UNIT 11 PREPARATION AND USE OF TRAINING AIDS

Structure

11.1 INTRODUCTION

In this interesting Unit you will be given useful guidelines on how to design, prepare and use training aids. As you know, a training aid can add life to a training session. It can support the points you are trying to emphasize, it can provoke the group to discuss an important issue. It can be used to recapitulate important points. The Unit will introduce you to several types of training aids including printed training aids, models, posters, charts, flip charts, flash cards, flannelgraphs, pictures, photographs and display aids. We will also talk about machine- operated devices such as transparencies shown with overhead projectors, slide display systems and epidiascopes to show opaque materials.

Objectives

After studying this Unit, you should be able to:

- describe the principles involved in designing training aids/ media;

- discuss the preparation of training aids;

- describe the advantages and limitations of each type of training aid;

- identify the situations in which each training aid would be useful;

- discuss the way in which each training aid can be used;

- evaluate each type of aid and modify it; and

- develop a strategy to have a library of aids.

11.2 PRINCIPLES IN DESIGN OF TRAINING AIDS/MEDIA

Whenever you are designing a visual aid remember that:

- the aid must look proportionate. The pictures, the printed matter, everything in the aid must be in proportion to the overall size of the aid.

- the aid should not use too many colours specially too bright and gaudy colours. An aid can be just black and white or with few colours which do not get merged with each other and show details clearly.

- there is flow and balance in the aid. In a visual there is always a central point from where the information takes the eye to the rest of the visual. Also any one end of the aid should not look too heavy and the other blank or sparsely presented.

- the aid is not overcrowded. If you have a lot of information, divide it into 2/3/4 presentations.

- on the whole an aid should look neat and aesthetically good.

There are many aids that you can use as a trainer. As the term "aid" indicates, they help the trainer to improve the effectiveness of a presentation or lecture or discussion. How can the aids be classified?

Classification of Aids

There are many ways in which aids can be classified but the one that we are using is: Projected and Non-Projected.

Projected aids are "projected" onto a wall or screen using machines. Let us now look at some examples of projected and non-projected aids.

1) *Non-Projected Aids*

a) Graphics

   - Chalk Board and Writing Boards

   - Poster

   - Chart

   - Flip Chart

   - Flash Cards

- Pictures

- Flannelgraphs

- Printed materials – leaflets/folders

- Models

b) Radio recordings

2) *Projected Aids*

- Transparencies – Overhead Projector (OHP)

- Opaque materials – Epidiascope

- Slides and Film Strips – Slide Projector

- Films, Video, Compact Disc or CD

- Computer and PowerPoint Presentations.

Some audiovisual aids need detailed planning and preparation. Others are simple and do not need such inputs. Actually, it is the nature of the training situation, capabilities and resourcefulness of the trainer and facilities available at the site/venue that determine the kind of materials that would be required and used.

While learning from audiovisual aids, all our senses become active and contribute their share in helping us to learn. Some research has gone in to find out how much each sensory organ contributes towards learning and the findings are as follows:

How to learn
1% through taste
2% through touch
3% through smell
11% through hearing
83% through sight
Total : 100%

These aids make use of illustrations in the form of pictures, photographs, sketches, drawings, words and numbers. All these together make them explicit, self explanatory and interesting. You can duplicate most of these aids by printing.

In short, the audiovisual aids can:

• Raise interest level of trainees;

• Improve attention and understanding;

• Encourage trainees to ask questions; and

• Help in better retention of learning.

While deciding which aid to use, keep the following points in mind.

a) Where is the training session to be held and how much space is available?

b) How long is the training? Is it a one-day or two-day or three-day or a week-long training?

c) Can those attending the session read and write?

If so, what is their level of education?

d) What is the number of trainees?

e) What is the kind of budget set aside for audio-visual aids?

(You need some money to design and develop such aids.)

f) Is electricity available?

g) What are the equipments available? Is there space to display posters or project transparencies or slides?

h) Do you have people to assist you, to design the aid, and to help you during the session?

You must also keep in mind some of the tips for using the media. Using the appropriate media in a suitable way creates the maximum impact. One must remember that a medium is only as good as its appropriate use.

Tips for Using the Aids

- Prepare the aids before the session and test whether they are effective.

- Check the display of the aids to ensure that all the trainees are able to see them.

- Use aids only to the extent required. They should form an integral part of the lecture or training.

- While using the aid don't read from the aid. It is already visual.

- Distribute handouts in the beginning of the session.

- Check the electrical equipment before using them.

Let us now learn about the suitability, preparation and use of each of these aids one by one.

11.3 PREPARATION AND USE OF NON-PROJECTED TRAINING AIDS/MEDIA

In this section we will talk about various non-projected aids such as:

- chalkboard;

- meta plan charts;

- posters;

- charts;

- pictures;

- flip charts;

- flash cards;

- flannelgraph;

- printed material for training;

- models; and

- actual objects, samples and specimens.

Let us begin with a discussion on the chalkboard.

11.3.1 The Chalkboard

The chalkboard is probably the cheapest and most widely used visual aid. A good chalkboard is at least 4 ft. × 6-8 ft. in size and is made up of slate or glass. It is fixed on the wall at a height of at least 3 – 4 ft. and is grey, black or green in colour. Now we have white boards also on which we use multi-coloured pens for writing. These can be wiped off with damp cloth. These boards are made of wood and the surface is very smooth. On white, any colour looks distinct and good.

The chalkboard provides:

- A visual presentation of main teaching points;

- A structured record of the content of the session;

- A basis for summarizing;

- A guide for trainees to take notes; and

- Additional effect to the spoken words or the lecture.

Advantages

- Generally available;

- Can be used without much advance preparation;

- Notes and diagrams can be built up as the lesson progresses;

- Points can be added and deleted;

- The ideas and words of the trainees can be easily included in the summary; and

- Trainees can be involved in writing answers, comments, etc.

The Techniques

- Always start and finish with a clean board;

- Ensure that everyone can see the board clearly;

- Do not let direct light fall on the board. This creates a glare;

- After writing stand to one side of the board;

- Don't talk to the board; turn and face the trainees while talking;

- Clean the chalkboard using a duster. Do not use your fingers or palm; and

- Clean with downward strokes.

Layout

- Plan your chalkboard usage and layout while preparing your session plan.

- Plan the use of space. If the board is too wide divide into two or three smaller areas.

- Underline major headings, titles and important ideas and words.

- Have a writing plan that depicts neatness. Don't overcrowd. Do not use it as a scribbling pad.

- Present the ideas or notes in a sequence or in logical order.

Writing on the board

- Use a new chalk after breaking it into halves or shorter parts. Short chalks do not break or squeak.

- Use coloured chalks for highlighting some points or bringing out the differences in some points (for example, for features of good groups and bad groups, use two different colours for highlighting the bad and good features). Don't use too many colours since this will be confusing.

- Avoid dark colours as they do not show clearly. Pastel or light colours are to be used.

- Use block letters for major headings or titles.

- Use ordinary or small letters for content or ideas.

- The size of the letters will depend on the size of the room.

  The size of block letters = length of the room (metres) × 5 mm.

  Size of small letters (mm) = Length of the room (metres) × 3 mm.

- Check whether the size is adequate.

- Write at eye level.

- Keep the wrist rigid and move across the board by moving your feet.

Check Your Progress Exercise 1

1) Select any topic for training and briefly plan what you will present on chalkboard.

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11.3.2 Meta Plan Charts

A very useful visual learning aid is the meta plan system. It consists of lightweight pin boards like thermocol boards, brown sheet to cover the boards, thick cards in different shapes and colours, and pins to pin the cards to the boards. Other materials required are felt tip markers, glue, extra sheets of chart paper for cutting cards in case the cards are exhausted during the session.

