approach the seniors. This also influences the way they handle issues in the community, such as when they are being made teased for carrying the height machine, they will quietly move away rather than handle the situation in a positive manner.

Another perspective, which also reflects the reason for low self esteem is that they do not feel respected and appreciated by the Sehat Aapas. They seem to have a sense of low self-concept. Though some of the problems seemed individual-specific and reflected the individual Sehat-Saheli and Sehat Aapa's relationship, lack of appreciation and respect from the Sehat Aapas seems to be a common ground of contention. Making the Sahelis wait or informing them just before the meeting or not sharing the agenda for discussion also reflects a need for better planning of the work profile and professional attitude towards work along with giving equal importance to everyone as a part of team. Certain incidents which supported this view were,

“When we call for Sehat Aapas, they make us wait for a long time outside.”

“Meri sehat aapa toh mujhe field mein bhi sabke samne daant deti hai. “

“Agar mein kisi ko leke aayi hun aur koi sehat aapa leke aayi hai toh pehle who dikhati hai phir mera number aata hai.”

There is a strong need for the team to understand the difference between personal and professional relationship. Working in a professional manner will help them deal with various issues more positively.

○ **Communication skills:**

Communication is a two-way process where the sender is able to pass on her message to the listener using verbal and non-verbal language. Effective communication helps us to build positive relations by sharing trust and respect among people. The focused group discussions and In-depth interviews suggested the need to stress positive and healthy communication patterns between the groups and different levels. Complete and clear messages need to be passed in the group at the right time, such as telling the Sehat sahelis in advance will not only help in proper administration of the task but also convey respect for their time. Making positive suggestions to their team members will help in boosting their morale. Strong stereotypes influence the way various jobs are perceived by the Sehat Sahelis and Sehat Aapas. Such as, certain jobs in the polyclinic are meant only for Sehat Aapas and cannot be taken up by Sehat Sahelis. Though there seems to be no such differentiation set up by the unit.

○ **Taking Initiative:**

Sehat Sahelis take a lot of initiative in building up relationship with the community. They take each other's help in developing relationships with the members. Sharing problems one may be facing in her area with other Sehat Sahelis helps them find out ways to deal with them. They are focused on helping the community and therefore some of them make an extra effort of going with each other as a team to develop a better rapport.

The daily routine of Sehat Sahelis is defined by the Sehat Aapas, such as which houses to visit, which Family Health folders to fill in. The Sehat Aapas should help them expand their role by encouraging them to take initiative in sharing information about other pressing issues in the houses they visit will help them improve the effectiveness of their role. Arranging meetings to discuss these issues will help them stress on these areas as well.

- **Conflict Resolution**

The simple strategy of resolving a conflict is escalating it to the senior. They share their views in a meeting and generally will say sorry to each other. Though some of them find it an effective way to resolve the conflicts, some reported that lack of fairness stops them from talking about their conflicts. Strong stereotypes and prejudices about Sehat Aapas acts as a barrier in communication amongst the team. Looking at the problem and its solution rather than the people avoids in helping people find healthy long term resolution strategy. Being open to each other and looking beyond stereotypes will help them handle the conflicts better.

- **Trainings they want to receive:**

Given below are the areas where the Sehat Sahelis want to receive training:

- To help them improve their lifestyle
- To work as a team
- To improve the effectiveness of their work
- To help them communicate in a more positive manner.

- **Lower level:** The lower level of the Health unit includes Sehat –Aapas. The Sehat Aapas are full time health workers whose prime responsibility is

- To provide support to the Sehat Sahelis.
- To check the work done by Sehat Sahelis, especially the Family Health folders and accompany them for field visits.
- To help in the organization of meetings with the seniors and consultants regarding health issues.
- Provide data from the community regarding various health problems and family issues existing in the community

Some of the Sehat - Aapas are involved in Self Help groups and MHSC work. They also accompany their Sehat sahelis or coordinators in case of field visits or if the patient is to be taken to other places for medical support.

The Sehat Aapas are able to collect the information needed with precision and within the time given. They need to relook at their role as leaders who need to work in line with vision of the Community Health programme. They need to take initiative and go beyond what is required coming up with ways to help the programme grow in the community.

- **Behavioral aspects**

- **Inter-personal relationships**-The inter-personal relationship that each Sehat Aapa shares with her Sehat Saheli seems to be dependent on the individuals. Lot of the professional relationship is dependent on the personal relation being shared by the Sehat Aapas and Sehat Sahelis. The need to separate the professional from the personal is clearly reflected in their interaction. It can be achieved strongly by clearly specifying the roles, responsibilities and code of conduct for each level.

There also seems to be a lack of communication amongst Sehat Aapas. Presence of strong cliques and strong feelings of partial behaviours of seniors act as major obstacles in having a healthy communication amongst team members. Some of the Sehat Aapas shared their views:

“clear rules nahi hai. Aap bahas nahi kar sakte. Jo who kahte hai who manna padta hai.”

“group-bandi hai. Jo group ka hissa hai unki jyada suni jati hai. “

“jab suna hi nahi jayega toh fayada kya.”

Developing respect and trust among the group is imperative for creating a healthy work environment. The group is dedicated towards work and makes every effort possible to complete the assigned task. Empowering the group with skill sets which help them manage their team better and take initiative will improve the effectiveness of the group.

The Sehat Aapas look up to the Health coordinators for information regarding various Health and field related issues. They trust their senior's level of knowledge and ability to handle issues in the community. At the same time, when it comes to resolving conflicts amongst them, there is a sense of mistrust amongst members and the judgment of their seniors. Developing team relationships through trainings and common ground rules will help in clearing lot of misunderstandings existing between the group.

○ **Communication patterns amongst team members:**

The Sehat-Aapas feel a sense of support in their work and trust that they will get the help required. Yet when it comes to discussing about professional issues, they feel things are not heard by the seniors. Lack of openness to sharing problems related to interpersonal relationships and perceived ineffective action leads to people not being open to sharing their views with the seniors. Lot of these issues are also a result of the following hindrances:

- They are not able to differentiate between personal and professional life.
- There are biases existing between colleagues and how they are treated by their seniors.
- There is sense of dissatisfaction among the group regarding the way professional matters are handled in the group. The sense of dissatisfaction arises due to feeling of favouritism by seniors, cliques present in the group avoiding healthy interaction amongst the group members
- Conflicts are not resolved through a methodical process rather the members feel it is simply unheard by the seniors.

The senior members of the team need to lead by example setting high standards for Sehat Aapas. Having regular meetings with them about how to handle and communicate with the group will help the group improve their relationships drastically. The seniors need to play the role of counselor in the life of their reporting members empowering them to deal with similar conflicting situations on their own, especially when Sehat Aapas have not undergone any formal training to take up their role as a leader. They were chosen on the basis of certain potential they exhibited in their professional work and it becomes our responsibility to effectively use that potential.

- **Leadership**

The common strategy being used by some of the Sehat Aapas is creation of irrelevant fear among Sehat sahelis to get the work done. This also suggests their lack of knowledge of effective ways a leader can and should use with the group. Their authoritative behavior in front of Sehat sahelis is also a reflection of their inability to handle their leadership position. Another reason could be their own insecurity which is also reflected in certain behaviors where they consider some jobs in the polyclinic to be better and therefore, can be done only by Sehat Aapas. Helping Sehat Aapas develop leadership skills and empowering them with various effective strategies will help them understand their role much better.

Sehat Aapas are dependent on their roles on their Seniors and need to be encouraged to take initiative on their own regarding the field work. Having meetings to discuss creative ideas that Sehat Aapas have come up with and implemented in their areas will help them in developing their creative thinking and other leadership skills

- **Intermediary level:**

The intermediary level involves the Health coordinators. The work profile of the Health coordinators includes:

- Field visits with Sehat aapas and Sehat sahelis.
- Checking work done by Sehat Aapas and Sehat Sahelis.
- Arranging medicines and vaccines in office.
- Coordinating work between the head office and field workers
- Organizing health meetings for the community, Sehat Sahelis and Sehat Aapas.
- Counseling adolescents and family members about various health issues.
- Organizing Self – help group and MHSC meetings

The Health coordinators are completely dedicated, experienced workers who enjoy going to the field. They are respected in the field and are able to build healthy relationships with the

community members. Their views and knowledge about health issues is respected in the community and by their juniors.

An interesting observation at this level was that they did not consider planning as a part of their work profile. Following the orders of the seniors was seen as the most important part of their work profile. As we expect the Health coordinators to be leaders, it becomes important to help them understand the importance of planning at regular intervals.

- **Behavioral aspects**

o **Inter-personal relationships :**

The inter-personal relationship between the Health coordinators and Sehat Aapas seems to be influenced by personal biases. Their inability to keep achieving vision as an objective seems to influence their ability to deal with their team members. Lack of trust among the coordinators leads to lot of confusion and avoids the development of healthy, open environment in the team.

Their interviews and interactions with Health unit team members showed how the coordinators do not feel respected and appreciated by their seniors. Lack of respect is common ground of contention at this level. They also reflected on how mixed orders from seniors leads to confusion amongst the team members. They do not feel that they get the required support especially in term of some seniors not visiting the field with them in case of issues in the field.

o **Leadership:**

“Leadership is less about your needs, and more about the needs of the people and the organization you are leading. Leadership styles are not something to be tried on like so many suits, to see which fits. Rather, they should be adapted to the particular demands of the situation, the particular requirements of the people involved and the particular challenges facing the organization.”

- Adapted from “The Wall Street Journal Guide to Management” by Alan Murray, published by Harper Business.

The Health coordinators use different styles of interaction with their team members which instead of acting as complementary to each other creates a lot of biases within the group. Training them in different leadership skills and how each one needs to develop their role as a leader will empower them to handle their groups better. Handholding by the seniors along with positive motivation will help them gain confidence in their roles and abilities.

Having common channels of communication with both the coordinators is important to avoid any communication gaps and feelings of partiality amongst the members. Regular meetings with each coordinator separately to get a picture of her work will help in developing individual relations between the Seniors and the coordinators.

- **Taking Initiative**

The Health Coordinators do not believe that they are in the capacity to take initiative. Lack of trust amongst each other and inability to judge the perception of Seniors stops them from taking up new roles. They also feel the need for more hand-holding and support from the Seniors, especially in terms of handling their team and issues related to the field. Encouraging them to lead the meetings in front of the seniors will help in boosting their confidence and they will feel respected.

- **Communication:**

The Health coordinators are using primarily one style of communication, especially authoritarian or Laissez faire with the group. They are able to communicate their goals to the group and make them work effectively to a large extent. However, lack of awareness regarding various styles of communication and leadership acts as a hindrance in their path to experiment and develop their own effective style of communication.

They are unable to communicate their problems to their Seniors which could be due to them having low self esteem or presumption that no appropriate action will be taken.

The feeling seems to percolate from the top to the lower level and therefore, needs to be handled proactively using different effective ways.

- **Upper level:**

The upper level includes the management team who act as strong support systems for the whole Health unit. While the Sehat- Sahelis are the contact points between the foundation and the community, the upper level acts as a role model for the group to follow. Therefore, their role is imperative and makes a significant impact on the working of the unit. The communication patterns, leadership styles and ways to handle inter-personal relationships are followed by the team members of the Health unit.

Therefore, taking care of the pointers given below acts as a primary responsibility of this level:

- Helping others realize the importance of their role in achieving the vision of the unit. According to research by Sean Covey, Chris McChesney and Jim Huling (2013), it has been found that lot of organizations fail to achieve their goals because their employees do not understand their organization's goals or if they know about the goal, they don't know how to contribute towards its fruition.
- Being open to listening to everyone's view points before taking decisions. It is important for the leader to be open to hearing everyone's views objectively, before taking any decisions. This not only leads to culture of sharing but also helps the members feel respected improving their self-esteem.
- Distinguishing between personal and professional space of the employees in the organization and respecting both. Though these boundaries seem to be very clear on paper, there are a lot of gray areas in real life, especially when the individual's professional work is getting influenced by their personal life. Helping the members learn to respect their professional space enhances their work performance.
- Providing support in every form to the staff for we are dealing with the complete individual and a happy individual is a happy employee. It is easy to snub a employee from sharing their views but it is very difficult to give confidence to someone to

share. It is essential for the leader to provide the support and right guidance by judging how much hand-holding does the team member need.

- Working with the team together at every step, whether its about going to the field or planning the monthly work schedule helps them in boosting their confidence and encourages them to share their ideas. In order to achieve vision set by the group, we need to give the team time to brainstorm and think about new ideas. Having formal spaces for such discussions helps the group contribute proactively towards the vision and relate to it.

Though the upper level reflects these behavioral aspects in their interaction with the team members, the need analysis of different levels shows the need for stressing these pointers in their regular interaction with the group even more strongly and consciously.

3.0 Objectives of the Training programmes

Based on the identified needs, three training programmes were organised at different levels. The objectives of these training programmes are given below.

Training Programme 1 : **“Building Leadership Skills”**-A 6- day training programme to be held with Sehat Aapas and Health coordinators. The objectives were:

- a) Understanding the roles and responsibilities of an effective leader
- b) Developing leadership skills especially self-esteem and self-discipline to enhance the working of individuals as effective leader
- c) enhancing team building skills amongst leaders
- d) Helping them work towards the vision of the Health unit.
- e) Building trust and respect as two core areas amongst the team members.

Training Programme 2 : **“Respecting Spaces : Role Clarity and team building training”** – A 5-day training programme to be held with Sehat Sahelis and Sehat Aapas in two batches. The objectives were:

- a) Developing team-building among health unit.
- b) Building the self-esteem of the members.
- c) Enhancing communication skills of team members helping them differentiate between formal and informal relationships.

- d) Empowering the members to understand their roles, responsibilities and code of conduct with-in the organization
- e) Using polyclinic as a space for self- development

Training Programme 3: **“Respecting Spaces”**- A 1 day training programme to be held with the senior management team. The objectives were:

- a) To develop a vision statement and relook at the objectives being in line with the vision.
- b) To enhance positive work environment of the group using team building skills.
- c) To work on role clarity and its importance in achieving the vision of the group.
- d) To find areas for developing sharing spaces for achievements of the group.

4.0 Process Document on Life Skill training of health team on “Leadership”

This was a 6 day training which was divided in two phases. The first phase of 3-days was held in a NGO named Jagori foundation situated in Dharamshala. The trainee batch was comprised of total 11 Sehat Aaapaas and 2 health coordinators. The second phase was staggered over three months - one day every month.

Day 1

The day 1 began after Lunch as the team reached the destination in the morning after travelling during night.

The facilitator began the opening session by introducing all the participants with the theme of the whole training session - ‘leadership’. She asked the participants what according to them should be a part of the leadership training.

The responses from the participants were:

- *Ek leader mein kya gun hone chahiye* (what qualities a leader should have)
- *Leader ki kya zimmewariyan hoti hain* (what are the responsibilities of a leader)
- *Acche leader kaise bane* (how to become a good leader)
- *Team ko lekar kaise chale* (how to work and progress further taking the team along)
- *Leader ko kaise planning karni chahiye* (how a leader should plan)

All the responses were listed on the board. The facilitator told the participants that all these responses clearly spell out the objectives of these training. This training will address all these expectations along with adding some ore things they need to learn as a leader. She also shared that since we have come for an offsite, we will be doing lot of activities but what we learn out of these is our choice. so, it will be good to set a target for ourselves so that we are focused and learn as much as we can. Having said that, she asked the participants what change they would want to see in themselves in these 4 days. They were asked what will be their expectations from themselves as a leader. Some of the expectations listed were:

1. To know the qualities of a good leader
2. How to plan as a leader
3. Effective communication
4. To know more about leadership and how to be a good leader
5. How a leader should communicate with team members
6. To gain knowledge of leadership
7. How to manage the team effectively
8. How a leader should progress taking the team together
9. How to be a good health community worker
10. How can I make my team independent
11. Inculcating a feeling of responsibility in the team
12. How to work by planning
13. Building effective communication in the team
14. To be an effective and impartial leader
15. Developing presentation skills

The trainer asked them to keep their targets in mind during these days and try to gain as much as they could from these four days.

Activity:

All participants were asked to pick a chit from bowl which included the name of one participant from the group. As a part of the task, they were asked to write any three good qualities of the person whose name was mentioned in the chit.

The qualities that were described by them for each participant were:

Shahjahan

1. She can do good bargaining.(good bargaining skills)
2. She has guts. She is able to convince people
3. She is known in the community

Musarrat

1. She has good knowledge on health
2. She has a pure heart and she doesn't stay angry for long
3. She is helping

Saira

1. She takes minutes well
2. She handles her responsibilities well in the field
3. She does her task well that is assigned by her senior

Roohi

1. She does her work honestly
2. She is able to find solutions of any difficult situation arising in the field
3. She does the parenting program well

Mehrunisha

1. She writes minutes well
2. She has a calm and composed nature
3. She is supportive

Swaliya

1. She is a quick doer. She finishes her field work quickly
2. She is Empathetic
3. She is patient

Afroz

1. She talks politely
2. She has a helping nature
3. She reminds other people of their responsibilities

Safeena

1. She is pure at heart. She clears if she has any misunderstanding with anyone
2. She is helpful
3. She is quite sociable

Nazma

1. She has a good sense of humour
2. She has a curiosity to learn new things
3. She does her assigned work well

Simran

1. She treats everyone as her kid.
2. She is very helpful and takes care of everyone
3. She explains well

Farhat

1. She is a good counselor
2. She is a good team coordinator
3. She is diligent

The facilitator explained the purpose of the task which was to discover skills in each one and to use those skills when working together in a team. all of them should be able to each other while working as a team.

Activity 2: Treasure Hunt

Participants were divided into two groups, group 1 and group 2. They were given a chit that contained a clue which would take them to another clue and so on till they reach their destination.

The clues for both the groups were:

Group 1

1. *Suraj ke peeche chupa hai ek raaz*
2. *Ped chhupe hain, yahan par, khilte hain ghar mein*
3. *Yeh jagah dikhati hai sabko zindagi jeene ke niyam*
4. *Chaturang mein chupa hun main, seedhi ke neeche hai naya rasta*
5. *Khaane ke samaan yahan dekho chupa main kahan*
6. *Main baitha ek unchaai pe, dhundh paye na koi mujhe, hila paye na koi mujhe*

Group 2

1. *Mere peeche chala desh saara, aaj tak yaad karta desh sara*
2. *Aisi hun main seedhi, mujhe lejaasakta koi bhi kahin bhi*

3. *Paani paani re, khaare paani re*
4. *Aisi jagh baithke hoti sabse zyada baat*
5. *Mujhe jalao to garmi aye, mere bina koi mazaa na paaye*

The participants played the game with full energy and enthusiasm. They enjoyed it completely.

Post Tea Break Session

The facilitator discussed the treasure hunt activity with the participants. She asked participants to link the activity with the leadership

The responses from the participants are as followed:

1. "We worked together with the group"
2. "Team work is necessary if we are working in a group"
3. "I learned from this game that we can find solutions to the challenges easily when we are working as a team"
4. "We learned that the way we worked together in this game, we can work together in our other duties as well"

The facilitator interrupted and emphasized on the importance of 'listening'. One quality to learn is to listen and not just for the sake of it but to listen actively. As a leader one should develop the ability to listen to every team member impartially.

Another thing she pointed out was that while talking, there should be a mutual respect, as it's an important part of the office decorum

5. "In this game every one of us were working together as one group, also we were working individually also."
6. "There was an organized method in this game. We were working according to the clues, the same way if we plan with clarity, we can work way more effectively"
7. "We can't reach the target if we are not working as a team"

Facilitator discussed about the importance of step by step reaching the target.

She described it graphically as a staircase.

If one has to reach to the target, it is necessary to climb each step to achieve it. It is difficult to directly jump to it. This step by step method will bring the clarity in the team and also will develop communication.

The facilitator also laid importance on the aspect of professional relationship. It is important to understand each other and to be fair to everyone without being partial keeping the objective in the mind.

Task:

The participants were asked to write down one learning which they learned through the entire day and also which can be implemented for the entire team.

The responses were as followed:

- “I learned the importance of clarity , there should be clarity in the message”
- “It is important to do planning with the team before moving on to implementation”
- “We should not look at each other’s faults instead see the strengths in everyone”
- “We should sit together at least once in a month for planning our activities”
- “finding new ways to work in the team”
- “In order to be respected myself, I should learn first to give respect to others”.
- “I will try to talk to everyone in my team, and not just to my friends”
- “It is important to ignore certain things which might hurt us later”

The facilitator praised the team by commenting “all the members here are willing to improve themselves, it’s a big thing that they give examples of themselves than to point others in this regard”

End session of Day 1

The participants were given a task to present one program ‘Comedy Nights with Sehat Aapa’ which was planned to be staged on the last day of the training.

Observations by the trainer:

The group had a strong drive to learn and change themselves which acted as a strength for driving the training. To improve the effectiveness of the group, the core area which had to be worked on was the inter-personal relationship amongst group members. Strong cliques were present within the group members which were affecting their professional relationship with each other. Since the group members had no prior experience of leading a team, they were doing it based on their own presumptions and stereotypes held which needed to be addressed during the trainings. Giving them exposure on different aspects of leadership and developing their leadership skills was strongly recommended for the group.

Day 2

The morning session started and the participants were asked to recall and tell one learning which they learned from the previous day.

The purpose of this recap as explained by the facilitator was to make participants realize that it was important to remind ourselves regularly things which we need to improve in ourselves.

Session 1

The facilitator asked participants to name any one person (from anywhere around you or around the world) who they think had been a good leader or who has a potential to be a good leader followed by the reasons.

The responses were as followed:

1. Mahatma Gandhi
He believed in non violence and used his principles of truth and non violence in freeing India
2. Tilak Sir
One can learn so much from him. He remains calm and performs all duties by maintaining calmness
3. Ruksana
She is very calm and composed lady
4. Ruksana
She rarely gets angry and is able to handle her responsibilities quite well
5. Deepak Sir
One can share anything with him and he can keep things with him. He is joyous
6. Mehrunisha
One can ask anything from her and she explains quite well
7. Deepak Sir
He motivates us and listens to us patiently.
8. Simran
She is very understanding. She listens to us patiently
9. Jyotsana ma'am
She tackles every situation with a very cool mind.
10. My Mother
"I learned everything from my mother. As a single parent she taught so many things which I need to learn from her."
11. My friend

My friend is very mature and sensible. She makes me calm.

Task

The facilitator asked participants to write down 3 characteristics which a good leader should have. She further pointed that a good leader should be chosen not just on emotional level. It's a good trait for a leader to be emotional but taking decisions emotionally is not a wise thing to do.

