

Book-1

# Model Training Modules for Induction Level Orientation of Elected Representatives of Gram Panchayats



Centre for Panchayati Raj, Decentralised Planning and Social Service Delivery

**National Institute of Rural Development and Panchayati Raj**

Ministry of Rural Development, Government of India

Rajendranagar, Hyderabad - 500 030

[nirdpr.org.in](http://nirdpr.org.in)

**May 2020**

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नरेन्द्र सिंह तोमर  
NARENDRA SINGH TOMAR



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ग्रामीण विकास तथा पंचायती राज मंत्री  
भारत सरकार  
कृषि भवन, नई दिल्ली

MINISTER OF AGRICULTURE & FARMERS' WELFARE,  
RURAL DEVELOPMENT AND PANCHAYATI RAJ  
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KRISHI BHAWAN, NEW DELHI



### **MESSAGE**

Capacity Building & Training of Elected Representatives and functionaries of Panchayats is important for achieving the vision of economic development and social justice as mandated by the Constitution of India through the 73<sup>rd</sup> Amendment. This is not a one-time affair, because with Panchayat General Elections held every five years, a large number of newly-elected members enter into the Panchayat system. First and foremost they need induction Level Orientation and then Refresher Training from time to time in course of their five-year term. It is a matter of pride and pleasure that the Rashtriya Gram Swaraj Abhiyan (RGSA) has come up with adequate provisions for the States to bring the Elected Representatives and functionaries of Panchayats under regular Capacity Building & Training interventions.

It is observed that most of the States make arrangements for Capacity Building & Training of the Elected Representatives and functionaries of Panchayats, based on Training Needs Assessment conducted by them and need-based Training Modules prepared for them. But, it has also been observed that such Training Modules vary widely from State to State in terms of approach, coverage of contents, application of methods and quality.

In this context, it is a matter of pleasure to note that the National Institute of Rural Development & Panchayati Raj, in consultation with the Ministry of Panchayati Raj and the Ministry of Rural Development, Government of India, has prepared Model Training Modules for Induction Level Orientation of Elected Representatives of Gram Panchayats and also for their Refresher Training. Following the broad framework of these Model Training Modules, the State Institutes of Rural Development & Panchayati Raj/Nodal Institutions for GP Level Capacity Building & Training may review and renew their own Training Modules in their local context and local languages by utilizing their own experiences and innovations.

I hope, through all such interventions, capacities of the Elected Representatives of Gram Panchayats will continue to be developed and, as a result, the Gram Panchayats will soon come up as more effective institutions of self-government, as mandated by the Constitution.

1/12/16  
30/11/20

(Narendra Singh Tomar)



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NARENDRA SINGH TOMAR



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संदेश

पंचायतों के निर्वाचित प्रतिनिधियों और कार्यकर्ताओं का क्षमता-निर्माण एवं प्रशिक्षण भारत के संविधान के 73वें संशोधन के अनुरूप आर्थिक विकास और सामाजिक न्याय की परिकल्पना साकार करने के लिए महत्वपूर्ण है। यह केवल एक बार ही किया जाने वाला कार्य नहीं है, क्योंकि हर 5 वर्ष में पंचायतों के चुनाव होते हैं और पंचायत-प्रणाली में बड़ी संख्या में नव-निर्वाचित सदस्य प्रवेश करते हैं। सर्वप्रथम इन नव-निर्वाचित पंचायत सदस्यों को प्रारंभिक स्तर का प्रशिक्षण देने की आवश्यकता होती है और इसके पश्चात 5 वर्ष की कार्य-अवधि के दौरान समय-समय पर पुनश्चर्या प्रशिक्षण दिया जाना भी जरूरी होता है। यह गर्व और प्रसन्नता का विषय है कि राष्ट्रीय ग्राम स्वराज अभियान (एनजीएसए) के अंतर्गत राज्यों के लिए पंचायतों के निर्वाचित प्रतिनिधियों और कार्यकर्ताओं से संबंधित नियमित क्षमता-निर्माण एवं प्रशिक्षण संबंधी गतिविधियाँ हेतु पर्याप्त प्रावधान किए गए हैं।

देखने में आया है कि ज्यादातर राज्य, पंचायत प्रतिनिधियों और पदाधिकारियों के क्षमता-निर्माण और प्रशिक्षण के लिए अपने आकलन पर आधारित प्रशिक्षण आवश्यकताओं और उनके लिए तैयार किए गए आवश्यकता-आधारित प्रशिक्षण मॉड्यूल के अनुसार प्रशिक्षण देने की व्यवस्था करते हैं। लेकिन यह भी महसूस किया गया है कि दृष्टिकोण, विषय-वस्तु, प्रणालियों के उपयोग और गुणवत्ता के मामले में इस तरह के प्रशिक्षण मॉड्यूल के बीच विभिन्न राज्यों में व्यापक भिन्नता और असमानता है।

यह हर्ष का विषय है कि इस संदर्भ में राष्ट्रीय ग्रामीण विकास और पंचायती राज संस्थान ने भारत सरकार के पंचायती राज मंत्रालय और ग्रामीण विकास मंत्रालय के परामर्श से ग्राम पंचायतों के निर्वाचित प्रतिनिधियों के प्रारंभिक अभिविन्यास प्रशिक्षण और पुनश्चर्या प्रशिक्षण कार्यक्रम के लिए आदर्श प्रशिक्षण मॉड्यूल तैयार किए हैं। इन आदर्श प्रशिक्षण मॉड्यूल की विस्तृत रूपरेखा अपनाते हुए राज्यों के ग्रामीण विकास और पंचायती राज संस्थान/ग्राम पंचायत स्तरीय क्षमता-निर्माण एवं प्रशिक्षण हेतु नोडल संस्थान अपने अनुभवों और नवाचारों का समावेश करते हुए स्थानीय संदर्भ और स्थानीय भाषाओं में अपने निजी प्रशिक्षण मॉड्यूल का पुनरीक्षण कर उन्हें नया स्वरूप दे सकते हैं।

मुझे आशा है कि इन सभी हस्तक्षेपों और उपायों के माध्यम से, ग्राम पंचायतों के निर्वाचित प्रतिनिधियों की क्षमताओं के विकास का क्रम जारी रहेगा और इसके परिणामस्वरूप, ग्राम पंचायतें संविधान की भावना के अनुरूप जल्द ही स्व-शासन की अधिक प्रभावकारी संस्थाओं के रूप में उभरेंगी।

1/11/20  
30/11/20  
(नरेन्द्र सिंह तोमर)





**Sunil Kumar, IAS**  
**Secretary**



भारत सरकार  
पंचायती राज मंत्रालय  
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Through the 73<sup>rd</sup> Amendment, the Constitution of India endowed Panchayats with such powers and authority as may be necessary to enable them to function as institutions of self-government. The Constitution also made provisions for devolution of powers and responsibilities upon Panchayats at the appropriate levels to prepare plans and implement schemes for economic development and social justice as may be entrusted to them in relation to the 29 matters listed in the Eleventh Schedule.

In order to translate the mandate into action, Elected Representatives (ER) and functionaries of Panchayats need to attain wholesome capacity, rather capability, to render the respective Panchayats into institutions of self-government and to discharge their responsibilities effectively and efficiently.

Almost all the States started initiatives for Capacity Building & Training of the ERs and functionaries of Panchayats in a planned manner from the time of implementation of the Capacity Building component of the Backward Regions Grant Fund (BRGF) with support from the Ministry of Panchayati Raj, Government of India, following the National Capacity Building Framework. Next, with financial support and guidance under RGPSA and currently under RGSA, almost every State organises training programmes for Panchayats regularly, following the revised National Capability Building Framework published by the Ministry of Panchayati Raj in 2014. Almost every State also prepares and updates Training Modules in their local languages for use by ERs and functionaries of Panchayats. But, it has been observed that the Training Modules largely vary from State to State in terms of approach, content, quality and presentation.

In view of the above, the National Institute of Rural Development & Panchayati Raj (NIRD&PR), in consultation with the Ministry of Panchayati Raj and the Ministry of Rural Development, has prepared Model Training Modules for Induction Level Orientation of new ERs of Gram Panchayats which must be conducted within 6 months of their being elected and also for their Refresher Training which may be organised as frequently as possible but not later than 2 years of their inception of functioning.

These Model Training Modules comprise five components namely (a) Model Training Designs of Induction Level Orientation for five days as well as three days and Refresher Training for five days; (b) Model Session Plan and Transaction process for both Induction Level Orientation and Refresher Training; (c) Model PowerPoint Presentations for use by trainers as tools for transaction of training sessions; (d) Model Transaction Manuals for use by trainers; and (e) Model Learning Materials on FAQ mode for use by ERs of Gram Panchayats before training, during training and after training and even for use by all concerned including functionaries of Gram Panchayats and their support institutions.

