

Promoting Human Elephant Coexistence among Human Elephant Conflict Area Inhabitants of Coimbatore, South India

Principal Investigator: Sally R. Walker

Organiser:

Zoo Outreach Organisation Trust (Z.O.O.)

Collaborating Institutions:

Nilgiri Biosphere Nature Park (NBNP), Anaikatty, Coimbatore

The Tulsi Trust, Coimbatore

South Indian Consumer & Human Rights Protection Council,
Kalampalayam Branch, Coimbatore

Iyargai Pathukappu Nala Sangam, Madathur, Coimbatore

Sponsor:

International Elephant Foundation (I.E.F.)



Promoting Human Elephant Coexistence among Human Elephant Conflict Area Inhabitants of Coimbatore, South India

Project objectives:

- To educate people living in or near elephant habitat of Coimbatore, Tamil Nadu to change their attitudes and behaviour towards wild elephants in order to avoid confrontation and conflict whenever possible.
- deliver innovative educational tools proven to be effective in bringing about attitudinal and behavioral change among people living in or near elephant habitat.
- train a minimum of 90 key educators and 2-3 interns to use these tools in order to bring about understanding of the cultural and ecological importance and conservation problems of Asian Elephant.
- train target groups to use information for education more effectively, by disbursing it in attractive, effective and meaningful methods through active learning techniques.
- create a momentum which would continue and build upon itself long after the workshops.

Activities:

- provide dynamic training for the teachers, village heads, ngos, forest department staff, and volunteers interested in education who live in the HEC areas of Coimbatore and to train 2-3 interns.
- provide the target groups with learning materials (Teaching guide, Drama kit, and Elekit packets in regional language, Tamil). These materials will reinforce what they learn in the training course which will help them in organizing their own program. This is to facilitate participants using their training for teaching immediately.
- evaluate participants by interview and questionnaire to nine months afterward to ascertain the extent to which they used the information and material. Also to answer questions they might have after conducting training in the real world, and to find out problems, if any.
- conduct a refresher training course along with evaluation, with some advanced techniques for selected participants from the earlier workshop(s) and a few other recommended candidates. At the proposed refresher course, participants learn much from one another's experience as well as from trainers.

Project description:

Introduction:

The International Elephant Foundation **IEF** sponsored a series of educator skills training workshops entitled "Promoting Human Elephant Coexistence among conflict area inhabitants of Coimbatore, South India" to mitigate conflict between man and elephant. The workshops were conducted in Nilgiri Biosphere Nature Park-Thoovaipathy, Vadivelampalayam and Ramanathapuram villages in Coimbatore District. The coordinators of the workshops were Nilgiri Biosphere Nature Park, The Tulsi Trust, South Indian Consumer & Human Rights Protection Council-Kalampalayam Branch, Coimbatore and Iyragai-Pathukappu Nala Sangam, Madathur respectively.

The objective of the project was to make it possible for villagers to change their attitude towards problem elephants and try to coexist with them instead of fighting. There are strong indications that the project has been successful, (see participant's comment in **Appendix-5**) due to involvement and active participation of the participants from different villages thereby changing their attitude and also of the

people who live in elephant areas. The programme was attended by wide range of participants such as school teachers, NGO's, farmers, students, retired government officials, workers from local administration. In this series 74 participants took part and benefited. **(Appendix-4)**

Zoo Outreach Organisation has developed a program to introduce human-elephant coexistence HECx to people living in conflict areas; we use games, drama, and other active learning techniques. This method includes different levels of activity to appeal to an audience of children or adults, or literate and non-literate persons. It has been effective in rural areas where literacy level is low. The program includes training trainers such as outstanding teachers, active NGO's, etc. who can train students, teachers and workshop organizers. Some trainees with a particular interest and ability are accepted as interns and given a chance to attend a series of workshops giving them a chance to practice teaching. They then can teach many people particularly children living in conflict areas. The program also includes follow-up activities.

Methodology

The program was initiated immediately after the communication on funding was received from I.E.F. The educational materials (teaching guide, ele-kit packet, drama, puppet kits) were translated into Tamil and printed. In the meantime local coordinators at the respective villages were consulted at all levels of preparation, identifying the venue, selecting participants and other logistics.

Materials

Elephant teaching guide:

We began translation of the ele-kit packets, finger puppet kit, drama kit and the manual from English to Tamil soon after we got confirmation of funding. A short description about the materials is below: This is a 150 page teaching manual which is divided into four parts and contains assessment tools, some facts about both African and Asian elephants, mini dramas, activities on elephant characteristics, past and present range maps, elephants in Asian culture, history of Asian elephants, human elephant conflict resolution mock exercise, tips for planning an education program, how to use ele-kit packets, finger puppets and so on. The teaching guide serves as a reference whenever the trainer conducts his own program.

Ele-kit education packet:

The Ele-kit includes an 18-page booklet which includes some rules and principles of elephant etiquette, human elephant coexistence, what and who cause problem to elephants. Other items include mask, rakhi (wrist bracelet), arm or head band, placard, 2 finger puppets and a colorful sticker. All items carry a message pertaining to human elephant coexistence. We printed 3000 thousand packets so each participant will receive 50 packets at the end of the training in order to encourage them to practice their training as soon as they go back to their areas and arrange a dedicated program on elephants. We also printed 100 drama-kit sets with guidelines, 100 finger puppet kits and 100 teaching guides.

Drama-kit:

There are 17 masks in the drama kit along with guidelines for organizing dramas. In the manual we have included 4 readymade mini drama scripts and also provide the guidelines for participants to create their own drama. These dramas are designed to introduce human elephant conflict and elephant conservation issues. These masks are utilized for these dramas and all of the masks are related to the drama scripts whether it is a human, animal or plants.

