

by

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The village profile as a tool begins with focusing for the trainee upon three tasks:

- 1) Observing
- 2) Information and recurring
- 3) Ordering and Describing his information, observation and thinking

From the teacher/tutors point of view the material provided by the trainee enables the teacher to identify the areas of strength and weakness and plans to improve performance in three tasks.

It also gives the teacher an opportunity to see whether the trainee has used what he has been taught and also where and what teaching content must be planned for the trainee. Where the weaknesses are not individual but common to many of the group - content for class teaching is indicated.

The first stage of using the Village Profile will ordinarily co-incide with the trainees first introduction into the village or this particular village job. The profile then also provides the trainee with a tool for familiaring himself with the main aspects of village life and for village people to be able to observe him at work. In this way mutual introduction takes place and the trainee shows his ability for setting in the village and creating a working resonance for the village to understand and respond to (Teaching at this stage should concentrate on this area of practice).

The Village Profile is in a lay-sense also a research tool. Although 'research' is a too formal designation and it must be made clear that it is research for practice and practitioners of a specific role, and not really fact collecting. The analogy is that of the lemon being squeezed for juice. The information juice must not be carried away for the research's

purposes and the dry lemon informants discarded. The juice is for the village and the villager must be (In terms of its ability to function more effectively after the information has been collected than before)✓.

The Village Profile provides a general view of the village and its functioning, its problem, aspirations, and resources. Gradually the trainee is asked to explore and provide specific profiles. (For example, Health, Agriculture, or smaller themes such as kitchen garden's or the working of a smallpox programme etc.)

Inherent in all these profiles is not merely what, but most importantly who. Although the information provided by the trainee is important in its own right, its true value is for the teacher to use it for helping the trainee practitioner to plan for planning.

Village plans and projects belong to the village people and not be the construct of the trainee or for that matter anyone else. Therefore, the profiles lead us to go through with the trainee, who might encourage to get, to work in exploring problems, the informations required, and the steps to programme implementation etc. for themselves. In this sense the amount of information a trainee provides in a profile exercise is less important than its quality and relevance. Relevance to the task to be performed.

Indeed if he brings too much information he may be damaging the potential of the village to do things for itself and to nurture this potential is the major objective of his role.

At this stage the teachers activity is to make sure that all the appropriate planning steps and human relations activity is systematically and sensitively handled and that the principles and theoretical generalizations are made available to the trainer to give him understanding and insight into the, possibly all too familiar, daily activity.

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\* / For example read Viola I. PARADISE "Only a Conversation" Teaching Material, Jhapa.

In conjunction with other tools such as the diary and project history the teacher is able to provide a model of the "enabler" to his student with which the student can identify in his own work with the villagers.

The teacher concerns himself primarily with the students learning needs, but based upon the students experience and potential community development skills which the profiles are intended to display.