The participants are asked questions relevant to the themes of the session. The participants are asked to put down their views on cards. There are rules for writing. The cards are collected, shuffled which ensures anonymity. Then the cards are read out and pinned on boards. It helps in quickly gathering the ideas of the trainees like a collective mirror.

Pin boards can be the size of black boards. The number of pin boards required will depend on the number of trainees, themes, etc. Normally two to three boards are required for each session or theme. If you have 24 participants who are divided into three groups, and three sessions in which you plan to use the meta plan system, you will require nine boards. If one side is used for a session and the board is turned and used for the next session, it gives flexibility and space.

Rules for writing the cards

- Write one idea per card so that clustering of cards is possible.

- Write only three lines per card.

- Use key words instead of full sentences.

- Write large letters so that the words can be seen from a distance of 20 feet.

- Write legibly with the broad side of the marker, not the point.

- Use different sizes, shapes and colour of cards to bring out different viewpoints and to structure the presentation.

Card collection is very efficient but requires considerable time. If you have a group of more than 20 trainees, allow only three cards for each person at a time (one idea on each card).

Basic rules for card collection

- Put down the question to be answered in a prominent way. Distribute the same number of cards to each participant. If more than one category of ideas is to be gathered at the same time, give cards of two different colours. For example, the trainees are asked to list the achievements and failures under women's programmes launched earlier. Give cards of two different colours, say yellow and green. Tell the participants which colour is to be used — yellow for achievements and green for failures.

- Participants think and write their cards carefully as per the rules of writing.

- When everybody has finished writing, the collected cards are put on the floor, face down in the centre of the group and then shuffled. Separate piles are made for separate colours.

- Hold each card up so that it is clearly visible to each participant and read its contents. Cards which are not clear in meaning/which are not properly written are written again immediately. Don't ask who wrote the card. Let the clarification come from group discussion. The card writer voluntarily, sometimes, comes forward and rewrites the card.

- Pin the cards on the board which has been covered by wrapping paper. Deal with only one category or colour at one time. Pin similar cards together. For example, under achievements, there may be cards on various achievements like improving literacy, health, confidence level, income, etc. Cards should be grouped and pinned together.

- More than one person may write the same idea. Cards with the same message/duplicate cards may be received. Don't throw away any duplicate card. Every card is someone's idea and should be given importance. More than one card shows the importance given by the trainees to that particular idea.

- Once all the cards are pinned up, ask the participants to give a title to each group of cards. The title should be written in a card of different colour. After discussion the cards can be glued to the paper.

You can divide the trainees into groups to write cards collectively. This is useful in getting focused conclusions and ideas. Cards per group need not be restricted or the number of cards per group may be increased.

Checklist for Card Writing and Collection

- Write down the question for the trainees, clarify and rewrite if necessary.

- Give clear instructions on the number of cards and colour codes for different categories of ideas.

- Allow adequate time for writing and ask the participants to place the cards face down on the floor according to category and colour.

- Shuffle and pick up one colour and category at a time.

- Read each card aloud, showing it to the participants. Rewrite unclear cards. Never ask who wrote the cards and never throw out a duplicate card.

- Cluster the cards according to the suggestions given by the participants.

- Keep clusters well separated and put a label in a different colour for each cluster.

- Put a border around the cluster like a cloud with a thick marker pen.

- Glue the cards to the wrapping paper after the discussions are over and stick the paper on the wall. Thus the boards will be available for the session the next day.

Check Your Progress Exercise 2

1) Present an outline for a Meta plan chart.

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11.3.3 Posters

As you know, a poster is designed to make a public announcement of a special idea. It usually includes an illustration with a brief caption. An example of a poster is given in Figure 11.1.

Figure 11.1: Poster

Have you seen a poster anywhere? Sure enough you would have seen a number of posters on the road or stuck to walls. What does a poster do? What are the

purposes for which a poster is displayed? Mention them in the space provided below.

1) ....

2) ....

3) ....

Tally your responses with the purpose of a poster listed below.

Purpose of a poster

The poster is designed to:

1) Catch attention

2) Create an impression of a fact or an idea

3) Stimulate to support an idea.

4) Motivate to seek more information and to move towards action.

What are the points one must consider while preparing a poster? Read the points listed below.

Points to consider while making a poster

1) Decide who the audience is.

2) Select the topic.

3) See that it is a timely message.

4) Promote one single idea. Write many slogans and then choose one.

5) Select a size large enough to be easily seen – 22" × 28"; 28" × 44", etc.

6) Prepare 2 – 3 layouts and choose one.

7) Seek the help of an artist to draw and use stencils to write.

Remember a poster is only an aid. A poster cannot be used alone. It supports local demonstrations, exhibits or activities. Place posters where people pass or gather. Follow it up with other devices such as meetings, demonstrations, films, etc.

11.3.4 Charts

You must have seen a number of charts. Are they similar or different in the message presentation from that of a poster? Charts are pictures of relationships and changes. They are graphic and pictorial representations used to tabulate a large mass of information or show a progression. They are visual symbols summarizing or comparing or performing other helpful services in explaining subject matter. Charts are often referred to as symbolized visuals.

Charts can communicate difficult, often dull subject matter in an interesting and effective way. They also make facts and figures clear and interesting. They show or compare changes, size and placement of parts. Thus charts help to develop an idea and to improve the understanding of the topic. They can be used for recapitulation and reinforcement also.

Figure 11.2: Charts

Now let us try to understand the strengths and weaknesses of charts as training aids. We will also explore the points to consider while preparing charts.

Strengths

- Clean presentation and no mess.

- Movable from one place to another.

- Material is available for summing up.

Weaknesses

- Limited space on each sheet.

- The chart needs to be stored carefully to avoid folds.

- Cannot add or remove matter from the sheets.

- Not a very durable aid.

Points to consider while preparing charts

While preparing charts remember the following points:

1) Keep them simple by developing only one idea and including important details.

2) Make as few comparisons as possible.

3) Allow plenty of space by using large sheets or boards.

4) Maintain logical order in presentation – from large to small or small to large.

5) Use good proportions.

6) Use symbols, words or colours to explain the chart.

7) Give titles with key words and ensure they are readable.

8) Select size of the letters as ½" and 2 ½" for 8" × 10½" and 30" × 40" charts, respectively.

9) Use words to emphasize certain parts of the diagrams; but they must be kept to the minimum.

Now using these points, let us learn how to use charts.

Use of Charts

Charts are used to explain important concepts. Display a chart at a level where it is visible to everyone. Use a pointer to show sub-parts of the chart. Refer to them as and when required. When a chart is used for *reinforcement,* go through it from top to bottom part by part. Involve trainees by asking questions, relating descriptions and experiences.

Charts are also used for *recapitulation.* In this case ask questions relating to each point presented in the chart. Again go from top to bottom, ask for comparisons, elaborations and relationships.

Some charts are good to be left displayed in the venue. Trainees can refer to contents as and when required. Such charts are called reference charts.

11.3.5 Pictures

All of you are familiar with pictures which are commonly used in training. Pictures are one of the most versatile and effective visual aids. A common saying "one picture is worth a thousand words" indicates the value of pictures in teaching. But this is true only if the picture says what you want it to say – to the people you are trying to reach.

There are different varieties of pictures, like black and white, photographic, coloured, hand drawn, printed etc.

What is the purpose of pictures?

Pictures can be used to:

- create interest;
- introduce new subjects;
- illustrate specific steps in problems;
- build wholesome attitudes;
- develop appreciation;
- test knowledge of the learner;
- review units of subject matter;
- speak a universal language;

- attract or compel attention; and

- show realistic action.