Finger puppet kits:

This packet has 17 finger puppets and most of same characters with that of mask. The puppets are all squares with an open space at the bottom. Children put their fingers in the open and have the finger puppets and conduct various activities such as debate, drama etc., **(see the workshop materials in Appendix 3)**

Activities vis a vis objectives

The workshops were conducted in three villages in the fringe areas of Western Ghats, Coimbatore where villagers (Thoovaipathy, Vadivelampalayam and Ramanathapuram near Chinnatadagam and adjacent areas) experience severe human-elephant conflict HEC. The first workshop was organised at Nilgiri Biosphere Nature Park from 18-19 June 2011. Twenty people attended this workshop from Thoovaipathi, Anaikatti, Arunattukadu, Kulikur and Vadakottathara villages. The second workshop was held at Vadivelampalayam near Alandurai from 2-3 July 2011. Thirty three persons attended this workshop and they represent the villages Perur Patcha Palayam, Teethipalayam, Nathagounden Pudur, Mugasimangalam, Vadivelampalayam, Molapalayam and Kalamapalayam. The third workshop was held at Ramanathapuram near Chinnatadagam from 9-10 July 2011. Twenty one persons attended this workshop. And they were from Ramanathapuram, Madathur, Varapalayam, Nanjundapuram, Pannimadai and Idigarai villages. Altogether 74 persons attended these series of workshops. We trained three Interns one at each in all the places. In each workshop the content was covered in two days (**see workshop agenda in Appendix 1**).

The teaching guide "Getting along with elephants-Human Elephant Coexistence **HECx** was used throughout the workshop series (See Content in **Appendix 2**). The teaching tool includes active methods of teaching involving drama, games, academic activities, maps, time line, personalities, stories, debates, demonstrations, arts, mock conferences and evaluations to convey pertinent information. Each participant received a copy of vernacular version of the teaching guide. This is an incentive to the participants with reminders and templates for putting into practice what they learned. In addition to this, we supplied 100 Ele-kit education packets, two drama kits and a finger puppet kit for use in their own programmes, as an encouragement to get out there and teaching right away.

According to the major objective of the project, we trained participants from different elephant conflict villages by using a variety of techniques in teaching about elephant conflict prevention and mitigation so coexistence is possible. The workshop helped all the participants to understand the themes and issues related to HEC and Coexistence. The workshop also taught them the important daily practices that they have to follow in the elephant range areas such as "do's and don't's" in the elephant conflict areas. The active teaching methodology also helped them to increase their confidence level in teaching a new way to teach about human elephant coexistence. They also learned to use tools such as drama, games, academic activities, maps, history, politics, personalities, stories, debates, demonstrations, arts, mock conferences and evaluations to convey pertinent information which would alter attitudes and behaviour of their own and whoever they teach with this active learning tools.

Future activities:

We will evaluate the participants by interview and questionnaire after six to nine months to ascertain the extent to which they used the information and material, to answer questions they might have after using the training in the real world, and to find out problems, if any.

In addition we will be conducting a refresher training course along with evaluation, with some advanced techniques for selected participants from the earlier workshop(s) and a few other recommended candidates. At proposed refresher course, participants learn much from one another as well as from trainers.

Major Activities carried out in each workshop

Assessment tools: To assess the participant's pre-knowledge about the subject three assessment techniques were conducted. These tools are called "Brain map", "content survey method" (written) and "attitude assessment". In the brain map session, sample activity was done with the subject school and the participants were asked to make a brain map using elephants as the subject. The brain maps were collected and kept so pre and post workshop brain maps can be compared. By comparing the brain map they can see their knowledge has increased considerably. In the attitude assessment, three facial expressions 'joy', 'neutral' and 'sad' were drawn and pasted in the wall. The participants were asked to listen to specific statements related to HEC and elephant conservation read out from the teachers guide. Afterwards participants express their reaction by standing below the facial expressions. The same exercise was repeated after completing the entire workshop contents and the difference demonstrates the attitudinal difference among the participants. In the content survey method, a set of multiple choice questions were given and asked them to tick their choices. It was repeated again at the end of the third day to measure the knowledge gained after the three day program.

Species information: It is important that the participants understand the basic information about the species that we discuss i.e. the Asian and African elephants. They were informed about the two elephant species and their sub species, classification and the regional names. They also learned about the basic differences between the Asian and African elephant by looking at the head, ears, trunk, skin, tusk, foot and height. Apart from that some facts about elephant habitats, food, drinking water, life span, pregnancy, litter size, maturity, calf size and inter-birth interval of Asian elephants were informed.

Mini-drama: Drama is one of the most important active learning tool. By doing, they understand complicated issues such as human-elephant conflict. This brings in team spirit and active involvement in what they do. Four drama themes such as Human-elephant conflict, poaching and hunting for elephant body parts, why does a village attract elephants, certain do's and don'ts in the elephant area were made in to script for the participants to practice and present. They were asked to do mime drama however,

Country Chapter: In this session, general overview about the existing forest cover of Indian and Tamil Nadu, Project Elephant and major elephants habitats in Protected Areas, acts related to elephant conservation, wild and captive population size of elephants, how elephants are used in art, mythology, culture and festival of the India were covered.

Former and Current elephant Ranges: Present and historical distribution of Asian elephants were made to understand by map reading activity. Participants formed four groups and each group was given a set of present and past range maps in 4 parts and they were asked them to fix it up. Once they fixed up the maps, they were instructed to go through the maps and list the countries where the elephants were found 100 years ago. The second map was used to find out the present distribution of elephants in Asia. The participants listed out 17 countries as the historically distributed regions from Iran to China. Their current distribution was patchy and it was restricted to 13 countries. Through map activity they understood that the elephants were locally extinct in four countries such as Iran, Iraq, Pakistan and Brunei. Towards the end the participants understood that in the year 1900 there were 2,00,000 elephants and they were spread widely in 17 countries and at present there may be about 35,000 Asian elephants left. That means we lost 87% of elephants in 100 years. Further it led to a discussion of present forest cover, continuous forest decline, elephant population restricted to few PA's in Nepal, if it goes incessantly what would be happened to elephant population and would linking fragmented habitats help to save elephants.

Illustrated history of Asian elephants: The relationship between human beings and elephants is time immemorial. To trace the history of Asian elephants a drawing activity was conducted using elephant history cards starting from 2000 B.C. to 2025 AD. Each participant was provided with a history card, bearing a year and some historical information, A3 paper and colouring materials. The participants were asked to illustrate or visualize the information in the paper and then colour it to make more colourful. On completion they were asked to explain their illustration for others to understand and exhibited on the wall in a chronological order.