Some characteristics of a leader as told by the participants were:

One who has control over emotions	To understand responsibility
To be able to work together with the team	Fair and impartial
Co-ordinating team	Understanding individual's strength in a team
Delegation	Respecting team mates members
Role clarity/ explaining it to team members	Knowledgeable
Non judgemental	Time management/ punctual
Trust	Accountable
Taking initiative	Farsighted
Inspiring	Positive attitude and sense of humour
A learner	

She encouraged them to think about the qualities they would like to develop and how will they like to work on them.

Facilitator emphasized on making 'to do list' individually to make deadlines. She laid importance on maintaining a diary of important tasks.

Activity: Presenting self made music

Participants were taken along a river side for a walk and asked to collect all kinds of things along the journey and from which they can make music and present it as a part of the activity. They were divided in 4 groups.

Post lunch session

All groups were given time to prepare music. The participants named their teams as:

1. Team 1: ROCKSTAR

The different instruments used by them were: Pebbles, Sticks, Bottle, Bangles

2. Team 2: AHM

The different instruments used by them were: Pebbles, Wood chips, Sticks, glass pieces

3. Team 3: KHUSHI

The different instruments used by them were: Stick, Tin can, Wood hollow log

4. Team 4: Sapno ka jharoka

The different instruments used by them were: Bottle, Glass and pebbles

LEADERSHIP

A slide was shown in which leadership was diagrammatically depicted with respect to three components.

1. Self Esteem
2. Knowledge
3. Self Discipline

It was a beam balance where the base was described as knowledge and the left and right components were self esteem and self discipline.

KNOWLEDGE

Facilitator asked participants what kind of knowledge they should have as a Sehat Aapa. In what aspects they think they should have knowledge

Following were the responses

1. Knowledge of the target
2. To be aware about the responsibilities of each person in the team
3. Knowledge on health and immunization
4. Knowledge about health center
5. Demographic information
6. Information on community
7. Challenges and how to solve them
8. Government schemes
9. To know different source from where any relevant information can be traced

Following this, the facilitator asked members to rate themselves on a scale of 10 on the knowledge they have based on the above mentioned points.

The purpose of rating themselves was so that they could work upon their weak areas.

SELF ESTEEM

Participants were asked the importance of self esteem. Most of them replied that self esteem was important to overcome fear and self confidence is very necessary in all walks of life.

The facilitator emphasized the importance of having self esteem. She said “ those who have low self esteem always blame others for their life.”

Activity:

Participants were given disposable plates on which they had to make/draw a face mask which will describe their own face which they want the world to see

“Jaisa aap chahte hain duniya aapko dekhein, vaisa chehra banaye”

Most of the participants made a smiling face. The facilitator discussed that since all the participants made a smiling face, obviously then each of them want the world to see happiness on their face.

After the activity, participants were shown the following slides on self esteem to explain them further about it.

Heen aatmasamman ke lakshan

- *Auron ke saath apni tulna karna*
- *Swayam mein naakhush rehna*
 - *Jootha dikhawa karna*
- *Auron se manzoori ki chahat karna*
 - *Ghamand dikhana*
 - *Chunotiyon se darna*
- *Apne bachaav ke liye dusro par dosh dena*
- *Akelepan ka ahsaas aur bheed ka hissa pasand karna*

Apne aatmavishwaas ko kaise sudhaarein

- *Humesha sach bolein*
- *Har haalat mein sahi kaam karein*
- *Auron ko bhi sahi kaam karne ki salah dein*
- *Auron ki madad karnein mein aur madad lene mein sankoch na karein*
 - *Apne nirdharit lakshay par nazar rakhein*
 - *Naye vichaaron ke prati dimag khulla rakhein*

Aatmvishwaas mein badhottari

- Accept who you are

Aap bhi galti karsakte hain, ise maaniye, auron ki uplabdhi ki tareef kariye

- *Aapki Apni uplabdhi kam na samjho*
- *Auron ke nazariye se apne aapko jaanchna band karo*
 - *Dusron ki baat nishpaksh bhav se suno*
 - *Apne par vishwaas hona*
 - *Humesha khush rehne ka sankalp kijiye*
- *Agar log aap ki bat na sune to chinta na karein*

Aatmavishwaas mein rukaawatein

- *Tayshuda standard ke mutabik haasil na karpana*
 - *Dusron dwara galtiyen nikali jana*
 - *Jab aap apne aap mein santusht na ho*
- *Jab aap bahane banate ho ya jhooth bolte ho*
 - *Jab aap vaada pura nai karte*
 - *Jab aap aksar samay par nai pahuchte*
 - *Jab aalsi bane rehte ho*
 - *Apna jhootha bachaav karte ho*
 - *Apne jhoothe bachaav par tike rehte ho*
 - *Jab aap swayam ki parwah nai karte*

Post Tea Break Session

Participants were given a task to state 5 points in which they think they are good at.

Shahjahan	Heena	Swaliya
Fun loving	Appreciating other's work	joyful
Friendly	sympathetic	I don't keep grudges
Punctual	Respecting elders	Good cook
Sociable	Passionate, hardworking	Can keep secrets
Responsible	Can take minutes well	Takes my work seriously
Musarrat	Shabnam	Afroz
Responsible	Punctual	Likes and maintains cleanliness
Sharing knowledge	understanding	Curiosity to learn
Taking knowledge from others	Work with the team	patient
Hardworker	Try to tackle my problems on my own	Honest specially in my work
Motivating	Self confident	Sharing my knowledge and expertise with others
Safeena	Farhat	Mehrunisha
Spending time with kids	sympathetic	Punctual
Stitches clothes for my children	helpful	Respecting others
Helpful	Good at embroidery/stitching	Self confident
	Feeling of responsibility	joyful
	Good grasping power	empathetic
Saira	Naazma	
Try to solve field related problems on my own	Can't see anyone in pain	
Take minutes well	helpful	

Good at Sindhi embroidery	Don't hold grudges	
Sharing emotions	Not scared of challenges	
	Adjusting nature	

Activity (team building exercise)

Music was played. A piece of paper was pasted on every participant's back. Every member had to write good qualities on the slip pasted on the back of everyone. Now everyone was told to read all which was written on the slip pasted on them.

The activity was taken very well by the participants. For the first time they heard good things about themselves from others, so this activity lifted their spirits. Their responses following this activity were:

"hume pata chala saamne wale log humare bare mein kya sochte hain..achha laga"

"Sabse tareef sunke accha laga"

It also helped in creating a positive and cordial atmosphere in the group and encouraged all of them to see positive side of each other.

Observations by the trainer:

The team enjoyed working on the activities, especially the activities intended to improve their self esteem. They all were not used to giving positive strokes to each other and were comfortable in their own small group. Telling each other's strengths helped them see the positive side of other people in the group and acknowledge it.

The team- building exercise of making music acted as an eye-opener helping the group acknowledge the challenges they are facing and need to work on within the team. The teams were made in such a way so that the trainees who do not get along very well are forced to work with each other which also lead to some ineffectiveness in the task given and blames being put on each other. This was important to help them clear the air and work towards developing the relationship as they move on with the trainings.

Day 3

The day started with energization exercise, running followed by breathing exercise. Participants were asked to close their eyes and focus on their breathing pattern. Facilitator emphasized on importance of appropriate sleeping hours.

The session started with the powerpoint slide shown to participants explaining them the ways to nurture team's confidence.

Team ke aatmavishwaas ko poshit karne ke tarike

- *Alochna mat kaijiye. Galtiyon par nishpaksh bhaav se vichaar kijiye*
 - *Khule dimag se sabko suniye*
 - *Har vyakti ki sacche man se izzat kijiye*
 - *Dusre vyakti ko samay dijiye*

Unki samasya ko bekaar samajhkar mat taaliye kyuki unke liye ye sabse mehetvapoorna baat hai

- *Cheekha chilli mat kijiye*
- *Unhe apni baat poori karne dijiye*
- *Saavdhan rahe ki koi pakshpaat na hojaye*
- *Unki nishchit dhaarna ki tareef kijiye*
- *Unhe aatmavishwaas viksit karne ke liye prerit kijiye*

Facilitator laid importance on giving respect to everybody. She said that shouting on someone is the worst form of giving disrespect.

She emphasized that one should be careful in not becoming partial while dealing with the team members.

She further asked participants if they could give any name of the team member who they think is fair and equal, it was very difficult for each of them to give such name.

Task

All participants were divided into groups of 3. The task was to write the ways on how can they lift the self esteem of their team. The combined responses from the team were:

1. Listening to others
2. Behavior change
3. To give respect
4. To analyze the task assigned
5. To plan with the team before implementation
6. To have equality
7. Controlling the temper

8. To be open and receptive in listening ideas from everyone in the team
9. To have faith on team
10. To be able to find new ways in doing work
11. To appreciate other team mates for their work
12. To find solutions to the problems
13. To have confidence
14. Respecting what others say and understanding it

The participants were now asked to rate themselves on scale of 0 to 10 on self esteem.

SELF DISCIPLINE

Activity

Participants were made in groups. The activity was to collect stones in a given time and form a tower. 7 minutes were given to collect the stones and then 5 minutes were given to form the tower.

Participants started the game with discussion and planning first between their group members.

The towers were analyzed.

Group 1: their tower was tall, but its base wasn't strong

Group 2: they laid emphasis on making the base strong and wide and then increased the height

Group 3: the base and height were given equal emphasis.

The facilitator then asked participants where they think self discipline came in this group activity. She discussed that when we talk about self discipline, as a leader, it is exercised in every step and at every place.

“Jo aap abhi chahte hain aur jo sabse adhik chahte hain unke beech mein chunaav karna”

- Aatmaanushaasan ka arth

“Jo uचित hai use zaroor karna chahiye chahe use aap bilkul nai karna chahte”

Following the activity, participants were shown the slide which explained how self discipline can be developed.

Hum anushasan kaise viksit karsakte hain

*Aatmanushasan ke liye dil, dimag aur haathon ke sahi samikaran ki zarurat hai
Apne vicharon, bhaavna aur karya ke prati jaagrook
Sachet reh kar karya karein
Vishwas rakhiye har kadam mehetvpoorna hai
Jab lakshay ki prapti hojaye to swayam ko shabashi dein
Haar badhi baat nai hai par rukjana galat baat hai
Apne aaspaas ke logon ka apne upar influence na aane dein
Nirantar apna aankalan karte rahiye
Sone se pehle din ke karyo par punarvichaar kijiye
Kuch vakt apne saath bitaiye
Chote chote kadmon se aage badhe, ek samay par karya karein
Vaastvik target set kijiye, use jeevan ka hissa banaye*

Activity

The facilitator asked participants to look at their photographs and see and tell what they think when they see themselves in the photograph

Responses:

<i>Main khush hun</i>	<i>Fresh lagrai hun</i>	<i>Theek se baithi hun</i>
<i>Main sundar hun</i>	<i>Aankhein acchi hain</i>	<i>Mere kapde acche lagrahe hain</i>
<i>Mere earrings sundar hain</i>	<i>Smiling hai</i>	<i>Conscious lagrai hun</i>
<i>Soch mein doobi hun</i>	<i>Bahut acchi lagrai hun</i>	<i>Style se baithi hun</i>

The purpose of this act stated by facilitator was that every work one does, it should be done consciously, to be alert in performing each task. She further told them to analyze at the end of the day that what was good about the day, what was not so good, how they can improve themselves.

Along with the explanation given by the facilitator, further a slide was shown to make the point clear.

The facilitator asked participants to rate themselves on self discipline on a scale of 0 to 10. She further asked them to tell what two things will they like to develop and inculcate in their lives in terms of self discipline. Their responses were as followed:

1. *Pakshpaat nai hongee*
2. *Sabko ek samaan maanenge*
3. *Har kaam mein neev mazboot rekhne ka objective rakhein*
4. *Co-ordination between heart, brain and hands*
5. *Chote chote kadam badhayenge, target achieve karne ke liye*
6. *Sabki baat sunni hai, sabko sath lekar chalna hai*
7. *Maintain professionalism*
8. *Kaam karne ke raaste dhundhungi*
9. *Aage badhne ki koshish karungi*
10. *Behavior change karna chahungi apna*
11. *Main kaam planning ke sath karungi*

The group was preparing very well for the show "Comedy Nights with Sehat Aapas" in the evenings. They were trying to find out time wherever possible to plan and practice. It was interesting to see how they were trying to adjust with each other and work in a focused manner towards the situation.

Post- Lunch Session

"Aisa leader bano jiska tum anusaran karna chaho"

The facilitator asked participants to rate them in terms of self discipline.

8-10: zero participants

6-8: 6 participants

4-6: 5 participants

For all those participants who rated themselves between 6-8, she asked that when they speak to someone, do they think every time before speaking, If not, then they should rate themselves in 4-6 range.

She further explained that the main reason of dispute between team and bands is the ego i.e when 'I' becomes more than 'We' in the team.

Activity:

In initial two days participants were shown two movies Lagaan and Chak de. Both depicted different leadership styles of the leader.

The task was to write down the differences between the two leadership styles shown in these movies. For this, 5 groups were made (3+2+2+2).

Group 1

Shahrukh (Chak de)	Amir khan (Lagan)
<i>Ye sakht tha</i>	<i>Ye naram mijaaz ka tha</i>
<i>Ye pehle se hi sabki khoobiyon ko jaanta tha</i>	<i>Ye dekhke khoobi ko pehchaanta tha</i>
<i>Bhed bhaav nai karta tha</i>	<i>Bhed bhav nai karta tha</i>
<i>Sab ko ek samaan banana ki koshish karta tha</i>	<i>Sab ko ek samaan lekar chalta tha</i>
<i>Jab tak team member apni galti accept na karle, tab tak ignore maarta tha</i>	<i>Team members ki kami nai, khoobi batata tha</i>
<i>Team members ko prerit karta tha ki wo khud team ke sath kaam karein</i>	<i>Apni gali ko sabse pele manta tha</i>

Group 2

Leader Amir Khan	Leader Shahrukh Khan
<i>40 villages ke liye challenge accept kiya</i>	<i>Apna goal banaya</i>
<i>Apne goal par dhyan rakhte hue target banaya</i>	<i>Team ko target par dhyan rakhne ko bola</i>
<i>Team mein sabke hunar pehchane</i>	<i>Team mein sabki quality ke hisaab se kaam banta</i>
<i>Aatm vishwaas bahut tha</i>	<i>Aatm anushaasan bahut tha</i>
<i>Team ko bikharne nai diya</i>	<i>Gussa team ki bhalai ke liye karta tha</i>

Group 3

Shahrukh as a leader	Amir as a leader
<i>Ye padha likha tha</i>	<i>Ye padha likha nai tha</i>
<i>Use kuch kar dikhane ki lagan thi</i>	<i>Use apne village vaasiyon ka lagan hatana tha</i>
<i>Jin logon mein attitude tha unko us hisaab se deal kiya</i>	<i>Usne khel mein discipline sikhaya</i>
<i>Disciplined tha</i>	<i>Jo galat tha usko pyaar se samjhata tha</i>
<i>Khel ko acchi tarh se jaanta tha</i>	<i>Usko khel nai aata tha, apni soojh boojh se khela</i>

Group 4

Shahrukh as a leader	Aamir khan as a leader
<i>Gaddar naam hatana chahta tha</i>	<i>Poore village ki bhalai ke liye khela</i>
<i>Khel ki पूरी जाankari thi</i>	<i>Khel ki koi jaankari nai thi</i>

<i>Team ko bar bar unko lakshay yad dilate tha</i>	<i>Team ko bar bar motivate karta tha</i>
<i>Team mein jo bat nai suntan tha usko bahar kardeta tha</i>	<i>Team ko bahut motivate karta tha</i>
<i>Apna aur apne desh ka naam badhana chahta tha</i>	<i>Poori team ko ek samaan samjha, koi pakshpaat nai tha</i>
<i>Sakht hokar team ko ekjut kiya</i>	<i>Narmi se sabko apni bat samjhata tha</i>

Group 5

Aamir Khan as a leader	Shahrukh as a leader
<i>Logon ki kaabiliyat dekhkar pehchana</i>	<i>Team ki kamzori ko unki takat banata tha</i>
<i>Team mein josh bharna</i>	<i>Team mein josh bharna</i>
<i>Sabko samaan nazar se dekhna</i>	<i>Sabko samaan lana</i>
<i>Team mein aatmvishwas ko badhawa dena</i>	<i>Self discipline banaye rakhna</i>
<i>Galtiyon ko nazar andaaz karke galtiyon ko sudhaarna</i>	<i>Team mein ayi uljhano ko bahut acchi tarh se suljhana</i>
<i>Nay kaam ko seekhkar apni team ko aage badhana</i>	<i>Step by step kaam ko aage badhana</i>
<i>Target ko dhyan se rakhke uspar kaam rakhna</i>	<i>Target par dhyan dena</i>

Following this, a slide was shown to explain the difference between a leader and a manager and also on four different types of leadership styles.

Leader vs Manager

LEADER	MANAGER
<i>Navneekaran karne wala</i>	<i>Prabandh karne wala</i>
<i>Vikas karne wala</i>	<i>Pratipadan karne wala</i>
<i>Prerit karne wala</i>	<i>Niyantaran karne wala</i>
<i>Deerghkaaleen drishtikon</i>	<i>Alpakaaleen drishtikon</i>
<i>Kyon aur kya ka vicharak</i>	<i>Kaise aur kab ka vicharak</i>
<i>Maulik vichaar wala</i>	<i>Prarambh karne wala</i>
<i>Ta vyavastha ko chunoti dene wala</i>	<i>Tay vyavastha ko sweekar karne wala</i>
<i>Sahi kaam karne wala</i>	<i>Kaam ko sahi anjaam dene wala</i>

4 types of leadership styles

<p>Sahyog karna</p> <ul style="list-style-type: none"> • Tareef karna, poori tarh sunna aur sugam banna • Uchch yogyata ho • Parivartansheel jimmewari 	<p>Prashikshan dena</p> <p>Spasht aur protsahan un logon ke liye jinke paas</p> <ul style="list-style-type: none"> • Samanya yogyatayein ho • Samanya jimmewari ho
<p>Samarthywan banana</p> <p>Rozmarra kef aisle ki zimmedari dena un logon ke liye jinke paas</p> <ul style="list-style-type: none"> • Uchch yogyata ho • Uchch zimmedari bhaavna 	<p>Sanchaalan karna</p> <p>Saranchna niyantran aur nirakshan unlogon ke liye jinke paas</p> <ul style="list-style-type: none"> • Yogyata kam ho • Uchch zimmedari ki bhavna ho

The facilitator asked participants

- If you have limited knowledge but sense of responsibility is more, what kind of leadership style will you adopt: *Nirdeshaatmak*
- When knowledge and sense of responsibility is more than the kind of leadership to be adopted is: *Sahyog karna*
- When knowledge is low, sense of responsibility is also less than the kind of leadership style involved: *prashikshan dena*
- When you have to give delivery in a limited time, than the leadership style to be adopted: *sanchaalan karna*
- What leadership style to be adopted in a team of 10 people to manage daily routine work: *Samarthywan banana*

Note: 'alag alag sthiti mein alag alg netritvshaili sidh hoti hai. Ek vyakti alag stithi mein alag netritv ka anusaran kar sakta hai'

Task

Simran asked participants to give these above mentioned 4 different types of leadership styles a sequence in terms of how parenting program was developed. The sequence as discussed among the participants was:

1. *Prashikshan* (when the program started)
2. *Sanchalan karna*
3. *Sahyog karna*
4. *Samarthywan banana and sahyog karna* (now)

Leader ke guno ka vikas

1. *Aatmavishwaas*
2. *Aatmanushasan*
3. *Duurdarshit*
4. *Samwaadkaushal*
5. *Ekagrata*
6. *Yogyata*
7. *Prarambh karna*
8. *Jawabdehi*
9. *Imaandari/sacchai*
10. *Naya seekhne ko utsuk*

Activity: Game Tangram

The game was to make a square of seven pieces of different shapes. Groups were made for the activity

After sometime during the game, facilitator asked participants the process they were following. Their responses were:

“shape dekhrahe the”

“Jod dekhrahe the”

“aisa lagraha hai ek hissa kam hai”

“aisa lagraha hai ek hissa extra hai”

Next step: participants were given the solution booklet for just 3 minutes to analyze the solution and followed that the game restarted and 3 minutes were given to make the square.

All the groups were now able to make the solution. The facilitator asked again the process they followed this time. Their responses were:

“Instructions mile to karpaye”

“Jaankari mili to karpaye”

“Pehle planning ki bahut kami thi”

“Solution dekhne se idea milgaya”

“We distributed the pieces among us and were able to make it”

Following this exercise, the facilitator told participants that many things are sorted out with this task.

1. Goal was clear
2. Instructions were clear
3. Knowledge level
4. Listening and understanding
5. Division of work
6. Mental planning and trusting the plan

Task

The facilitator asked participants to choose three persons (one person was chosen by the participants themselves and 2 persons were chosen by the facilitator for each participant) whom you would like to give suggestions. The suggestions were written on the slips and were handed over to the participants.

Ending Session

Everybody was asked to give one word for the whole 4 day training session.

'Refreshing'

'Awesome'

'Learnt a lot'

'Good'

'Very good'

'Mind refreshing'

'Lot of self belief'

They also presented their play "Comedy Nights with Sehat Aapas" to the people at Jagori foundation which was really appreciated by everyone. They had come up with interesting and fun-filled ways of presenting information about health through their play.

Observations by the trainer:

The aim of the day's training was to help each trainee look within and consciously work towards developing each area. There were still differences and mistrust amongst group members. To shift the attitude from blaming others to understanding the situation objectively and finding out solution, the activities for the day were carried out. More thought provoking activities were needed for the

group to bring this change completely. The group started thinking about self-discipline and where do they lie on this criteria.

A small activity of pairing them with the person they were not very comfortable with helped them overcome their challenges to some extent. While doing the activities during the day, their hands were tied to someone in the group the trainer felt they did not get along with. The interesting observation which one of them shared in the group was " aap toh wohi karati hain jo hum nahi karna chahte, par maza bahut aata hai aur seekh bhi jaate hain." By the end of the day, they had at least become cordial and some of them were comfortable with each other. They also realized the importance of planning and starting work after thinking about it.

There was a shift in the conversations where they were trying to talk to different people and respecting each other's space.

Day 4

This was a day 4 training (continuation of a 3 days training which was held in a NGO named Jagori foundation situated in Dharamshala). The training batch comprised of 10 Sehat Aapaas and 2 health coordinators.

Session 1:

The facilitator began the opening session by discussing on the major aspects of the training which were learned by the participants in Dharamshala.

The participants were asked to tell about what they learned in the previous sessions. For this, they were divided in the groups.

