

# **1V1C IT Community Training Curriculum**

## **INTRODUCTION**

The commonly followed methodology for IT Training involves explaining technical terms, software & hardware utility. But 1v1c believes that IT education has to be given in ways which relate to life. The convention developed in commonly delivered IT Education has demerit of being far distant from life and benefiting individuals in isolated manner.

Contrary to this convention, 1v1c aims at Community IT Training, concept driven through direct use of IT applications to sensitization, understanding and finding solutions for village problems. This kind of education develops habit of collective learning and functioning and contributes a lot a to community development.

The most necessary Element in 1v1c Community IT training is Collective functioning in all training processes. This involves a Collective learning, collective thinking, collective evaluation, problem identification and solution finding.

1v1c trains volunteers to train other members of village community. The localized training contents generated in this process are used as a resource for the next batches. This method enhances adoptability of 1v1c community IT training in different regions and absorption by local community.

A Computer is not merely looked upon as something which just has hardware and software. But it is looked upon as a source of information and knowledge. The whole training process orients learners towards Socio-economic Development.

## **IT education@1v1c**

Five Courses offered at 1v1c Centers.

1. IT Community Awareness Camp (One Day)
2. IT Community Training Camp (Five Days)
3. IT community training for village youth  
(Three Months)
4. IT Community training for village School children  
(12 months)
5. Marathmoli IT community training

## **1. IT Community Awareness Camp (One Day)**

This is a primary session for a group of villagers who want to join 1v1c. No computer is necessary for this session.

The concept of 1v1c. IT community training, community leadership development, gender divide and development of women's equal leadership over the community, IT Seva Kendra, village community problem based computer support committees, Knowledge Net.

Local issues, information collection, database and its use in problem solving.

Experiences of 1v1c in Maharashtra.

At the end of the session program should be chalked out to collect data on some identified community problems. A discussion should be held on how to mobilize resources and prepare the community to establish IT Seva Kendra.

## **2. IT Community Training Camp (Five Days)**

Number of participants from minimum 25 to 100, one computer per 5 participants.

Instead of one to one individualised training collective learning and collective thinking. The aim of the training is capacity building of the community activists to fight against backwardness, to promote community leadership, gender equality.

### **First Day:**

Filling up of registration form.

One hour introduction about the outline of 1v1c. Instructions for five days. Outline of the topics and program for five days. Collective learning and collective thinking. How we are going to use this learning not for individual benefit but to solve community problems.

Computer fundamentals, how to operate a computer, computer parts and their functions, what is software and their applications.

Graphics. Simple graphic program. Pencil, brush, text, copy, paste, erase, printout, save as, save, file, directory, copy to a floppy, transfer it to another machine

Teacher should familiarize the students to handle mouse, keyboard, booting and shutting down, the concepts of working area, toolbox, menus, commands.

At the end of every day every participant should be asked to fill up a Xerox form about what they have learned, what are their difficulties, suggestions, how they are going to apply what they have learned for the benefit of their community etc. A short discussion should be held immediately on the basis of these forms every day to end the day's session.

### **Second Day:**

Word Processor, 1V1C AkruTi Marathi Font, Marathi typing, key board layout.

Editing, undo, cutting, pasting, view, spell check, save, save as, printout, help.

layout designing: Font, style, size, alignment, paragraph commands, bullets, colour, image insertion.

### **Third Day:**

Local issues, importance of information collection, database and its use in problem solving. identified of community problems. Experiences of 1v1c in Maharashtra.

Spreadsheet. Input of information, save as, save, select, cut, paste, add, remove, edit, etc.

layout

sorting and other operations, mathematical operations.

### **Fourth Day:**

Presentation. Text, graphics, data, animation.

1. Drought situation.
2. Women's problems.
3. Education.
4. Sanitation.
5. Transport
6. Health
7. Employment, etc.

### **Fifth Day:**

Internet and websites. Search engines, mailing list, user groups, e-education, e-governance, making your own web page, computer as a tool of information and knowledge.