Learning to Live with Giants-HECx: A Power Point presentation was delivered to introduce certain do's and don'ts in the presence of wild elephants. In the presentation it was told how elephants have been used or abused by human beings extensively for various purposes, and human elephant conflict is a old problem and it has been existing for long time but not so severe as now. HEC is very complex, no ultimate solution is available. One cannot understand the seriousness of the problem unless we experience it personally and the problem will continue to remain. Even though the governments and NGO's have been trying many things to cope with the problem and protect both human and elephants sometimes it is unmanageable by them. Some of their protection measures may collapse on occasions when help is most needed. Therefore, advised the participants to take the responsibility either as an individual or as a community and learn how to live with the situation as it is, not as how they wish. In order to this, one must develop flexible attitude and learn to think in new ways and establish priorities. What is more important? Individual's life or crops such as sugar cane, or a house or any other property? An individual's life is more precious than anything and the priority is to try and save individual's life first. If you live then the crops can be planted again and the houses can be constructed. A list of do's and don'ts collected from various south Asian country partners shared.

Elephant Characteristics: To understand some of the adaptive characteristics of Asian elephant, a few activities were done with participant's involvement. Comparison of human body weight and height with elephants, Comparison of human walking and running speed with that of elephants, Communication in elephants, and the use of trunk and the strength of the elephant trunk that could to lift objects like small needle to big wooden logs and chemoreception in elephants are some of the activities tried.

Asian elephants in Asian Culture: Elephant has been used as a powerful symbol in most cultures around the world. To promote conservation people should understand the influence of elephants in development of human culture. A specific activity was designed to understand how this happened in human cultural evolution. The participants formed four small groups and they were asked to find out examples of elephant that has been used in human culture and to classify them in the following categories such as advertising, sports, stories, movies, songs, literature, proverbs, plants or animal or place names and other miscellaneous. The target of the group is to score highest point and it was made into a competition. Half-an-hour time was given to look for examples and at the end each group was invited to present their list. The group understood how human culture has been influenced by these elephants. After that elephant in Asian ideology, origin of elephant related Hindu mythology and some stories existing in Asian culture were explained in detail.

Asian Elephants and Asian Perspectives: People have different views about elephants and it varies from individual to individual. To explain this, an activity was conducted by splitting participants into different groups. Each group took the role of different characters of the society and expressed their perceptions and views pertaining to the elephant conservation. They took the roles such as farmers, weightlifters, advertising executive, temple priests and devotees, film story writers, artists, politicians, song writers and elephant researchers. All the groups performed their role with props and costumes to make their role lively.

Understanding people's tolerance level towards problem elephants: Elephant vs Rodents: To understand the people's tolerance or intolerance level towards problem elephants, social and economic problems caused by the elephant and smaller pests like rodents were compared. The rodents cause damage to the food crops that is enormous and this damage is manifold compared to the damage caused by elephants. Even though the rodents do more damage to the food crops than elephants it does not attract much criticism because of its size and other socio-economic and ecological factors. These factors determine the tolerance level of the people towards the crop pests.

It was explained to the participants by using different factors to see their increasing tolerance and intolerance levels. Under socio-economic factors, land availability, labour availability, capital and labour investment, alternative income sources, coping strategies, size of pest group, type of crop damaged, social unit absorbing loss and potential danger of pest were compared. Under ecological factors the tolerance level was measured by using the factors pest size, raid timing relative to harvest, pest group size, damage pattern, pest's crop preference, timing of raids, crop damage per raid, frequency of raid and

crop parts damaged. Some statistics about crop damage of rodents and its value were given to the participants to know them how rodents are more menace than elephants.

Human-elephant conflict mitigation with community participation: This is a mock role-playing exercise to unravel conflict issues. Implementing a project by the government is very difficult unless it make the people to understand the benefits of the project and the outcome. In most of the cases the governments listen to the views of the public to find some solutions to the problem such as HEC. For a mock exercise, the participants were divided into groups to represent different sectors of a community and a proposal was read out for the participants. The proposal is — a village is experiencing Human Elephant Conflict (HEC) for over 20 years and their traditional methods to mitigate the issue are futile and short term. In order to find out long-term solution for this issue, the village committee invites suggestions from the villagers, forest personnel, tourism officials, Non-Governmental Organisations and elephant researcher/educator to resolve the problem. The government after hearing the suggestions comes forward with a solution that can be implemented with the support of the local people. Sufficient time was given for the group to discuss about the points that they have to present and to make props. After the allotted time, each group presented their views to the village committee members. The village committee member hears their views and put together at the end and introduces a scheme as a solution to solve HEC.

Conference on protection and management of HEC affected areas: The participants were divided into groups. Each group represents one Human Elephant Conflict areas of Coimbatore. The group supplied with workshop recommendations suggests measures to improve management and protection of HEC affected areas. This workshop recommendation has nine actions. Each group has 100 points and they must assign points between these actions. Once they assigned all points and each group invited to present their ranking of points. Each groups point for each action is pooled in a board and then calculates which actions got more points and prioritize the actions one by one with the point they got. At last, the actions were prioritized and made an action plan for protection and management of HEC affected areas. This kind of model exercises help participants to understand how an action is prioritized in a conference.

Tips for planning an education program: One of the objectives of this three day program was to make sure that the participants go back to with all these education materials and conduct some education programs for their audience and practice what they learned. It is necessary that they learn how to plan an education program since this methodology is new to most of the people. All the participants now has a manual that gives all the teaching methodology, 100 Ele-kit education packets, two sets of drama kit and two sets of elephant puppet kit. During this session they were taught how to use these materials effectively and make best use of this. A full demonstration was given explaining the ways to use these materials for various activities such as rakhi-tying, marching demonstration with placards, quiz program with elephant etiquette booklet combining some activities from the manual such as drama, role-play or other games. The participants were told about the Zoo Outreach Organisation's Educator Network (ZEN) activities. Participants were given contact details of the organizer and the host to send their education reports. The proposed refresher course information that will be held after six months and the eligibility to attend was also informed.