From this discussion you would have got a clear idea about pictures and their utility. We will now learn how to prepare and present pictures.

Guidelines for preparation and presentation of ideas through pictures

Learning to make or take pictures is essential because it helps in making many other aids like posters, charts, flannelgraphs, flash cards, etc. Being able to make and use pictures effectively is one of the most valuable skills a community worker can learn. The following guidelines will be useful in preparing pictures:

1) Obtain fresh photographs or draw illustrations or collect pictures from newspapers, journals and magazines. All these are possible sources of pictures.

2) Mount pictures to increase effectiveness and attractiveness and to protect them.

3) Give pictures necessary captions, label and file them or display them on the walls.

Now let us look at different ways of presenting ideas through pictures.

Drawing may confuse people sometimes. Pictures can mean different things to people as can be seen from Figure 11.3. Showing the real thing is better than a drawing.

Cartoon figures should not be used for illustration in which precise details are important.

Figure 11.3 : Presenting ideas through pictures

Check Your Progress Exercise 3

1) Write a slogan and suggest a layout along with colour scheme for a poster on discrimination against girls.

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2) Give five reasons why a chart will be a good aid while explaining to trainees the roles of women or women's work.

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3) Name five possible topics for which pictures could be used as support material. Give reasons for your choice.

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11.3.6 Flip Charts

Flip charts are small charts carrying a small amount of information and are arranged in a sequence (Figure 11.4). As the lesson progresses, the charts are flipped one by one by the trainer. This kind of chart exposes the audience to segments of the subject in sequence, and holds attention remarkably well.

Figure 11.4: Flip Charts

Steps in Making Flip Charts

1) Select a relevant topic.

2) List the contents to be covered and reduce them into important points. You can write an interesting story or description about the topic that includes all the points that need to be told.

3) Divide the information into a number of small units — each unit representing a flip chart.

4) Decide on the visuals to support each point in the sequence.

5) Prepare each illustration and make sure it matches the designated content.

6) Test the charts for content and sequence with a group of learners before preparing the actual flip chart. This is done to make certain that the message in the charts is easily understood.

7) Select thick chart paper and cut it into desired size. Develop illustrations and written text on one side of a card, and the talking points if any on the other side (Figure 11.5)

8) Finally use one chart to make a cover page.

Figure 11.5: Illustrations and text on flip charts

While using the flip chart, remember the following points:

1) Hold the charts in your hand or place them on a platform from where everyone can see them.

2) One sheet should be shown at a time. Use a pointer for showing micro details or in other words small details.

3) Illustrations should always face the learners, and the written message should always face the instructor.

4) If the instructor is explaining, learners can be asked to flip the chart.

(Encourage learners' involvement in the presentation).

Check Your Progress Exercise 4

1) Just before a training session, you have been given a flip chart. Explain how you would use a flip chart containing 10 pages of pictures and text

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on the importance of educating a girl child to generate awareness in a group of mothers.

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11.3.7 Flash Cards

It is a card as small as 4" × 4" or as big as the size of a flip chart. It may be used individually or in sequence with other cards. Hence, each flash card may have a different message.

Usually one card relates to a single component of the training. For instance, one may use flash cards to introduce topics like women's rights, by starting with the legal basis, practices and situations in which women's rights are demonstrated. This is definitely a small group aid. It should be used when the trainer is in an informal setting with the trainees, even in a story telling mode.

Flash cards are brief visual messages on poster board cards, flashed before the audience to emphasize important points in a presentation. An example of a flash card is given in Figure 11.6.

Figure 11.6: Flash cards

You would probably be interested in learning how to make flash cards. Given below are handy guidelines. Read them carefully and attempt making one.

Guidelines for Preparation

A simple flash card may be prepared by writing, printing or drawing on a plain thick sheet of chart paper. Cardboard, plain thick wrapping paper, discarded cardboard, etc. can also make good flash card material.

Structure of Flash Cards

The flash cards and the pictures therein should be large enough for a group of 30 to see (size is 11" × 14" for small groups). Use colour to make it attractive. The wording should be brief. The lettering should be large enough for the group to read. The number of cards should be 10 to 12 in a set (optimum).

Look at the sample flash card given in Figure 11.6. Study it carefully. Surely you would have got a good idea of how the different pictures according to the story are prepared which constitute a set of flash cards on one topic. Now, read on to learn how to make flash cards.

Making a Set of Flash Cards

1) Select a relevant topic in gender training.

2) Make a list of the different points that are to be conveyed about the topic.

3) Write an interesting story or description about the topic.

4) Divide up the story or description into a short and logical sequence.

5) Select cut out pictures or drawings suited to each part of the messages. Prepare each card as per the plan with picture. Paint or draw or fix the pictures.

6) Write the talking point of a visual at the back of the previous card.

7) Test the material on a group of learners to check whether it is understood correctly by them.

8) Revise the material following the results of a test on the cards and finalize them.

It is not only important to know how to make flash cards but also important to know how to use them. The next section provides information regarding this.

How to Use Flash Cards

1) Place the cards in their proper order.

2) Hold the cards with one hand, chest high, against the body if the cards are small. If they are large, they may be placed on an easel. Display the cards so that people can see them clearly.

3) Flash the card in time with commentary related to the description.

4) Expose the card long enough for comprehension.

5) Glance at talking points at the back of the previous card as you comment about the card exposed.

6) Slip the front card to the back of the set to change the card as you illustrate a new point.

7) After the commentary is completed, display all the cards on a bulletin board or pass them on to an interested audience.

Points to remember during your presentation

• Limit the size of the audience to below 30.

• Know the message on each card very well.

• Use simple words and local expressions while commenting.

Check Your Progress Exercise 5

1) What are three essential points to be considered while making a poster?

   a) ....

   b) ....

   c) ....

2) List three points to be observed in making a set of flash cards.

   a) ....

   b) ....

   c) ....

11.3.8 Flannelgraphs

Have you seen flannel boards at any time? Look at Figure 11.7. It depicts a flannel board. A flannel board, also known as a felt board, consists of a stiff backing covered with felt material on one side. A flannelgraph is any graphic material presented on a flannel board.

The *flannelgraph* works on the principle that one piece of rough textured cloth will adhere or stick to another. The cloth backed objects or flannelgraphs, therefore, stick to the cloth of the vertical surface and stay there until removed.

The backing material may be wall board, masonite, plywood, softwood, heavy cardboard, etc. Rough textured materials that may be used include cotton, flannel, khadi or felt. When flannel graphs are backed with rough textured cloth or sandpaper, as indicated in Figure 11.7, they adhere or stick to the flannel board.

Figure 11.7: Flannelgraph

What are the different types of flannel board?

A flannel board may be fixed, folded, rolled up or a combination of these. For any of these, the flannelgraphs can be photos, illustrations, lettered materials, drawings etc. Rough textured material can be used for the backs of these parts.

What are the advantages of using flannelgraphs?

- Flannelgraph has the capacity to build-up the story step-by-step.

- It can create suspense. One can place interesting pieces on the board and keep the audience wondering how the story will end.

Guidelines for Preparation and Presentation of Flannel Board and Flannelgraph Kit

A flannelgraph kit is presented on a board called a flannel board. You can get this board made or make it yourself. Let us learn how to get the flannel board ready.

1) Take a frame with a firm surface made of any board like plywood, fibre board, masonite or even hard cardboard measuring 30" × 40" or of a bigger size.

2) Tightly stretch a dark coloured or any neutral colour background flannel or felt or thick rough cloth (Khadi) and fasten securely to the backside or

extreme outside edges of the board with drawing pins, rails or even glue. You can cover the edges with a frame if you like. Now the flannel board is ready for use.