Last session of the camp is extremely important. That should be used to sum up the learning of five days, give further direction for the participants when they are leaving to their fields, clinching of the issues. It should end on a very high note with clear perspective, clear cut direction, program of activities and confidence.

### **3. IT community training for village youth (3 months regular course)**

#### **Broad outline:**

- 3 machines, 15 students, 1 teacher
- 5 students per machine
- 3 hrs a day, twice a week
- Three months, approximately 75 hrs of computer time and 75 hrs of homework. Total 150 hrs.

#### **Methodological Guidelines for teaching:**

- Besides classroom training, homework assignments is an integral part of the course. Every student should keep a full size notebook for homework assignments.
- Instead of one to one individualised training collective learning and collective thinking.
- The aim of the training is capacity building of the underprivileged to fight against backwardness, to promote community leadership, gender equality
- Development of skills in problem sensitisation, problem identification, imagination, writing, drawing, visualisation, cultural, management, planning, leadership etc.
- Collective assessment of the students by the co-students and final assessment by the teacher. Laggards will be helped by the advanced students.
- Survey and Field work in the surrounding villages on one selected issue faced by the people. Written as well as oral presentation of that at the end of the course.
- A database of prescribed books, articles, passages, songs etc. for reading, discussion and computer input will be provided.
- Content developed in the previous training will be crystallised and made available to the fresh batches thus creating a pool of courseware and content.

**First and Second week:**

Computer fundamentals, how to operate a computer, computer parts and their functions, what is software and their applications.

Graphics. Teacher should introduce a simple graphic program. Pencil, brush, text, copy, paste, erase, printout, save as, save, file, directory, copy to a floppy, transfer it to another machine

Teacher should familiarize the students to handle mouse, keyboard, booting and shutting down, opening a program through logos as well as through file menus.

Teacher should introduce the concepts of working area, toolbox, menus, help, commands.

Internet, web sites, computer as a tool of information and knowledge.

**Home Assignments:** These questions are given as model questions. Teachers should formulate questions on their own on this pattern. These questions are formulated to enhance memory, drawing, writing, expression, visualization skills, additional training to what they have already learned about a particular software and how to use that for different applications. Assignments should end in problem solving and finding out different ways for that. Teacher should give home assignment at the end of a day session. Answers of a student from a group of 5 should be assessed by the 10 students of the remaining two groups. All the answers should be discussed collectively in the class and teacher should give final assessments.

**Computer Fundamentals:**

1. Name different parts of a computer.
2. Name different peripherals of a computer.
3. Choose the correct word
  1. Monitor is used for ..... of information. (display, storage, analysis)
  2. 'Brain' of the computer is in the ..... (mouse, cable, CPU)
  3. Costs of the computer are going to rise the next year. (True, False)
  4. Even when it is switched off a computer keeps on functioning just like a human brain when we are sleeping. (True, False)
  5. A computer can function without a mouse. (Yes, No)

6. If I am using my computer for typing letters I cannot use it for painting. (True, False)
4. Write down a few lines on different types of computer applications.

**Graphics:**

1. Draw the picture of a mouse.
2. Draw the map of your village indicating dirty places.
3. Choose the correct word
  1. 'Enter' button is for..... (starting a computer, executing a command, starting a program)
  2. Mouse is used to ..... ( eat grain, playing with the computer, moving curser)
  3. It is wrong to put off the main switch to close a computer session. (Yes, No)
  4. Covering of a computer while not using it is not really necessary. (True, False)
  5. There are more than one ways to execute the 'copy' command. (Yes, No)
  6. Every five minutes one should use the 'Save As" command. (Yes, No)
4. A slightly challenging assignment can be to draw the map of a village giving solutions of sanitation.