Group 1 (Saira, Farhat, Heena and Afroz)

- *Ek leader ko kaisa hona chahiye*
- *Dusron ki bat sune*
- *Aatmvishwaas seekha*
- *Planning ke sath chalein*
- *Apne health contacts se kaise bat share karna*
- *Rukna nai hai, kaam karna hai to karna hai*
- *'Lagan' aur 'Chakde India' movie se prerna li team ke sath aage badhne ki*
- *Ye seekha ki kisi bhi cheez mein dimag lagaye to hal mil hi jayega*

Some of the examples quoted by them:

- *"mere andar apne kaam khud karne ki himmat ayi, bacchon ki janampatri khud banwayi"*
- *"Jab se training li hai, kaam planning ke sath karna shuru kiya hai"*
- *"training se wapas akar immunization par planning ke sath kaam kiya, ghar ghar jake pehle se hi inform kiya parivaar walon ko, 12 bacchon ko teeka lagwaya, accha laga"*

- *Leader ka punctual hona zaruri hai*
- *Apna confidence level kaise badhasakte hain*
- *Apne aap ko kaise behtar banasakte hain*
- *Hum kisi pe nirbhar nai hai, apna kaam khud karsakte hain*
- *Comedy show wala task pehli bar kiya tha, mushkilein ayi par confidence aya*
- *Ye seekha ki tabiyat jitni kharab ho, office ka kaam karna zaruri hai*
- *Apne kaam ke liye accountable hona zaruri hai*
- *Main ye maanti hun ki pehle apne aap ko sahi karlun fir dusro ko sath lekar chalungi*

Some of the examples quoted by them:

- *“Wapas akar humne immunization ka target liya aur uspe kaam karrahe hain”*
- *“maine apni sehat saheliyon ko independent banadiya hai, meri absence mein bhi wo kaam karleti hain”*
- *“wahan breakfast mein jo milta tha(fruit, cheela,salad) yahan ghar ake bhi try kiya”*

- *Self esteem ke bare mein jaankari mili*
- *Tareef karne wali chits wale task se bahut positive energy mili*
- *Team co-ordination seekha*
- *Dusron ke sath(jo friends nai hai) unke sath kaam karna seekha*
- *Planning kaise kari jaye jisse pressure na aye*

Some of the examples quoted by them:

- *“Main bahut gussa karti thi, uspe kafi control kara hai”*
- *“Pehle main kisi ki nai sunti thi, ab sunna seekha hai”*
- *“Ek health contact ki sahayta karke usko padhna aur likhna seekhadiya”*
- *“Ab genuine tareef karte hain, aise hi muh zabani tareef nai karte kisi ki”*

Discussion:

After hearing all the examples quoted by the participants, the facilitator encouraged the participants by saying that earlier the team members used to refer their team as ‘my team’ but now it has replaced to ‘our team’ which is commendable. She also emphasized on the fact that it is very crucial to accept your own mistakes and weaknesses and without ‘acceptance’, one can’t forge ahead.

The facilitator also suggested the participants to take 15 minutes out every week where they can discuss about the meetings which they can hold, also using notice board to give any information on the meetings will be beneficial as it will save the participants from unnecessary blame games. The facilitator further pointed out that it is very important as a leader to take initiatives. One can't be an effective leader if he/she cannot take initiative.

Activity 1: Silent walk

Objective: As the topic of the day's training was communication, the aim of the task was to identify and comprehend the silence/noiselessness inside us and in others as a way of communication.

Method:

The participants were asked to take a silent walk outside for 10 minutes and hear and observe the sounds in the environment. The rule was that no one will talk to each other and also they weren't allowed to take their cellphones with them.

Discussion:

The facilitator asked the participants to name any two sounds which they heard. The responses were:

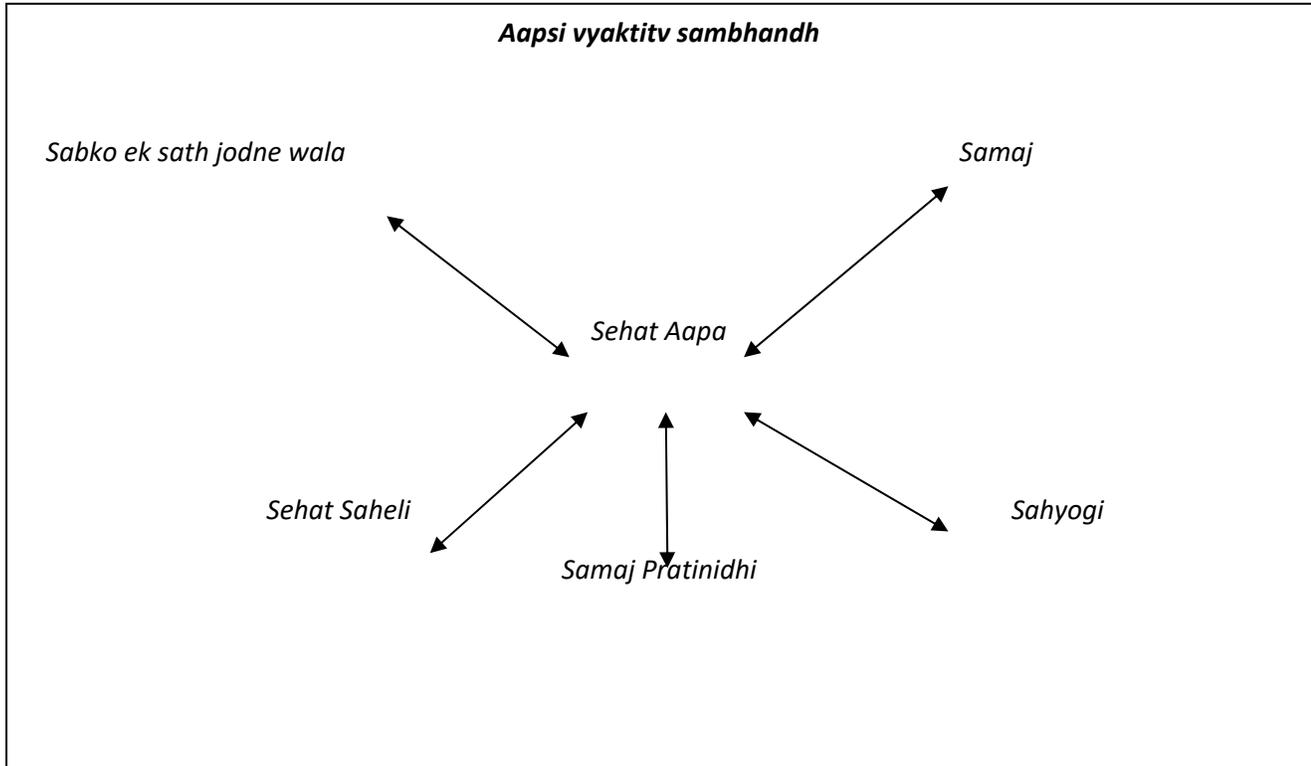
- Sound of a bird
- Sound of leaves
- Sounds of horn, engine sounds
- Sounds of construction
- Sound of footsteps
- Sound of a child crying
- Sound of vehicle
- Sound of falling stone

The facilitator mentioned that this activity is opposite to the topic of today i.e communication. Sometimes silence is the biggest way of communicating what you feel about others. The facilitator then narrated a story to explain the context further.

“During Partition, numerous of crimes happened with the women. Many women were giving up their lives and committing suicides in order to save them from harassment. One woman couldn't commit suicide after so many unsuccessful attempts. When she told this story to her child later, her child refused to accept her and even stopped talking to her throughout her life.”

“humari aapas ki bahut sari chuppiyan hai,wo kya kehti hain, unko pehchanna bahut zaruri hai. Professional life mein ye zaruri hai”

The facilitator then showed a following ppt:



The facilitator asked the participants to draw two circles i.e professional and personal circle and add people to it. The participants will be required to give the difference between the two circles in terms of communication, relationships etc.

Personal Circle	Professional Circle
One doesn't talk about punctuality much in personal circle	Punctuality and discipline is very important in professional circle
One has much of liberty to do things in his/her own way	One has to follow set rules to perform tasks. Can't do the task with too much of liberty.
Personal planning is very different to professional planning	Professional/official planning is very important
	Timing is essential
	Personal comments aren't acceptable

The facilitator commented that one shouldn't make any kind of personal comments to anyone professionally. For eg. If someone is coming late than other people commenting on her that she is late and so on is just not advisable. Also the person who is coming late need not be answerable for the same (just inform your supervisor before, and that's enough).

Post lunch session

The discussion continued from the last session. The facilitator cited the differences between personal and professional communication.

- We have to speak politely in our professional circle
- It is important first to listen what the other person has to say and then answer
- It is very important professionally to speak keeping the aim in our mind
- Certain manners are involved while communicating professionally

She explained it further by showing the following ppt.

<i>Samvaad sanchaar</i>
<ul style="list-style-type: none"> • <i>Soch vichaar ke sath/ bina soche vichare</i> • <i>Poore mann ke sath/bemann se</i> • <i>Keh kar/ bina kuch kahe</i> • <i>Dynamic</i> • <i>Lagatar</i> • <i>Na badalne wala</i> • <i>Paraspar sambandh banane wala</i>

The facilitator asked the participants the things that come in their mind when they hear the word 'boss'. Following were the responses:

<i>Bat manwane wala</i>	<i>problem samjhne wala</i>
<i>Respect</i>	<i>problem create karne wala</i>
<i>Fear</i>	<i>team ke kaam ko dekhne wala</i>
<i>Ustaad</i>	<i>prerna dene wala</i>
<i>Naukri dene wala</i>	<i>Brahman karane wala</i>
<i>Salary badhane wala</i>	<i>nayi jaankari dene wala</i>
<i>Order dene wala</i>	<i>team ko aage badhane wala</i>
<i>Sikhane wala</i>	<i>role model</i>
<i>Kisi bhi waqt bulane wala</i>	<i>Order dene wala</i>

The facilitator asked them the common thing which was there in the description above. The common thing they pointed out was 'wala'. The facilitator pointed out that as soon as the participants heard the word 'boss' automatically they assumed it to be male.

Activity 2

Method:

The facilitator asked the participants to draw a sketch of what 'Boss' looks like for them.

Observation:

Since they all mentioned a boss as a male figure so they all drew the sketch of male boss only.

Discussion:

The facilitator pointed that each of us has made a specific image of how our juniors/seniors are in our mind. It was also mentioned that how most of the seniors they were working with were women, yet when they were asked to draw a boss all of them thought of a male boss and not a female. This preconceived notion also comes in play while communicating which generally makes the communication process ineffective. The facilitator concluded that it is important first to question our own preconceived notions about people and then to proceed further communication with them.

Activity 3

Method:

A chart was displayed on which name of the colors were written with interchanged colorful sketchpens. For eg. The word 'red' was written in blue color, the word 'green' was written in yellow color, the word 'blue' was written in black color, the word 'purple' was written in red color and so on.

The task was to speak the colors of the words and not the words itself and then to speak the words and not their colors.

Discussion:

The facilitator asked the participants if the participants were finding any difficulty in performing the assigned task. The participants were finding it quite confusing. With this, the facilitator implied that there is a difference between what we see and what needs to be done. Similarly in our professional life, it is important to focus on the work which is assigned to us rather than to focus on what we are seeing because both the things could be different i.e what we see doesn't mean what needs to be done

Activity 4 :

- Train passenger story
- Number of Handshakes puzzle
- Different coloured socks puzzle

Method:

The facilitator narrated three different situations (puzzles) in which the participants were required to listen very carefully and then answer appropriately what is asked based on that.

Discussion:

The main aim of these activities were to understand the importance of gathering the right kind of information, from right source and place and to collect only as much information as required for the task and to be able to sieve out relevant information rather than take in whatever information that comes in.

Activity 5

Objective: To understand the correct passage of information

Method:

The participants were asked to form a circle. The task was to move ahead to the next person and tell one piece of information to her and in return to receive and listen one piece of information from her. The rule was that information which was to be shared need to be complete and accurate. Now, the facilitator asked the participants to write down the information which they received from each participant and to tell whether that information was complete and accurate.

Discussion:

The facilitator discussed that the way we communicate (the communication process) is erratic and the chances of mistakes are quite common. When we ourselves are giving incomplete information then the chances that our information will be remembered by the receiver are quite less.

Task:

The participants were divided in the groups and were asked to write down how they can improve the communication process in their team. The combined responses from the groups were as followed.

- The information among sehat aapas can be shared in a small meeting every evening around 4.30 and the same information can be shared with the health contacts the next morning
- Sehat Aapas can share monthly information of targets and achievements with sehat sahelis.
- Notice boards can be used for writing important notifications
- Data sharing (targets/ achievements/ demographics/statistics)
- Sharing point to point information

- The time of the meeting shouldn't last for more than 15 minutes
- The purpose of the meeting should also be well defined.
- They decided to call it "thak-thak meeting" where only important things are shared with minimum discussion.

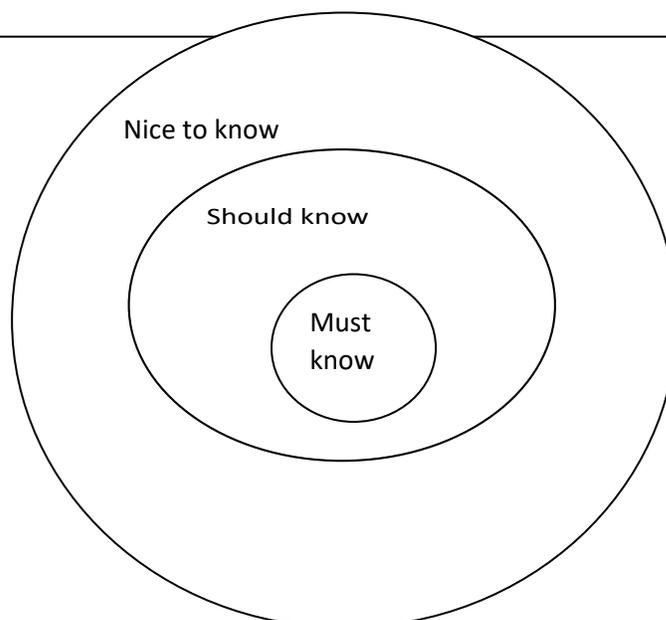
The facilitator suggested a format for the meeting which will consist of:

- Time
- Date
- Place
- Who all people will attend the meeting
- Who will organize the meeting
- Agenda of the meeting

This was further discussed with the ppt shown below

Vaartalaap/samwaad

- *Praaptkarta ki apekshaon ka pata kijiye*
- *Muskaan ke saath swaagat kijiye*
- *Har tarh ke jawaab ke liye tayyar rahiye*
- *Apne pratikarta ki bhaavnatmak stithi ko hamdardi se samjhiye*
- *Aapsi vishwaas badhane mein tatpar rahiye*
- *Bolne wale ki bat pure dhyan aur humdardi se suniye*
- *Bevajah ki kattarta aur purvanumaan ko chodiye*
- *Vistrit vyakkhya, santushti bhawna ka pradarshan, aadi kalayein seekhiye*
- *Logon ke prati kriyaon ko jaanna zaroori hai*
- *Apne vaartalap mein puri tarh sacche rahiye*



It is important to strike a balance between these information types. The information 'must' is the most important one. The information 'should know' is to make our work better. The information 'nice to know' isn't required in the meetings.

Further, a ppt was shown to explain:

Prabhaavshali samwaad- nipuntayein

- *Dhyan se sunna*
- *Anuroop maukhik/unkaha*
- *Hamdardi*
- *Kattarta aur pakshpaat rahit*
- *Sahaj milansaar pratikriyayein*
- *'main' sandesh ('main' se pare sochna zaruri hai)*
- *Bolna ('main' se pare sochna zaruri hai)*

The participants were asked to rate themselves on the scale of 1-10 on communication skills i.e for listening and speaking.

End Session

Another game was played named 'Trust Fall'

The objective of this game was to increase the trust level among the participants.

Learnings to be carried away:

The facilitator asked the participants to make a quick recap of the things they learned from the today's session which they will implement in their life. The learnings stated by the participants were:

- Meeting format
- Maintain professional and personal life separately
- How to spread your message in the community
- To know our level by rating ourselves
- Silent walk as a good experience to learn
- To focus on the information associated with the task
- Passing messages completely
- To remain alert

Observations by the trainer:

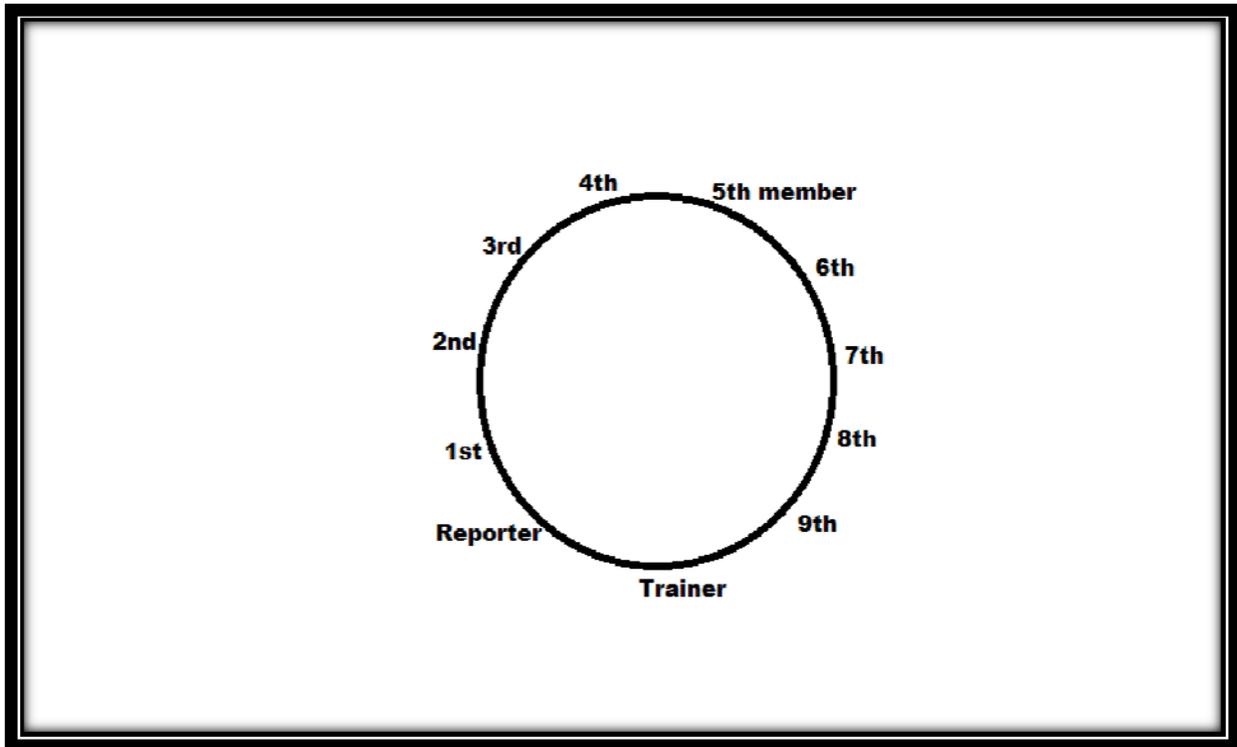
The process of recap in every training was helping the group revisit their learnings and become aware of their accomplishments as the training was going on. It also encouraged the group to practically apply all the learnings to their life - both professional and personal. A comment made by one of the Sehat Aapas reflects a major shift that happened in their thought process, "Humein is training se pata chala ki hum bhi ek team hai. pehle jab maam bolti thi to humein sirf apni sehat saheliyan nazar aati thi. ab humein lagta hai ki hum ek doosre ki bhi help kar sakte hai aur ek doosre ka saath milke ek achchi team bana sakte hain."

The activities on communication helped the group understand various aspects of communication such as how to pay attention to the unsaid, how to sift out important information from the message and ignore the irrelevant information. Certain important steps were also decided such as format of minutes of meeting, displaying information on the notice board rather than telling everyone individually. It is the responsibility of every team member to read the notice board. The group also realised the how their communication was strongly affected by the stereotypes that they have about each person.

Day 05

On this fifth day, the participants in the training comprised of 07 Sehat Aapaas, 2 health coordinators, a facilitator and a reporter.

The observation on their sitting pattern was as shown below:



Sitting arrangement

The trainer took the opportunity to appreciate the batch as gradually, they have started sitting in a circular pattern and trainees were sitting with each other which is the best way to do a good interaction and establish proper and effective communication within group.

Sehat Aapaas view on it:

- “Ab toh hum sab jaha jagah mil rahi hai, wahi baith ja rahe hai.” (we sit wherever we find a space.)
- “Pehle toh bus ek hi jagah baithte the, aise mein hum eek dusre ko janne ka bhi mauka mila hai.”

Session 01:

The day started with a review of learning and tasks as decided on the fourth day of training. The group was asked to share about what they did on the previous day of training.

Responses:

- “Boss banwaya tha...” “Game khela tha...” “pehle kam ko aur personal ko mila dete the, wo alag alag dekhna seekha tha..” (Role-play of a leader, Played games, Learnt to differentiate between professional and personal lives.)
- “kaise batchit ache se kar skate hai wo seekha, message hamesha poora dena chahiye...” (Learnt how to communicate information in more organised and attractive manner?)
- “Kaise apni bat ko rakh sakte hai ki logo ko aakarshit kare jaise chart paper pe alag alag color se likh kar...” (learnt how to give a complete information.)
- “Humne quiz competition kia tha, usme humne chart paper mein bana ke bada bada likah tha..”(In the quiz competition, we wrote on chart paper with different colours.)

The group was asked to share the tasks which were decided on the previous day of training. Afroz, one of the Sehat Aapaas, had taken the responsibility to share the same with the group.

Response:

The various tasks to be performed by the batch were:

- “Koi bhi kisi pe comments pass nahi karega.” (No one shall pass comments on each other.)
- “Poore din bhar mein ek hi meeting hogi, pandrah minute ke liye jisme koi jaruri message dena ho toh denge; ya koi aur jaruri bat ho toh karenge.” (One meeting for fifteen minutes would be scheduled everyday at 16:00 hours, whereby the upcoming meetings or any other relevant information shall be shared.)
- “Ek Notice board banaenge jispe aane wali meeting ke bare mein likha rahega, jo bhi usko dekhega wo shamil ho jaega warna kisi ko alag se nahi bola jaega.”(To avoid any miscommunication regarding information of any meeting or future plan and responsibility, a notice board shall be used whereby any such information shall be displayed and nobody is responsible for informing others separately.)
- “Attendance Register mein sirf sign hoga aur har koi aise nahi puch sakta ki kaha the ya kuch aur bhi.”(Not everyone shall keep an account over the reporting time as signed on the Attendance register.)