Figure 11.8: Using Flannel graph

Next, we move on to make the flannelgraph kit which comprises of small cutouts. Its initial planning is just like that of flip charts.

1) Think of a topic and work out the contents. This may or may not be converted into a story.

2) List all the characters in the story and the props that have been talked about in the story.

3) Draw the characters and the props on chart paper and paint them. Cut out all the figures, and back them with sand paper.

4) Arrange all the cutouts in a sequence as per the story and number them. Write the script and your kit is ready for use.

5) Be sure to store the figures carefully along with the script in a folder so that they can be used again and again.

Your kit will prove effective if you keep the following points in mind while preparing it:

1) Keep the theme simple.

2) Use bold and clean illustrations and letters.

3) Use arrows, cartoons, etc. to add interest for cutouts.

4) Use light weight chart papers and sand papers to back cutouts. You can also use flannel cloth or felt material to make your cutouts.

After preparation of the flannelgraph kit, we should also know how to present it. Given in the following discussion are handy guidelines for presentation. During presentation remember to:

1) Take out all the cutouts from the folder and arrange them in sequence with face upside down.

2) Introduce the story or topic and present the cutouts one by one on the board.

3) Apply a cutout on the board with a slight downward movement and firm pressure to avoid the cutout from sliding off the surface.

4) Keep flannelgraphs away from a draft of wind to avoid the pieces being blown off.

5) Develop content/story gradually using cutouts. Use arrows and keywords to create links and meaning.

6) While presenting the kit do not block the board but stand sideways and because you are constantly talking to the group face them as much as possible.

7) Use a pointer to present whatever is already visible on the board.

11.3.9 Printed Material for Training

As part of training the participants are provided reading material. Their knowledge and attitude can also be tested with quizzes, exercises, questionnaires, etc. All these training materials are useful because:

- They can be used as reference material;

- They reinforce learning;

- Quizzes and exercises increase participant involvement; and

- Questionnaires help in the sessions for understanding background knowledge and attitudes of the participants. For example, in gender sensitization sessions, the present conditions of women can be framed as questions and the participants can be asked to think and fill in their answers.

Much of these materials can be collected from the existing sources e.g. library, store, homes and training centres. The material should be suitable for the programme. Check the quality of print. If the print is faded, get the material retyped. Additional material can be prepared for the programme if needed.

You may be aware of printed media. Can you just mention a few printed media in the space provided below?

Here is a list of some of the printed material that can be useful in teaching.

1) Handout   2) Leaflets

3) Circular letters   4) Newsletters

5) Folders   6) Banners

7) Wall newspapers   8) Calendars

9) Bulletins   10) News story.

Are you aware of the basic differences between these types of printed media? If you are aware, go through the following pages to refresh your mind. If you are not aware, this Unit will give you a lot of interesting information.

Handouts

A handout is printed material comprising of facts, figures, case studies, problems/puzzles, events. Interacting with and using handouts makes learning meaningful. Check whether the material is absolutely necessary for the course. There is a tendency among trainers to supply a lot of such material. They expect that trainees will read the material after the training. But the trainees have jobs to do. They may not read the material unless it is reference material, which will help them to carry out their job.

Prepare simple handouts keeping in mind the target audience and their needs. Handouts should cover the essential points. Prepare a content list of the handout before actual preparation. The content list should have the title, introduction, main points and conclusions.

Write the handouts keeping the content list as the basis. Read and make revisions. Take the help of a colleague in editing the handout if necessary. A handout can be used while developing content in the training session and can be given for reference.

Leaflet

A leaflet is usually a single sheet of printed matter, sometimes folded. It gives you accurate or specific information on a particular topic. It is suitable, for example, to provide information about the objectives and methodology of a gender training workshop. An illustration of a simple leaflet is presented in Figure 11.9.

Figure 11.9: Leaflet

Leaflets are used in small groups and in situations when specific information is to be shared. They are usually well illustrated and have the added advantage of being slim and portable. Leaflets may be given to the trainees to keep for their reference. They also look attractive on bulletin boards and walls if one wishes to use them as exhibits.

Circular Letter

A circular letter circulates the messages, in the form of a letter, among the intended group of receivers. This makes the information personal or official. Receiving a letter is an important event in the life of any person. Using the letter form is an effective method to convey information of common interest. Also, it helps in disseminating information to a large number of people at one time. There are two types of circular letters – announcement and subject matter.

An announcement letter announces an event about to take place. It is suitable to announce future events, for example a child's immunization campaign in a particular village. It can be used for example, for giving details about different types of vaccines. Subject matter letters are designed to bring about a change in behaviour by way of presenting the information in a personalized form.

A model circular letter is given in Figure 11.10.

LEARN MORE ABOUT WOMEN S RIGHTS

Department of Women s Development

Dear Friend,

We are organizing a talk in the Village Panchayat Ghar on Your rights as

a woman panchayat member . You are invited to participate in the

programme.

Yours sincerely,

Figure 11.10: Circular letter

Folders

It is a single piece of paper folded once or twice. When opened, material is

presented in sequence. Make sure this sequence appears in the finished folder. If not, the reader may get confused.

Folders are normally printed on thick paper. They may be made more attractive by using photographs; line drawings and various colours of inks and paper. A four-inch by eight-inch folder is quite attractive. A width-to-length ratio 1:1 ½ (one: one and a half) may be more suitable when paper size permits, without waste. However, there are no set rules for size. The basic consideration is that publication size fits the paper stock, thus eliminating excessive trimming. Folders are economical. For example, folders can be prepared to educate women about labour saving devices or to introduce learners to activities of a women's studies resource centre. The structure of a folder is shown in Figure 11.11.
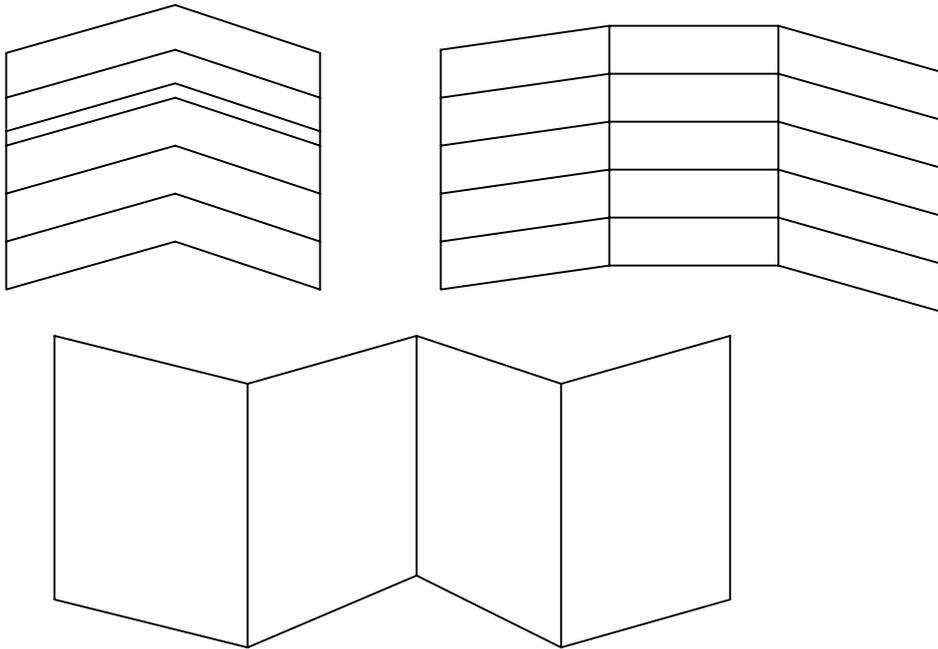
Figure 11.11: Structure of a folder

Banner

A banner is ancient and well-known information visual in India. You need only to walk down a busy street in urban areas, to find banners flying, advertising everything from sports competitions to sweet shops. There are generally used to announce an event. Banners are rather costly and require considerable time and skill to prepare. As is the case with all other information materials, they must be attractive with a brief, clearly presented message. Height and length of a banner is usually 1:4. Firmly affixed pictures increase "attention-getting" qualities of banners.