These Model Training Modules offer a broad framework for quality training for Gram Panchayat level. Following these Model Training Modules, the State Institutes of Panchayati Raj & Rural Development/Nodal Training Institutions dealing with Gram Panchayat level Capacity Building & Training will have to standardise their Training Modules in their local context and in the local languages on the basis of Training Needs Assessment to be conducted by them, their own experiences and innovations.

The State Institutes of Panchayati Raj & Rural Development/Nodal Training Institutions need to organise training programmes accordingly for developing capabilities of the ERs and functionaries in order that they can strengthen their Gram Panchayats as effective institutions of self-government to ensure economic development and social justice for the rural citizens.

  
(Sunil Kumar)  
7.2.20

Date: 7<sup>th</sup> February, 2020





**Sunil Kumar, IAS**  
**Secretary**



भारत सरकार  
पंचायती राज मंत्रालय  
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दिनांक : 7 फरवरी, 2020

### **प्रस्तावना**

73 वें संशोधन के माध्यम से भारत के संविधान ने पंचायतों को ऐसी शक्तियां और अधिकार प्रदान किए हैं, जो उन्हें स्व-शासन की संस्थाओं के रूप में कार्य करने में सक्षम बनाने के लिए आवश्यक हो सकते हैं। संविधान ने आर्थिक विकास और सामाजिक न्याय के लिए योजनाओं को तैयार करने और योजनाओं को लागू करने के लिए उचित स्तरों पर पंचायतों को शक्तियां और जिम्मेदारियां अंतरित करने के प्रावधान भी किए, ताकि ग्यारहवीं अनुसूची में सूचीबद्ध 29 मामले उन्हें सौंपे जा सकें।

अधिदेश को कार्रवाई में बदलने के लिए, संबंधित पंचायतों का स्व शासन के संस्थानों के रूप में कार्य करने और प्रभावी ढंग से और कुशलतापूर्वक अपने दायित्वों का निर्वहन करने के लिए निर्वाचित प्रतिनिधियों (ईआर) और पंचायतों के पदाधिकारियों की पूर्ण क्षमता, अपितु सक्षमता प्राप्त करने की आवश्यकता है।

लगभग सभी राज्यों ने राष्ट्रीय क्षमता निर्माण फ्रेमवर्क का अनुपालन करते हुए पंचायती राज मंत्रालय, भारत सरकार के समर्थन से पिछड़े क्षेत्र अनुदान निधि (बीआरजीएफ) के क्षमता निर्माण घटक के कार्यान्वयन के समय से योजनाबद्ध तरीके से पंचायतों की क्षमता निर्माण और प्रशिक्षण के लिए पहल शुरू की। उसके बाद, आरजीपीएसए के अंतर्गत वित्तीय सहायता और दिशानिर्देश के साथ और वर्तमान में आरजीपीएसए के अंतर्गत, लगभग हर राज्य पंचायती राज मंत्रालय द्वारा वर्ष 2014 में प्रकाशित संशोधित राष्ट्रीय क्षमता निर्माण फ्रेमवर्क का अनुपालन करते हुए नियमित रूप से पंचायतों के लिए प्रशिक्षण कार्यक्रम आयोजित करता है। लगभग हर राज्य पंचायतों के निर्वाचित प्रतिनिधियों और पदाधिकारियों द्वारा उपयोग किए जाने के लिए अपनी स्थानीय भाषाओं में मॉड्यूल तैयार करता है और अद्यतित करता है। लेकिन, यह देखा गया है कि विभिन्न राज्यों में प्रशिक्षण मॉड्यूल दृष्टिकोण, सामग्री, गुणवत्ता और प्रस्तुति के मामले में भिन्नता रखते हैं।

इस संदर्भ में, राष्ट्रीय ग्रामीण विकास और पंचायती राज संस्थान (एनआईआरडी एंड पीआर) ने पंचायती राज मंत्रालय और ग्रामीण विकास मंत्रालय के परामर्श से ग्राम पंचायतों के नए निर्वाचित प्रतिनिधियों के प्रारंभिक स्तर अभिविन्यास प्रशिक्षण के लिए आदर्श प्रशिक्षण मॉड्यूल तैयार किया है जो उनके निर्वाचित होने के 6 महीने के भीतर आयोजित किया जाना चाहिए और उनके लिए पुनश्चर्या प्रशिक्षण भी यथासंभव बारम्बार आयोजित किए जा सकते हैं, लेकिन उनके कामकाज की शुरुआत के 2 वर्षों से अधिक समय के बाद तक नहीं।



इन मॉडल प्रशिक्षण मॉड्यूल में पांच घटक शामिल हैं (क) पांच दिन के साथ साथ तीन दिन का प्रारंभिक स्तर अभिविन्यास प्रशिक्षण का मॉडल प्रशिक्षण डिजाइन और पांच दिनों के लिए पुनश्चर्या प्रशिक्षण; (ख) प्रारंभिक स्तर अभिविन्यास प्रशिक्षण और पुनश्चर्या प्रशिक्षण दोनों के लिए मॉडल सत्र योजना और ट्रांजेक्शन प्रक्रिया; (ग) प्रशिक्षण सत्रों के ट्रांजेक्शन के लिए प्रशिक्षकों द्वारा उपकरण के रूप में उपयोग के लिए मॉडल पावरपॉइंट प्रस्तुति; (घ) प्रशिक्षकों द्वारा उपयोग के लिए मॉडल ट्रांजेक्शन नियमावली; और (ङ) प्रशिक्षण से पहले, प्रशिक्षण के दौरान और प्रशिक्षण के बाद और यहां तक कि ग्राम पंचायतों के पदाधिकारियों और उनके सहायक संस्थानों सहित सभी संबंधितों द्वारा उपयोग के लिए प्राय पूछे जाने वाले प्रश्नों (एफएफक्यू) के रूप में मॉडल लर्निंग सामग्री।

ये आदर्श प्रशिक्षण मॉड्यूल ग्राम पंचायत स्तर पर गुणवत्तापूर्ण प्रशिक्षण के लिए एक व्यापक रूपरेखा प्रदान करते हैं। इन आदर्श प्रशिक्षण मॉड्यूलों का अनुपालन करते हुए, राज्य ग्रामीण विकास और पंचायती राज संस्थान / नोडल संस्थान ग्राम पंचायत के स्तर पर क्षमता निर्माण और प्रशिक्षण का पुनर्विलोकन कर सकते हैं और अपने अनुभवों और नवाचारों को समाहित करते हुए अपने प्रशिक्षण मॉड्यूलों को अपने स्थानीय संदर्भ और स्थानीय भाषाओं में नवीनीकृत कर सकते हैं।

राज्य पंचायती राज और ग्रामीण विकास संस्थानों/ नोडल प्रशिक्षण संस्थानों को तदनुसार निर्वाचित प्रतिनिधियों और कर्मियों की क्षमताओं का विकास करने के लिए क्रमबद्ध तरीके से प्रशिक्षण कार्यक्रम आयोजित करने की आवश्यकता है, ताकि वे ग्रामीण नागरिकों के लिए आर्थिक विकास और सामाजिक न्याय सुनिश्चित करने के लिए स्व-शासन के प्रभावी संस्थानों के रूप में अपनी ग्राम पंचायतों को मजबूत कर सकें।

  
7.2.20  
( सुनील कुमार )



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## Preface

Almost all State Institutes of Rural Development & Panchayati Raj (SIRD&PR) have come up with some Training Modules for Capacity Building & Training (CB&T) of Elected Representatives (ERs) of Panchayati Raj Institutions (PRIs). But the Training Modules prepared by them vary widely in approach, methodology, presentation, coverage of contents and quality. Hence, the National Institute of Rural Development & Panchayati Raj had been contemplating for some time to prepare commonly understood, learner-friendly and effective Model Training Modules for CB&T of ERs of PRIs. The Ministry of Panchayati Raj (MoPR) and the Ministry of Rural Development (MoRD), Government of India also advised the NIRD&PR to prepare Model Training Modules for ERs of PRIs.

Accordingly, the NIRD&PR prepared Model Training Modules for Induction Level Orientation of new ERs of GPs and also for their Refresher Training. These Model Training Modules are presented in 3 (three) volumes namely -

- (1) **Book-1: Model Training Modules for Induction Level Orientation of ERs of GPs** comprising (i) a Model Training Design; (ii) a Model Session Plan and Transaction Process in brief; (iii) specimens of Model PowerPoint Presentation on two contents for use by trainers as tools for transaction of training sessions (the others to be made available in the website of NIRD&PR); and (d) specimens of Model Transaction Manual on the same two contents for use by trainers (the others to be made available in the website of NIRD&PR);
- (2) **Book-2: Model Training Modules for Refresher Training of ERs of GPs**, having the same four components mentioned above; and
- (3) **Book-3: Model Learning Materials on FAQ Mode for ERs of GPs** (which are common to both Induction Level Orientation and Refresher Training and which can be used by ERs of GPs before training, during training and after training and even by those who would not attend this training).