Personal commitment: Learning is different from practicing. These workshops make sure that they make some commitments to practice what they learned in these three days and the commitment help them to do it. The participants were given printed pledge cards and asked to write two commitments they could do within six months time using the training. All of them committed what they could do in next six months and they were asked to read aloud so that others could hear.

Post assessment: Assessment will be complete only if the post workshop assessment activity is conducted. The participants were asked to do brain map using elephant as the subject. Then the pre assessment brain map was given back to them so that they can compare the pre and post brain map. The participants came to know that their knowledge level has been increased in the three days training by knowing lot of things about elephants, problems and how to coexist with them.

Presentation of certificates and education packets: The participants received a certificate at the end of each workshop. Along with this they also received 100 Ele-kit education packets. **(see photos of the workshop in Appendix 5)**

Appendix 1: Agenda of the workshops

Time	Details
	Day One
8.30 am	Participants arrive, Registration
9.15 am	Inaugural
9.45 am	Tea break
10.00 am	Workshop introduction (HEC or HECx?) and objectives
10.15 am	Workshop materials, agenda, house keeping, know each other
10.30 am	Assessment tools
11.15 am	Basics of elephant taxonomy – Asian and African elephants (Tea)
11.30 pm	HEC/HECx drama– preparations, Drama presentations, discussion, make you own drama points
1.30 pm	Lunch break
2.15 pm	Past and present Asian elephant distribution – Map activity
3.00 pm	Illustrated history of elephant
3.30 pm	Tea break
3.45 pm	Continuation of illustrated history
4.00 pm	Energizer / game
4.05pm	Elephants in art, mythology, culture and festival
4.30 pm	Country level population status
5.30 pm	Announcement, tomorrows preparations, closing for the day
	DAY TWO
9.00 am	Recap of day 1 activities, Day 2 agenda
9.15 am	Learning to live with elephants. Ppt Dos and don'ts
10.15 am	Peoples perception of elephants - Role play
11.15 am	Tea break
11.30 am	Elephant vs Rodents – understanding peoples tolerance level towards problem elephants
11.50 nn	Village committee and debate
1.30 pm	Lunch break
2.15 pm	Elephant behavior
2.45 pm	Protect resources and save elephants (Game) or sustainable utilization
3.15 pm	How to use Ele-Kit packet / Dram kit / finger puppet Planning education programme/fundraising/budgeting/organisation
4.15 pm	Pledge card
4.30 pm	Post workshop assessment
4.45 pm	Workshop evaluation / comments about the workshop
5.15 pm	Certificate, comments from participants, valedictory
5.30 pm	Closing and Tea

Appendix 2: Workshop Contents

PART I - ASSESSMENT AND ELEPHANT FACTS

Assess your audience - Assessment tool for educators

Elephant facts

Mini dramas

PART II – COUNTRY CHAPTER

General information about forests in India & important elephant habitats

Elephant Population status

Country related protective measures: Project Elephant

Elephant Reserves in India & Tamil Nadu

Elephants in mythology, art, culture and festival

PART III – LEARNING TO LIVE WITH GIANTS

Management of human-elephant conflict an example from West Bengal

Getting along with elephants – Learning to live with giants – HECx

Elephant etiquette and philosophy for survival of man and animal -

Elle-do's & Elle-don'ts

PART IV – KNOW YOUR ELEPHANT

Elephant characteristics

Maps: Former and current Asian elephant ranges

Illustrated history of Asian elephants

Asian elephants in Asian culture

Asian elephants and Asian perspectives

Forgotten pests: Understanding peoples' tolerance level towards problem elephants

Debate: Human-elephant conflict mitigation and community participation

PART V – UNDERSTANDING SPECIES PROBLEM & RESOLUTION

Species problems and solutions

Protect resources and save elephants

Conference on protection & management of HEC affected areas

Tips for planning an education program

How to use *Ele-Kit* packet

How to use elephant finger puppet kit

Appendix 4: Participants list

Workshop: 1
Nilgiri Biosphere Nature Park
18-19 June, 2011

1. M. Ponnusamy

8/89A. Kalkadu, Anaikatty Post
Coimbatore-641 108

2. D. Vijayakumar

Headmaster
Govt. Tribal Residential School
Anaikatti
Tel: 9486466426
Email:
cbegtrhsanaikatty@gmail.com

3. D. Krishnamoorthi

8/108. Thovai Pathi
Anaikatty Post
Coimbatore-641 108

4. R. Sampath Kumar

9/124. Main Road, Anaikatty
Tel: 9585500145

5. V. Murugesh

4/296. Vadakottathara,
Kottathara. Post
Agali (via), Palghat Dt-678581
Tel: 9047727274/9585500147
Email: murugesh.cbti@gmail.com

6. G. Seenivasan

Farm Supervisor
AIM FOR SEVA Trust
Anaikatty
Email: seeni.natural@gmail.com

7. B. Rathinasabapathy

Project Coordinator, NBNP
Anaikatty-641 108
Email: nbrpark@gmail.com

8. S. Vigneswaran

8/45. Arunatukadu, Anaikatty
Coimbatore-641 108
Tel: 9787903671

9. S. Dinesh Kumar

Arunatukadu, Anaikatty
Coimbatore-641 108
Tel: 9159931760

10. K.P. Kuppusamy

39. Peranaidu Street
P. N. Palayam. Post
Coimbatore-641 037
Tel: 0422-2242626
Email: kuppu6@gmail.com/
kpkksamy_39@yahoo.com

11. A. Ajith

8/58. Arunatukadu
Anaikatty Post
Chinnathadagam Via
Coimbatore-641 018

12. P. Rama Sundar

8/59. Arunattukadu
Anaikatty Post
Chinnathadagam Via
Coimbatore-641 018
Tel: 9159565824

13. R. Arun

8/62. Arunatukadu
Anaikatty Post
Coimbatore-641 018
Tel: 9047833198

14. T. Gunasekaran

8/50. Arunatukadu
Anaikatty Post
Chinnathadagam Via
Coimbatore-641 018
Tel: 9843218157