Unless durable cloth and water proof paints are used, wind and rain may destroy the banner or smudge its message. A banner may be erected by attaching it to bamboo poles, or telephone or electric poles. Banners are also fixed on top of buildings and over shop entrances. Illustrations of sample banners are presented in Figure 11.12.

Figure 11.12: Banners

Calendar

A calendar is widely distributed and most of the time it is used as an advertising tool. It can be utilized for transmitting messages on women's development and empowerment. For example, it can be used to give messages related to improving quality of life or information about the sources of credit or organizations providing small loans.

Such calendars are very useful. A unique advantage of calendars, when hung in schools, homes and offices, is that they are constant, year round reminders of useful messages shown. A model calendar is given in Figure 11.13 for the learners to have an idea about an educational calendar which serves dual purposes. A calendar is an economical educational device.

Figure 11.13: Calendar

Name some print media we have discussed and mention one special characteristic of each.

1)   ………………………………………………………………….....

2) …………………………………………………………………......

3) …………………………………………………………………......

4) …………………………………………………………………......

5) …………………………………………………………………......

What you have listed are some of the common print media and also important print media suitable to educate the masses about women's development messages.

Check Your Progress Exercise 6

1) Try to think of a few themes related to women's development and empowerment to suit a leaflet, circular letter, folder, banner and calender and write them in the space given.

   a) Leaflet

       …………………………………………………………………......

       …………………………………………………………………......

   b) Circular letter

       …………………………………………………………………......

       …………………………………………………………………......

   c) Folder

       …………………………………………………………………......

       …………………………………………………………………......

   d) Banner

       …………………………………………………………………......

       …………………………………………………………………......

   e) Calendar

       …………………………………………………………………......

       …………………………………………………………………......

11.3.10   Models

Models are three dimensional and are useful if one is trying to explain something "hands-on" such as the structure of a building, structure of an atom, the way a camera or a part of the human body works, etc. The attraction of a model lies in the fact that the trainees can actually take it apart and put it together again. It is a good aid for recall even after the session is over.

Each one of us might have seen some model or the other in the science laboratory of our schools. For instance, models of the human eye or brain or a handpump or smokeless chulah. As you are aware, models are replicas of real objects and scaled representations of things. They may be smaller or larger than the life size things they represent.

What are the types of models?

Several types of models are in use. Some of them are:

1) *Scale model*: It represents the external form and shape of the original object and is prepared to scale – smaller or larger e.g. a house or a chulah

2) *Cross-sectional model*: It reveals internal structure of real objects for example, T.V., Telephone, etc.

3) *Working model*: It shows operation of essential parts of a real object for example, labour – saving equipment for women farmers, etc.

4) *Simplified model*: It shows simple features of the external form of the real object without reproducing the original in precise proportion. They can be prepared out of clay, cardboard, etc. For example, relief map of a village etc.

What are the purposes of models?

Models can be made to depict:

- real objects which are either too large or too small;

- past or future;

- physically inaccessible objects;

- unique reality such as working of human heart, eye, etc.;

- abstract constructions like development of village;

- processes – for instance process of food packaging for sale following the principles.

Use of models has both advantages and limitations. You will realize them on reading through the points given in Box 11.1 and actual use of the models in the context of gender training.

Box 11.1 Advantages/ Limitations of Models

Advantages	Disadvantages
• Can be examined, handled and operated.	• Models made with clay, etc. are fragile.
• Can show how things look and operate.	• If bulky, they cannot be carried from place to place easily.
• Can show relationships.	• They can be used only in small groups.
• Can simplify complex working parts, processes or mechanisms.	• People may get a wrong impression about the actual size when small scale or improperly made models are shown.
• Can either enlarge small objects for a group or reduce large objects for easy manipulation.	

Models can be made of plastic, clay, wood and metal. It is always better to use local materials. Colour and ingenuity make them impressive. They should be labelled and brief details should be given to make them self-explanatory.

List two important points to be considered while making models.

a) ....

b) ....

11.3.11 Actual Objects/Specimens/Samples

Sometimes real objects are more effective as aids in learning than a model/ picture/ sketch. For example, if you are training women in how to tie and dye an article showing an actual sample – a tie-dye dupatta or a saree or a shirt is more meaningful. Similarly while training girls for any art and craft, real objects or samples are of more value. Trainees can touch these and have a closer look at them. If it is a food product they can also taste it and smell it. Remember to choose a sample which has all the characteristics that you want to emphasize, e.g. its colour, texture, overall look, perhaps smell, taste, etc.

Real objects should be in a form that is convenient to pass around and yet all its characteristics are visible. If it is a sample of pickle, it should be in a plate or bottle; if it is a small sample of tie dye, it may be mounted in a scrap-book, or if there are various products of clay, these can be placed in a tray and labelled.

Actual objects/ samples/ specimens are best shown in the beginning of the training session when you are introducing and again when you are describing the structure/ design/ physical features. Even participants can be asked to look at the object/ sample and describe it.

You can have more than one object or sample and pass them around for a closer look and handling.

11.4 PREPARATION AND USE OF PROJECTED AIDS/MEDIA

In this section we will discuss the following projected aids and the equipment needed to project them:

- Transparencies (OHP)

- Slides/film strips (Slide projector)

- Opaque materials (Epidiascope)

11.4.1 Transparencies – Overhead Projector

An overhead projector is a machine which projects light from a lamp through a transparent surface onto the wall or screen. The transparent surface (transparency) is the small sheet of plastic that has writing or a drawing on it. This writing or a drawing appears on a blank surface (wall) very much enlarged and in exact form and shape. This helps a trainer to explain a point to the trainees with the help of a visual. Look at Figure 11.14. It illustrates an overhead

projector. The projector is projecting images from a slide or transparency back over the operator's shoulder onto a screen.

Figure 11.14: Overhead projector and transparency

The overhead projector works on the following principle:

Light is furnished by a 500 to 1,000 watt lamp and is reflected upward to a projection stage or screen and into an objective lens, which is centrally supported above the stage. The light strikes a mirror and is reflected onto a screen at the back of the operator. The lens and mirror stand above the machine. The machine may rest on a desk or it may be on a projection stand or table. Thus the trainer may sit or stand before the class as she/he prefers. The screen can be a flat, smooth, white/ pale wall. A good and inexpensive screen can be made from a hard board. The rough side of the cardboard can be given two coats of white emulsion paint. The board can be hung in a corner of the room. The screen should be non-reflective.

Preparation of transparencies

- Use OHP marker pens to prepare the transparencies.

- Leave a one-inch margin on all the sides of the transparencies.

- Limit the written material to seven separate items – not more than 50 words.

- Lettering must be big enough to be visible from the back of the room. Test by going to the back of the room and seeing for yourself.

- Content can be written right there in the session while talking to trainees or pre-prepared.

For using an overhead projector do the following:

1) Set up the projector at the front of the room with the projector lens facing the wall, blackboard or screen.

2) Turn on the switch.

3) Place the transparency on the glass top in proper position.

4) Adjust the projector lens until image is in sharp focus.