Drafts of these Model Training Modules were shared with all the SIRD&PRs requesting for their feedback. These were also presented in the conclave with SIRD&PRs held at NIRDPR on 16-17 January 2019, in the Conclave with Elected Women Representatives held at Vigyan Bhawan, New Delhi on 18-19 January 2019 and also in the National Workshop held at Bengaluru on 28-29 January 2019. Based on the feedback received so far from all concerned organisations including the MoPR and also based on internal review and interaction, these have been modified and updated. The final versions of these Model Training Modules, duly concurred with by the MoPR, will be shared with the SIRDPRs for following them as specimens of what can be done to develop capacities



of ERs of GPs uniformly across the States, maintaining quality of learning. These will also be uploaded in the website of the NIRD&PR in a user-friendly manner.

Indeed, these Model Training Modules offer the SIRD&PRs/Nodal Training Institutions a broad framework for intense CB&T of ERs of GPs in keeping with their increasing learning needs. Based on these Model Training Modules, they may review, revise, update and improve their Training Modules to the extent necessary in their local context for more effective CB&T of ERs of GPs. The NIRDPR also intends to organise a series of workshops to support the SIRD&PRs/Nodal Training Institutions with need-based guidance on preparation of quality Training Modules in their local context.

The NIRDPR has also started the process of producing and archiving hundreds of useful audio-visual clips, short video films and e-learning materials to help making learning sessions more enjoyable, to reflect ground realities, to present perceptions of the characters featuring in the clips and to highlight good practices to enthuse learners. The SIRD&PRs too should undertake similar initiative. I hope, these initiatives will collectively contribute to developing capabilities of ERs of GPs with an aim to achieving sustainable rural development and improving the quality of life and livelihoods of the rural population through proactive actions on their parts.

Finally, I would acknowledge with thanks the dedicated efforts of all those who provided support in developing these Model Training Modules.

*W. R. Reddy*  
(W.R.Reddy)

## Acknowledgement

The following Trainers/Resource Persons/Subject Matter Specialists, who are engaged in Capacity Building and Training activities related to Panchayats & Rural Development for long, have voluntarily contributed in developing these Model Training Modules including the Model Learning Materials for Capacity Building & Training of Elected Representatives of Gram Panchayats for supporting the Panchayat system in India.

Firoz Huda	Smt. Subrataa Chakraborty	Shri Krishanu Bhattacharya
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Shri Rabi Lochan Mondal	Smt. Mahasweta Biswas	Dr. Sabari Bandyopadhyay
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Shri Tapas Pore	Shri Wrik Goswami	Shri Ankit Raj
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Shri Liton Das	Smt. Anindita Mukherjee	Md. Rabiul Islam
Smt. Swapna Pal Raha	Smt. Ruchira Raha	Shri Victor Sikdar

Support has been provided by Shri Paritosh Roy, Shri Suddhasatwa Barik and Shri Krishanu Bhattacharya, Senior Consultants in editing the Learning materials.

Administrative and logistic support has been provided by Dr. Y. Bhaskar Rao, ex-Professor & Head, Centre for Panchayati Raj (CPR); Dr. C.Kathiresan, Associate Professor & Head, CPR; and Dr. Anjan Kumar Bhanja, Associate Professor, CPR, NIRD&PR.

Apart from developing the Model Training Designs, the Model Session and Transaction Processes and a few chapters in the Model Learning Materials, overall responsibility starting from planning, coordinating and designing to final production of all the components of these Model Training Modules including need-based rewriting and re-editing has been discharged by Shri Dilip Kumar Pal, Project Lead Consultant, NIRD&PR.

NIRD&PR acknowledges with thanks the sincere and dedicated efforts of the entire team.

NIRD&PR also acknowledges with gratitude the sincere support, encouragement and feedback given by the Ministry of Panchayati Raj and the Ministry of Rural Development, Government of India, the SIRD&PRs, the experts and the practitioners.

  
(W.R.Reddy)





**Model Training Modules for  
Induction Level Orientation of  
Elected Representatives of Gram Panchayats**

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## **Principles, Strategy, Approach, Contents and Process of Induction Level Orientation of Newly Elected Representatives of Gram Panchayats**

### **1. Why Induction Level Orientation of Newly Elected Representatives of Gram Panchayats is essential immediately after they are elected**

Every five years a majority of the newly Elected Representatives (ER) of Gram Panchayats (GP) come as fresh entrants to the Panchayati Raj system across the country. Most of them come with rich experience about their environment, social systems, socio-economic status of the villagers whom they represent, their problems and resources, the conditions of their life and livelihoods, their needs and aspirations etc. But, it is observed that most of them, particularly the first generation ERs and more particularly the Elected Women Representatives (EWR), do not readily possess the required capacity in terms of knowledge, awareness, attitude, skills and self-confidence to perform their roles effectively in running their Gram Panchayat as an institution of self-government and to prepare and implement comprehensive GP Development Plans (GDP) aiming at economic development and social justice, as mandated by the Constitution of India. This lack of ready capacity is noticed by and large among those ERs and EWRs who come from backward sections belonging to Scheduled Castes, Scheduled Tribes, Backward Classes and women for whom many States have amended the Panchayat Acts and Rules for reservation up to fifty per cent of seats and offices in GPs and other tiers of Panchayats.

Hence, all the ERs (including the EWRs of GPs) need to be supported by the States, through well-planned training and non-training interventions, to attain the required capacity to perform efficiently. Without attainment of adequate capacity, it will not be possible for them to utilize the powers they are given by the Constitution and to satisfy the aspirations of the people whom they represent and thus the target of Sustainable Development will continue to remain unachieved. So, it is essential that the new ERs of GPs undergo effective orientation as to the structure, functions, roles and responsibilities of GP as an institution of self-government and also about their individual roles as part of the institution for economic development and social justice in the respective areas.

In order that they can thoroughly understand the Panchayati Raj system in their respective States and the issues related to Rural Development, Social Development, Human Development, Sustainable Development, Sustainable Development Goals and targets under them and perform their roles in respect of each of these, they need to attain not just capacity in terms of knowledge, awareness, attitude, skills and self-confidence but also adequate **capability** (i.e. ability to exert their capacity to perform efficiently to achieve tangible results) for which well-structured Induction Level Orientation programmes need to be organised by all States and Union Territories for new ERs preferably for five days or at least for three days as soon as possible after fresh Panchayat Elections but invariably within six months of their being elected.

### **2. Duration of Induction Level Orientation for ERs of GPs**

The revised National Capability Building Framework (NCBF) 2014, which is a guiding document published by the Ministry of Panchayati Raj, Government of India has broadly suggested three days' Induction Level Orientation as a foundation course for new ERs of Panchayati Raj Institutions (PRIs) within six months of fresh Panchayat Elections. But, in the meanwhile, a host of new approaches and strategies have emerged as guiding principles: (a) Sansad Adarsh Gram Yojana (2014); (b) focus of the Fourteenth Finance Commission on GPs as premier institutions to be responsible for service delivery to rural citizens; (c) selection of 115 Aspirational Districts and introduction of a mission for 50,000



Poverty-Free GPs under Mission Antyodaya (2017); (d) recommendations of Sumit Bose Committee Report (2017) for effective use of Panchayati Raj Institutions (PRI) and flagship programmes for better outcomes; (e) focused attention to Panchayat-SHG convergence to accelerate poverty reduction; (f) introduction of Rashtriya Gram Swaraj Abhiyan (2018) to create opportunities for development of capabilities of Elected Representatives (ER) and functionaries of Panchayats; (g) launch of People's Plan Campaign for GPDP from 2nd October 2018 to 31st December 2018 across the country under the caption 'Sabki Yojana Sabka Vikash'; (h) revision and circulation of the new Guidelines for preparation and implementation of GPDP (2018); and (i) sustained support for preparation of GPDP within a stipulated time frame. These new phenomena necessitate Induction Level Orientation of new ERs of GPs for adequate time, say five days, so that they can understand not just the basic issues related to functioning of GP including the above-mentioned new phenomena but can also attain the required capability to function effectively as pillars of GP as an institution of local government. Besides, keeping in mind the socio-economic profile and educational background of a majority of them, the Induction Level Orientation needs to be designed and implemented through application of participatory approaches, tools and techniques and use of audio-visual media in a comfortable manner in order that they can understand all the aspects of Panchayats & Rural Development.