**Internet:**

1. Draw a picture from your imagination how you may be accessing information stored at a far off place in a developed country across the seas, mountains and jungles.
2. Give a list of types of information that may be available throughout the Internet.
3. Choose the correct word
  1. If I am connecting to a web site in America I will have to pay ..... (International call rates, STD call rates, local call rates)
  2. It is possible to register employment card online. (True, False)
  3. It is possible to lodge online complaints on village level problems to the government departments. (Yes, No)
  4. There are no Marathi web sites on the Internet. (True, False)
  5. Computer and Internet are useless for villages as that is not going to raise our crops, make water available. (True, False)
4. Write down five reasons for which you would like to use the Internet.

**Third and Fourth week:**

Word Processor, 1V1C Akruṭi Marathi Font, Marathi typing, key board layout.

Editing, undo, cutting, pasting, view, spell check, save, save as, printout, help.

layout designing: Font, style, size, alignment, paragraph commands, bullets, colour, image insertion.

Job work: letters, letterhead, visiting card, bill books, wedding cards, bookwork.

**Home Assignments:**

1. Write a letter to the district collector explaining the drought situation in your area.
2. Write a letter to the education ministry about the plight of girl education in the villages.
3. Draft a leaflet on a morcha about rationing problems and below poverty line problems.
4. Draft a leaflet on a women's conference demanding equal representation in the elected bodies.
5. Write a letter to the editor on primary health center and health issues in the area.
6. Suppose you are asked to write a booklet on each and every problem in your area, what chapters you will select for the book? What title of the booklet you will prefer? Prepare the contents page of the booklet with your imagination.

**Fifth and Sixth week:**

Spreadsheet. Input of information, save as, save, select, cut, paste, add, remove, edit. etc.

layout

sorting and other operations, mathematical operations

Programming.

**Home Assignments:**

1. Collect house wise information of ten houses and store in the computer
2. Prepare a list of educated youth in a nearby village, their education, they are employed or not, if not employed whether they have registered in the employment exchange etc.
3. Prepare the list of women who have to leave their education midway, at what stage, they married or not, they want to continue education or not, if they want to learn something else, they want to learn computer or not etc.
4. Prepare a list of people who do not have ration card, reasons etc.
5. Prepare the list of common diseases and number of patients per year.

**Seventh and Eighth week:**

Presentation. Text, graphics, data, animation, editing, sending by e-mail.

**Home Assignments:**

1. Drought situation.
2. Women's problems.
3. Education.
4. Sanitation.
5. Transport
6. Health
7. Employment.

**Ninth and Tenth week:**

e-mail. Easy mail in Marathi, mail to fax, fax to fax, mail to mobile etc.

**Home Assignments:**

1. Choose the correct word
  1. To open e-mail account you must have your computer. (Yes, No)
  2. To register e-mail account you have to/ need not have to pay a fee.
  3. If an account is opened on a particular computer you receive mails on that computer only. (True, False)
  4. If my computer is switched off and somebody sends me a mail I won't be able to receive it. (True, False)
  5. If I send a mail to Pune and another one to Delhi I will have to pay more. (True, False)
2. If I can use the e-mail for 24 hrs what I will do with that. Write an essay on this.

**Eleventh and Twelfth week:**

Internet and websites. Search engines, mailing list, user groups, e-education, e-governance, making your own web page.

- Survey and Field work in the surrounding villages on one selected issue faced by the people. Written as well as oral presentation of that at the end of the course.

## **4. IT Community Training for School Children**

### **Broad outline:**

- 3 machines, 15 students, 2 teachers
- 5 students per machine
- 1 School Period (45minutes per day) , twice a week
- Nine months approximately 72 hrs of computer time.

### **Methodology**

- Students are trained with objective of introducing basic IT skills in entertaining and community relevant manner.
- For different standards different levels of same training course are prepared.
- Home assignments are included as connecting link between two contact sessions.(For School children, they are relatively simpler.)
- The students are trained in a collective manner and they are taught skills of collective functioning.
- Community development is achieved by developing continuous contact & involvement of family through this training.

### **Month 1**

Computer fundamentals, how to operate a computer, computer parts and their functions, what is software and their applications.

1. Name Different Parts of Computers.
2. Names different peripherals of computer.
3. Their Comparison with human anatomy
4. Comparison of computer with other machines used in a village.