5) Project the prepared transparency as and when necessary.

6) Write on an empty transparency as you talk to the group learners.

7) When writing on the transparency, be careful not to obstruct the view with your hand.

8) Draw different parts of the whole on different transparencies. Try to project one transparency over the other explaining a single part as well as part of the whole. Finally the whole can be explained (overlays effect). The three roles of women can be represented, for example, as a 3 petal flower. This will be fascinating for the learners.

9) After the session, remove all pencil markings on the transparency with a clean cloth.

Having learnt different uses of the overhead projector you must have realized its advantages. To confirm further go through the following *advantages* of an overhead projector.

Advantages of an overhead projector
1) The teacher can always face the class.
2) The brilliantly illuminated image is visible in an undarkened room.
3) The teacher can write or draw extemporaneously on a 10" $\times$ 10" surface.
4) Small objects may be shown on the machine simply by placing them on the projection stage. They will be projected as silhouettes.
5) No extra projectionist or person to project is required.
6) Materials are more clearly visible to large classes than if the materials were on a blackboard.
7) The instructor may prepare an entire course which is time saving.
8) By superimposing overlays a gradual buildup of a situation can be done.
Disadvantages
1) Projector needs electricity to operate.
2) Light from the projector can be irritating.
3) Sometimes the positioning of the screen becomes difficult.
4) Any errors in spelling or pictures are magnified and distract the participants.

The following box gives you some precautions for using the OHP effectively.

Some Precautions for Using the OHP Effectively

- All trainees should have a good view of the screen.

- Test the pens to ensure the ink has not evaporated before starting writing.

- Keep it simple. Don't cram too much information and details.

- Provide paper copies of the transparencies to the trainees so that their attention is not diverted by taking notes.

- Display one point at a time. Keep other points covered by paper so that trainees concentrate.

- Use a long stick as a pointer on the screen.

- Keep the transparencies in the correct sequence by numbering them.

- Don't block the view of the trainees by your body.

- Look at the transparency and the trainees and not the screen.

- Switch off the projector when not in use.

11.4.2 Slides and Filmstrips – Slide Projector

Slides are small negatives which are inserted between small four edged covers. They have to be put into a small machine called a slide projector in order to be projected onto a wall or screen.

A film strip is a series of still photographs, diagrams, charts, lettering or drawing on a strip of 35 mm film. Perforated edges of the film fit over projector sprockets, when adjusted to project the first frame or picture on the screen, each succeeding image alone will be in focus and in proper position on the screen. Usually the same projector can project both the slides and the filmstrips.

Principle of projection on which film strip/slide projector functions

Film strip projector works on the principle of direct projection. Light rays come directly from the projection lamp or other source of illumination, pass through condenser lenses, the film strip/ slide and the objective lens to produce an enlarged image on the screen. The light source can be an electric bulb, kerosene or petromax lantern. Images are directly projected as they are when a filmstrip/slide is used. This permits showing even in semi-darkened room at a desired speed.

How to make a Filmstrip

A film strip is really a collection of visuals in a sequence. Each visual is a frame which can be handmade or photographed. For a handmade frame you need starch paper and thin tipped black and multicoloured pens.

Proceed as follows.

- Cut a 2" wide and 20" long strip of starch paper — this is good for 20 frames.

- Divide it in 20 parts of 1" each with pencil marks.

- Choose a topic and work out the content in small units. Remember you worked this out in the same way for flip charts. In fact you can use the same for making a trial filmstrip.

- Divide this matter into 17 or less units and assign each unit for one frame. Matter should have visuals and/or words and numbers.

- Draw these on each part of the strip with pens leaving the first part for focus and the second for the title. The last part of the strip should be for indicating "The End".

If you are good in drawing or sketching, making frames is not difficult. It is just a matter of practice and you will be able to produce good filmstrips. Remember not to overcrowd matter and give a neat effect.

You can use black pen or black and /or colours.

How to prepare a film slide

Film slides can be prepared by hand or photographically. They can be made with starch paper, cellophane, etched glass, plain glass or photographic film. The method for preparing a slide is the same as for preparing a strip, but the plastic strip is cut into different bits ($2" \times 2"$) and fixed in a frame (available in the market). Two types of frames are in vogue – single frame (24×18) and double frame (24×36). Frames may range from 30 to 60 in number.

The guidelines listed for preparing filmstrips are applicable here as well.

So far we have learnt about film strips/slides, their principle of operation and how to make them. Now let us discuss the use of filmstrips /slides.

Points to remember while using film strips/slides

1) Project the strip or slide and let learners know what is happening in it.

2) Lead the discussions by putting stimulating questions related to the pictures in the slide/strip to the learners.

3) Supplement the information given by the learners and continue telling stories/ talking about the theme in an interesting manner.

4) Ask one of the volunteer learners to repeat the story by projecting the strip or slides in sequence.

Before using the strip/slide observe the following precautions.

Precautions to be taken before projecting film strips/slides

- Check each slide.

- Arrange them in proper sequence.

- Set up projector and screen.

- Check seating arrangements in the room.

- Check lighting and ventilation.

Before we end our discussion on filmstrips/ slides, let us learn about the advantages/limitations of film strips/ slides. Read Box 11.2 for this information.

Box 11.2 Advantages and Limitations of Film Strip/Slides

Advantages of Using Film Strips	Limitations of Using Film Strips
General • Presentation can be stopped at any stage without breaking the sequence. • Very light, easily stored in cans and carried. • Condenses much information into a small package • Material made of cellulose acetate, is unbreakable. • Low production cost • Saves time. An idea can be explained in only minutes as against in hours for verbal explanation. *Specific* • Any aspect can be presented in the form of a story or in a series of steps. • People find stories more realistic and interesting. • Projection of slides/strips step-by-step with appropriate questions stimulates thinking and action.	• Sequence of projection is fixed, cannot be altered. • After prolonged use finger prints, scratches, etc. are seen. • Damaged filmstrips are difficult to repair. • Darkened room required.
Advantages of Using Slides • Can be arranged in any sequence. Story can be told in steps. • Can be easily selected from a large number. • Allow pauses for discussion. • Are good media for brief messages/slogans. • Can be prepared at low cost. • Are light and easily transported. • Have all advantages of non-projected still pictures. • Can be easily handled.	**Limitations of Using Slides** • Do not show action. • Require live narration except when using photograph records or tape recordings. • Require close cooperation with projectionist if speaker is in front of audience unless automatic projectors with remote control are available.

Check Your Progress Exercise 7

1) List four advantages of filmstrips related to their use for instructional purposes.

a) ....

b) ....

c) ....

d) ....

2) Mention three limitations of slides.

a) ....

b) ....

c) ....

d) ....

11.4.3 Opaque Materials – Epidiascope

What is an epidiascope and how does it function? An epidiascope projects small opaque images, such as maps, photographs, pages of a book etc. onto a screen as enlargements. The epidiascope works on the principle of reflecting light from an opaque surface (opaque projection). A lamp illuminates the material. The image is reflected by a mirror, through the lens, to the screen as indicated in Figure 11.15.

Figure 11.15: Opaque projection

What are the advantages/limitations of using an opaque projector?

Box 11.3 Advantages/Limitations of an Opaque Projector

Advantages	Limitations
General • Easy to handle • Projects a wide variety of materials • Enlarges material – many can see and learn • Colour of object also transmitted to screen • Teacher can allow time for class discussion • Often an excellent outlet for creative work. • Has a robust mechanism. Parts seldom get out of order. *Specific* • Photographs and pictures can be projected (these are difficult to draw). • Small objects after demonstration can be projected.	• Pages must be flat when using books. • Material sensitive to heat is to be avoided. • Projection by reflected light is less efficient than transmitted light and requires total darkness. • Machine is too bulky to be easily carried. • Operator cannot face audience. • Projector must be near screen. • Cost high

What are the different kinds of materials that can be projected?