But there are varying opinions about the duration of Induction Level Orientation of the new ERs. There is a view that transaction of training sessions for new ERs should be done over 5 (five) days mainly for two reasons : (a) a period of five days is an adequate time for them to attain knowledge and attitude about the wide range of issues that they have to deal with in the changed scenario; and (b) the next opportunity of training i.e. Refresher Training will not be available to most of them before completion of two years. There is another view that following the principles of 'simple to complex', 'theory to practice', 'empirical to rational' etc., in view of the limitations of training infrastructure and trainers, and more specifically considering the level of education of a majority of the ERs and their limited ability to imbibe and retain the lessons imparted through training, the duration of Induction Level Orientation of the new ERs should be for 3 (three) days. Let us look at the ground reality. Some States have already established a system of 5 (five) days' Induction Level Orientation for new ERs; whereas some States engage in and feel comfortable with 3 (three) days' Induction Level Orientation for them. Under the circumstances, models for both 3 (three) days' design and 5 (five) days' design are presented in this book so that the States feeling comfortable with 3 (three) days' Induction Level Orientation may like to follow that, while the States having capacity and infrastructure for 5 (five) days' Induction Level Orientation can follow the other design.

### **3. Rationale for Residential Induction Level Orientation of New ERs of GPs**

The Induction Level Orientation for new ERs of GPs should be residential in order that they can spend full five days in course of the programme in the training centre and interact with resident trainers and multi-term ERs to get their queries answered and their doubts cleared with correct and complete information about issues related to Panchayats & Rural Development. Besides, it has been experienced that if non-residential orientation is arranged for new ERs, their attendance in the programmes for all the days cannot be ensured; it is noticed that a majority of them arrive late and leave early and some of them drop out for a large part of the programme. Hence, a residential programme for Induction Level Orientation, be it for three days for five days, is considered essential, particularly in the present context of the augmented roles to be played by them.

### **4. The Purpose of the Induction Level Orientation of New ERs of GPs**

The basic purpose of the Induction Level Orientation of the new ERs of GPs is to enable them to clearly **understand** the structure, functions, roles and responsibilities of GP as an institution of self-government entrusted with economic development and social justice with relation to the 29 subjects

given to Panchayats by the Eleventh Schedule of the Constitution and to develop their capacity to the extent possible to perform their functions effectively and efficiently. The major objectives of their Induction Level Orientation have been delineated in detail in the parts dealing with the Designs.

### **5. Range of Contents for Induction Level Orientation of New ERs of GPs, to be Selected by SIRDPRs/SPRCs/other Training Institutions, based on Training Needs Assessment (TNA)**

The SIRDPRs/SPRCs/other Training Institutions need to organize Induction Level Orientation for ERs of GPs, be it for 3 (three) days or 5 (five) days, more or less centring on these contents in a simple manner and in the local vernacular, keeping in mind their level of understanding, and on the basis of the Training Needs Assessment (TNA) done for them. With this end in view, a wide range of contents is presented in the following table with full liberty to the SIRDPRs/SPRCs/ other Training Institutions to select as many or as less as they feel necessary and practicable.

Further, it is pertinent to mention that the range of the contents presented below is illustrative, not exhaustive; in other words, they may take up more contents, based on their local needs and priorities. The SIRDPRs/Nodal Training Institutions/other Training Institutions should exercise judicious choice from among these contents, based on the principles of ‘must’, ‘should’ and ‘could’ components of knowledge.

<b>Sl. No.</b>	<b>A Wide Range of Contents Suggested for Induction Level Orientation of ERs of GPs</b>
1.	Gram Panchayat as an Institution of Self-Government and its Roles & Responsibilities
2.	Structure and Functions of Gram Panchayat & its Standing Committees
3.	Group Dynamics in Democratic Functioning of Gram Panchayat (with focus on participation, communication, facilitation, leadership, conflict resolution, decision making, problem solution and issues and stages of group development in the context of democratic functioning of Gram Panchayat)
4.	Management of Meetings of Gram Panchayat, Office Management and Maintenance of Records
5.	Mobilisation and Utilisation of Own Source Revenue by Gram Panchayat
6.	Preparation of Budget, Management of Finance, Maintenance of Accounts, Procurement of Goods & Services and Audit Compliance
7.	Service Delivery by Gram Panchayat
8.	Social Audit and Roles of Gram Panchayat
9.	Citizens’ Right to Information and Roles of Gram Panchayat
10.	Citizens’ Right to Public Services and Roles of Gram Panchayat
11.	Good Governance and Roles of Gram Panchayat
12.	Mechanisms to Redress Public Grievances and Roles of Gram Panchayat
13.	Assessment and Incentivization of Panchayats and Roles of Gram Panchayat
14.	Application of Panchayat Enterprise Suites and Roles of Gram Panchayat
15.	Education for All and Roles of Gram Panchayat
16.	Health for All and Roles of Gram Panchayat
17.	Gender Issues, Development of Women & Children, Legal Rights of Women & Children, Gender-Just & Child-Friendly Gram Panchayat and Roles of Gram Panchayat
18.	Self-Help Group Based Development and Gram Panchayat-SHG Convergence for Community-Led Poverty Reduction
19.	Implementation of MGNREGS and Roles of Gram Panchayat

Sl. No.	A Wide Range of Contents Suggested for Induction Level Orientation of ERs of GPs
20.	Housing for All and Roles of Gram Panchayat
21.	National Social Assistance Programme (NSAP), other Social Assistance Schemes and Roles of Gram Panchayat
22.	Utilisation of Fourteenth Finance Commission Grant and Roles of Gram Panchayat
23.	Utilisation of State Finance Commission Grant and Roles of Gram Panchayat
24.	Social Justice with Focus on Development of Backward Sections of the Society including SC, ST, BC, PWD, Mentally Retarded, Aged & Infirm and Roles of Gram Panchayat
25.	Expansion of Livelihood Opportunities for Economic Development and Roles of Gram Panchayat
26.	Climate Change, Environmental Upgradation and Roles of Gram Panchayat
27.	Conservation of Bio-Diversity and Roles of Gram Panchayat
28.	Disaster Management and Roles of Gram Panchayat
29.	Mission Antyodaya Framework, Evidence-Based Local Development and Roles of Gram Panchayat
30.	Provisions for Special Interventions in PESA Areas and Roles of Gram Panchayat
31.	Preparation, Implementation and Monitoring of Comprehensive and Inclusive GP Development Plan (GPDP) with focus on Human Development, Social Development & Sustainable Development Goals (SDG) and Roles of Gram Panchayat
32.	Monitoring and Evaluation of the Functioning of Gram Panchayat, Programmes and Outcomes

There are varying opinions about how many of the required contents should be covered in the Induction Level Orientation and how many of them should be kept for Refresher Training. There is a widely prevalent view that since the new ERs are fresh entrants to the Panchayat system, they need to be oriented to the basic issues relating to Panchayats like the important provisions of Acts and Rules and their powers and functions along with a little bit of orientation on the major Rural Development programmes. The limitation of this view is that unless and until the ERs are brought under Refresher Training, they will be allowed to remain in the dark about the wide range of the contents they have to deal with in their daily functions as well as in preparation of comprehensive GPDP.

The other view is that through the Induction Level Orientation they should be exposed to the entire gamut of Panchayats & Rural Development in brief so that they can be acquainted with all aspects of Panchayats & Rural Development even on a lighter note. For example, if the concept of climate change or biodiversity or natural resource management or social justice is not dealt with in their Induction Level Orientation even in five-seven sentences, they may remain totally ignorant about these issues; as a result, when they would lead GPDP interventions in their respective wards, they will not be able to attach due importance to these issues in the planning process. In all considerations, it will be better to deal with the entire range of the contents in brief so that they can grasp the subjects when they have to deal with them in real life situations at the time of performing their roles.

## 6. Model Programme Schedules for Induction Level Orientation of New ERs of GPs

Based on the guiding principles, objectives and the wide range of contents, two Model Programme Schedules – one for 3 (three) days' and the other for five days' residential Induction Level Orientation is suggested and to be shared with the SIRDPRs/SPRCs/other Training Institutions. They may like to develop their Programme Schedules for 3 (three) days' or for five days' residential Induction Level Orientation for ERs of GPs in their local context, following the suggested ones as specimens, if not models.

## 7. Model Training Modules for Induction Level Orientation of ERs of GPs

The terms “Training Modules” are understood in many senses and forms. Sometimes, only learning materials are understood as Training Modules. Sometimes, learning materials along with certain instructions for trainers regarding how to transact the learning elements are called Training Modules. There may be other ways of understanding the terms.

Almost every State has prepared learning materials mostly in their local languages for training of Elected Representatives (ER) of Gram Panchayats (GP). Generally, they are distributed at the time of training – either after or even before training sessions. Somewhere they are distributed in loose forms as ‘handouts’, whereas elsewhere they are bound together in the form of a book and distributed among learners. It is observed that most of these learning materials are updated before training of new ERs of GPs every five years. There is no doubt that they are quite useful to ERs for earning knowledge to perform their roles. But, it is observed, they vary widely in terms of coverage, standard and quality.