15. V. Singadurai

Sri Lingammal Farms
Kulikkur, Anaikatty
Tel: 9943615338

16. M. Gayathri

8/211. Thoovaipathy, Anaikatty
Coimbatore

17. Muthusamy

NBNP
Thoovaipathy, Anaikatty
Coimbatore

18. Brawin Kumar

Perur
Coimbatore
Tel: 9600212487

19. Saravanan

Thoovaipathy, Anaikatty
Coimbatore

20. Mrs. Krishnaveni

Thoovaipathy, Anaikatty
Coimbatore

Workshop-2

Vadivelampalayam-2-3 July
2011

1.S. Radha

Health Worker, Tulsi Trust
9/289. Central Excise Colony
Perur Patcha Palayam,
Kalampalayam. Post
Coimbatore-641 010
Tel: 9489218861

2. G. Kalaiselvi

Vinayagar Kovil Street
Nathagounden Pudur
Coimbatore-641 101
Tel: 9715928686

3. R. Thangavel

19. Kalimanagalam
Nathagounden Pudur. Post
Coimbatore-641 101
Tel: 9750383796

4. S. Sathish Kumar

24. Gounde Gounder Street
Nathagounden Pudur. Post
Coimbatore-641 101
Tel: 9842241106

5. V. Maruthachalam

Sengattu Thottam,
Nathagounden Pudur. Post
Coimbatore-641 101

6. R. Nagaraj

Teacher, Tulsi School
7/133 B Gandhi Colony,
Teethipalayam, CBE 641010
Tel: 9715693245

7. R. Elangovan

6/10. Nathagounden Pudur
Coimbatore-641 101
Email: sadguru@gmail.com

8. K. Marimuthu

Vadivelampalayam
Booluvapatti. Post
Coimbatore-641 101
Tel: 9994949547

9. S. Kalpana

7/157. Indra Street
Teethipalayam
Coimbatore-641 010

10. P. Geethanjali

7/90. Gandhi Colony
Teethipalayam
Coimbatore-641 010
Tel: 9786459622

11. L. Sathyapriya

7/198. Gandhi Colony
Teethipalayam
Coimbatore-641 010
Tel: 9715693245

12. O. Premkumar

3/38.Thandakaran Pudur
Teethipalayam
Coimbatore-641 010
Tel:9345094935

13. N. Shanmuagam

55. Vinayagar Koil Street
Mugasimangalam
Nathagounden Pudur
Coimbatore-641 101
Tel: 9843448480

14. P. Gandhi

2/165. Guru Illam, Priya Nagar
Teethipalayam. Post
Coimbatore-641 010
Tel: 9942919929

15. A. Samy Gounder

38.A. Mariamman Koil Street
Vadivelampalayam
Booluvapatti. Post
Coimbatore-641 101
Tel: 99659350974

16. A. Ponkiyannan

74A. Pattakara Street
Vadivelampalayam
Booluvapatti. Post
Coimbatore-641 101

17. A. Natarajan

18/14. Gounde Gounder Street
Nathagounden Pudur. Post
Coimbatore-641 101

18. R. Maheswari

22. Bajanai Koil Street
Molapalayam
Booluvapatti. Post
Coimbatore-641 101

19. V. M. Maruthachalam

Vadivelampalayam
Booluvapatti. Post
Coimbatore-641 101

20. S. Sivasankari

22. A. Bajanai Koil Street
Molapalayam
Booluvapatti. Post
Coimbatore-641 101
Tel: 9894198388

21. G. Jeevitha

34A. Pappana Kounder Street
Molapalayam
Booluvapatti. Post
Coimbatore-641 101
Tel: 9788071854

22. P. Gomathi

15. A. Bajanai Koil Street
Molapalayam
Booluvapatti. Post
Coimbatore-641 101

23. S. Valarmathi

16. A. Bajanai Koil Street
Molapalayam
Booluvapatti. Post
Coimbatore-641 101
Tel: 9626282323

24. S. Padmavathi

22. Bajanai Koil Street
Molapalayam
Booluvapatti. Post
Coimbatore-641 101

25. M. Jeevitha

17. A. Bajanai Koil Street
Molapalayam
Booluvapatti. Post
Coimbatore-641 101

26. M. Kalamani

38. Bajanai Koil Street
Molapalayam, Booluvapatti Post
Coimbatore-641 101
Tel: 9994061017

27. M.K. Muthusamy

54. Mugasimangalam
Nathagounden Pudur. Post
Coimbatore-641 101
Tel: 9943533817

28. R. Girija

22.A. Bajanai Koil Street
Molapalayam
Booluvapatti. Post
Coimbatore-641 101
Tel: 9976773013

29. K. V. Rangasamy

38.A. Colony Veethi
Kalimangalam
Coimbatore-641 101

30. S. Angamuthu

Pappana Kounder Street
Molapalayam
Booluvapatti. Post
Coimbatore-641 101

31. K. Kannambal

40. Bajanai Koil Street
Molapalayam, Booluvapatti Post
Coimbatore-641 101
Tel: 8870559823

32. R. Nallamuthu

84. Bajanai Koil Street
Molapalayam
Booluvapatti. Post
Coimbatore-641 101

33. Thiyagarajan

Project Officer , The Tulsi Trust
101 K. Kamaraj Street
Kalamapalayam Post
Coimbatore-641 010
Tel: 9942211460