Status whether the task had been performed:

Sr.no.	TASKS	Yes/ No	Remarks
1	Tthak- Tthak Meeting everyday at 16:00 hours.	Yes	<ul style="list-style-type: none"> • Sharing issues confronted on field and plan for necessary meeting etc. • Sharing necessary information. • Shouldn't exceed more than half an hour. • Compulsory meeting for every Sehat AAPaa to attend, however, it shall be considered if something of more importance is running on field where the Sehat AAPaa's presence is indispensable.
2	Notice board	Yes	<ul style="list-style-type: none"> • To avoid confusion, a list comprising of responsibilities for a particular day, with names of persons responsible, respectively has been put to display on this board. • Response: "ye toh acha hua hai ab ki kisi ko alag alag meeting ke bare mein nahi batana padega aur bus yahi pe jo likha hoga, wo meeting hogi." "Isse pehle sab alag alag batate the ek-dusre ko toh fir message adhoora milta tha. Isse fir ek dusre pe hi ilzam rakh dete the ki isne nahi bataya ya kuch bhi.toh kum se kum ab wo nahi hoga."
3	Attendance Register	Yes	<ul style="list-style-type: none"> • It is being signed everyday and the accountability lies on the senior coordinators and no other fellow colleague.

			<ul style="list-style-type: none"> • Response: “Abhi tak toh sahi chal raha hai, koi dikkat nahi aai hai aise sawalon ko leke ki kaha the?”
4	Health Meeting	No	<ul style="list-style-type: none"> • It was supposed to be undertaken by Saira, but couldn't do it because of necessity to attend family. However, this task has to be completed now and so, Shahjahan took the initiative to perform this task whereby she would be discussing on any topic, as a demonstration of Health meeting. • Her initiative was appreciated and this is discussed in detail in further sessions. • It was also adding to the group value where the group members took a consideration of Saira's urgency at family and also felt that the task is necessary to be performed.

Session 02: Sharing Vision and discussion

“Mention the VISION here”

The group read the vision aloud and even penned it in their notebooks for future reference. The discussion undertaken over the vision was in-depth as the group, along with the trainer emphasised on each component of it for clarity and better understanding. As the Sehat Sahelis and Sehat Aapaas are front line workers, they must have clarity over the vision to keep their work based and focussed on it.

Activity 01:

Objective:

- a) To share the activities performed by the Sehat Aapaas on field along with Sehat Sahelis that are aligned with the vision.
- b) To discuss about what new activities, in their opinion, could be undertaken to establish the envisioned Nizammudin basti.

Method:

A question was put forth before the group, “Kya aapko lagta hai ki aap is vision ke anusar kam karte hai?” (Whether in your opinion do you all work and undertake activities in-line with the components of the Vision?)

The group was divided into two sub-groups consisting of one Health/ Community coordinator in each group. They were supposed to enlist all activities performed by them that are aligned with the vision. Also, those new activities which could be furthermore planned to meet the goals as per the vision.

List of activities aligned with the VISION	
being performed presently	Furthermore could be planned

The sub-groups were given 10 minutes for the exercise and were asked to present their finding one by one.

As responded by one of the group members:

“Are ye toh Quwali ho gai. Pehle idhar se fir udhar se.” (it is like a Quwali !)

Discussion:

List of activities aligned with the Vision, being performed by them:

SUB-GROUP 01	SUB-GROUP 02
Parenting program Disability Health awareness program Family planning Awareness about Government schemes Helping poor patients Quiz	MHSC Maternity/childcare Referrals Immunization Growth monitoring Helping TB patients Vocational

As the discussion started, the trainer discussed about the importance of taking initiative. It is important to take initiatives in one's life, in any sphere, in any condition. One must not fear taking a stand, and break the hesitation in speaking or presenting oneself before a larger group.

Example:

- *Humare yaha jo Islamic talim bachho ko dete hai, uski wajah se kai log humari bat nahi sunna chahte the, ya humse nahi milna chahte the. Toh humne socha kyu nah hum hi waha jake baithne lage! (Due to the Islamic education, few people in our community do not find it appropriate to talk to us about any sort of awareness, so we thought, in order to build rapport; we should go and sit there with them.)*
 - *Islamic talim mein sikhate hai ki Islam jo majhab hai, usi ki bat mano aur baki kuch bhi iske upar nahi hai, humesha ise hi mano... hum unhe jakar waha pe bolte hai ki bachho ko apne majhab ki batein sikhao taki wo ise nah bhoolen lekin aur bhi duniya isse aage hai aur sirf majhab mein bandhkar nahi rahen.. aage badhe.. (it is being taught in the Islamic education that this is their only religion and they shall profess it, there is no other better form of life than given by this religion; however, we go there and discuss with them that it very important to see the world above religion, children must never forget the religion the belong to, but should respect others too.)*
 - *Markaz mein parde ki paaband auraten rehti hai aur wo hume toh mardon mein hi shamil karti hai kyuki humne parde se bahar aake rehna shuru kia hai. Magar hum fir bhi unhe ye bolte hai ki clinic mein andar ladies doctor baithti hai, unse check-up karwa lia karo; tumhare liye hi acha hai. (There are ladies in our community who believe that coming out of homes without 'purdah' is against what religion sanctions and so they have already kept us in men. However, we still persuade them to refer to the lady doctor who sits at the clinic in a closed room; it is beneficial for you only.)*
-

The list of new activities that the group feels can be planned to undertake for the envisioned Nizamuddin Basti are:

SUB-GROUP 01	SUB-GROUP 02
<ul style="list-style-type: none">➤ New way of empowering disabled population, for e.g. by referral linkages or by awareness on job related schemes or benefits under reservation.➤ Linkage with MSSO➤ Need to train dai in the area	<ul style="list-style-type: none">➤ Something for HIV positive people, our capacity building over HIV and Cancer➤ Link with government referrals➤ Information dissemination about the emergency numbers.

<ul style="list-style-type: none"> ➤ New ways of employment for e.g. through loans to the SHGs. ➤ Capacity building of MHSC for sustenance and linking with NGOs 	<ul style="list-style-type: none"> ➤ Meeting in the areas and put banners for information dissemination. ➤ A module for awareness, as there are modules like Sehat Nama and Parenting module.
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<p>Some thoughts:</p> <ul style="list-style-type: none"> ➤ Kuch chizen hai, jaise, Cancer, HIV jinke bare mein jada kuch nahi pata, aur isliye bhi hum nahi bata pate. Iski jaankari hume jaruri hai. ➤ Hospital ke van ke alawa, hum local auto walo ke number bhi rakh sakte hai, aur community mein bhi bata sakte hai, taki jise bhi jarurat ho wo isse kam lele. ➤ Area mein saf-safai humare nah hone pe bhi chalti rahe, uske liye community ko taiyar karna chahiye, waha ke logo ko humare sath jodna chahiye.
--

Activity 02:

Game session: “Catch the walk: Don’t miss”

Materials required: A small Ball.

Objective:

- a) To enhance the idea about focus vis-a-vis ‘Vision’ and activities performed taking absolute cognizance about it.

Method:

The group of trainees have to keep moving/ walking and are not supposed to stop/ halt while dropping and catching the ball.

The Sehat Aapaas started moving in scattered fashion and dropped the ball for others to catch and again drop it.

Discussion:

The game was to put forth the idea of making a continuous and focussed effort to achieve a goal which is in-line to the vision. The pace is altered, frequency of assignments at work might increase, but the zeal to achieve the goal should not be missed.

Session 03: Communication

Whatever efforts we make and any step we take, we must think first and then go ahead. A reflection over past and introspection is very important for deciding the further course of action.

The group was asked to recall the session on leadership held earlier and share the learning over the qualities of a good leader.

Response:

- Saral bhasha ka istemal kare. (use simple language)
- Auron ki bhi sune. (listen others too)
- Clear message de. (communicate clear message)
- Body language.
- Acha vyavhar rakhe. (should behave well)
- Presentation mein parichaya se shuruat kare. (should always start presentation with introduction)
- What all must be kept in mind for an effective presentation?
- Eye contact
- Use of big font in charts
- Must have borders and margins
- Use of pictures, colours
- Use of examples from daily life situations.
- Let others also speak.

Activity 03: Movie- 'Right here, Right now'

Material Required: Audio-visual aid

The activity was based on the use of audio-visual aid to show how the impact of communication is carried by and shifted to the recipients affecting all the individuals you come in contact with

Excerpts from the movie:

One morning a son doesn't take his breakfast and the mother gets annoyed. She shifts that on the domestic help and scolds her. She leaves the work fumingly and scolds her daughter at home. An auto-rickshaw driver, who is a friend to this girl, comes with movie tickets and asks her to accompany him; to which she refuses. He starts driving his auto-rickshaw in a rage and hits a child who is skating on road. The child, however safe, starts skating again and in a mischievous manner cheats a coconut seller. The seller becomes irritated and sells the next coconut in anger. A person buys the coconut and takes it for his boss, where he finds it empty. The boss fires that person and asks him to leave the office then and there. This person now terminated from his job, finds his nephew and scolds him over his career and life. This boy, in a sheer irritation hits a boy on road and runs away from the spot in a fear of getting caught, instead of helping him.

In the other sequence, the boy, who did not have his breakfast at home, appreciates a child for a painting. This child happily goes and gifts the painting to a girl who is his friend to him. She becomes happier and interacts with her father in a cheerful manner. The father starts for his work and remembers that his driver needs a leave for celebrating his child's birthday. He gives him the required time and also assists him with some money. As this man becomes happy, he helps a child to ride a bicycle, where the ride costs Rs. 10/-. This child further helps an old lady to carry her weight on his bicycle. This old lady further figures out that the boy is a south-Indian. She gets impressed and allows her daughter belonging to a Gujarati family to elope with her beloved, who is a south-Indian. This girl, at her high of happiness goes and informs her beloved about the same and asks him to reach the station in some time. This boy starts packing in utter happiness and starts driving towards the station. On his way, he found that boy who

met with an accident by the other car in the first sequence and stopped to help him as he was a doctor by profession. The girl waiting at the station gets annoyed of waiting so much and thinks that she got ditched by him, without even thinking that the boy might have got stuck somewhere else.

The plot in the movie shows how the communication, positive or negative, makes a difference to one's life and shifts from the sender to the receiver to make a long chain of events. It emphasises on a person's frame of mind to be 'a' determinant for the communication one sets with others and not just the intention. It also shows that the competence in a person can rise if he/she sees a positive belief on him/herself.

Responses:

- Haan mam, subah ek bar aisa ho jane se fir din bhar hi aisa rehta hai.
- Kehte hai nah ki bahar nikalte hue kisi ko peeche se nahi tokte hai.

Discussion:

The discussion started with the meaning of effective communication, whereby the responses recorded were:

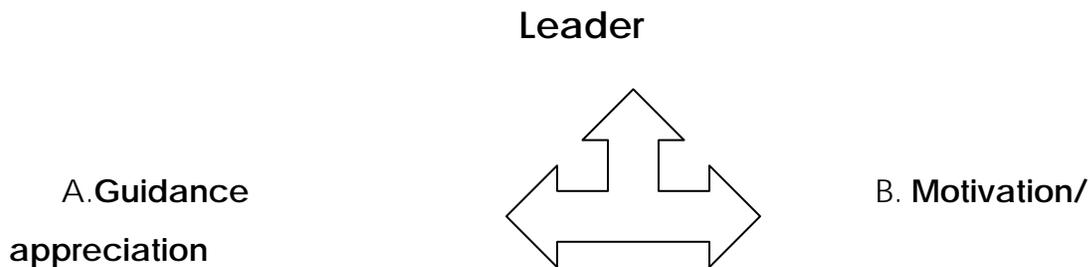
- a) Speak politely
- b) Listen others
- c) Always appreciate
- d) Never disrespect
- e) Us tareeke se samjhae, jisse samajh aae. (explain in the way others understand)
- f) Give time/ devote time
- g) Never take anything personally and consider things as part of learning from professional life.

The trainer discussed about communication as a quality of a good leader. Further, attributes of leadership with reference to communication was shared, as given below:

- "Ek acha neta ek acha shrota hota hai." (a good is always a good listener.)

- A good leader tries to maintain a positive environment.
- Sharing and respecting spaces.
- Give respect to thoughts, opinions and be non- judgemental.
- Polite and firm is the way to effective communication of information.
- The conversation must always be healthy and positive.
- While setting communication, one must be focussed and must not be beating around the bush.
- Commitment to share proper information must always be kept in mind.
- The decisions must always be explained by the leader to his/her team.
- A good leader must encourage and give proper directions.

Further, the discussion on fundamental role of a leader was carried-on. A leader always has a purpose and set goals for which he/she gives guidance to the team and motivates them for working effectively.



While doing this exercise, it was found that there is a relation between Guidance and Motivation.

B is directly proportional to A and vice versa. If Motivation increases, the effectiveness of guidance provided by the leader increases and shows tremendous results over team's experience.

Session 04: Effective communication

Activity 04: Role-play

Objective:

- a) To see the after-effects of the way a message is conveyed in a team.

Method:

The group was requested to do a role play of a de-motivational leader, where Sehat Aapaas had to share a target or new goal-set with her team, but, interestingly, in a de-motivational manner.

Performances as recorded:

- “acha aap sab aaj yaha aae ho kyuki ek bat batani thi. Ab dekho aaplog, itna kam waise kum tha jo ek aura a gaya sir pe. Ye suno, hume bachho ke ye cards aur bharni hai ab. Field pe jae ya cards bharen ya kya-kya Karen?”
- “Ek kam khatam hua nahi ki aur itne sare kam aa gae, aur mana bhi nahi kar sakte kyuki kahenge ki naukari pyari hai toh ye bhi karna padega. Thik hai. Ab allah ka nam lo aur karte raho.”

The group was again requested to play a role of motivated leader. The performances hence recorded were:

- “Aaj aap sab yaha aae ho. Acha bataiye ki area mein aaj ka din kaisa raha? Aap sabko ek bat karne ke liye bulaya hai. Darasal, hum sab itne ache se kam kar rahe hai aur aap sab bhi mashallah bahut ache se mehnat kar rahe hai. Aaj humari office mein meeting hui thi aur ye growth monitoring ke cards mile hai jisse hum apne area ke bachho ki halat dekh sakenge ki wo kitne swastha hai ya nahi. Mazaa aega isko bhi karke. Hum sab saath milkar kar lenge, ghabrane ki bat nahi hai. Ye koi itna bhari kam nahi hai.”

As shared by Heena, one of the Sehat Aapaas,

“mai jaa rahi hu kuch samay mein toh waise bhi meri sehat Saheliyaa udaas ho jati hai kabhi kabhi. Toh mai unhe bolti hu ki mai bhale hi nah rahu lekin mai tum sabko apne jaisa bana ke jaungi. Mai paanch Heena aur bana ke hi jaungi.”

Discussion:

Essentials of team work:

- Always remember to encourage
- TEAM mein 'I' nahi hota. (literally and conceptually, TEAM does not have an 'I')
- Team members must accept the diverse thoughts
- Always appreciate a little or big achievement.
- A goal is for the team and not just for the leader.
- To achieve some target is not leader's alone responsibility, rather, it is a shared responsibility.

Quotation:

“Ek uttam nayak apne prati aashtha se dusro ko prerit karta hai” but “Ek mahan nayak dusron ko unke prati aastha se prerit karta hai.”

As shared by a Sehat Aapaa, “mai bahut dar gai thi jab card dikahne aai thi, ki kahi mam datengi ki galatiya kyu ho gai hai, magar inhone sahi se bola toh maine bhi sehat saheluuyon ko pyar se hi bol dia ki thodi dikkat hai warna baki acha kam hai. Toh wo bhi for shant hui. Warna hum sab dare hue the.”

POST-LUNCH Sessions:

Activity 05: “Miss. Communication”

Materials Required: crayons, a rope, pen, pencil and any other thing.

Objective:

- To show as how communication involves a person's own perceptions and interpretations.
- To derive the essentials of a good messenger.

Method:

There are various objects like colours, elastic rubbers, pens, marker, etc. used to make a figure. Now, the groups are divided into three sub-groups consisting of three members in each with a different role for each member to play. The roles are:

1. One who looks at the figure and based on her observation, informs the Runner about the particulars
2. One who is a Runner, based on the information as given by lookers, informs the builder about the same.
3. Based on this information, the builder has to create the figure.

After the whole exercise, all the three builders had constructed a different figure from what actually was the first-hand developed figure. So, which means, the information was not appropriately disseminated. Asked about the gaps, following were the responses:

- Mam, maine toh gin ke bataya tha ki kitne rubber lagenge phool banana mein.
- Fevicol ke upar glass dekha tha lekin btate hue bhool gae ki upar tha. Aur fir sabne glass ke andar fevicol rakh di.

Discussion:

- Team requires to be organised. In whatever resources and time available, the team must try and work efficiently. Proper communication has a greater role to play in it.
- Every individual keeps his/her own perceptions and interpretations. However, when information has to be shared, it must be in entirety and without any alteration in its meaning.
- There should be a frame of mind while discussing or informing something and not to be shared in hurry. The formal way of communication must be used in any case.
- One must cross-check if the message has been conveyed properly or not.

Session 01: FOCUS + COMMITMENT

Activity 06: Search for 'Green bags'.

Objective:

- a) To put-forth the notion of focus and commitment.
- b) To demonstrate through activity that a commitment with the focus can lead a person to go beyond his/her perceived potentials and achieve it.

Method:

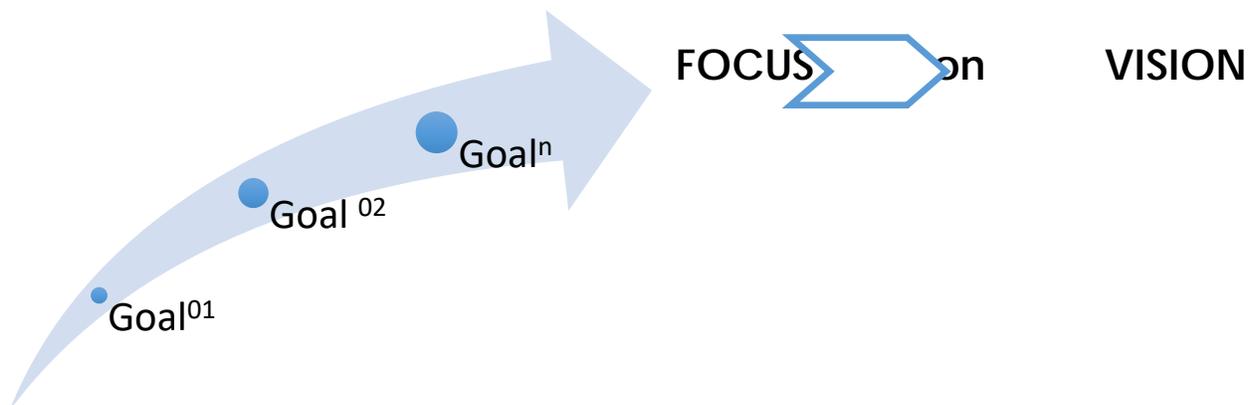
The trainees were asked to search-for and collect 'bags which are green in colour'. They went around the office area, kitchen, washroom, reception, library etc. to find a green bag and could collect them in a good number.

Some of the participant trainees looked tired while performing this activity and did not show themselves as keen enough to search for the bag.

One of the responses as recorded:

“Are chalo bahut dhund lia, kitne toh aa gae aur kya karenge dhund ke?”

Discussion:



While performing this activity, the focus was on searching a green bag and the goal was to search it. What made them reach every possible place, person and ways to get a green bag was their commitment to perform the task. There were few participants who had lesser commitment because perhaps, they were tired or lacked interest or some other reason.

This is the phenomena of working in a group which has its own vision and hence, focussed goals and objectives. A leader should have his/her focus on the vision while delineating the work assignment and must always align them with the vision. It becomes necessary to reflect on what is the present status and what is achievable/ desirable and if there is a gap, then it must be fulfilled; whether it concerns the team or the work load/ pressure. Having reflected back on it, a leader must plan the work as such that he/she feels enthusiastic about the work and transfers the same energy to the team. While planning for goal-attainment, a leader requires taking initiatives on various fronts, keeping the focus on vision and commitment to perform the task.

Essence of the session:

- a) It is quite essential to take initiatives in one's own life, whether be personal or professional sphere. It gives enormous confidence and opens the window for better learning opportunity.
- b) If one puts his/her best possible efforts, the goal-attainment is ensured. However, if one thinks that despite doing so much of work he/she is not achieving what they want, then, certainly that effort is not the best one and there is some more hard work required to complete it along with focus and commitment. For e.g. it is constantly said to our children "focus on your studies work hard for it and don't divert yourself here or there, especially when you are studying."
- c) Focus on where you are at present, physically and mentally. Simultaneously, keep reflecting to achieve the set goals in-lined with the vision. The package completes with a strong commitment to fulfil the goals.

Session 02: Initiatives

Activity 07: Movie: I-care initiative of distributing cold waters to construction workers in Oman

Materials required: Audio-visual aid

Summary:

As a college student, Shorooq Abu Nasser was moved by the sight of construction and street workers toiling out in the open. She decided right then to do something about the matter. From the next day, the I-Care was born. For a month or two she along with her sister would distribute 50 bottles of chilled water daily to construction workers in and around the neighbourhood where she lives in Shatti Al Qurum, spending daily five rials from her own pocket. Three years down the line, I-Care has become a huge humanitarian movement with over 4,000 volunteers, who share her vision and zeal.

Discussion:

The trainees felt related to this movie and shared some inspiring stories like,

- a) "Aise hi ek aur hai, jo logo ko atta dete hai, alag se store karte hai aur for garibon ko dete hai." (there is a group who stores wheat flour and distributes it to the needy people)
- b) "Honey singh ki story bhi aisi hi hai, usne kitna struggle kia hai, aur Arijit Singh ne bhi. in logon ne bhi haar nahi mani aur apne kam mein lage rahe." (People like Arijit Singh, Honey Singh and many more have struggled a lot and got several refusals before they actually got a good break in the industry.)

Example used by the trainer:

There is a person namely Mansukhbhai Prajapati (44), a traditional clay craftsman, who has developed an entire range of earthen products for daily use in the kitchen. These products include water filters, refrigerators, hot plates, cooker and other such items of daily use.

What inspired him to do take this initiative? In the fateful earthquake of January 2001, Mansukhbhai suffered huge loss, as most of his stock got broken. He distributed the stock that escaped the quake to the quake affected people of Kutch. In February 2001, Sandesh Gujarati Daily had a photo feature on the earthquake where at one place it showed a broken water filter

of Mansukhbhai with the caption ‘the broken fridge of poor’. This caption ignited a thought in him to work on a rural fridge that did not need electricity and could be used by masses. Today, he is actually marketing for his products and even exploring new products for human needs.