Hence, in order to have a set of commonly understood, user-friendly and purposive “Training Modules” to be used for ERs of GPs across the country, it was desired by the Ministry of Panchayati Raj and the Ministry of Rural Development that the National Institute of Rural Development & Panchayati Raj (NIRD&PR) should prepare Model Training Modules for Induction Level Orientation of ERs of GPs. The Model Training Modules for Induction Level Orientation of new ERs of GPs, prepared by the NIRD&PR, have the following five components:

- (a) **Two sets of Model Training Designs** (popularly known as Programme Schedules) indicating background, objectives, methods, timeframe and profile of facilitators – one for 3 (three) days and the other of 5 (five) days.
- (b) **Model Session Plan & Transaction Process** to guide trainers on how to plan and execute each session, indicating approach and methodology in brief and the expected outcomes.
- (c) **A Model PPT** on the most important sessions, embedded with photographs, video clips, case study etc., for use by trainers as a **tool for transaction**.
- (d) **A Model Transaction Manual** for most sessions to guide trainers to transact them, maintaining quality uniformly everywhere.
- (e) **Model Learning Materials on FAQ Mode** on a wide range of 32 contents relevant to GP, bound as a book, for use by ERs before training, during training and after training and even for use by those who would not attend training and also for use by functionaries of GPs and their support institutions.

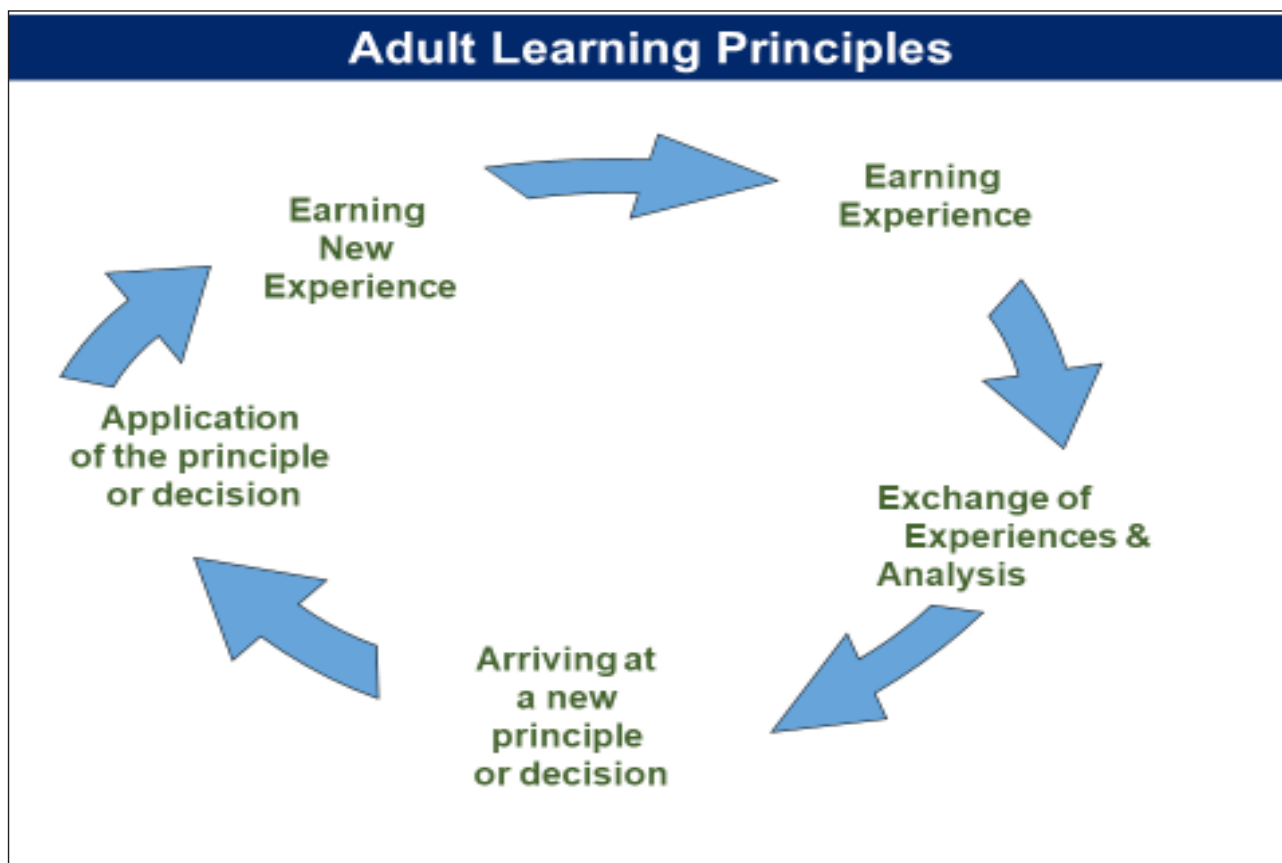
## 8. Usefulness of the Model Training Modules Prepared by the NIRDPR

The Training Modules prepared by the NIRDPR have been developed following what is popularly known as “Experiential Learning Cycle” and “Adult Learning Principles” and based on sound experience of application of the principles and practice of ‘Participatory Training methodology’.

It is observed that training is generally modelled on the conventional approach of formal education which all of us have gone through school, college and university where ‘teachers’ ‘teach’ the clients as ‘students’ mostly through structured classroom sessions. In such sessions, teachers remain active, vocal and talk generally in a sort of sermonizing style monopolistically from their own points of view, while students generally remain individual passive learners, having little scope to participate actively in the learning process. Such a system of learning is competitive, not cooperative; so those who can, learn and those who cannot, do not learn. But in case of adults, this conventional approach of ‘teaching’ does not hold good. Adults have their own experiences and respective points of view. So, they generally cannot accept what they are taught in a sermonizing style; they want to judge

everything from their own experiences and points of view. Generally, adults learn by moving from the 'known' to the 'unknown', based on their experiences. In case of adult learners, there can be no 'teacher' to 'teach'; on the contrary, learning takes place through interactions between trainers and learners through active participation on the part of all.

This approach is expressed as "Experiential Learning Cycle", based on "Adult Learning Principles" as stated in the following figure.



Indeed, in a training programme meant for adults, the role of the trainer will be to create a congenial environment in which both the trainers and the learners will contribute to the process of learning, mainly through active participation and experiences of both. That is why, the pedagogy applied to students in formal education is different from that applied to adults, based on the approach of 'andragogy' which is built on the principles of adult learning. This approach of learning applied to adults is popularly expressed also as 'Participatory Training', which is most suitable to adult learners. Induction Level Orientation must needs be 'participatory' with the aim that learners need to be at the core and fore in the process of 'learning' and not 'teaching' and 'being taught'. However, since the Training Modules, prepared by the NIRDPR, have been developed following 'Adult Learning Principles' and based on experience of application of the principles and practice of 'Participatory Training Methodology', they will be helpful in the following manner:

- (a) The Designs and the Session Plan & Transaction Process will together help in understanding the objectives of the entire training, the objectives of each session, the methods to be used, a transaction process in brief (elaborated in the Transaction Manuals), the timeframe of each session, the profile of facilitators and the expected outcomes.
- (b) The Learning Materials cover a wide range of themes/contents which are relevant to their functioning, using the Frequently Asked Questions (FAQ) mode in order that learners can understand the elements of learning step by step, slowly but steadily. This approach helps



learners to come back to the points of interest easily as and when required. This is difficult through essay type learning materials from which learners have to find out the points of interest through repeated study. Besides, learning materials prepared on FAQ mode can precisely present the subject broken up into pieces that facilitate learning as well as keeping in mind.

- (c) If properly used, the PPTs, to be used following the Transaction Manuals, will help in ensuring participatory training. How to make any learning session essentially participatory, using the PPT as a tool for transaction, has been described in the Model Session Plan & Transaction Process for Induction Level Orientation and as well as in the Transaction Manuals. An adapted excerpt from the Model Session Plan and Transaction Process is presented below within brackets for ready reference (The Trainers' Team may use a PPT, to be specially prepared for each session, as a tool for interaction. Instead of making a one-way communication through the presentation, the first trainer will first ask any participant a question about the issue, while the second trainer will write the answer on the board. Then the first trainer will ask another participant to respond whether s/he wants to supplement the answer given by the first participant. The trainer must not ask whether the answer is correct or not, because in case the answer is incorrect the participant will feel embarrassed and may withdraw. The second participant may say that the answer given by the first participant is incorrect and may give the right answer. Then the first trainer, without making any comment, will ask a third participant to respond whether s/he wants to supplement the answer given by the second participant. The first trainer will then quickly show the specific slide on the screen, present the correct answer and explain the salient points in brief, with reference to the case studies and the video clips, preferably to be embedded in the PPT. Thus, the trainers will be able to utilize the existing capacity and experience of the participants in a really participative manner).
- (d) The Transaction Manuals, if properly followed, will help trainers in transacting the sessions in the desired manner and to ensure creation of an encouraging environment for active participation of learners and for joyful learning. This apart, quality of learning can be ensured through Induction Level Orientation uniformly by all trainers across multiple training centres in a State.