Workshop-3**Ramanthapuram-9-10 July
2011****1. P. Murali**

Guest Lecturer
Coimbatore-641 108
Tel: 9842706204

2. S. Nagaraj

6/191. 22. Nanjundapuram
Chinnathadagam Post
Coimbatore-641 108

3. M. Rajan

4/7. Ramanathapuram
Chinnathadagam Post
Coimbatore-641 108
Tel: 8870486336

4. R. Gurusamy

3/83. Madathur
Chinnathadagam Post, CBE 18
Tel: 9894717513

5. P. Ashok Kumar

3/85 Madathur
Chinnathadagam Post, CBE 18
Tel: 9750755642

6. M. Rangunathan

4/7. Ramanathapuram
Chinnathadagam Post
Coimbatore-641 108
Tel: 9942097170

7. M. Deivasigamani

5/210. Varapalayam
Chinnathadagam Post
Coimbatore-641 108
Tel: 9362490519

8. K. Maruthappan

4/63. Ramanathapuram
Chinnathadagam Post
Coimbatore-641 108
Tel: 9365844422

9. N. Sasikumar

3/126. Madathur
Chinnathadagam Post
Coimbatore-641 108
Tel: 9159931593

10. B. Ranganathan

11 Kurinchi Illam
Idigarai. Post
Coimbatore-641 022
Tel: 9488154414

11. N. Shanmugasundaram

Madathur, Chinnathadagam PO
Coimbatore-641 108

12. C. Somappan

6/1. Kizhakku Thottam
22. Nanjundapuram
Chinnathadagam Post
Coimbatore-641 108

13. R. Srikanth

Madathur, Chinnathadagam PO
Coimbatore-641 108
Tel: 9788452663

14. Ajit John

Bishop Appasamy College
Race Course, Coimbatore
Tel: 9500608355
Email: ajitj8@gmail.com

15. A. Vinod

15. Sengottaiah Colony
Saradha Mill Road
Sundarapuram Post
Coimbatore-641 024
Tel: 9003967839

16. B. Murugesu

3/82 Madathur
Chinnathadagam Post
Coimbatore-641 108
Tel: 9787903737

17. K. Mani

6/305 A. Koyyamara Thottam
Pannimadai, CBE 641 017
Tel: 9894450564

18. R. Senthilkumar

3/290. Madathur
Chinnathadagam Post
Coimbatore-641 108

19. E. Rajasekaran

3/81 Madathur
Chinnathadagam Post
Coimbatore-641 108
Tel:9788727749

20. Jegan Kumar

Madathur, Chinnathadagam PO
Coimbatore-641 108
Tel: 9487290467

21. S. Gunasekaran

3/158 Madathur
Chinnathadagam Post
Coimbatore-641 108
Tel: 9942003034

Appendix 5: Participants comments*

** Please note: Comments are not edited*

S. Vigneswaran

By participating in this programme, I came to understand that the status of elephant and the wrongdoing of man to the elephants. I also understand the reason why elephants try to attack human beings and who is the reason for that. No chance at all for me to forget this programme. I never participated such a programme like this. As far as my concern the programme went on very well. Instead of saying this is normal program; it was full of activities created a curiosity and at the same time taking concepts in the mind. Thanks for inviting us and get rid of our ignorance on elephants.

S. Dhinesh Kumar

In the two days programme I & my friends came to know many amazing and thought provoking views. I have been living this area (Anaikatty Hill area) for the past 15 years. I know elephant's presence in this area. I thought that it is just an animal like others and never care about elephants. But through this programme, I saw different changes in my attitude. For human living, I understood that elephants and other animals are needed. I will follow this and also as far as I reach out this message to others as I can. I thank the organization holding this workshop and also the trainers.

D. Krishna Moorthi

By attending this Human Elephant Coexistence workshop, it was a good chance for me to take part in discussing many views on elephants which I did not know earlier that helped me to enhance my knowledge and analytical power. Also, the programme sequences cleared much of my ignorance and set in my mind. Since the given manual is in Tamil and clearly understandable I can make myself by referring this good book before I am going to teach others. The concept map which uses to understand one's mind clearly was a good way of assessment.

K. P. Kuppusamy

Sessions on Elephant's History, kinds, and characteristics were good. The miming mini dramas were good and the entire group did well. From the dramas, we understood the reason for human elephant conflict and also do's and don'ts in elephant habitats. The do's and don'ts to save our life from elephants were explained in detail. The outdoor activity on comparing our body weight, walking and running speed with elephants explained very well. Finding and writing the past and present elephant range countries in the map was unforgettable one. It is wonderful explained all the information through activities. At the end of the programme taking pledges was also good.

Ram Sundar

I learnt the following things from the HECx workshop conducted at NBNP site. How we coexist with elephants; kinds of elephants, elephants past and present living countries and their population at the past and present, how elephants population started to decline and what were reasons for that. My views on coexist with elephants: It is good thing elephant are still living in our country. If we happen to live in elephant area we have to change daily routines. Elephants must be protected. We have to awareness programmes in villages. Particularly If a person harmed by an elephant, tell him some positive things about elephants and give him the tips how to save his life from elephants. I thank Marimuthu and B.A.Daniel sir for their full information on elephants and they conducted in a wonderful way.

Anon

Through this two days programme I undoubtedly understood various information on elephants, its importance and its distribution ranges. It was activity oriented programme rather than usual lectures thus I observed this programme very devotedly. How literate and illiterate people can understand the past and present historical ranges of an elephants by a map learnt by me. Thanks so much, because of this programme I learnt the effort how to coordinate and implement a programme. Thanks to the organizers and coordinators. By this programme tell the farmers how they should go for alternative crops. It would be good if you would have added some colour pictures of elephants in this manual. I wanted to know some information about elephants, I learnt that information in this workshop. Thanks so much.

V. Muruges

I am very happy to participate in this two days programme organized by Zoo Outreach Organisation and coordinated by Nilgiri Biosphere Nature Park. Because, before attending this workshop I did not have the knowledge about elephants, its characteristics, behavior and relationship between humans and elephants. But now, this programme created in me a clear feeling on elephants, how we educate and create awareness among young generation, public and particularly people who harm the elephants and thereby conserve the elephants and increase its numbers and I take this as a pledge. My thanks are to the organizers, coordinators and trainers.

Anon

By this programme, I got new clarity and new strength. The way explained about elephant characteristic was wonderful. Taking part in this programme, made a feeling as going in to the forest and befriend with elephants...also it drags an attraction on elephants. The explanation comparing the pest's elephant and rat damage to the crops was super. This programme gave us new experiences. I knew how change my lifestyles to coexist with elephants. You should conduct this type of programmes many more.