Discussion:

It becomes important to ponder over the reasons for not taking initiatives, some of them could be:

- Hesitation
- Scared of getting wrong
- Nervousness
- Lack of confidence
- Work pressure and so not proposing a new thing as it might increase the pressure.
- People comment

Some of the responses:

- “Bolna chahte hai par dar lagta hai ki pakad ho jaegi, khabar li jaegi.” (I want to speak, but I am afraid of getting caught and then I might get questioned.)
- “Agar bola toh mazaak udega” (People would make fun out of me, if I speak.)

How does taking initiatives make a difference? Following is the circle of effect of taking initiative:



- Self-confidence increases
- Realising abilities
- Knowledge increases
- Satisfaction

Responses:

- “Mai darti thi pehle ki galat hua toh naukari se nikal di jaungi, aur isliye fir kuch kehti bhi nahi thi. Lekin Ruksana baji ne hausla diya hamesha ki ho jaega, mehnat karte raho” (I was afraid of spaking anything as I had a fear of losing job here if anything goes wrong, but Ruksana has severally given me support for working with my best efforts)
- “Bahut fark pada hai pehle se, mai pehle jo kam de dia gaya wahi karti thi aur use jada nah toh puchti thi aur nah hi karti thi. Par ab mai khud aage aake puchti hu ki Musarrat Baji koi kam batao aur share bhi karti hu.” (Initially, I used to do limited work and never took an initiative to ask anybody, but now I myself ask Musarrat to tell me if there is some work and I share my work with her.)

Example used by the trainer:

- Edison, the inventor of electric bulb, he failed so many times while he was in the process of inventing this. But, he did not accept that failure and kept trying to achieve what he wanted. At last he invented and blessed this world with bulbs.

People are loaded with their own perceptions depending on their experiences in life. It is very important to learn from failure rather than taking it in a depressive manner.

Session 03: Competence

What all are the qualities of a good leader:

- Must have a vision
- Should be focussed
- Must be planned

- Team work
- Should listen and then speak
- Acceptable behaviour
- Confident
- Team coordination
- Motivated

EVERYBODY IS A LEADER WHO HAS:



What must be done to make a better leader?

- Responsibility must be shared as the goal is not leader's goal, it is for the team.
- Every leader must be open to learn and enhance their knowledge through magazines, newspaper, TV, surroundings, Documentary movies etc. and so one must give half an hour minimum in studying and gaining knowledge.

New Learning:

- “Wo jo activity karai thi Miss. Communication wali, wo achi thi. Usse bhi sikhne ko mila ki message kaise dena chahiye aur kaise galat message outcome deta hai”

- “Focus se kam ko pura kar sakte hai”
- “Hara bag mangwaya tha, use samajh aaya ki kaise kam ko focus aur commitment se pooru kar sakte hai.”
- “Ball Activity se samajh aaya ki kuch bhi karte raho, par focus kam pe rahe”
- “Wo movie se acha laga ki kaise positive aur negative message door door tak jata hai aur isliye thoda sochna chahiye aur fir react karna chahiye.”

Some Promises to keep:

- “Knowledge aur competence pe kam karungi”
- “jhijhak kholungi aur pehel karungi”
- “seedha simple clear message dungu aur din mein aadhe ghante aram se chup baithungi”
- “Kisi ko bhi galat nahi bolungi”
- “Sehat Saheliyon ki kaabiliyat badhaungi aur unhe sirf apne jaisa nahi banaungi”

Observations by the trainer:

The group's high level of motivation could not be missed. They felt they were part of the planning process and came up with some very interesting ideas to achieve the vision. They also realised how important it is to keep the larger goals in mind and prioritize work.

The group enjoyed watching the movie and actually shared reflections of how their communication gets affected by how people talk to them. They also realised that how they can change the temperament and motivate the group on the basis of the way they communicate the message to the group. Working consciously on taking initiative rather than feeling scared or demotivated that they will land up with more work was a new thought for them which they wanted to explore.

Day 06

Session 01:

On this last day of leadership training with Sehat Aapaas and health coordinators, the facilitator started with a recap session. The group was asked to share about what all they had learnt and discussed during the trainings conducted in the last 5 days.

Responses:

- “Ab mai din bhar mein thora samay nikal ke shant baithti hu. Bahut sukun milta hai. Sochte hue dimag ka pitara khulta hai aur fir sare khyal kum ho jate hai. Sari soch sulajh jate hai.”
- “Mele ki taiyari ache se ki, zimmedari ke sath sabhi ne sare kam kiye. Ek dusre ki madad ki.”
- “Sabka goal pe dhyan tha ki mele ki taiyari karni hai, jisse job hi banta tha, wo karne ko taiyar the. Aisa nahi tha ki ye tera kam hai aur ye mera.”

Activity 1: Crossing the rope

The Sehat Aapas were instructed to pass beneath and above the rope. It was a physical activity with fun element aimed at helping people challenge their boundaries.

Discussion: It is generally perceived that such activities are child’s play and not for elders. However, it is very important to engage with such playful activities for being happy in one’s own life.

Whether one succeeds or not, one must not stop trying. Never get laid back because of challenges. Accept them and work with them.

People make their own limitations, beyond physical spaces that one suffers from. It is hence required for everyone to introspect on this last day of leadership training and try to come out of them.

Session 2: Pen down the limitations

Some the responses here as recorded were:

1. “Mai bahut gussa karti thi, bête ko marti thi. Par ab koshish rehti hai ki nah maru.”
2. “Mujhe kisi se bat karne mein problem hoti thi, kuch samjha nahi pati thi.”
3. “Abhi mai kam kar rahi hu yaha pe, lekin ek dar hai ki jab Aga Khan nahi rahega toh kya karungi. Mujhe beautician course karne ka man hai, computer classes bhi join karna chahti hu. English bhi seekhna chahti hu. Par kaise karu time hi nahi milta mujhe.”
4. “yaha kam karte karte bahut kuch sikha hai aur bahut mehnat se kam kar bhi rahi hu, lekin musibat ye hai ki mai apne boss ko samjha nahi pati ki kya kam kia.”
5. “Samajh nahi pa rahi, bahut rukawate hai kam karne mein. Waqt kum hai aur kam bahut sare.”
6. “Mujhe hamesha bhurke mein rehna padta hai, humare pati ko kisis ne kuch bhadka dia hai ki mai kahi bina bhurke ke khadi thi. Ab wo mera vishwas hi nahi kar rahe. Mai rawaiyaa nahi badal pa rahi unka.”

Story: Akbar- Birbal

Once, Akbar took a round in his empire and saw that some are very happy and some are sad. He came back and asked Birbal to do something that would make the happy faces sad and the vice versa. The next day Birbal wrote on the main street “Ye waqt guzar Jaega”.

So, a life without challenge is simply impossible because there are going to be limitations and challenges, but, wisdom is to find out ways to cope with them and come out successfully and happily.

Life is like running dots, nobody knows which direction is it going to or what drawing is going to be painted by time.

Session 2: Accountability

Activity 2: Puzzle game

This group was given a task to join disaggregated pieces of a puzzle game and make a still picture from it. All the group members got engaged in making it and took some parts of picture to join in sub-groups. With small pieces once joined, they collected them and made a bigger picture all together.

Discussion: When a team work is undertaken, it is important to have an outlook of target and then must the creativity and team effort be driven.

Activity 3: Make something useful with 10 types of leaves

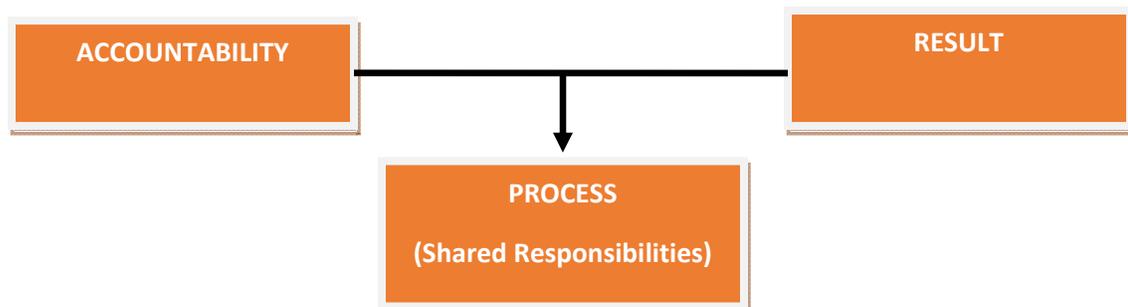
Sehat Apaas were instructed to collect ten types of leaves and make something useful from them. Interestingly, they made kitchen utensils like plate, bowls etc. quoting one of them, “Ye toh ji humne toh taoyar kar dia Dastar-e-Khan, ab sab dawat ke liye aa jao.”

Discussion: As the facilitator quoted, “Everyone’s responsibility is no body’s responsibility”. She narrated a story before the group.

“Once, Akbar said that people in his empire obey his commands. To this, Birbal responded negative. He said there is nothing like that. In order to test it out, Akbar gave a command to every person in his empire which said pour milk in a well. The next day Akbar saw that the water inside the well wasn’t white at all. He understood that nobody took it on his/her responsibility to pour milk, thinking that somebody will surely do that. Hence, it is clear that everyone’s responsibility is nobody’s responsibility.”

Being a leader, it is important to think over capacities of the group members and see who can perform and do things well. Hence, responsibilities have to be distributed.

Accountability is dependent on result. Therefore, when responsibility is shared, result and timeline is very important.



Shared Responsibilities is an important part of process as it also drives the time management factor.

It is a fact that a human being shares not only one or two spaces, but looks after different spaces like personal front at family, as individuals or professional space. What becomes hence, of great importance is that the work needs to be categorised into important and urgent. Setting priorities might seem difficult but that is a key to give suitable direction to accomplish one's work targets.

It is a general tendency of not setting a deadline and then complaining of a lot work in a less time.

There are three types of work:

1. Work which important and urgent too.
2. Work which is important but not that urgent.
3. Work which are neither important nor urgent.

Demonstration on how to prioritise:

	Important	Urgent
Sending children to school	✓	✓
Doing casual conversation on phone while doing work	X	X
Playing with your child	✓	X

Therefore it is suggested to make daily routine diary for one week and then assess the engagements on the basis of important work and urgent work.

Session 3: Leader as a role model

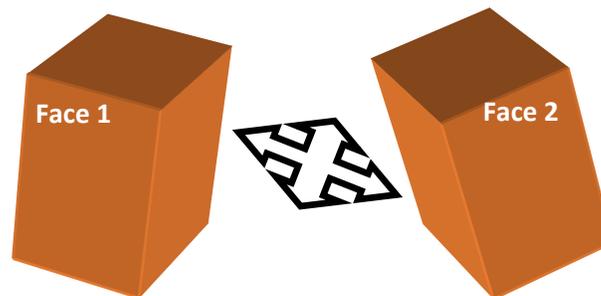
What qualities are expected in a leader?

Activity 4: Sit in a circular fashion and detangle the rope

Discussion: Any work, be it tough or simple can be performed well with a calm mind. Team work is very important. Even if there is work pressure, one must not panic, rather must resolve with the team together. Content or the crux of the work must be clear to everyone and then only things can be prepared in a smooth way.

Activity 5: Communication

The group was divided into pairs and each pair was asked to stand with their backs together, somewhat like as shown here. They were then asked to say one good and one bad thing about them to their partners.



Discussion: It is easier to communicate when sitting face to face rather than standing with back together and then communicate. It is hence important to look at the medium and channel of communication, so that any gap or confusion could be avoided.

Session 5: Reporting

- A report must be prepared in a proper format and must be readable, presentable and understandable. Using of graphical representation is preferred to make a data readable.
- If minutes for a meeting is being recorded, it must be ensured by the recorder that it is mentioned at the end of the minutes whether everybody came in a consensus for whatever was discussed in that meeting.
- Information must not be scattered.
- Case studies must be recorded in a set format.

A sample case-study format:

- Name
 - Age
 - Sex
 - DoB
 - Socio Economic Status:
 - Marital Status:
 - Educational Qualification:
 - Members in family:
 - Problem for which the case was recorded:
 - To whom was it reported:
 - Case History:
 - Person responsible/ In-charge
 - Recommendation
 - Final Decision
-
- Date
 - Sign

Activity 6: Chinese Whisper

The discussion started with the meaning of effective communication, whereby the responses recorded were:

- Speak politely
- Listen others
- Always appreciate
- Never disrespect
- Us tareeke se samjhae, jisse samajh aae. (explain in the way others understand)
- Give time/ devote time
- Never take anything personally and consider things as part of learning from professional life.

Feedback Session:

All the group members were asked to fill the feedback forms for the training as this was the last day for leadership training with Sehat Aapas.

On a concluding note, the facilitator said that whatever has been learnt here must be practised not only at work place but in their lives.

Observations by the trainer:

Lot of changes had been observed by the trainer during the course of the training, especially at the level of self-understanding and improvement in interpersonal relationships. There was much more acceptance of each other's behaviour and lot more self-belief. Statements like "main ab gussa nahi karti aur doosre ko samajhne ki koshish kart hun" reflects a lot on how the trainees had worked on themselves and were eager to improve their own behaviour. Some of the Sehat Aapas who used to stay quietly in the background had started taking initiative and would volunteer to take responsibility during the trainings.

The trainees were feeling ready to take on many more responsibilities as leaders and saw a shift in the way they looked at their team and role in Aga Khan. It was interesting to see how some of them were able to trust their team and could delegate work now which they used to find difficult to do earlier. They felt that their team was their strength and they could achieve wonders with their team.

5.0 Process Document on training of health team on “Respecting spaces: Role clarity and team building”

The training on Respecting Spaces was held with 45 Sehat Sahelis, 11 Sehat Aapas and 2 health coordinators. Since the number of participants was more, the whole training session was divided in two batches, batch 1 and batch 2. The same training was conducted with both the batches. Given below is the process document of both the batches presented together according to the days of the training.

DAY 1

SESSION 1

The morning session started with the facilitator asking participants what all they remember from the last year's training and what all changes they have experienced in them if any. The facilitator also stressed upon the fact that the information shared by the participants here on this platform would not be [shared](#) outside and shall stay inside the room only. Only good things will go outside of room.

Some of the responses obtained from the participants were:

1. *Maine mere bacchon ko maarna chodhdiya hai* (I have stopped beating my children)
2. *Main apni baat dhang se express karpati hun* (I have started expressing my thoughts confidently now)
3. *Yeh seekha ki pehle saamne wale ko poora suno, observe karo, fir bolo* (to first listen completely what others have to say, observe their expressions and then speak)
4. This platform gives confidence to share one's thoughts freely
5. *Main mere gusse ko control karpati hun ab* (I have started controlling my anger now)

The facilitator then asked participants the purpose for the meeting and what all they are expecting from this meeting. All the participants were asked to tell what do they want to learn from this training. Some of the points that came out from both the batches were:

- To develop more unity in the team
- To grow further and to work better, also how to grow as a team
- Developing good communication skills (How to communicate with seniors/juniors/colleagues)
- Respecting each other and their time too
- How to strengthen equation/bond with each other
- Eliminating stereotypes/prejudices
- To develop trust on each other
- Developing good counselling skills

(Some of the participants stated this with an *example* “*kuch mothers apne bacchon ka weight nai naapne deti ,unko lagta hai nazar lagjayegi, to unko kaise counseling karein*”)

- Planning effectively
- Differentiating personal and professional life and not mixing the two
- Interacting without hesitation
- Thinking before speaking; knowing when to talk, how much to talk

The facilitator after hearing what all participants had to say then discussed and highlighted the objectives of the training which were to learn how to respect each other's space, understanding roles and responsibilities, understanding professionalism, self esteem for self and others and how to work and grow as a team etc.

Activity 1: Passing the Ball

Participants were asked to form a circle and asked to pass the ball to the person adjacent to them till it reaches to the person who started and the time was noted down to complete this task.

Batch 1 took 15 seconds

Batch 2 took 16 seconds.

The facilitator made the task further difficult by introducing a rule where the participants had to pass the ball in the same way but without using their hands, dupatta or suit etc. The facilitator also informed the group that if the ball is dropped or the participants involve their hands in passing it then the ball will be returned back to the person who started it.

They were given some time to think together as a team how and in what possible way they can do to achieve the new target.

After discussion among the participants, the game started where participants passed the ball using their elbows.

Batch 1 took almost 1min

Batch 2 took 1 min 5 seconds.

Again, a new rule was created by the facilitator where if any participant was heard of any negative/discouraging comments then the ball will be returned back to the first person.

Only positive and encouraging comments were to be appreciated and accepted throughout the game.

Batch 1 took 50 seconds to complete the target.

Batch 2 took 45 seconds to complete it.

The same game was further made difficult by using a smaller sized ball.

After the game ended, facilitator highlighted certain facts and discussed with participants:

1. When the team stopped commenting anything negative instead encouraged each other, then the performance of the team improved.
2. Another achievement was that in order to achieve the target, participants were focused and also helped other participants, during the game to continue the game without any pause and to achieve the target in minimum time.

The facilitator elaborated further that the difficulties will come in every task but the most important thing here is to find the solution, to find the ways to come out of the difficulties and to achieve the target.

Activity 2 : Making a symbol representing health unit

The facilitator asked participants to make a figure/picture that can best describe their health unit which according to them can be made as a symbol for their health unit.

For making a better understanding of what a symbol is, the facilitator gave one task to Batch 2 where the participants were divided into groups and they had to find any 5 symbols/logos of companies from the newspapers given to them.

Some of the logos and symbols that participants were able to find from newspapers were of:

ICICI Bank	Vodafone
Pepsi	Agriculture Ministry
Motorolla	MacDonalds
Agmark	Ponds
Bajaj	Mercedes
Aditya Birla group	Pizza hut

The facilitator then asked participants the purpose of symbols to which they responded that they represent company's identity, uniqueness etc.

Further she told participants that similarly they have to individually make a symbol that can represent their health unit in terms of its strength, uniqueness, identity or something which can represent their health unit's future.

After some time the participants were asked to demonstrate their symbols one by one:

Responses from batch 1 and batch 2:

Symbols	Interpretation given by participants
Tree	Tree with flowers and leaves representing health and prosperity
A Smiley	Wherever we go, we want to see people from basti to smile always
Sun	I want my health unit like a sun spreading its shine, brightness and light everywhere
Star	Our health unit should be like a star
A book (Sehatnaama)	Our health unit can be best described as Sehatnaama as it provides information and tells everything about all diseases etc.
Bouquet	Just like a bouquet has a variety of flowers in it which are attached together similarly our health team has variety of people in team which are joined together representing unity
Crow and a pot story	Just like a crow found a solution using stones to drink water, similarly our health team should think and find solutions when any difficulty arises
A bag	A bag carrying Sehatnaama book and other health materials which can be used in basti
Coconut tree	A coconut has numerous benefits, a health team should also aim at providing numerous benefits to the people
Henna/Mehendi	Just as mehendi bring out the beautiful colour gradually, the same way health team should also bring colours to the lives of people

Mashaal	Representing Aga Khan Foundation team which has come to the basti to enlighten everyone, to brighten and to eliminate diseases
A group of people/Meeting	A group of people gathered to share information with each other, holding discussions on a common motive which is health of the basti
Mountain	Representing confidence, empowerment and self sustainability
A Rose	The health team should bloom and spread its fragrance like a rose
A tree with different sized leaves	Representing different people of health team having different natures
A lotus	The root of the lotus representing a health team and the petals representing people of the community
A child with a smiling face	Representing that every child of basti should be healthy and prosperous
A beetel leaf	The stem representing Aga Khan Foundation and a leaf originating and blooming represent team of health workers and people of the community
Hand adjoined with other hand	One hand representing health team and the other hand represents community

The facilitator pointed that every participant made efforts to put their thoughts in making symbols, the participants expressed freely what they wanted to see in their health unit, where they wanted to see their health unit. She further commented that it is important to think that 'you can and you will' and it is important to speak that 'you can and you will'.

SESSION 2

Post Lunch Energizer Activity: *Kitne bhai kitne*

Post lunch, to reenergize the participants, a game was played where participants were told to move in a circle. The rule was the participants had to form the groups of the numbers which were called upon by the facilitator. After forming random groups, remaining left out participants were eliminated simultaneously.

Activity 2: Making vision statements

The facilitator explained participants to design a vision statement for their health unit, where the participants want to see their health unit to be in long run. Also both the batches were told to make targets which they want to accomplish for the year 2014.

This was followed by another activity, a game involving a basket and marbles to explain further what vision and targets mean. The groups of 4-5 people were created. An empty basket was kept inside the circle centrally.

This game was played little differently with batch 1 and batch 2

For batch 1:

A circle was formed. The basket was placed centrally in which a small ball (representing vision) was kept. The participants were asked to throw and hit the ball with the marbles one by one.

For batch 2:

Groups of 4-5 people were created. A basket was kept at a particular distance. The game was to throw marbles inside the basket from the distance.

The rules were that no one should cross the line to come forward and throw the marbles. Also the team should obtain atleast 15 marbles in a minute to qualify. The marbles which fall outside the basket would not be handed back to the playing team.

After the game, the facilitator explained the participants the importance of making rules, handling any task through proper planning and co-ordination with the team members just like in the game played above. She further explained that in a team it is important to respect each other's decisions professionally. The training aims at helping the health team to move further together through proper planning and feedbacks.

Teams	Vision statements from Batch 1	Vision statements from Batch 2
Team 1	<i>Basti ke logon ko sehat ki jaankari hona</i>	<i>Aane wale 6 varshon mein koi bhi baccha kuposhit na ho</i>
Team 2	<i>AKF se zyada se zyada log jodna</i>	<i>Maahwaari ke kapde ya pad se hone wali bimariyo ka rokthaam 2014 tak</i>
Team 3	<i>Basti ki sabhi pregnant ladies sehat, and ho aur sehatmand bacchon ko janam dein</i>	<i>viklaangata ko khatam karna aur viklaangon ko jaagruk karna aur atmanirbhar banana</i>
Team 4	<i>Humari basti mein Sehat ke dayre mein sabhi bacchon ki buniyaad mazboot ho</i>	<i>Sabhi mahilaon ka surakshit prasav aur sabhi bacche swasth rahein</i>

The vision statements were discussed with the facilitator and then re-modified to make them more objective and attainable.

Following this task one participant questioned “ *jab sab log hi health ki taraf kaam karrae hain team mein to alag alag visions banana ka kya purpose hai?*”

The facilitator explained that setting targets is important to see results, one should have the data which will be helpful to evaluate what you have done with respect to what you want to achieve and in between make changes if required.

Activity 3: Making targets for 2014

The facilitator asked participants to prepare targets for year 2014 to get closer to the vision they made.