### **9. Strategy for Rolling out the Model Training Modules for Induction Level Orientation of ERs of GPs**

Some of the States have already prepared and are using Training Modules of high standard for Induction Level Orientation of new ERs of GPs. The purpose of these Model Training Modules is to offer to the SIRDPRs/Nodal Training Institutions/other Training Institutions – a model of what can be done to ensure quality in Induction Level Orientation of new ERs of GPs. The SIRDPRs/Nodal Training Institutions/other Training Institutions may like to prepare Training Modules, following these Model Training Modules as specimens, if not models, in their local language and in their local context, based on TNA, their own experiences and innovations. If required, the NIRDPR will organise writeshops with State Level Trainers for development and rollout of quality Training Modules.

### **10. Strategy for development of effective Training Modules for Induction Level Orientation of New ERs of Intermediate Panchayats & District Panchayats**

For Induction Level Orientation of new ERs of the higher two tiers viz. Intermediate Panchayats & District Panchayats, similar strategy may be followed and the SIRDPRs/ Nodal Training Institutions / other Training Institutions may take similar initiative.

### **11. Strategy for Evaluation of Training Programmes**

The following measures may be taken for appropriate evaluation of all sorts of Training Programmes and for maintenance of quality of learning:

- To conduct a brief **pre-test** through a simple structured format.
- To conduct a brief **post-test** through **quiz** at the end of each session.
- Assessment of the performance of Trainers may be done through the Evaluation format on a scale of 1 to 10 (10 for the best and 1 for most unsatisfactory).
- A Training Impact Assessment (TIA) may be done after 6 months of each training.
- Planning, designing, conduct and management need to be rigorously monitored by the SIRDPR/ other Training Institutions and corrective actions need to be taken concurrently.

## **Part-2A**

### **Model Design for 3 Days'**

#### **Residential Induction Level Orientation of Newly Elected Representatives of Gram Panchayats**

Venue:

Dates:

#### **Objectives**

1. To enable the newly Elected Representatives of Gram Panchayats (GP) to understand the structure, functions, roles and responsibilities of GP as an institution of self-government entrusted with economic development and social justice
2. To develop their understanding about the institutional functioning of GP including organisation of Gram Sabha and Ward Sabha, management of meetings, office management, work management, resource mobilisation, financial management, service delivery, audit compliance, redress of grievances, issues of good governance etc.
3. To enable them to understand the efficacy of e-governance through application of the Panchayat Enterprise Suites for more effective management of the functions of GP
4. To develop their understanding about the outlines of the major Rural Development and Social Assistance programmes/schemes assigned to GP and their roles
5. To develop their understanding about SHG-based development and Panchayat-SHG convergence for accelerating community-led poverty reduction
6. To develop their understanding about the stages and processes of preparation of a comprehensive and convergent GP Development Plan (GPDP) aiming at sustainable rural development
7. To develop their knowledge and awareness about monitoring and evaluation of the GP functioning, programmes and outcomes.



**Programme Schedule for 3 Days'****Residential Induction Level Orientation for New ERs of GPs**

<b>Time</b>	<b>Content</b>	<b>Method</b>	<b>Facilitator</b>
<b>Day-1</b>			
09.00 – 10.00 (Session-1)	Registration, self-introduction and objectives of the Induction Level Orientation of new ERs of GPs		Trainers' Team
10.00 – 11.00 (Session-2)	Salient features of GP as a strong institution of self-government	Brainstorming	Trainers' Team
11.00 – 13.30 (Session-3)	Structure, functions, roles and responsibilities of GP as an institution of self-government	Presentation & Interaction	Trainers' Team
13.30 – 14.30	Lunch Break		
14.30 – 16.00 (Session-4)	Major institutional issues related to functioning of GP including organisation of Gram Sabha and Ward Sabha, management of meetings, office management, work management etc. and roles of GP	Presentation & Interaction	Trainers' Team
16.00 – 17.30 (Session-5)	Resource mobilisation, financial management, service delivery, infrastructure development, statutory and social audit, redress of grievances and roles of GP	Presentation with Good Practice & Interaction	Trainers' Team
19.00 – 20.30 (Session-6)	Screening of motivational films on various aspects of Panchayats & Rural Development	Feedback & analysis of lessons learnt	Trainers' Team
<b>Day-2</b>			
09.30 – 10.00 (Session-7)	Review of the previous day's sessions and lessons learnt	Interaction	Participants
10.00 – 11.00 (Session-8)	Efficacy of e-governance through application of the Panchayat Enterprise Suites for more effective management of the functions of GP	Presentation & Demonstration	Trainers' Team
11.00 – 12.00 (Session-9)	Issues of Good Governance and roles of GP	Case Study, Presentation & Interaction	Trainers' Team
12.00 – 13.30 (Session-10)	Outlines of major Rural Development Programmes/Schemes : MGNREGS, PMAY-G, NSAP, FFC Grant, SFC Grant and other financial resources and roles of GP	Presentation with Good Practice & Interaction	Trainers' Team

Time	Content	Method	Facilitator
13.30 – 14.30	Lunch Break		
14.30 – 16.00 (Session-10 continued)	Outlines of the major Rural Development Programmes/Schemes : NSAP, FFC Grant, SFC Grant and other financial resources and roles of GP	Case Study, Presentation & Interaction	Trainers' Team
16.00 – 17.30 (Session-11)	Social Justice with focus on Development of SC, ST, BC, PWD, Mentally Retarded, Aged & Infirm and roles of GP	Presentation with Good Practice & Interaction	Trainers' Team
19.00 – 20.30 (Session-12)	Cultural Programmes with focus on Human Development & Social Development	Feedback & analysis of lessons learnt	Trainers' Team
<b>Day-3</b>			
09.30 – 10.00 (Session-13)	Review of the previous day's sessions and lessons learnt	Interaction	Participants
10.00 – 11.30 (Session-14)	Gender Issues and programmes for development of Women & Children for Gender-Just and Child-Friendly GP and roles of GP	Case Study, Exercise Presentation & Interaction	Trainers' Team
11.30 – 13.30 (Session-15)	SHG-based Development and Panchayat-SHG Convergence for accelerating community-led poverty reduction	Presentation with Good Practice & Interaction	Trainers' Team
13.30 – 14.30	Lunch Break		
14.30 – 16.00 (Session-16)	Stages and processes of preparation of comprehensive and convergent GP Development Plan (GPDP) aiming at Sustainable Development and roles of the individual ERs and the GP as a whole	Brainstorming, Presentation with Good Practice & Interaction	The Trainers' Team
16.00 – 17.00 (Session-17)	Systems and processes of monitoring & evaluation of the functioning of GP, programme and outcomes	Presentation & Interaction	Trainers' Team
17.00 – 17.30 (Session-18)	Wrap-up, feedback, evaluation of the orientation and next step actions	Brainstorming & Interaction	Participants
<b><i>NB: This Model Training Design may be regarded as a specimen only. This needs to be modified by the States in their local context, depending on the availability of training infrastructure, capability of trainers, opportunities and other resources.</i></b>			

## Part-2B

### **Model Session Plan & Transaction Process for 3 Days' Residential Induction Level Orientation of Elected Representatives of Gram Panchayats**

#### **1. Preparatory Arrangements**

- 1.1 Before customising the Training Design, the Trainers' Team must conduct a Training Needs Analysis (TNA) systematically, collect Good Practices from different parts of the country and develop relevant Case Studies to ensure experience-based learning.
- 1.2 In order that full three days' time is available for the Induction Level Orientation, which should be residential in nature, the Elected Representatives (ER) of Gram Panchayats (GP) may be requested to report to the venue of orientation within the evening on the day prior to the first day of the orientation.
- 1.3 In order to ensure participation of the targeted number of ERs (which should be restricted to 40), the Trainers' Team should contact each and every ER over phone well ahead and explain the necessity and usefulness of the Induction Level Orientation. This is in addition to the official communications to be made with them about the Induction Level Orientation which normally goes through District/Block administration. The Trainers' Team should also follow up with the District/Block administration that communication is made with the ERs through multiple channels well ahead.
- 1.4 Elected Women Representatives (EWRs) should be encouraged to take along with them their babies in arms so that they can pay full attention to the proceedings of the orientation. Husband and/or personal attendant should be discouraged to stay in the venue of orientation. Hence, a crèche needs to be set up, even temporarily, preferably with one or two SHG members, to take care of the babies while their mothers need to remain engrossed in the proceedings of the orientation. No proxy like husband or guardian must be allowed to attend the orientation in place of or in addition to the EWRs. Success of the orientation depends largely on strict abidance of these norms.
- 1.5 The Trainers' Team must ensure creation of a conducive environment for comfortable stay of the participants and joyful learning in and outside the training halls. Minimum arrangements for following hygienic practices (like keeping soap for hand washing in toilets and dining halls) must be made and followed up.