Flat, printed or drawn pictures, drawings, photographs, pictures from magazines, printed or typewritten copies, maps, charts and small objects like insects, stamps, coins, etc. can be projected through the epidiascope.

General Principles for Using Visual Aids

A visual aid should not be cluttered with different kinds of pictures. For instance, if you are trying to explain the types of activities in agriculture performed by women, the visual aid need not contain details of all the activities. The visual could include some pictures of the most common categories of activities and the rest you can explain during the session. However, if the visual is large enough to accommodate all activities, then each part of the chart should be explained separately to the trainees. However, we must remember that too much written matter tends to threaten trainees and they may 'switch-off'.

Any writing which appears on the aid should be brief. The lettering should be printed clearly (preferably using large letters) and you should read out what is written and ask if everyone is able to understand what you have read out. It is important to relate the visual to the trainees' life and experiences. For instance, if you are explaining the importance of the productive role of women, you should be aware of the kinds of production undertaken by women in the area. If you are speaking about educating girls, you should know where the nearest school is located and have some information about the drop-out rates.

While using visual aids during the session, introduce the aid *gradually* during the course of your presentation. The aid should be so linked to your session that the trainees should feel part of the discussion.

Do not leave the aid 'hanging', but come back to it again during the course of your presentation. Use the aid to its *fullest*, have the trainees talk about it as well. Sometimes, trainees like to add their own examples, talk about their own experiences. If you can get the trainees to talk about the way they would use the same aid, it would not only add to the discussion, but also act as a crosscheck to their learning process. As a trainer, you know the backgrounds of your trainees, for example, how many are married, how many work for a living, how many are literate etc. It is important to *talk about the aid* in a very casual, non-threatening way, so that trainees feel at home with the aid and confident about using the aid. After using the aid, put it away and then go on the next point in your presentation.

See if you can keep the aid in the room after the session is over, this will help trainees who want to look at the visuals closely. If you have the money and access to lamination facilities, it is worthwhile to laminate good visuals. It adds to the shelf-life and prevents accidental damage.

One of the most common errors made by beginners while preparing visuals is the idea that legibility in one form means legibility in another. A printed page is read at a distance of 30-50 cm (12-20 in.). In a lecture theatre, a slide or overhead transparency is projected onto a 2 m (6 ft.) wide screen and may have to be viewed from a distance of 20 m (60 ft.). Reading text in this way is like reading a book from a distance of 3 m (10 ft.)! Obviously the letters would have to be much bigger than the text in a book.

One of the most common-sense tips about the design of audiovisual materials is the audience which needs to be addressed and the level at which the training should be pitched. The criteria could be as follows: Is this an initiation/ orientation type training where trainees need to be taught some basic principles? Is it the beginning of a long-term training where many sessions follow one after another?

As mentioned once before, time is very important – both the time the trainer finds to devote to the preparation of the visual and the time the trainer has available in which to explain the visual during the session. Experience has shown that it is not the most impressive visual which creates the maximum or lasting impact – it is the most understandable one. Therefore, trainers with limited funds for audiovisuals should not be disheartened – bold lettering, some good visuals if explained well can have the desired effect.

A newspaper provides a variety of options; it has large pictures which can be cut up or even held up and shown. It may carry articles which can be used to start a discussion e.g., "Did you know that many infants die before their first birthday?" It can also be used as the background for a chart – you can stick pictures on it if you cannot find chart paper.

Some other useful points include:

• Magazines and books are easily available in local libraries. The articles which appear in them can be used to begin a session; for instance – "while I was coming in the bus I saw this woman who…"

• Visuals which appear in a magazine can be circulated. If you have to use a magazine so that the trainees can see a picture which has been printed in it, pass it around once so all the trainees can see the picture before you

begin the explanation. Otherwise they will all strain to look at the picture while you are talking and your talk will fall on deaf ears!

- Comic strips usually lighten up a situation. Naughty children shown in comics, bossy parents or in-laws usually make trainees laugh but may also lead them to 'open up' and talk about their problems. If you are looking for good ideas to liven up a chart, funny characters are a good way to begin as a visual aid. *But be careful that no one is offended* while others laugh. Let us now take a look at some other options that a trainer has at her disposal.

11.5 USE OF LOCAL MATERIALS IN PREPARATION OF TRAINING AIDS

After reading the previous section, some trainers who always face time and budget shortages might be discouraged. Who has the time to go hunting for posters, create visual aids? Who can afford slides or video?

All they need are some materials that can be easily spared and would probably have been thrown away – powder tins, empty reels which had thread in them, strips of cloth. You can make glue from maida and water stirred over a slow fire and make wonderful posters, puppets. Old playing cards can be reused as flash cards, local school children can draw on walls, chalk (which can be wiped away after the session) can be used to write and draw on walls.

> **Mapping One's Life Through the Plan of a Village**
>
> In an exercise very often done to 'warm up' a training situation, women are asked to squat on the ground and draw their village: Where their huts are, where the wells and drinking water sources are, where the dispensary is located etc. Then the trainer asks questions like 'Isn't the tubewell too far?' 'Does the dispensary have enough medicines?' etc. The women usually start discussing their problems while they draw. Truly, participatory visual communication.

11.6 AUDIOVISUAL MATERIALS DEVELOPED BY NGOs: A CASE STUDY

The following case study illustrates the design of posters for urban slum women in Delhi. The poster is part of a training programe to develop skills in maintaining and repairing hand pumps.

Poster Design

The biggest hurdle in motivating women is not the training scheme or the tools but the acceptance by the community that they are professional, trained mechanics or *mistries*. This may partially be achieved by constantly exposing them to positive messages.

Posters are one such means of communication. They are highly visible, they can be put up on any wall and they do not rely too much on words.

Certain very crucial issues were identified: cleanliness (hygiene and sanitation); use of water and of course, the concept of '*stree shakti*' (women power). Certain visuals were presented first in the form of line drawings and then as partially coloured posters that helped to make the concepts clearer.

The women of Kusumpur Pahadi took nearly a year to put things into practice. They faced the opposition of men. Other women also opposed them till they became convinced about their own abilities. The experiences of women in other areas of Delhi such as Tigri and Govindpuri became useful for the women in Kusumpur Pahadi as well.

When posters were discussed three major categories emerged within the clientele group of women:

1) The *traditionalists* who maintain that women cannot be hand pump mechanics: This attitude is more common in people over the age of 45 years with orthodox beliefs.

2) The *radical* elements who believe in struggling for a cause even if they have to make compromises to make survival more pleasant – usually 30 to 45 years age group (ideologies)

3) The *youth* who support anything new. Exposed to new media, new concepts and new ideas and easily swept off by ideals.

In order to promote the acceptance of these trained women mechanics, experts/ team members had to appeal to the most traditional of the North India population. A Durga-like figure was chosen because Durga is seen as the epitome of woman power by the traditional Indian. In the traditional Durga figure, the goddess holds weapons. The team decided to merely take away the weapons that symbolized strength and substitute it with tools (making the figure seem less awesome). In the traditional imagery, the *Asura's* or demon's head was chopped off by Durga. In the poster, the head assembly of the Mark III handpump was displayed on the foreground with the outline of the figure in the background. When these adaptations were incorporated, it was felt that the community would accept the concept of women handpump *mistries* more easily.