Some of the common targets discussed by the participants were as followed:

- Holding regular meetings in the Basti
- Immunization of pregnant mothers
- Monthly weight checkup of babies
- Timely spread of full and correct information
- Deliveries to be done in hospitals
- To make pregnant ladies aware of the health foods and diet
- Ensuring that pregnant mothers are taking iron and calcium supplements
- Three monthly antenatal checkup
- Teaching mothers to exclusively breastfed for 6 months followed by complementary foods thereafter
- Hospital registration
- Ensuring every child to come to Aanganwadi center
- Regular post natal checkups
- Establishing referral linkages
- Giving counseling to adolescent girls regarding maintaining menstrual hygiene
- Advising all patients of diabetes and thyroids to go for tests and treatment

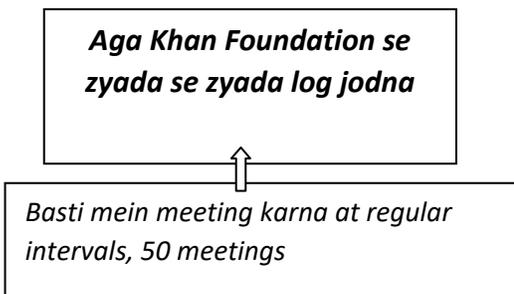
Activity 4:

Teams of batches 1 and 2 were asked to write their corresponding targets on a strip of paper and to connect and join them with the respective vision they made through a thread.

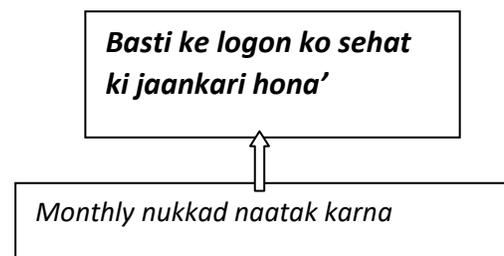
The targets written by the groups were discussed with the facilitator and modified to make them more quantifiable and realistic.

Batch 1

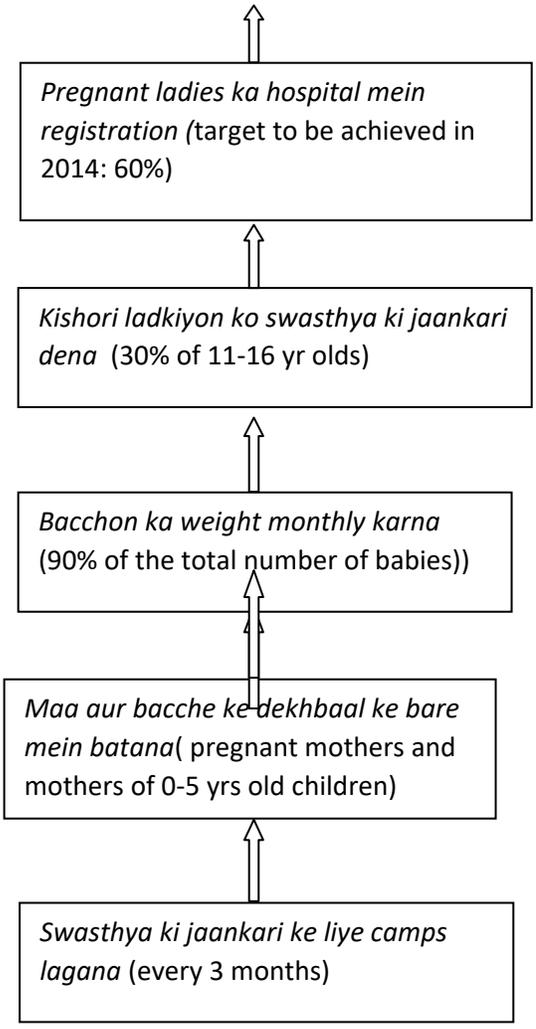
Team 1



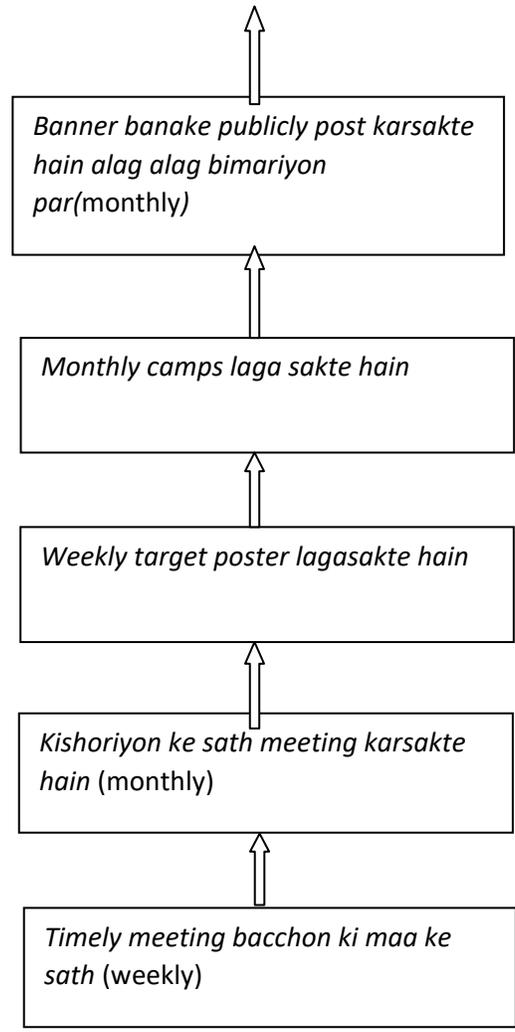
Team 2



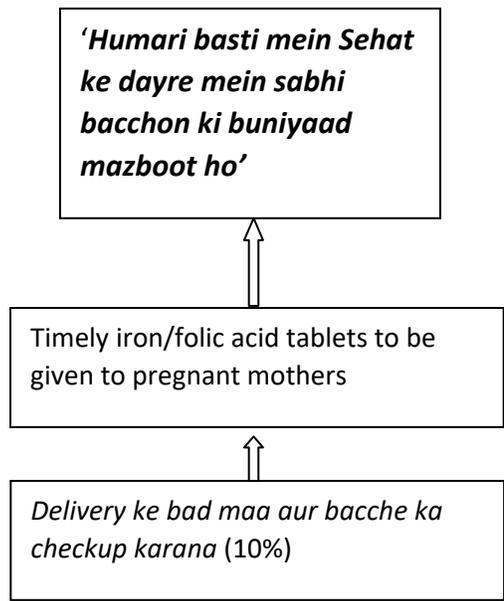
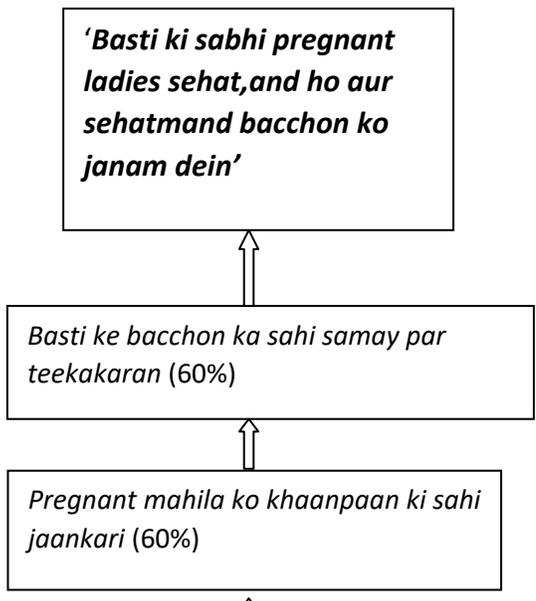
AKF se zyada se zyada log judein'



Team 3



Team 4



Team 5

**'viklaangata ko khatam karna aur
viklaangon ko jaagruk karna aur
atmanirbhar banana'**

Kitne viklaang hai basti mein ye jaanana ek mahine mein

Har mahine ek baar meeting karna(8-10 people in 15 days)

Ek nukkad naatak karna har mahine

Puppet show once in a month to spread the awareness

Posters lagana har mahine

Team 6

**Sabhi mahilaon ka surakshit
prasav aur sabhi bacche swasth
rahein**

Pregnancy ka pata lagte hi hospital registration (95%)

*Area mein jakar pregnant mahila ko sabhi jaankari dena (2-5 mahila ke group mein 15 din
mein meeting dwaara jaankari*

Prasav ke bad 45 din tak uski jaanch karane ki jaankari dena aur karwana/ PNC (10%)

Samay par teekakaran (in 100% pregnant mothers)

SESSION 3

The facilitator asked participants the purpose behind making vision statements and targets.

Some of the responses obtained from the participants and which were followed by the explanation from the facilitator were:

- To check if our work and time are used up properly.
- To see if we are doing our work correctly
- To include the changes in the tasks if required
- To make it more realistic
- To plan the activities beforehand
- To help in organizing our activities

“targets kaise banate hain, yeh thoda thoda samajh aya”

“aisa lagta hai ki kuch humne kiya hi nai hai aur bahot kuch hai jo aage karna hai”

“planning karna bahot important hai”

The facilitator ended the day by giving a task to the participants which they would be telling her the next month. The task was:

Provide any 5 instances where you stopped in making any negative comments when you were just about to speak and any 3 instances where you gave positive comments on anyone.

Observations by the Trainer :

The trainer had already worked with the group earlier and had a warm rapport with the group. The group was open and wanted to share a lot of things with the trainer. As a first day of training, there was lot of negativity in the group with each one blaming the others in the group and talking about how noone helps each other. This observation was common to both the batches. Thus, one of the primary objective was to build a healthy and positive environment amongst the group members where they trust and respect each other.

They were also encouraged to look at the larger picture and look beyond their daily responsibilities and duties and understand their role in the larger picture. The pictures they made as a logo for Health unit reflected high level of creativity and strong sense of belongingness to the group.

DAY 2

Session 1

The morning session started with the facilitator asking participants what all they remember from the last training and if they really did the task that was assigned to them in previous training. Many of the participants did infact exercised the assigned task. The task was to ‘provide any 5 instances where you stopped in making any negative comments when you were just about to speak and any 3 instances where you gave positive comments on anyone’.

Activity 1: Introducing each other in pairs

Objective:

1. The main objective of this activity was to identify strengths in each other.
2. To make participants understand the importance of professional appreciation

Method: The facilitator made pairs. Each person had to appreciate the other person. And the appreciation was to be specific and honest and not general.

Batch 1

Musarrat: Shobha	Shobha:Musarrat
She takes interest and participate well in meetings	she has a serious approach towards work
She is cooperative with her leader/colleagues	
Kehkasha: Nikhat	Nikhat:Kehkasha
She is hardworking and has nice Behavior	she is helpful and also helped me in my son’s admission
Safeena: Farzana	Farzaana:Safeena
She works honestly	she is effective team player
She is responsible towards the work assigned	She has able to handle leadership task skillfully
Akbari: Parveen	Parveen:Akbari
She is cooperative and works effectively in team	She doesn’t get offended easily and is truthful
Zeenat: Mehrunisha	Mehrunisha: Zeenat
She is a concerned person in nature and does her assigned work nicely	she can do embroidery very well she doesn’t work half-heartedly
Shahjahan: Saira	Saira: Shahjahan
She confided in me and also gave me company in doing some work and I liked that	she has a good sense of humour and she is dedicated
Saira: Roohi	Roohi: Saira
She is quite punctual and doesnt get offended easily	Whenever she comes to office she always smile
Razia:Shaista	Shaista: Razia
Although I haven’t seen but I have heard that her way of doing work is very good. She is able to remember all the statistics and data	She is always seen working in the field

Gulshan:kehkasha	Kehkasha: Gulshan
She is quite cooperative. In my absence, she is able to take care of the work.	she takes care of the work when her Colleague is unavailable
Badarjahan: rumana	Rumana:Badarjahan
She has a devotion to learn and she is a very good parent to her children	She is punctual and always convey the message when she is on leave
Fareeda: shahjahan	Shahjahan: Fareeda
She helped in my son's admission	She works nicely
She really takes pain in understanding things and making them understand to others	She is working quite effeciently in MSH group

Batch 2

Nikhat: Rumana	Rumana: Nikhat
She meets everyone warmly She is quite conscious when it comes to work	
Saira:Ruksana	Ruksana: Saira
When I went for my child's admission She gave me respect and also helped me	I liked the fact that she was able to remember my daughter's name and also asked for her
Shehnaaz: Shaheen	Shaheen: Shehnaaz
She meets everyone very warmly	she shows concern for my children
Anwari: Nikhat	Nikhat: Anwari
She is quite helpful	she supported me in professional work
Heena:Shahnakala	Shahnakala: Heena
She is a bravehearted woman	she makes us understand work very nicely
Naazma:Swaliya	Swaliya: Naazma
She is quite patient	how much busy she can be but she never talks very politely and calmly
Ruksana: Afroz	Afroz: Ruksana
She is faithful towards her work	she doesn't know me but once I wasnt Feeling well, so she gave me water
Rumana:Rubanu	Rubanu:Rumana
She is able to do her work efficiently Even under pressure	she helped me in studying from sehatnama
Nasreen: Shahjahan	Shahjahan: Nasreen
She helped me in my daughter's School admission	she taught my sister, gave her good knowledge
Naazma: Salma	Salma: Naazma
She talks politely	she is always there to help
Salma: Anisa	Anisa: Salma
She is quite straightforward, doesn't Manipulate	she can maintain diary by herself. She is independent

Naazma: Farhat	Farhat: Naazma
She plans before starting any work	she lays importance to her work.

Discussion:

The facilitator explained the purpose of the task to the participants. She praised the participants that she could see the stark difference (from the last training) among the participants how they have started to transform themselves as earlier, everyone use to speak negative of each other but now they have started appreciating each other. She laid importance on the value of professional appreciation. It becomes easy for our growth when we have good thoughts in our mind.

The facilitator gave them suggestion to write one good thought (general positive thought) daily on the board before starting every morning.

Activity 2 : Rolling on the ground

Objective:

To understand the characteristics of teamwork

Method:

Two teams were made for this task. The task was that both the teams were given a bag and each person had to take bag in their hand, roll themselves on the floor, reach to the other corner and then throw the bag forward where their team is standing and the next person from the team will do the same. Both the teams will play side by side. 3 minutes were given to each team to plan their activity. The team which will complete the task first was considered as the winning team.

Discussion:

The facilitator asked their experience as the activity was totally new to them. The participants were asked to cite the differences in teamwork between the winning team and the other team.

Following were the differences cited by the participants of both the batches

Winning team	Second team
There was proper co-ordination	There was no co-ordination as no one was listening to their respective team members
They planned sequentially before starting the game	They didn't plan effectively
Each member was performing with full energy keeping success in the mind	Each member took a lot of time in rolling so the flow got delayed
The focus was entirely on how bag can be transferred earliest to the next member of the team	They were also taking time in throwing the ball towards their team

After reaching the other corner, their focus was to first throw the bag(while lying on the floor) forward and then to become steady	They didn't remove their specs, dupatta so these became obstacle in rolling ahead
The total effort was in ball handling and transferring in the minimum time	

The facilitator discussed the importance of strategic planning, how small things when applied (to achieve the goal) can bring rewarding results in the end. She reminded the participants about 'vision' which was taught in the previous training and how planning is done keeping vision centrally placed. She further explained this by giving an example. She asked participants about their favourite movie. As there are so many people involved in making a movie from director to scriptwriter to cast, similarly each one of us has a different role within the whole team.

Activity 3: Making presentation

Objective:

1. Developing presentation skills
2. To understand how to define their roles while making presentation.

Method:

The facilitator asked them to make a presentation. For this 4 groups (sehat sahelis with their respective sehat aapaas) were made for both the batches.

Summary of the task

1. What all strategies could be applied to achieve the vision
2. Cite all the areas which the participants as health workers will like to improve in their 'basti'.

The presentation was followed by the inputs and suggestions given for each team by the facilitator and participants.

Presentation and discussions for both the batches

Group 1:

<i>Apne kaam ko behtar karna</i>
<ol style="list-style-type: none"> 1. <i>Mulana family ke sath apne taalukat banana</i> 2. <i>Camps rakh sakte hain (koi ek topic par)</i> 3. <i>Bacchon ki list banakar unke teeke lagwana</i> 4. <i>MHSC ki meeting apne area mein karsakte hain</i> 5. <i>Anganwadi centre ke sath milkar kaa karsakte hain height/weight poora karna</i> 6. <i>Aaspaas ki safai ke bare mein logon ko jaagruk karna</i>

Inputs and suggestions from facilitator and the participants:

1. It is very important to built rapport with the presenters.
2. The font size and the utilization of the space on chart paper could be improved
3. The good thing in the presentation was that everyone participated in the presentation

General rules of presentation given by the facilitator

1. Its important to hold the chart paper upright
2. The sentences in the content shouldn't be long.
3. Leave boundary space always
4. Before starting the presentation try to build a professional repo with the audience
5. Make it attractive through images and diagrams etc.
6. It is important to make eye contact with the audience.
7. Tone and pitch of voice should be considered. The voice shouldn't be monotonous
8. The presence of the presenter should be felt in the room

Group 2

<i>Naye badlaav basti mein</i>
<ol style="list-style-type: none">1. <i>Holding meetings every month with mothers who don't bring child for immunization</i>2. <i>Teekon ka fayda batana meetings mein aur samay se teeka lagwane par mothers ki tareef karna aur unka udahran dusron ko dena</i>3. <i>Jo bacche kuposhit hain unki mothers ke sath meeting karna, unko paushtik ahar banakar sikha sakte hain</i>4. <i>Chat banakar, quiz khelkar, khel khel mein batasakte hain</i>

Inputs and suggestions from facilitator and participants

1. The sentences could have been written in point form
2. Each point could have been elaborated giving further examples
3. The idea of holding quizzes was good one
4. The idea of appreciating mothers was a good idea, it will provide boost to the mothers
5. Maintaining eye contact with audience is very necessary
6. The presenter should know what to speak, speaking by reading what is written isn't advisable

Post lunch session

The session started with the energizer. Participants were asked to stand on one leg as long as they could. They totally enjoyed the activity. It was explained that it is only possible to stand for a longer period of time if you are focused.

It was followed by the continuation of the presentation of the remaining groups.

Group 3

Apne kaam ko sahi aur behtar kaise banaye

- 1. Bacchon ke sath milkar roleplay karsakte hain*
- 2. Jo log teekakaran nai karate unke ghar ke aaspaas teekakaran ke poster lagake samjha sakte hain*
- 3. Har mahine 2 group banakar meeting karsakte hain teekakaran ko lekar*

Inputs and suggestions from facilitator and participants

1. Facilitator pointed that since some parents are against vaccination, their parents specially fathers can be told and given examples that their notion is wrong if they think that vaccination can cause pain and fever to the children
2. Pamphlets can be used for information dissemination
3. The idea of including children in role play is good
4. Facilitator pointed that it is okay for only 2 -3 members to speak. Not everyone in the group needs to speak in the presentation
5. New ideas and ways can be put in the content

Group 4

Apne kaam ko behtar banana

- 1. Nukkad natak karna*
- 2. Anganwadi centers mein kuposhit bacchon ki mothers ke sath meeting rakhke unko kuposhan ki jaankari desakte hain*
- 3. Area mein jakar 5-5 mothers ko bulakar meeting rakhsakte hain jaankari den eke liye*
- 4. Kuposhan par hum staff kibhi training honi chahiye taki hum ispar acche se kaam karein*

Inputs and suggestions

1. This presentation only consisted of the problems which are observed in polyclinic rather on improving the areas. It is important to build new ways and ideas on how you can improve your part as a health worker
2. The good point was that the chart was neatly prepared
3. It is important to speak keeping goal in the mind always
4. Voice was perfect in this presentation.
5. The important facts in the presentation can be underlined

Group 5

Kaam ko behtar banana

1. *Apni baat ko asardaar tarike se bolein asaan shabdon ka prayog karke*
2. *Mahine mein ek baar field mein role play*
3. *Field mein counseling karte time images dikhaana*
4. *Health camps organize karsakte hain*
5. *Skin doctors and dentist ka arrangement*

Inputs and suggestions

1. The facilitator told that there was no relation between what was being presented with what was written on the chart paper
2. There wasn't any coordination while speaking
3. Repetition of sentences was there

Summary

The facilitator asked participants to write down 5 things which they learned from the presentation they made and the inputs they got from the group.

The responses were

- Maintaining eye contact
- The presenters should face the audience
- Everyone should introduce themselves
- There shouldn't be any repetition
- One speaker at one tie
- To be focused and not to deviate from the topic of discussion
- Font size and diagrams are kept important
- It should be interactive

- If anyone raises any question and you are unsure of the answer than its better not to answer at that moment of time. Its better to ask for sometime for giving the correct answer
- Coordination between speakers is very necessary
- Using the language which is known to the audience
- There should be heading and border in the presentation

Activity 4: Building eye contact

Objective:

To help build eye contact as a part of presentation skill

Method:

The participants were asked to move around making eye contact with whoever was coming in their way without speaking to anyone at all.

A brief discussion was held on how did they feel while making eye contact with other people.

Post Tea break session

The facilitator narrated ‘elephant chain’ story to explain that often we develop chains inside ourselves which are difficult to break. It is important to identify those chains and then only we will be able to break them in order to move forward because with those chains it becomes even more difficult to move ahead.

one participant cited a story in regard to this:

“Jab main choti thi to humare maa-pitaji kehte the ki bas hindu ke bacche hi school jate hain padhne. Muslim bacche nai padhte. Meri saas ne bhi nai aage padhne diya. Aaj lagta hai ki hum bhi padh lete to aage badhpate. “

Activity 5:

Objective: To develop team building skills.

Method:

Three teams were made. The task was to fill the water bottles from the bucket (which was kept a distance) without using mugs or containers. The teams used their dupattas and leaves to fill up the bottles

Rules for the game:

1. No team was allowed to waste the water. The team which will be seen wasting the water would be immediately stopped.
2. Mugs and polythenes weren't allowed
3. If the bottle is filled completely, it has to be refilled to start again.