#### **2. Day-1 Session-1 (Time available – 90 minutes) : Registration, Self-introduction and Objectives of the Induction Level Orientation of new ERs of GPs**

##### ***Methodology***

- 2.1 For registration, formats must be developed well ahead by the Trainers' Team in the vernacular to capture the minimum essential information about each ER in order to understand their background and profile. This is also necessary to prepare and maintain the database of training and to upload the information about each ER in the designated portal of the Ministry of Panchayati Raj, Government of India and the State Panchayati Raj Department, following the guidelines.
- 2.2 Before or immediately after the inaugural session<sup>1</sup>, if organised, the Trainers' Team may write on a board a format for self-introduction by participants mentioning the following points:

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<sup>1</sup> Instead of any formal inaugural session on the first day of the programme, dignitaries and senior officials may be requested to attend the concluding session, address the participants, assess the quality of learning and advise the Trainers' Team to take necessary steps to bridge critical gaps.

- (a) Full name and designation of the ER and name of the GP.
  - (b) Number of terms of membership of the ER in the GP or association with PRIs.
  - (c) Specific expectations from the Induction Level Training.
- 2.3 After self-introduction by participants, the Trainers are to sum up the profile of the ERs and explain to them the objectives of the Induction Level Training and respond on the expectations expressed by them. The Trainers' Team will also need to explain to them the norms of the training institution, necessity of maintaining punctuality and importance of the orientation. The Trainers' Team may form a Steering Committee with 2-3 willing participants for Day-1 to assist the Trainers' Team in conducting the programme and maintaining liaison between participants and the Trainers' Team.

***Expected Outcome from this session***

- 2.4 The expected outcomes from this session are as follow:
- (a) The Trainers' Team and the participants will be able to understand one another.
  - (b) The Trainers' Team will be able to assess, to some extent, the level of the participants and their existing capacity as ERs of the GPs.
  - (c) Even though to a limited extent, there will be an ice-breaking and comfortable environment for them to articulate their voices.
  - (d) The participants will be able to understand the importance of the induction level orientation programme.

**3. Day-1 Session-2 (Time available – 60 minutes) : Salient Features of GP as a Strong Institution of Self-Government (Method : Brainstorming)**

***Methodology***

- 3.1 There must be two Trainers to conduct this session. The learning needs required for conducting the session are : a big white board, white board markers in multiple colours or alternatively chart papers attached with the board or even on a wall and water colour markers. The Trainers' Team will explain the objectives and methodology of the session and then start brainstorming.
- 3.2 One Trainer will anchor the session i.e. invite suggestions about the salient features of GP as a strong institution of local government, even providing them with ideas at times if satisfactory suggestions do not come forth, and taking out as many points as possible. This should be done, based on the principle and belief that the purpose of a good training is not to insert ideas into people's heads but to take ideas out. However, the other Trainer is to note the points on the board or the chart papers in such a way that the points are visible to the participants. Alternatively, a third Trainer may type out the suggestions on a computer and project the same on a screen or on a wall with the help of an LCD/LED projector. However, the participants need to add new suggestions only, avoiding whatever have already come out. Since this an absolutely creative session, the Trainers' Team must take care in all respects that this session can become productive.

***Expected Outcome from this session***

- 3.3 The expected outcomes from this session are as follow:
- (a) Expansion of the vision of the participants about GP as a strong institution of local government.
  - (b) The Trainers' Team will be able to assess, to a greater extent, the level of the participants and the their existing capacity as ERs of the GPs.



- (c) There will be a more comfortable environment for participatory training.
  - (d) The participants will be able to understand the importance of their roles in functioning of GP.
- 4. Day-1 Session-3 (Time available – 150 minutes) : Structure, Functions, Roles and Responsibilities of GP as an Institution of Self-Government (Method : Presentation & Interaction)**

***Methodology***

- 4.1 The Trainers' Team will use a PPT, to be specially prepared for this session, as a tool for interaction. Instead of making a one-way communication through the presentation, the first Trainer will first ask any participant a question about the issue, while the second Trainer will write the answer on the board. Then the first Trainer will ask another participant to respond whether s/he wants to supplement the answer given by the first participant (the Trainer must not ask whether the answer is correct or not, because in case the answer is incorrect the participant will feel embarrassed and may withdraw). The second participant may say that the answer given by the first participant is incorrect and may give the right answer. Then the first Trainer will ask a third participant to respond whether s/he wants to supplement the answer given by the second participant. The first Trainer will then quickly show the specific slide on the screen, present the correct answer and explain the salient points in brief, with reference to the **case studies and the video clips, preferably to be embedded in the PPT**. Thus, the Trainers will go on and finish the session in time.

***Expected Outcome from this session***

- 4.2 The expected outcomes from this session are as follow:
- (a) The participants will be able to correctly understand the structure, functions, roles and responsibilities of GP as an institution of self-government.
  - (b) There will be a more appropriate environment for participatory training, based on the principles of adult learning and banking upon the existing knowledge of the participants.
  - (c) The participants will be able to understand the importance of their roles and responsibilities in functioning of GP for holistic development in the entire GP including her/his constituency.
- 5. Day-1 Session-4 (Time available – 90 minutes) : Institutional issues related to functioning of GP including organisation of Gram Sabha & Ward Sabha, management of meetings, office management, work management etc. and roles of GP (Method : Presentation & Interaction)**

***Methodology***

- 5.1 The Trainers' team will use a PPT, to be specially prepared for this session, as a tool for interaction. Instead of making a one-way communication through the presentation, the first Trainer will first ask questions about the issue, while the second Trainer will write the answers on the board (following the principles mentioned in Para 4.1). Then the first Trainer will show the specific slide on the screen and explain the salient points in brief with reference to **case studies and the video clips, preferably to be embedded** in the PPT and using her/his skills of communication, based on Adult Learning Principles. In this way, the Trainers will go on and finish the session in time.

***Expected Outcome from this session***

- 5.2 The expected outcomes from this session are as follow:
- (a) The participants will be able to understand the institutional issues related to functioning of

GP including organisation of Gram Sabha & Ward Sabha, management of meetings, office management, work management etc.

- (b) The participants will be able to understand the importance of their roles and responsibilities in functioning of GP as an institution of self-government.
- (c) There will be a more comfortable environment for learning achieved through Adult Learning Principles.

**6. Day-1 Session-5 (Time available – 120 minutes) : Resource mobilisation, financial management, service delivery, audit compliance, redress of grievances and roles of GP (Method : Case Study, Presentation & Interaction)**

***Methodology***

- 6.1 The Trainers' team will use one or more PPTs, to be specially prepared for this session, as a tool for interaction. Instead of making a one-way communication through the presentation, the first Trainer will first ask questions about the issue, while the second Trainer will write the answers on the board (following the principles mentioned in Para 4.1). Then the first Trainer will show the specific slide on the screen and explain the salient points in brief with reference to **case studies and the video clips, preferably to be embedded** in the PPT and using her/his skills of communication, based on Adult Learning Principles. In this way, the Trainers will go on and finish the session in time.
- 6.2 Utmost importance to be given in transaction of this session will be on how to prepare and finalize Bye-Law and Assessment Register, how to identify sources of Non-Tax Revenue and about modalities and preparatory activities for collection of Tax and Non-Tax Revenue.

***Expected Outcome from this session***

- 6.3 The expected outcomes from this session are as follow:
  - (a) The participants will be able to understand the issue and methodology of resource mobilisation, financial management, service delivery, audit compliance, redress of grievances and issues of good governance.
  - (b) The participants will be able to understand the importance of their roles and responsibilities in functioning of GP as an institution of self-government.

**7. Day-1 Session-6 (Time available – 90 minutes) : Screening of Motivational Films on Panchayats & Rural Development (Method : Feedback & Analysis of Lessons Learnt)**

***Methodology***

- 7.1 There are many short films and video clips on various issues Panchayats & Rural Development, community initiatives, good practices, innovations etc. They may be screened during their leisure time. Some feature films having educative values may also be screened for both entertainment and learning.

***Expected Outcome from this session***

- 7.2 The expected outcomes from this session are as follow:
  - (a) The participants will be able to understand the multi-dimensional aspects of Panchayats & Rural Development and welfare schemes, innovative practices etc. This will expand their horizon of thinking and motivation to work for the development of their areas.
  - (b) The entertaining event will relieve them of their drudgery of intense involvement in the orientation and increase their energy level.
  - (c) There will be a more comfortable environment for participatory training.