While using the Durga imagery, the team members had to struggle with the fact that fundamentalism and communalism are associated with religious images. So the image of the goddess selected had to be subtle enough so that undesired interpretations could be avoided. By presenting a scale model of India Mark III handpump and a silhouette or shadow of a six armed woman holding realistic tools the team members could overcome both the communication and religious imagery problems.

When the first draft of this poster was pre-tested, the artist had made Durga less subliminal than the team had intended but (to their surprise) not a single woman saw Durga in the poster. When provoked with leading questions some of them remarked that Lakshmi had four pairs of arms. Thus they were pleased to find that Durga figure was conveying a positive image to the women of Tigri and Kusumpur Pahadi. Though the Durga figure was not very apparent to the target audience, we found that the attention was attracted by the tools in the hands of the figure. The idea of "*Stree Shakti*" (woman power) was understood and liked by both the clientele groups.

A distinction in the maintenance and repair of India Mark II and III handpumps was the ease with which operating parts could be accessed and reached for repair. This became the subject matter for other posters. This procedure provided visual appeal to the ideologues – the raised hands of women clinching the rod of the pump in an upward movement provided a feeling of psychological relief in handling the cold hard metal.

A minimum of four women figures were needed. Placed in pyramidal stability, they formed the main focus of interest. Their own identity was hidden by the raised hands: the poster kept open all chances of any woman viewer identifying herself with any of the four in the poster.

The idea needed reinforcement. So this set of posters had to merely connect up the women's tools and the handpump visual in an appropriate and aesthetic way. Every visual was first concept-tested then the draft was pre-tested and then the final product was developed.

Along with the concept of handpumps for safe water came the problems of the run off of the excess water and drainage. Stagnant pools around handpumps caused more than just mosquitoes and malaria – they contaminated the ground water which hitherto had been safe. Expert team members were concerned when they came across such cases in Delhi slums – two out of 22 were affected in Kusumpur itself.

Though UNICEF in their earlier communication tools had brought out the idea of using excess water run off for irrigation, none practiced it. There was a need to reinforce the earlier messages.

For sanitation the team searched among ancient Indian symbols and came up with the Swastika. Unlike the Nazi Swastika, the Indian Swastika is an invocation to prosperity.

The symbolism has been passed on from the days of Mohenjodaro and Harappa civilizations. Safe water and cleanliness provides health – a necessary component for prosperity. The extra water could be used for irrigation and growing vegetables. Thus, the community could become more prosperous.

This linkage of ideas was debated by the working team again and again. A *jhuggi jhompri* colony where basic scavenging facilities, electricity, and sanitation are problems could hardly be expected to understand the concept of prosperity. So, again the undue criticism from viewers of the poster was avoided by making sure that the target group was not exposed to any offensive image and determined keeping in mind their environment and attitudes.

11.7 LET US SUM UP

The points that emerged from the Unit include:

- Aids can be classified into two broad categories: projected and non-projected. Non-projected aids include graphics (such as chalkboards, writing boards, posters, charts, flip charts, flash cards, pictures, printed materials, flannelgraphs, leaflets/folders, models) and radio/TV and recordings. Projected aids include transparencies, slides and film strips, opaque materials. The equipment used to project them includes overhead projectors, slide projectors and epidiascopes.

- While designing visual aids, the following factors should be considered: proportion; colour combination; flow and balance and visual weight; crowding; neatness and aesthetic appearance.

- In selecting media the following factors should be considered: where; how much space available; duration of session; literacy of participant/level of education; number of trainees; budget allocated; availability of

electricity; equipment, display or space for projecting; availability of people to assist.

- In using aids the following points should be kept in mind: preparation of aids before the session and testing their effectiveness; checking the display so that they are easily visible; linking aids to the rest of the lecture or training sesion; avoiding reading what is already visible; distributing handouts to support the aid and checking the electrical equipment before using it.

- The preparation and use of the following aids was discussed in detail.

    – Non- projected: chalkboard, meta plan charts, posters, charts, pictures, flip charts, flash cards, flannelgraphs, printed materials for training, models.

    – Projected: Transparencies, slides, filmstrips, opaque materials using appropriate projection equipment.

11.8 GLOSSARY

Carousel	:	A circular tray used with a slide projector.
Computer Graphics	:	Are a part of visual aids, where artwork is generated by a computer instead of being hand-drawn by a graphic artist.
Dissolves	:	When one picture seems to melt into another.
Filmstrip	:	Individual images intended for still projection printed on a continuous length of film, usually 35 mm. It is cheaper than slides, especially when a lot of copies are needed.
Flip-Chart	:	A very large pad of paper, supported on a hard surface such as a board or an easel. Usually, has pictures and writing and is used by the trainer to explain points during the training.
Multi-Image	:	Combined use of many slide projectors for a single audiovisual programme.
Multi-Media	:	When the training situation provides for the use of more than one medium of communication e.g. slides, charts, with audio and video cassettes etc.
Overhead Projector	:	A device for projecting large transparencies usually the size of one page onto the screen or a blank surface.
Slide/Sound	:	Audio-visual shows which use a single screen with sounds in the background.

Writing-Board	:	Combined an improved version of the chalk-board which has a smoother surface and the trainer can use different coloured markers to write on it.

11.9 ANSWERS TO CHECK YOUR PROGRESS EXERCISES

Check Your Progress Exercise 1

1) Formation of self help groups. The steps or phases can be written one by one as they are explained. With a different coloured chalk, additional points can be written, for example, expected duration of the phase of the self-help group's formation.

Check Your Progress Exercise 2

1) Viewpoints on qualities of an entrepreneur can be written by individual participants on cards. Different colour cards can be used for participants based on their educational qualification, previous experience etc. Trainees can also be divided into groups to write cards collectively rather than one person writing the cards..

Check Your Progress Exercise 3

1) Slogan: "Prevent Female Foeticide": Draw a rough sketch to indicate the plan for the poster.

2) (i) Clean presentation and no mess; (ii) moveable from one place to another e.g. one training room to another or to the panchayat ghar to reach target groups; (iii) material is available for summing up; (iv) each aspect can be highlighted; (v) overview is possible with some detail.

3) Women's group dynamics; training rural women; traditional and non-traditional skills of women; women's work; stereotyped images of women. These topics lend themselves to pictoral representation. The pictures can be analyzed for the specific aspects that they are depicting.

Check Your Progress Exercise 4

1) a) Hold the charts or hang them or mount them on a wall visible to all.

   b) Show one sheet at a time. Use a pointer for showing small details.

   c) Hold the chart to face the learners and make sure that the written message should always face the trainer.

   d) Encourage the women to flip the charts i.e. turn them one by one as you explain or help them to point out interesting aspects, discussing each chart.

Check Your Progress Exercise 5

1) Any three of the following: Audience, topic, timeliness, single idea to be promoted, size according to size of room, layout, stencils

2) (a) Select a relevant topic; (b) make a list of different points to be conveyed about the topic; (c) write an interesting story or description about the topic and transfer to the flash cards in pictoral form on front, text at the back.

Check Your Progress Exercise 6

1) a) Leaflet: Women's rights

   b) Circular letter: Invitation to a women's health camp

   c) Folder: Essential details about operating credit in a self help group

   d) Banner: Campaign for promoting women's self help groups

   e) Calendar: Women's work – many times invisible but most valuable.

Check Your Progress Exercise 7

1) (a) Condenses much information into a small package; (b) saves time – an idea can be explained in minutes; (c) presentation can be stopped at any point without breaking the sequence; (d) stimulates thinking and action. You can choose from among the other points as well.

2) (a) Do not show action; (b) Require live narration except when using photograph records or tape recordings; (c) Require close cooperation with person projecting the slides otherwise the sequence and timing will get disturbed.