Discussion:

The team members were asked about the experience of the game and the areas in which they lagged behind and could have done better. The responses from the participants were as followed:

- *Bottle mein paani kam gaya, zameen par zyada girraha tha*
- *Humne paani waste hone nai diya, patte ka istemaal kiya*
- *Sath mein milkar coordination ke sath kaam karrae the*

The facilitator emphasized the importance of planning before implementation and also on the immediate changes that might be required to be done during the implementation to make the task more effective. To further explain, a video was shown to increase further the understanding of team work. Considering the activity and the video that was played, the facilitator asked participants what all do you think is required for team work? The responses from participants were

- Trust
- Unity
- Importance of leader
- To be able to understand each other's perspective
- Open communication
- To build focus
- To listen and then speak
- Timing of the activity
- Clarity of the targets
- Planning always before implementation
- Co-ordination between the members
- There shouldn't be partiality
- To plan according to the situation

End session

The participants were asked to sum up the important things that they learned from the day's training and which they will like to implement in their lives. The following were the responses:

- *Presentation mein photos and diagrams banaungi*

- *Dusron ki sunungi*
- *Eye contact banaungi*
- *Bat/sawaal ko sunna aur samajhna aur confidence se answer karna*
- *Agar koi team mein pareshani mein hai to uska saath do*
- *Dusron ko bolne ka mauka do*
- *Jhijhak nai honi chahiye*
- *Yahan jo seekha, apne bacchon ko seekhaungi*
- *Font size badha likhne ki practice karungi*
- *Topic ki clarity hona zaruri hai*
- *Presentation ke liye chart accha banaungi*
- *Mujhe trainings se kafi confidence mila hai*

The facilitator ended the session by giving them the homework which they will share in the next month meeting. The task was to identify one chain inside their head and to break that chain.

Observations by the trainer:

The day's training involved working on team-building skills and communication skill especially presentation skills with the group. The group learnt a lot of new things about making effective presentations in their basti. The presentation skills were also stressed with the idea that some of the Sehat Sahelis can take up parenting presentations with the smaller groups in their areas. Some of them were confident but were unable to share the space with everyone or were unable to present the written content very well. The training helped them gain insight into the effective ways of making presentations.

The team also started working on various team-building skills such as trust, respect, planning how to achieve the target.

DAY 3

Session 01:

The trainer started the day by appreciating the liveliness in the trainees as it could be observed that all the participants (Sehat Saheli and Sehat Aapaa) looked cheerful and energised. When asked to share the source of their smiles, the participants said:

- “Mujhe lag raha hai ki mai khush hu, isliye sabhi khush dikh rahe hai!” (I feel happiness inside me and so I think others are also happy)

- “Jo dukhi hote hai andar se, wo bhi toh haste hai ki gum nah dikhe..” (People do smile to hide their miseries.)

Sharing of learning from the last day training:

- “Kaise presentation Karni chahiye, chehre ke haav-bhaav kaise hone chahiye?”
- “Ek dusre ki bat suno, fir kuch kaho”
- “Dimag mein bani chain todo aur pehel karo!”
- “Jaise ki hum jab chhote the toh hume aage padhne nahi dia kyuki ye sochte the ki yaha toh Hindu ke bacchhe jate hai aur isliye humari padhai adhuri reh gai”
- “Movie dekhi thi ki jisme ye bataya tha ki samooch bahut kuch karke dikha sakta hai... usme Penguin, Cheeti, Bagula aur kekde the.. Ekta mein bal hota hai.”

As the interaction about this movie proceeded, some of the sehat sahelis put forth that they did not see this movie. The trainer replied that there were two different groups and so it might have happened, however, the movie can be screened again for them.

Changes/Development observed:

“Hume sikhate the ki bado ke beech mein mat baitho, jada nahi bolte, agar kuch bolte the toh ammi dant deti thi ki jada sayaani ban rahi hai. Magar yaha aake ye laga ki nahi, bolna chahiye, hichak kholni zaruri hai aur chhoton ki bat bhi sunni chahiye” (when we were kids, we were told not to sit before elders, not to speak much etc. but after coming here I have realised that it is important to speak and break the hesitation. It is equally important to listen to what younger than us have to say.)

After listening to this, one of the Sehat Sahelis shared a story from her life. It follows as:

“Mere walid khet mein jate the, hume manahi thi, lekin fir bhi jab bhaiya ki shadi hui toh bhabhi ke sath main khet pe gai thi.. ab dopahar ho rahi thi toh bhabhi jhopde mein so rahi thi aur mai bahar thi ki koi andar nah chala jae.. ek ladka tha humare gaon ka, wo aaya aur bola ki hat raste se jhopde ke andar se fafda chahiye, maine use mana kia. Par usne nahi mana aur mujhe aur bhabhi ko gaaliyaan dene laga. Fir mai chillai aur baki gaon walo ko ikattha kia toh un sabne

meri bat mani aur us ladke ko bhagaya. Toh ye sach bat hai ki bacche masoom hote hai aur jhhoth nahi bolte, isliye meri bat sabne maani aur madad ki”

“Dimag badal gaya hai, kisi tarah ki hichak nahi hai..”

“Bolne mein bhi safai aa gai hai toh samne wale ko samajh aata hai ki inhe aata hai”

Word to Remember:

It is essential to bring a difference in their personal lives along with the professional lives.

Sharing Task Accomplishment:

The trainer was reminded off the task for Sehat Sahelis which was ‘to identify their own chains to remove the hesitation and bring more confidence in themselves’. The responses as recorded:

- “Pehle mujhe hospital ho ya bank ho, jane mein dar lagta tha. Par ab mujhe bharosa hai ki mai kar lungi. Aur agar Galati ho bhi jae toh kya hoga, seekh lungi fir.” (I was fearful of going alone to hospital or bank, but now i have gradually gained that confidence and am open to learn by my mistakes.)
- “pehle jaise ki, kuch ghar aise the jinme mai akeli nahi jati thi.. par ab mai jati hu” (there were few homes where I never used to go alone, but now I go there.)
- “Bus mein mai khadi thi aur ek banda nah mere se nazdik hi khada hua jar aha tha, maine bhi ek kohni mari aur bola thik se kahde reh.” (there was a boy standing next to me and he was trying to be closer, I showed my reluctance and asked him to stand properly.)
- “Ab pehle sunte hai, fir bolte hai” (Now, we listen first and then speak)

One of the trainees shared her problem before the group. It was about her child who was regularly being beaten by his teacher at school. On the day before this training, the incident happened with the child and the parents were worried about how to deal with it. The reaction that came up from the group was:

- “Baaji aaj apko waha jana chahiye the, aise kaise mar denge bache ko aur kuch bhi bol denge?” (You should have visited the school today, how can they beat the child and speak anything demeaning?)
- “Mere bache ke sath bhi aisa kia tha, mai toh gai aur Principal ko fatkar ke aai ki dobara mere bache ke sath aisa nahi hona chahiye” (When a similar incident happened with my child, I went to meet the Principal and warned him that it shouldn’t be repeated)
- “Mai toh chali jati par mera beta hi mana karta hai, kehta hai ki bad mein aur maareng aur grade bhi kum denge” (I would have gone, but my child asks me not to go as this might go against him and he might get lower grades because of complaining against the teacher.)
- “Ek bar mere bête ke ek friend ne apni maa ko bataya ki jo EWS wale hote hai nah, unko exam mein zameen pe bithate hai. Uski maa ne mujhe phone karke ye bat batai. Mai toh sunke bilkul ghabra gait hi ki kya bat hai ye, aur ye bhi nahi samajh pai ki kaise bat karu teacher se. Lekin for jub mai PTM mein gait oh maine khud hi aage aake bola ki kya fayda aisi padhai ka jaha aap log bacho mein bhed bhav karenge. Uske bad uski teacher ne bola ki aisa nahi hoga hai aap khud aake dekh lena. Uske bad se chahe koi bhi kahi baith jae par wo mere ladke ko humesha seat pe bithate hai. ”

Essence of the discussion:

Primarily, the idea behind ‘Breaking the chain’ is to get rid of that ‘Victim mode’ which most of us chose to be in quickly, instead of striking back at the problems which we confront in our lives. This is when a confidence and will power becomes necessary. Taking first step i.e. initiative might seem difficult and one needs his/her best energy to do that. However, if succeeded in taking this step, a change is ensured.

Session 02

Activity 01: Pehchan Koun:

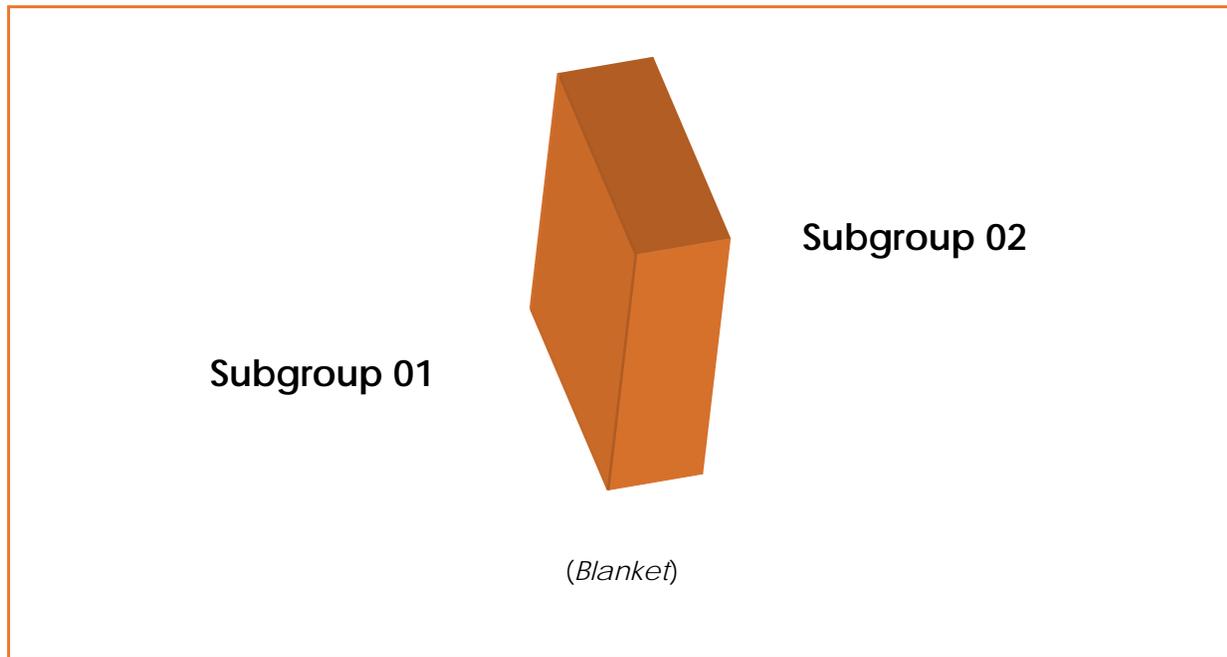
Materials Required: A blanket.

Objective:

- To demonstrate a judicious and wise use of limited chances/ opportunities.
- To gain an understanding about putting up right kind of questions.

Method:

The batch was divided into two sub-groups. The sitting arrangement was as shown below:



Every team had to send their player to the other side of the blanket. The rest of the team members are supposed to ask questions from that player and the player can respond only in a “Yes or No”. Each team gets ten chances to ask questions and two chances to make guesses, whichever gets finished first, the questions or the guesses; the team either wins or gets disqualified.

The Sub-groups 01 and 02 enjoyed the game activity. Some of them said:

“ye toh kawwali ho rahi hai, wo bhi purdah ke peechey se” (It seems we are going to perform kawwali.)

“Are! Nikaah hone wala hai kya?” (Is there some marriage ceremony that is going to happen?)

Observations:

- When there are limited number of chances, planning becomes a needful. The trainer asked the teams to discuss and decide the questions that they might ask the player who is supposed to respond in a yes/ no. It shows for how something could still be achieved, even if there are limited resources or opportunities.
- The wisdom with which a chance is used is more important than the number of chances one gets or waits to get.
- Discussion regarding various aspects of questions and things that need to be taken care of while asking questions was held.

An instance:

The sub-group 01 comprises of Health Coordinator, Sehat Saheli and Sehat Aapaa whereas only sehat saheli and Sehat Aapaa are there in sub-group 02.

⇒ Subgroup 01 to Subgroup 02:

Question 01: "Sehat Aapaa hai?" Answer: "Nahi"

Question 02: "Sehat saheli hai?" Answer: "Haan"

Here is one chance wasted. When the Sub-group 02 comprises of Sehat Saheli and Sehat Aapaas, then the first question as mentioned above itself gives the answer for the second. This is what the trainer tries to make the trainees understand that at times it's not the answer, but the question is itself responsible for a improper and ineffective conversation.

Most of the questions on various levels were about:

- Name of the 'gullies' to which the person behind the blanket belongs.
- Colour of clothes one is wearing.
- Bodily features like colour complexion, hair colour, accessories worn etc.
- If nothing, the groups were too keen to make guesses quickly.

Discussion:

When a question is put forth somebody, there are certain essentials to be kept in mind.

They are:

- i) A frame of mind for the respondent.
- ii) A clear and sensible question.
- iii) A proper channel.

Session 03:

SHARING VISION WITH THE LARGER GROUP:

The Vision as shared with the Sehat Aapaas on the day 05 of leadership training was shared to this larger group even.

Activity 01: What new activities can be planned in-line with the Vision?

This larger group was divided into four sub-groups comprising of 4-5 members in each group.

After performing the exercise of brainstorming and finding new set of activities, the trainees were asked to sit in a circle.

The trainer asked the trainees to sit in a sequence whereby each one has to sit simultaneously and only after the one standing prior to her sits.

Discussion:

Set of New Activities			
Group 01	Group 02	Group 03	Group 04
Mainstreaming children through school admissions. Placing dustbins in the community to keep the	Vocational courses for women in the community. Formation of SHG groups. Community service of the ambulance.	Ways to curb Anaemia in Adolescents Shift the dates of immunization as per te need and availability of	Training for identification of disability and how some of its forms could be prevented.

<p>areas clean.</p> <p>Bringing law and order in place and curb the selling/ purchasing of drugs in the community.</p> <p>Health Camps and awareness regarding good health conditions.</p> <p>Establishing linkages with the government.</p> <p>Recreational activities for children, the rationale for which is to keep them away from the bad habit of taking drugs etc.</p> <p>Exploring talent through recreational activities.</p>	<p>Working to solve the problems in availing ration under PDS from a subsidised/ Fair price shop.</p> <p>Awareness generation through street plays, activities in schools etc. to show the harmful effects of drug/ alcohol addiction.</p> <p>Addresses and contacts to avail the services like making birth certificate, registration into various schemes etc. like Laadli scheme.</p>	<p>the community.</p> <p>Career counselling to the youth, especially for children who have completed their education till 12th class.</p> <p>Vocational Training, especially computer classes.</p> <p>To give the life skills training to community members too.</p> <p>Provide incentive for the community to keep their children healthy by organising baby show. Also, utilising it as a platform to build awareness regarding needs of young children. However, then there is a need for setting up of criteria for a healthy child and then work to achieving it.</p> <p>The Fathers must also be made aware and</p>	<p>Availing pension for the persons with Disabilities.</p> <p>Cost effective referral linkages.</p> <p>Formation of such an SHG which can take loans from any bank and even create income generation opportunities for them.</p> <p>Dissemination of emergency contact numbers like for Ambulance etc.</p> <p>Benefits of getting a form for OBC.</p>
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		interested in the childcare practices.	
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Challenges discussed by the group:

- a) Why only the mother does attend Parent- Teacher meeting and why not are fathers available for the same?
- b) Women in the community were trained for yoga and various exercises; however, it was not successful as they do not incorporate these good habits in their daily routine, which is affecting their health.

Post Lunch Session:

After the lunch was over, all the participant trainees were requested to proceed for Polyclinic whereby the next session was to be undertaken.

Visit at Polyclinic:

- a) The schedule for meeting and especially ‘thak thak’ meeting was found intact on the notice board.
- b) Roles and responsibilities were displayed on the notice board.

In this session, the trainees were supposed to draw and design various charts and posters displaying their work in-line with the components of the vision. They were divided into four groups and colours, brushes, chart papers etc were given. The various topics that these charts and posters surrounded were Health, Cleanliness, Nutrition, Immunization, de-addiction and many more.

Observation:

An idea is the key ingredient to undertake ‘a’ particular work. In the various groups, there were people who had ideas and there were followers who had skills. There were certainly some of them who had the idea and the skills as well. Working collectively as a team only resulted into drawing very good posters and charts. This demonstrates that in a team, everybody complements each other and nothing comes isolated or standalone. Hence, this could show up to be a team-building exercise.

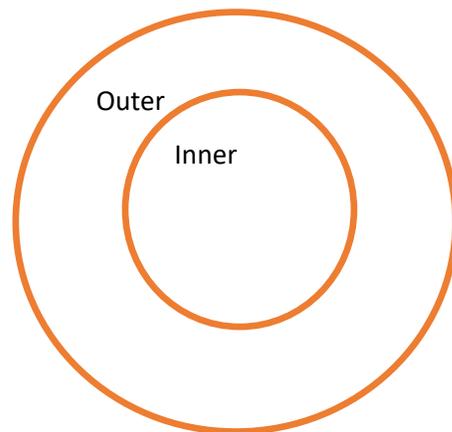
The charts hence prepared were put on display at the polyclinic. The aim was to help the group realise how they need to develop poly-clinic as a professional space.

DAY 4

Activity 1: Ice Breaker

The trainees formed concentric circular pattern and were instructed to pass a ball to each other, Rules in the game:

- Those standing in inner circle have to pass the ball to the one standing in outer circle.
- The ball should not be passed to one standing behind.



Discussion:

- This activity aimed at bringing energy in the group and making them more active for the training.
- The facilitator asked the group about who thinks they got lesser number of chances of throwing the ball. 15 people admitted that they got fewer chances to throw because they couldn't catch up with the game. 8 people got more than ten chances and 6 got even less than 5.

What was the strategy while playing:

- Ek dusre pe bharosa karna zaruri tha.
- Target pe nazar thi.
- Group effort zaruri hai.

- Koshish kar rahe the ki kum time mein kaise pura Karen.
- Alert rehna sikha.
- Ball girne pe gusse ki feeling kisi mein nahi thi.

Planning is very important for a time bound performance. With that strategy, degree of efficiency of a person also shows up and with consistent efforts, efficiency improves.

Session 1: Recap

The facilitator asked about what all have been discussed so far in the previous trainings. Responses as recorded were:

- a) Vision and how to achieve.
- b) Team work with musical aid.
- c) Significance of planning.
- d) Communication.
- e) Presentation skills.
- f) How questions should be posed.

Session 2: Team Work

Illustration: When the ice-breaker activity was going on, the facilitator said, “Dusre team ne isi game mein 50 catches kiye the.”

Discussing on this, the facilitator shared that why does one makes his/her targets depending upon what others have been doing. It is a common tendency that what other people do become benchmarks for people to set their own targets.

Secondly, in the game, everybody was in a competition mode. So, those who showed lesser efficiencies in catching the ball were left out over those who could catch the ball more frequently. It is also important to look with a different lens. The team could have taken the game more for fun, giving equal chances to everybody rather than playing it for competition.

As the facilitator quoted, “sabko sath lekar chalne ki zarurat hai”

What all must be there in Team Work:

- a) Ek leader chunna chahiye.

- b) Milkar kam karne ki zarurat hai.
- c) Sabko sath lekar chalna chahiye.
- d) Team mein jo kamzor hai use sath lekar chalna hoga, warna team kabhi ek hokar nahi reh paegi.
- e) Planning aur ekta bahut zaruri hai team mein.
- f) Hamesha kamzor ko aage badhane ki koshish karni chahiye.
- g) Soch ke bolna zaruri hai.

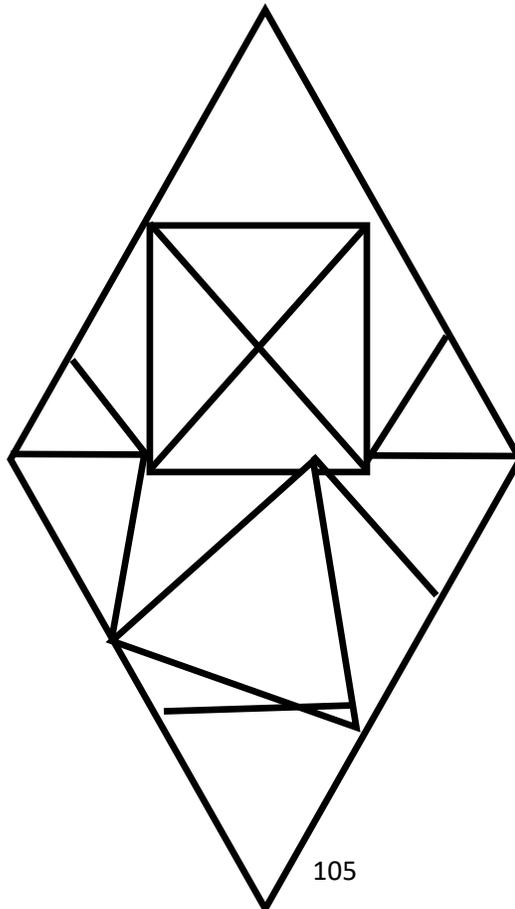
Highlights:

We make our own limitation, which is unnecessary. Quantity is very important, but quality can't be compromised.

Session 2: Communication

Activity 2: Draw without seeing

The group was arranged in pairs and asked to draw a geometric diagram. The trick was that the pair has to sit with their backs together, with one having the actual figure and the other with a pencil and blank sheet.



The figure looked like the one drawn here. So, one person in the pair had to verbally guide the other in drawing it on the paper and the other just had to follow the verbal instructions.

Discussion:

The facilitator asked about the challenges that were there for the one who was guiding? The responses as recorded were:

- a) Bahut mushkil tha samjhana.
- b) Samajh hi nahi aa raha tha ki kaise batae, man ho raha tha ki dikha hi den.
- c) Maine bola ki shakarpore jaisa ek bada sa banao aur uske andar chhote chhote shakarpore jaisa bana do.

The facilitator also asked about the challenges that were there for the one who was drawing:

- a) Mujhe toh jaisa bola, maine bana dia.
- b) Samajh nahi aa raha tha, ek bar dekh lete toh ban jata.
- c) Meri partner ne toh bahut ache se batane ki koshish ki, lekin figure hi itna bhayankar hai.

Highlight:

Perception affects our thoughts very strongly. How we perceive determines how we think about others. That makes things more limited, which should be avoided. When discussing something in a group, one must not be limited by his/her own limited idea or thought. Rather an open mind is good receiver and responder, as far as communication is considered.

There are certain considerations that one should never forget before communicating something to an individual or larger group. A person always has a society with its own cultural practices and is built by the experiences he/she had in their lives. Keeping perceptions is not wrong but being judgemental with that might create a negative message which if conveyed, could be of harm. For instance, if there is a community where women are in purdah, which is

culturally sanctioned, then the workers should have sensitivity to talk in a way that they do not disrespect the cultural beliefs in any way.