### **Home Assignments**

1. (CPU/Key Board/Mouse) ..... is the brain of computer(FIB)
2. Computer thinks & works (faster/slower) .....than human being.
3. Boys learn computer faster than girls. (T/F)
4. Village students can not learn computer.(T/F)

Use of Web Camera and Scanner,  
Live coverage & recording of collective actions by different groups.  
Scanning of photographs

1. See live pictures of centers.
2. Record actions related to illnesses.
3. Imitation of prominent village actions.
4. Scan photographs –personal as well as photographs with Village places in background. (If possible photographs Indicating gradual change.)

## **Month 2**

### **Graphics**

Use of Pencil, brush, eraser, fill colour

Use of line, rectangle, circle

Editing –Cut, Copy, Paste

File, Save as, Save, Open, Directory, Floppy

Use of mouse and Key board

1. Draw pictures of parts of computers.
2. Prominent village places  
Comparative Pictures of village and its surroundings.
3. Draw any pictures together, each member drawing different parts.
4. Draw flock of birds.

### Home Assignments:

1. Draw tools in toolbar according to what you memorize.
2. (T/F) We can use only black and white colors for drawing.
3. (T/F) It is not possible to change the picture once drawn.
4. The ----- allows us to change the Size and colors of letters.
5. The same picture can be stored in two files. (T/F)

## **Month 3**

### **Calculator**

Teach basic calculations relevant to village life

Division of land

Addition of water resources

Calculating population of villages

## Home Assignment:

1. We can use calculator for .....,.....&..... as basic mathematical process.
2. This button helps us to calculate percentage.  
Calculate percentage of house holds having electric meter in your surroundings.

## Month 4

### Word Processor

Word Processor, 1V1C AkruTi Marathi Font, Marathi typing, key board layout. Editing, undo, cutting, pasting, spell check, save, save as, printout, help.

Different Views & Formatting: changing font, adjusting margins.

1. Type Names and change fonts colors.
2. Write Essay on Two things you would like to change in your village.
3. Write a short story, each student in a team expanding the idea.
4. Write letter to village school committee about problems your school is facing, take the printout and give it to relevant person.

### Home Assignments

1. Write down names of students in different font size in your notebook.
2. Write down essay village event to be typed on computer, include pictures.

## Month 5

### Presentation

Orientation about different aspects of presentation

Preparing different slides, Types of slides

Adding sound and pictures

Giving different pictures

Slide Show of presentations prepared

Make Presentations

1. On your family and friends
2. On your daily needs which are satisfied in village surroundings and needs for which you have to go out
3. On pets and animals in village
4. On how you spend your holiday

## **Month 6: Internet Site Surfing**

Internet sites for Children ---To be showed Offline

Sites like Loksatta, Petara, Appu.com, cartoonnetworkindia.com

## **Month 7: Spreadsheet**

Making Tables, Adding and Deleting rows and columns, Bordering

Entry of useful Data into Spreadsheet

Sorting and Mathematical Operations

1. Write Time Table of your periods
2. Keep record of schooling catalogues
3. Make Result Sheets: Use Addition, Average ,Sum Functions

Home Assignment:

1. (T/F) Workbook file contents only one sheet.
2. (T/F) We can not do additions of columns in Spreadsheet.
3. Spreadsheet looks like 1..... 2.....
4. List down the 3 things about which of you can enter the data in form of rows and columns, specify the titles of rows and columns.

## **Month 8: Email**

Email Address

Subject, Text, Send,

Attachment, cc, save, delete

1. Email stories to newspapers.

2. Send Email to government agencies

### **Month 9: Community Development & Project**

Going to different parts of village, Going to Gram Panchayat and show functioning.

Students should prepare project which reflects all the things they have picked up in a year.

Home Assignment:

1. Write down about a fight you last saw in a village.
2. Write down values you like in behavior of your friends.

### **Months 10, 11 and 12:**

Vacation Training.