Anon

Marimuthu and Daniel sir conducted this programme explicable by us. The mini dramas are good and the concept was very clear. The assessment technique concept map and past and present elephant range maps activity were good.

Anon

Marimuthu and Daniel Sir explained all the activities very well which were clearly comprehensible to us. Concept map and in attitude assessment the different face expressions ie happy, sad and neutral when you hear some news about elephants, content survey method were explained very well. Also, the elephant's past and present elephant range map activity was good.

Brawin Kumar

Human elephant coexistence awareness programme was very unusual. I learned the relationship between elephants and human beings and at present where are the Asian elephants are found. The trainers Daniel and Marimuthu sirs Tamil erudition was beautiful. Through activities inducing this concept is fantastic. In two days, we are going with good mood. My outlook on elephants might change. I liked the mini drama very much. With the team confidence and coordination we did the dramas distinctively. Apart from that the trainer's enthusiastic words made us to give more attention in the drama. Making drama and finger puppet kits is very easy. Both are very much attractive. If we take these two school children it may be used better. I will do that soon. With environmental educators support definitely the programme will generate a change. Furthermore, do's and don't's in with elephants should be learned. If you look at this, there is no problem for anyone. The strength of

elephant, shrewdness, knowledge, senses are splendid and surely we could not compete with them. Programme like this is basement for great achievements, it will change my life's direction. In the coming days in all, my job, education, knowledge, efforts should be as environmental conservation for that my mind filled with happy participating in this programme entirely. I will do whatever I can do within 6-10 months time. Seeds are sown....henceforth it will grow...it is not an end...It is a beginning....

L.Sathyapriya, Theethipalayam

I was participated in HECx programme for two days at Vadivelmpalayam. In this programme I came to understand all about elephants. I did not know much about elephant prior to this programme. Because I attended this programme I learnt elephant's behavior, kinds of elephants, differences and all about elephants. There are two kinds of elephants and they are Asian and African elephants. Elephant's past and present ranges were explained by maps and it will lie in my mind for long. By taking part in drama and role play, I understood the characteristics of elephants, the reason for human elephant conflict and do's and don'ts with elephants. Then we were divided into ground and have been asked to find out how elephants are used as powerful symbols in advertising, sports, stores/movies/songs, literature, proverbs and animal/plant/place names. The group came up with many examples awarded with prize. Through this activity we realized the elephants are part of our culture from time immemorial. Also they taught us the problems created by elephants and man vice versa and how to mitigate these problems. I will definitely accomplish what I pledged in this workshop. When this programme is nearing to end, I thought that the programme should be some more days. I thank Dr. Daniel and Marimuthu for taught us and Mr. Thiyagarajan of Tulsi Trust for gave me a chance to participate in this programme.

O. Premkumar, Theethipalayam

First day: 02.07.2011: Today through attitude assessment, the reason for why attitude of a person vary from individual to individual when they hear some news of elephants was analyzed. Also we learnt differences between Asian and African elephants, elephant's past and present ranges, performed mime drama on how to coexist with elephants and compare our body weight, walking and running speed with that of elephants.

Second day: 03.07.2011: We did elephant history illustrations. We learnt what to do and not to do with elephants. Then we learnt how elephants are used as a powerful symbol in Asian culture though an activity. The two days programme was very useful for me. I learnt elephant's behavior and characteristics thoroughly. I explained about the programme and its use to the students of Tulsi Trust, Teethipalayam. Furthermore I told about this to my other friends and teachers at the school. Moreover, the training was a chance for me to write a song on elephants. It gave me motivation and mental strength. I thank Mr. Daniel, Marimuthu and Thiyagarajan of Tulsi Trust for giving me this chance.

P. Geethanjali, Theethipalayam

At first day we learned assessment techniques and learnt attitude assessment and understood how my attitude (happy, sad and neutral) changes when hear some news about elephants. Then I performed a mini mime drama and from this drama I understood the human elephant coexistence concept. Besides I learned kinds of elephants and other information. It created in my mind that I should learn more about elephants. The next day Daniel and Marimuthu Sir told about how we coexist with the elephants. In role play we understood the different persons ie politician, temple priest, song writer and farmer perspectives on elephants. I am very happy taking part in this programme. It was very useful for me. My thanks to the resource persons who are teaching HECx to the villagers. I am grateful to Daniel, Marimuthu and Thiyagarajan of Tulsi Trust for offering me chance to take part in this programme.

R. Nagaraj, Tulsi Trust, Theethipalayam

First of all I salute Daniel, Marimuthu and Thiyagarajan sirs and whoever participated in this programme.

First day: Through concept map and attitude assessment I learnt assessment techniques. Conflict between man and animal was explained very well. Comparing elephants marauding into crop fields and for the retaliation man attacks or kills elephants and elephant kills human beings clearly understood by me. Asian elephants are where lived 100 years ago and where are living now, kinds of elephants, why elephant population drastically decreased and its reasons, human is the reason for the worrisome depletion for the elephants were also understood by me.

Besides I learnt how elephants are used as a symbol in our culture and elephant's history through illustrations. The participants were never bored and all the times very happy. I learnt very important views. Whatever I learnt out of this workshop, I will pledge to teach others whatever the extent I could do. I thank Mr. Thiyagarajan of Tulsi Trust for creating a chance to take part in this programme.

S. Kalpana, Theethipalayam

I attended the HECx workshop at Panchayat Union Primary School at Vadivelampalayam. In this workshop all information about elephants were told. Before attending this workshop, I thought that elephants are in large size and in black colour. But after attending this workshop I learned all about elephant. Particularly, human do not coexist with any big animals and it is very difficult too. On that first day, I look at the workshop title and thought that is it possible to coexist with elephants? But the trainers taught me the A-Z about elephants in beautifully and legibly. Hence I understood about elephants comprehensively. Not only that, they also gave us guidelines how to save our life when elephants suddenly appears in front of us in the forest. It was really useful one for me. Danger could come at any time but we should know the guidelines how save our life, it was also taught to us. I use these techniques and also teach this to my village people how to coexist with elephants and save our life from them. It is really very useful training.