The facilitator then asked the group members to discuss and share the consideration to be kept in mind before communicating something. The responses as recorded are:

- a) Message chhota aur clear ho. (The message must be short and clear)
- b) Mood dekh kar bat karni chahiye. (The condition or situation while talking must be looked at.)
- c) Saral Bhasha ka use karna chahiye. (Message should be conveyed in simple language.)
- d) Mudde ko nahi bhule. (While discussing something with the people, one must not forget the agenda of meeting)
- e) Keep an Eye contact.
- f) Apna aur dusro ke time ki kadm karni chahiye. (One must respect his or her own and others' time.)
- g) Puri taiyari se jae. (One must be prepared before communicating something.)
- h) Samne wala sun raha hai ya nahi, is par bhi dhyan rakhe.
- i) Sawal Adha adhura nah ho. (The questions asked, must be complete and clear)

The facilitator asked the group to share the considerations while receiving a message. The responses as recorded were:

- a) Kum bolna, zada sunna. (One should speak less when at the receiving end and must analyze the message.)
- b) Bharosa jatana zaruri hai. (The receiver must look convinced enough about the message communicated.)
- c) Samay puche ki kis samay mil sakte hai.
- d) Kisi ki bat ko kahi bhi jakar nah bole. (One must maintain confidentiality)
- e) Message banate hue ye soche ki samne wale ko kaise bolne se samajh aaega.

Activity 3: Movie- Right Here Right Now

The activity was based on the use of audio-visual aid to show how the impact of communication is carried by and shifted to the recipients.

Responses:

- Haan mam, subah ek bar aisa ho jane se fir din bhar hi aisa rehta hai.
- Kehte hai nah ki bahar nikalte hue kisi ko peeche se nahi tokte hai.

Discussion:

The discussion started with the meaning of effective communication, whereby the responses recorded were:

1. Speak politely
2. Listen others
3. Always appreciate
4. Never disrespect
5. Us tareeke se samjhae, jisse samajh aae. (explain in the way others understand)
6. Give time/ devote time
7. Never take anything personally and consider things as part of learning from professional life.

Activity 4: Group Activity through dress designing with newspaper

The larger group was divided into four sub-groups. Each group were provided with newspapers and were asked to design a dress for any one member of their respective teams.

The way this activity was performed, it showed a combination of creativity, innovation and participation. Everybody in the room was excited about this task. The responses recorded are:

- Mujhe pehli bar kisi ne taiyar kia, mujhe bahut acha laga.
- Maine apni team mein kisi ke liye ye design kia, mujhe is bat ki khushi hai.
- Kisi ne bhi negative comment nahi diye.
- Milke ikatthe hoke kia, bahut maza aaya.
- Acceptance thi ideas ki aur team pe bharosa karke, jo jo wo kehte gae, hum sab ne kia.

Activity 5: “If you are asked to change two things in your lives, what would that be?”

Responses as recorded were:

- Mujhe 10kg wazan kum karna hai.
- Abhi jo hu, use 80% behtar hona chahti hu.
- Furtili banna chahti hu. (Want to be active)
- Tension kum lu aur sochu kum. (Don’t want to take tensions)
- Dusron ke perception thik karna chahti hu. (Want to alter peoples’ perceptions)

The facilitator shared that to change things like taking tensions etc., one must try and ignore things in possible limits and keep the energies focussed on a positive goal.

It is even important to make efforts for changing a situation. So, what would the trainees do to change their situation was asked by the facilitator. The responses as recorded were:

- a) Padhai Complete karungi. (Shall complete my studies)
- b) “Padhai se dar lagta hai” was shared by one of the trainees. The facilitator said that one needs not to start with the heavy course-books. Rather it can started with some interesting literatures, which maintains connect between reader and the book.
- c) Mai Ek time ka khana chhor dunggi aur walk pe bhi jaungi.
- d) Apna kaam hamesha imandari se karungi.

Conclusion: On a concluding note, the facilitator shared that whatever changes the trainees want to witness in their lives, they need to make honest efforts for the same.

Session 3: Respecting Spaces

Explaining spaces: With a person’s roles and responsibilities in his/her life, comes his/her space. With respect to the trainees, the facilitator shared that there is a personal space and a professional space.

At their personal end, the trainees must adapt to be happy and do things to keep themselves happy. At professional end, they must keep positive and constructive attitude. Problem must not be intensified, rather it should be resolved.

Polyclinic is the professional space for the health unit and so it should have a positive energy in it.

The facilitator asked the group to put forth the suggestions for making the polyclinic better in the given resources. The responses as recorded were:

- a) Gate pe gandagi hoti hai, Dustbin ek hona chahiye. Wo cement wala hi bana detoh sahi hai. Taki koi utha ke nah le jae. (Dustbin on the gate)
- b) Jaha se medicine milti hai waha pe bahut bheed hoti hai aur buzurgo ko bahut dikkat hoti hai, isliye kuch patthar ke baithne wale seats ban jae toh acha rahega. (Seats for elderly nearby the counter to provide medicine)
- c) Kamre mein locker bana le toh faydemand rahega kyuki fir sabka saman faila hua nahi rahega aur personal saman ka bhi dar nahi rahega ki koi le jae ya kuch bhi aisa. (To keep the office more arranged)
- d) Toilet se badbu aati rehti hai, iska koi uoay karna padega. (Cleanliness)
- e) Auraton ki checkup ke liye jo karma hai wo bahut ganda hai, floor bhi bahut gande hai.
- f) Pine ke pani ki bhi samasya hai, saaf pani nahi hota. Hum toh gahr se hi le aate hai lekin patients ke liye dikkat hai. (Safe drinking water for patients coming to the polyclinic.)

Conclusion:

Hence, team work, Communication and respecting spaces was shared with this batch of trainees in the training for role clarity.

Highlights:

It is very necessary to loosen up the hesitation and build a team and not just 'I'. Also, to appreciate is a motivating thing for team members to perform well and best.

Sharing real life stories:

" Hum bahut khas sahelian the aur pedh chadh jate the khel khel mein. Ek bar humari ek dist ne bola ki wo nahi chadh paegi aur udas ho gai wo. Par maine fir socha ki isko chhor ke toh mai jaungi nahi ped pe. Maine nikala upay aur jama kiye patthar. Ek ke upar ek patthar dale aur for badi aasaani se wo upar aa gai. Maine uski himmat nahi harne di, balki use help kari."

Giving an example, the facilitator said that whenever somebody in a team gets sick or suffers any problem while trekking, the other members in the group make it sure that they carry his/her bag and even the person, if required. Acceptance in a team is very important.

Observations by the Trainer:

There was a huge shift in the way the group was interacting with each other and their openness to listening to suggestions from each other had improved. It was interesting to see how the group worked towards designing the dresses and came up with innovative ideas with newspaper, stapler and cello tape. Some of the shy Sehat Sahelis and Sehat Aapas took the stage and were ready to be dressed up and walk the ramp for the group. The improvement in their self- esteem and self -belief was commendable. There were very few negative comments without any indication from the trainer rather it was interesting to see how the group was encouraging and wanted most of them to participate. One of the big achievements was when one of the shy Health workers who was never comfortable in sharing anything and would keep cribbing about everything in the group actually took the lead in designing the dress and worked very well as a team.

DAY 5

Activity 1: Ice Breaker

The group of trainees formed a circle and as discussed, shared their favourite animal to imitate. Kangaroo, Elephant and Frog were amongst the popular ideas in the group and hence, their way of walking was imitated by the group members. Most of the group members expressed their wish to imitate bird.

Discussion:

- This activity aimed at bringing energy in the group and making them more active for the training.
- It endorsed upon the idea that in this group, there is a space to do things in your own way for a simple consideration that nothing would look out of the way which might make one feel shy about. Hence, it was an exemplary for breaking chains of hesitation.

Session 1:

Referring to previous day's training experience, the facilitator shared that the trainees in that group even wished to imitate birds. It is quite interesting to think that why does one want to be a bird, for a very simple reason that a bird can fly and is independent.

The facilitator asked, "Which bird do you wish to be?"

After doing a brief discussion on what the other batch shared, the trainees discussed their feeling about the bird that they want to be.

- Woodpecker: Mehnat se ghar banata hai, bahut dhyan se ek hi jagah pe choch marta rehta hai. Mai bhi chahti hu ki khub mehnat se kam karu aur apne ghar ko khub ache se rakhu aur age badhaun.
- Parrot: Der se hi sahi par mitthu tota sab kuch seekh ke samajhdari se kam karta hai. Aise hi mai yaha Agha Khan ke sath aur is training ke zariye bahut kuch seekh pai aur ek confidence mehsoos krta hu.
- Hawk: Jaise baaz bahut uchi udaan bharta hai aur shikar bahut dhyan se karta hai, waise hi mai chahti hu ki basti ki koi bhi bimari mere nazar se bach nah pae.
- A combination of Peacock, Hawk and Parrot: Reason being, Peacock is colourful, Hawk is focussed and Parrot is a quick-learner.
- Cuckoo: Usko sabhi sunna chahte hai aur uski alag si hi awaz hai , jisko koi nahi bhulta. Mai bhi yahi chahti hu mai jab basti mein bolu toh log mujhe sunna chahe.
- Guraiya: Iska ghosla (Nest) bahut hi sundar bana hota hai aur ye bahut mehnat se ek ek tinka utha ke lati hai. Aise hi mai chahti hu ki is team ko aise hi leke ek sath chalu aur sare ek jut rahe. Perfection bhi bahut dikhta hai iske kam mein.
- Pigeon: Mai Safed kabutar jaisi banna chahti hu kyuki unme koi dag nahi hota aur mai bhi bedag hamesha rehna chahti hu. Ye nahi ki koi mujhpe ungli utha de. Mai sabki wafadar rehna chahti hu.

Discussion: The facilitator discussed about how and what changes do they feel, referring to previous day's training where trainees shared that initially they felt like a bird in cage. But after joining Agha Khan and going through these trainings, they are feeling that the sky has got no limits for them and they can also fly.

The trainees thereafter shared

“Ab hume itni takat andar se mil gai hai ki jawab de deti hu sabko, pehle ni bol pati hai. Ab toh log ye bolte hai ki isse behes karna bekar hai.”

“Ab ye samajh aaya hai ki apne liye wakt nikalna zaruri hai kyuki khud pe bhi dhyan dena zaruri hai”

Highlight:

Sunne ke liye sunna zaruri hai. It is very important to listen people attentively because only then one develops a relation of trust where the people believe and share their real selves. Also, it is very important not to develop a judgement for anybody who shares his/her life stances, keeping a faith and promise of confidentiality.

Session 2:

Sharing objectives of training as a revisit with the group:

- **Developing Team building amongst Health unit.**

As the members of this unit have regularly shared about the improvement in their work and relationship in the team, it is understood that the conditions of team bonding has improved.

- **Building Self-esteem of the members.**

This training also aimed at creating better and enabled individuals who are confident at any front of life, be it personal or professional.

- **Enhancing communication skills of the team members, helping them differentiate between formal and informal relation.**

Very detailed discussion on the communication has happened.

- **Empowering the members to understand their roles, responsibilities and code of conduct.**

Expression of developing individuals:

Agha Khan Foundation’s project whereby these health workers were engaged in had a project life of 3 years. It was conveyed to the workers that the final year is on its completion now and there might be or might not be changes in workers’ engagement. Even after listening this, none of the workers had a laid back attitude and all of them worked very smoothly.

Activity 2: Volleyball

Sports activities are itself a good team building exercise because with a goal to win, the people in the group itself come-up with a bonding and find the opposite team as rivals. Therefore, a fun exercise was performed with the group and was divided into sub-groups to play volleyball.

Discussion: Vision created by the group “ _____ ”

As a health team there are different roles and responsibilities and similar code of conduct of every one. The facilitator requested the group to divide themselves into 4 groups and discuss on the Roles and responsibilities along with code of conduct that comes along being a part of Health unit and playing the role of Sehat saheli.

Roles and Responsibilities	Code of Conduct
a) Take care of Health of community members. b) Follow up of health check up and immunization. c) Immunization of children and pregnant mothers.	a) Patient listening. b) In a team, one must not just see his/her team like a weak link, rather a team should walk in chains. c) Timings must be adhered to. d) Task accomplishment

<ul style="list-style-type: none"> d) Ante Natal Care and Post Natal Care check up. e) Conducting Parenting Meeting. f) Measuring height and weight in the community. g) Conducting MHSC meeting. h) Ensure safe delivery of pregnant women. i) Information dissemination on referrals, doctors' availability, ambulance for pregnant women, government schools etc. j) Disability and link ups for the same. k) Record Keeping, Folder maintenance, Minutes of any meeting etc. l) Linking with vocational courses. m) Sending high risk pregnancy cases to the hospital. n) Conducting weekly meetings o) Forming SHGs. 	<ul style="list-style-type: none"> e) Maintain Confidentiality. f) No fraud work on the name of organization. g) Building team unity. h) Knowledge about every other program which is being run in one's organization is important to learn along with one's own work engagement. i) It is important to listen carefully to the rest of the team members. j) Leave form must be signature and approved 15 days prior to the date on leave being applied for. k) Unnecessary interference is not encouraged. l) Reports to be submitted within two days of program conducted. m) Organization's responsibilities are also laid on workers' shoulder.
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Post Lunch Session:

Activity 3: Kabaddi

Two sub-groups were divided from this large group and played Kabaddi, an interesting game originated in India.

Discussion: The health workers carry a responsibility on their shoulders when they introduce themselves as person from Agha Khan Foundation. Therefore, before doing anything, this must be kept in consideration.

As 2015 has come, it is the time to now think about the future and set a target for upcoming year i.e. till January 2016. “What is that you see yourself doing in the coming year and how does it contribute to your long term goals in your life?”

The trainees were asked to ponder over their goals for them, their families and their profession.



Observation from the discussion held in larger group:

- “Khud ko waqt denge ab se aur apni khushi ka hamesha dhyan rakhenge.”
- “Bachon ko acha padha likha ke bada insan banana chahti hu aur iske liye mai bahut mehnat karungi. Mai khud bhi padhna chahti hu.”

The facilitator suggested this trainee to give time to her elder son and encourage him to read novels or something other than his course books, because that would enhance his vocabulary and make his English better. Also, she said that if you want to study, you can still do it with your younger son.

- “Creche mein abhi bache aa rahe hai aur mera karma hi kirae pe laga hua hai. Mai chahti hu ki jaise mujhe bachon ke sath kam karne mein maza aa raha hai, toh is creche mein aur bhi bahut bache aae. Abhi 16 aa rahe hai, mai chahti hu ki ye kam se kam 30 toh ho hi jaen.”
- “Disability pe kam karna bahut acha lag raha hai, bachon mein thora antar dekhti hu mehnat karne pe toh ek khushi milti hai aur logo ki dua bhi. toh naukari rahe ya nah rahe, mai aona ye kam karti rahungi ki dua aur khushiya kharidi nahi ja sakti.”
- “Jaise abhi pichle dinon tabyat bahut zada gir gayi thi aur lag raha tha ki allah ko pyari ho jaungi, ab maine socha hai ki chuki mere bachon ko meri zarurat hai toh mai ab apni sehat ka khyal rakhungi aur abhi se hi bahut parhej kar rahi hu.”

Sharing story:

There is a phenomenon seen in India where children actually come into serious racing mode to find chocolates as reward to the winner. With this idea, a sociologist went to a tribe in South Africa. There he again tried this idea and asked children from this tribe to run and fetch the chocolates kept at some place. It was observed that some children who ran ahead, stopped at some time and waited for other children to come and join them in the race. Eventually all of them reached together and distributed equally, a very simple idea being there is no fun alone, it is only with the team/group members. It is called 'Ubuntu'.

Hence, in a team, it is never 'I', it is always 'we'.

Another story:

There was a person namely X who was told by a person Y "tere pas bahut badi khushi aane wali hai". After listening to this, X went back home and locked up the doors, waiting for "Khushi" to knock his gate. Later, he heard a knock on his gate. He asked "Who are you?" She said, "Khushi". X again asked, "Badi ya chhoti?" She said chhoti. He refused her entry from the home and carried on the same exercise with every other knock by Khushi which was always little bigger than the previous one. Eventually, he couldn't find a single element of happiness and he died in some time. After he died, he asked Allah that injustice has happened and no big Khushi came to his place. Allah said, "you should have atleast collected those Khushi and it would have grown if experienced with joy."

Learning from the past trainings:

- a) Different cheezen padhni chahiye
- b) Pareshani mein ek sath mil jul kar kam karna chahiye.
- c) Behichak Kam karti hu, ab dar nahi lagta.
- d) Professional aur Personal mein antar banana seekha.
- e) Health pe dhyan dunga.
- f) Team building seekh li
- g) Sunne ke liye sunna zaruri hai.

Many more personal stories and learning were shared during the session. The learning session ended up with an inspirational song.

" Samundar mein utarna aa gya hai,

Mujhe lehro pe chalna aa gya hai,

Gamon ki rat aati hai toh aae,

Hume Din sa nikalna aa gya hai,

Muhabbat ka jise kehte hai nata,

Mujhe dil se wo jeena aa gaya hai. "

Observations by the trainer:

The group had a strong cohesive energy and it was interesting to see how the group which had so much negativity for each other to begin with had developed a positive attitude and was supportive of everyone. The group's self-belief and self-esteem was quite high and they were not afraid of any challenges. As one of them did rightly put it, "*pehle hum sirf sapne dekhte the, yah woh bhi kabhi-kabhi darte hue dekhte the. Ab itna confidence aa gaya hai ki lagta hai koi bhi sapna pura kar sakte hai.*"

The group also had developed stronger bonds with their Sehat Aapas and were ready to take new initiatives in the basti. The discussion on roles, responsibilities and code of conduct helped in clearing a lot of air and answering lot of doubts the groups had. They also realised the importance of them working under a larger umbrella and how it has its own share of responsibilities.

6.0 Observations by the Facilitator:

The training programmes held with different levels of Health Unit had interesting insights into the working of the unit. Most of the observations have been shared in the process document. Some of the major observations are being shared here.

It was an enriching experience both for the trainees and the trainer herself also. Openness to learning, desire to move ahead and commitment to the work were strengths already present in the group which helped the group make huge leaps in terms of learning and development of inter-personal relationships.

The biggest difference was in the level of positivity that was present in the group as we moved on with the trainings. With the first day being so negative that the group was busy complaining and finding faults in the unit and could not appreciate each other beyond a few words to the last day where they were supportive of each other and had so many positive things to say not only about each other but also them selves was commendable.

One of the biggest achievement was in the area of emotional maturity where each one started taking onus of their behaviour rather than blaming it to others. Increase in self-belief and self confidence during the trainings helped them look at their positive side and appreciate themselves also. Their way of dealing with emotions like anger changed from reaction to response in some cases and there was constant effort by the trainees to avoid making children or other team members as their soft targets for venting out anger. One of the Sehat Aapas shared "*main ab itni jaldi gussa nahi karti. Pehle dusre insaan ko samajhne ki koshish karti hun phir jawab deti hun*" and the other shared , "*ab main wakai hi dusron ki baat sunti hun*". It was heartwarming to see how all the other members accepted each other. They also extended help to each other to deal with their personal problems proving how the group was becoming more and more cohesive. Most of the group members had moved on from being shy and quiet people to confident speakers who were making efforts to share their views with the group. They also felt empowered to take charge of their lives and wanted to continue working. They wanted to challenge the barriers laid by the society and work towards their and their family's development and future.

There was a huge improvement in the interpersonal relationships of the group. They were able to trust and were not making any negative comments about each other. They were developing respect for each other's personal and professional space and were making an effort to make a distinction between the two. There were hardly any qualms about being with anyone in the group and most of them were working as a team objectively, keeping the team's goal priority rather than individual aims.

There was also a shift from the authoritarian style of leadership to a more facilitative style in the Sehat Aapas where they encouraged the Sehat Sahelis to take up more responsibilities. There was more trust and respect for each other's work. Talking and laying down clear guidelines helped all of them clear lot of misconceptions which each one of them mispercieved in their own way. Making them aware and conscious of their behaviour, thought and their ability to improve it gave them a feeling of strength and helped them realise that there is enough space for everyone and there is no one best individual in the world.

7.0 Suggestions and Recommendations

Given below are few actions which can be taken up by the group to help the Health unit work more effectively towards their goal:

- A vision statement was developed as a result of these trainings by the groups. It will be helpful if the Unit aligns their work in relation to the vision. This will help each individual see the larger picture and develop a sense of belongingness towards the group in all of them.

- Having planning meetings once in a quarter across levels will help in developing clarity and reduce communication gaps. It will also act as a guideline for the lower levels to help them understand the expectations the senior management team has from them.
- There should be regular skip level meetings with the Senior Programme Officer so that there is direct communication between the different levels.
- Certain code of conduct, rules and guidelines were cleared in the trainings as part of defining the professional space of Sehat Aapas and Sehat Sahelis such as how they need to respect the larger umbrella AKF under which they are working, or when do they need to apply for a long leave. Putting up a printed copy of the rules and guidelines will help in clearing out the gaps and lead to a feeling of fairness amongst group members.
- Certain initiatives such as Thak-thak meeting, putting up information on the notice board for any meeting, appreciating initiative taken by anyone to start a new idea in the group were started as part of the training programme. It will be good to continue with these practices as they helped in smoothening of processes in the Unit and can continue to do so.
- Sehat Aapas can be given smaller projects for which they can be made responsible across the board. Some of the suggestions made by Sehat Aapas have been presented in the process document which can also be referred to. This will help in developing their leadership skills even further and prepare them for bigger roles.
- Most of the Sehat Sahelis have developed their presentation skills and can be encouraged to take meetings with the smaller groups with in their areas in pairs. It will boost their confidence and also help them to develop more cordial relationship with the basti people. The presentation can also include more personal examples if done for a smaller group.
- Respecting each other's time and views is a foundation for any relationship. Need to acknowledge
 - attendees who are punctual for the meetings
 - start on time to respect the time of the people coming for the meeting
 - stick to the time limit of the meeting

These will additionally help the people to differentiate between formal and informal relationships.

- Having study meetings with the group where two sehat aapas can be asked to pair up to share new information about any disease, disorder will make the group independent and self-

sufficient to some extent. They will also realise how they can collect information from various other sources rather than only waiting for trainings on new topics.

- Positive strokes from Seniors to Juniors and Juniors to Seniors will help in building a more positive environment. Formal places where people who have done good work can be appreciated should be developed and emphasized.
- Developing ways of appreciation based on process rather than only on achieving targets will shift the group's focus from collecting information to developing relationships with people in basti and acting as information disseminators.
- There was a strong demand from the health unit members to learn English. A weekly class can be held to provide them the opportunity to learn the language.
- Encouraging the group members to collect information from other sources such as newspaper, internet, books will empower them for life and help them become self-reliant for any form of learning.
- As the health group gets geared up to take the next step, training them skills to be a counsellor will help in dealing with the next phase of the project.

It was a mutually rewarding experience for the trainer to work with the Health Unit and will look forward to many more such experiences with the group.

Happy learning and living life.

Warm Regards,
Rashmi Malhotra,
Psychologist & Trainer.