M. Maruthachalam, Vadivelampalayam

Attitude assessment is excellent. Through this assessment we understood the different people's attitude towards elephant. I learnt the kinds of elephants and their differences. We played different games in between. Daniel and Marimuthu conducted the workshop very well. The mini dramas were good and all the participants showed their ability. We showed our drawing skills in Elephant History illustrations. In addition, we participated in role-play and looked at how elephants are used as a symbol in our culture through activities. At the end of the programme, we were pledged to mitigate human elephant conflict.

In this two days workshop, we learnt human elephant coexistence. Instead of setting up electric fence, digging up trenches around elephant habitats, we have to clear the encroachments around the elephant corridor and make way for elephants to move freely between the forests. This is only the long term solution for HECx. We should conduct this workshop in our villages.

Mrs. S. Valarmathi, Molapalayam

Humans encroached elephant's habitats and made their own. Because of this, elephants are entering into crop lands and human settlements and destroy them indiscriminately. Humans cannot kill the elephants. When we think of what we could do this, conducted two days program on human elephant coexistence was very useful for us. Thiru Daniel and Marimuthu trained us through active learning method such as drama, drawing was wonderful. In attitude assessment, the comparison of

human attitude with elephant's agony was good and thought provoking. I learnt the difference between Asian and African elephants, comparing our weight, walking and running speed with elephants through activities and drama why my village attracts elephant in which we became actors and director, was good. Because of this drama we comprehended how should we act with awareness in rescuing the elephant?

We were told about very clearly elephant characteristics and if we happen to meet an elephant face to face what are the measures should be taken to save our life. This information was useful to our villagers. We did illustrations for Elephant History and in this activity even people never did a drawing done at first time and all are became artist. The other activity we did elephants in our culture. From this activity we brought out many examples on how elephants are used as powerful symbol in our culture and it useful for us knowing many things about elephants.

Whatever we learned in this two days workshop, we pledged to teach the same to our villagers. Definitely we will achieve this. I am thankful to Daniel and Marimuthu for giving this training to us.

Mrs. S. Radha, Vadivelmpalayam

Marimuthu and Daniel sir conducted this training in a very simple way. Attitude assessment was very good. This showed the people's different attitude towards elephants. I learnt three subspecies of Asian elephants and two species of African elephants and difference between Asian and African elephants, by map activity elephant's past and present elephant ranges. In mime mini drama, all groups showed their ability. In elephant characteristics activity, our body weight, walking and running speed compared with the elephants. This activity will help to save us when we are in danger. By and large, the two days was superb with many activities. We learnt about elephants very well. Another unique feature was this workshop was a game. As I pledged, we learn to live without disturbing elephants to mitigate human elephant conflict. We will conduct the same programme in our village with the help of Daniel, Marimuthu, Thiyagarajan and Parameswaren sirs.

S. Sathish Kumar, Nathagoundanpudur

We are very proud India is one of the country having elephants. It is our duty to save our elephants. It is sad that there is no solution to solve human elephant conflict.

V. Maruthachalam, Nathagoundanpudur

Elephants are an interesting animal to observe. India is one of the countries that Asian Elephants live now. That is the happy news for all of us.

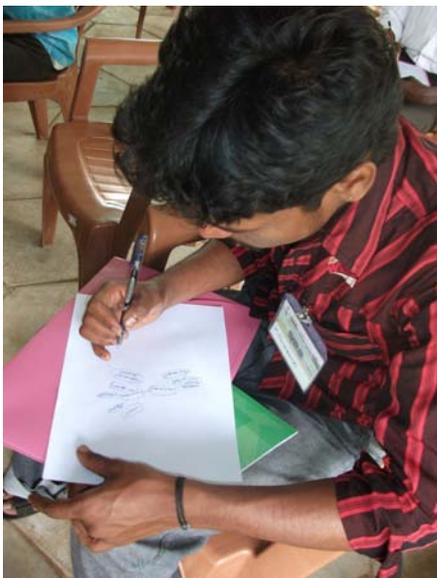
Appendix 6: Photos of the workshops



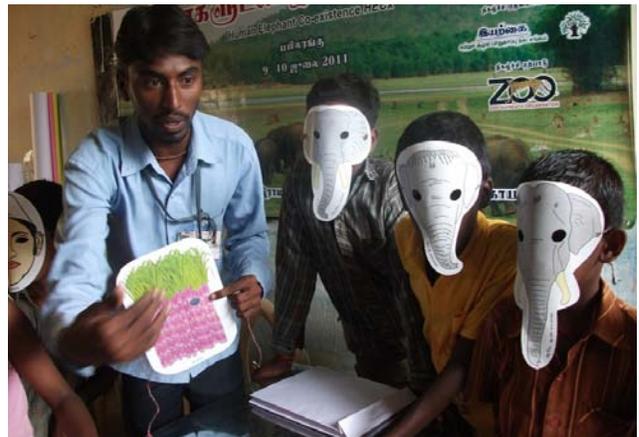
Organisers and coordinators at the Ramanathapuram Inagural



Attitude assessment: Understanding variation of human attitudes on hearing news about elephants



Assessment Tools: One of the participants making a concept map on elephants



Mini drama: One of the groups preparing a drama on human elephant conflict



Mini drama performance: How alcohol and foodstuffs attracts elephants to a village



Mini drama advising not to rescue elephant from well without help from forest rescue team



Mapping activity helps participants to understand elephant's past and present distribution



Presentation on human elephant coexistence and do's and don'ts in elephant areas



Role-play illustrating priest and devotees perspectives on elephants



Participants are given different events in elephant history to illustrate and explain their illustrations



Role-play illustrating politicians perspectives on elephants



Using ele-kit packet items: Tying wrist bracelet called Rakhi and committing to coexist with elephants



Participants, collaborator and organiser at the Anaikatty workshop



Participants marching for HECx wearing elephant masks, headband and holding placard



Participants, collaborators and organiser at the Vadivelampalayam workshop



Finger puppets can be used in mini dramas in small spaces even at the classroom



Participants at the Ramanathapuram workshop