**8. Day-2 Session-7 (Time available – 30 minutes) : Review of the Previous Day's Sessions and Lessons Learnt (Method : Interaction)**

***Methodology***

- 8.1 The Participants will steer this session. The Trainers' Team will see to it that all the salient points that featured in the previous day's session are briefly highlighted. If necessary, the Trainers' Team will have to explain certain issues and clarify certain issues about which the participants may not have attained adequately clear and sound knowledge, awareness, skills, attitude and self-confidence.
- 8.2 The Trainers' Team may form a fresh Steering Committee with 2-3 willing participants for Day-2 to assist the Trainers' Team in conducting the programme and maintaining liaison between the participants and the Trainers' Team.

***Expected Outcome from this session***

- 8.3 The expected outcomes from this session are as follow:
- (a) Recapitulation of the lessons learnt for reinforcement of learning.
  - (b) The participants will be able to get their misconceptions clarified.
  - (c) There will be common understanding of the issues.
  - (d) The Trainers' Team will be able to further assess the level of learning of the respective participants and get an opportunity to pay more attention to the backward, introverted and passive participants. They will also be able to strategize their course of action to facilitate them to participate actively in the programme.
  - (e) There will be a more comfortable environment for participatory training.

**9. Day-2 Session-8 (Time available – 60 minutes) : Efficacy of e-Governance through Application of the Panchayat Enterprise Suites for More Effective Management of the Functions of GP (Method : Presentation & Demonstration with Computers)**  
**Session-9 (Time available – 60 minutes) : Issues of Good Governance and roles of GP (Method : Case Study, Presentation & Interaction)**

**Session-10 (Time available – 180 minutes) : Outlines of major Rural Development Programmes/ Schemes : MGNREGS, PMAY-G, NSAP, FFC Grant, SFC Grant and other financial resources and roles of GP (Method : Case Study, Presentation & Interaction)**

**and**

**Session-11 (Time available – 90 minutes) : Social Justice with focus on Development of SC, ST, BC, PWD, Mentally Retarded, Aged & Infirm and roles of GP (Method : Case Study, Presentation & Interaction)**

***Methodology***

- 9.1 The Trainers' team will use a PPT on each subject, to be specially prepared for this session, as a tool for interaction. Instead of making a one-way communication through the presentation, the first Trainer will first ask questions about the issue, while the second Trainer will write the answers on the board (following the principles mentioned in Para 4.1). Then the first Trainer will show the specific slide on the screen and explain the salient points in brief with reference to **case studies and the video clips, preferably embedded** in the PPT and using her/his skills of communication, based on Adult Learning Principles. In this way, the Trainers will go on and finish the session in time.

- 9.2 For Session-8, the Trainers' Team will arrange demonstration with Hands-on-Computer if computers in adequate number are available in the training centre, even on hiring basis. Otherwise, they will just show the application of the most important applications in order that they can have an idea about the efficacy of the applications.

***Expected Outcome from this session***

- 9.3 The expected outcomes from this session are as follow:
- (a) The participants will be able to understand the efficacy of e-governance through Application of the Panchayat Enterprise Suites for more effective management of the functions of GP
  - (b) The participants will be able to understand outlines of the major Rural Development Programmes / Schemes viz. MGNREGS & PMAY-G
  - (c) The participants will be able to understand the importance of their roles and responsibilities in functioning of GP as an institution of self-government.
  - (d) There will be a more comfortable environment for learning achieved through Adult Learning Principles.

**10. Day-2 Session-12 (Time available – 90 minutes) : Cultural Programmes with focus on Human Development and Social Development (Method : Feedback and analysis of lessons learnt)**

***Methodology***

- 10.1 Many ERs are talented enough to perform Role Play, Skit, Ex-Tempore Lecture, Song, Recitation etc. They may be encouraged by Trainers' Team to perform their preferred items with focus on a range of the indicative themes.

***Expected Outcome from this session***

- 10.2 The expected outcomes from this session are as follow:
- (a) The participants will be able to exert their talents for exhibiting their involvement in the cultural events as a result of which their motivation will increase.
  - (b) The entertaining event will relieve them of their drudgery of intense involvement in training.
  - (c) Performance on the range of indicative themes will expand their vision of development in terms of the respective themes.
  - (d) There will be a more comfortable environment for ownership of the learning process.

**11. Day-3 Session-13 (Time available – 30 minutes) : Review of the Previous Day's Sessions and Lessons Learnt (Method : Interaction)**

- 11.1 ***Methodology:*** Same as explained previously for similar sessions.

- 11.2 ***Expected Outcome from these sessions:*** Same as delineated previously.

**12. Day-3 Session-14 (Time available – 90 minutes) : Gender Issues and Programmes for development of Women & Children for Gender-Just and Child-Friendly GP and roles of GP (Method : Case Study, Exercise, Presentation & Interaction)**

**Session-15 (Time available – 90 minutes) : SHG-based Development and Panchayat-SHG Convergence for Accelerating Community-led Poverty Reduction (Method : Presentation & Interaction)**



**Session-16** (Time available – 90 minutes) : **Stages and Processes of Preparation of a Comprehensive and Convergent GP Development Plan (GPDP) aiming at sustainable rural development and roles of individual ERs and the GP as a whole** (Method: **Brainstorming, Case Study, Presentation & Interaction**)

**And**

**Session-17** (Time available – 60 minutes) : **Systems and processes of monitoring and evaluation of the functioning of GP, Programmes & Outcomes** (Method: **Presentation & Interaction**)

12.1 Methodology: Same as explained previously for similar sessions.

12.2 Expected *Outcome from these sessions*: Same as delineated previously.

**13. Day-3 Session-18** (Time available – 30 minutes) : **Wrap-up, Feedback, evaluation of the orientation and next step actions** (Method : **Brainstorming & Interaction**)

***Methodology***

13.1 The Trainers' Team must have circulated a standard printed format for evaluation of the entire Induction Level Orientation programme. The printed evaluation formats need to be collected quickly. Then the Trainers' Team will wrap up the orientation programme with a Brainstorming on the new lessons learnt within 2-3 words from each participant. The Trainers' Team will record them on boards or on chart papers which are visible to all. The participants will be asked to express only those points which have not been expressed by others. This will hardly take 10 minutes to complete the Brainstorming.

***Expected Outcome from these sessions***

13.2 It is likely to appear that the key learnings have been expressed by the participants and written by the Trainers' Team on board or chart papers. Precisely, these will be the take home points and final outcomes of the entire Induction Level Orientation programme in key words.

**14. A Few Words about these Guidelines to Trainers for Session Planning for the Induction Level Orientation of Elected Representatives of GPs**

14.1 Almost every State Panchayati Raj Department/SIRDPR/other Training Institute prepares Training Designs (in whatever name) issues guidelines to Trainers for session planning for any kind of training. The present treatise deals with one such set of standard guidelines, following the Model Design for Induction Level Orientation of new ERs of GPs. The State Panchayati Raj Department/SIRDPR/other Training Institutes may like to consult these guidelines as 'specimens' if not models, and prepare their own guidelines, expectedly in a much better way, for session planning for Induction Level Orientation of new ERs of GPs in the local vernacular in their local context, depending on the availability of training infrastructure, capability of Trainers, opportunities and other resources.

14.2 But an important point may be kept in mind that in order to make this Induction Level Orientation of new ERs of GPs effective, a lot of preparatory works need to be done by dedicated teams of Trainers at various levels. These include attainment of the required capability to imbibe these guidelines, either through their existing competencies and experiences or by earning the same through series of Training of Trainers on training and communication methodology, intense study and devoted practice.

## **Part-3A**

### **Model Design for 5 Days'**

#### **Induction Level Orientation of Elected Representatives of Gram Panchayats**

Venue:

Dates:

#### **Objectives**

1. To enable the new Elected Representatives of Gram Panchayats (GP) to understand the structure, functions, roles and responsibilities of GP as an institution of self-government entrusted with economic development and social justice
2. To develop their awareness and attitude about multi-dimensional Group Dynamics in democratic functioning of GP and to develop their leadership qualities
3. To enable them to understand the institutional issues related to functioning of GP including organisation of Gram Sabha & Ward Sabha, management of meetings, office management, work management, resource mobilisation, financial management, service delivery, audit compliance, redress of grievances, issues of good governance etc.
4. To enable them to understand the efficacy of e-governance through application of the Panchayat Enterprise Suites for more effective management of the functions of GP
5. To develop their understanding about the outlines of the major Rural Development, Human Development, Social Development and Social Assistance programmes/schemes assigned to GP and their roles
6. To develop their understanding about SHG-based development and Panchayat-SHG convergence for accelerating community-led poverty reduction
7. To enhance their awareness about relevant thematic issues including Mission Antyodaya, gender, livelihoods, bio-diversity, environment, disaster management, sustainable development & SDGs and their roles
8. To enable them to understand the special interventions in PESA GPs and their roles (applicable to PESA areas)
9. To develop their understanding about the stages and processes of preparation of a comprehensive and convergent GP Development Plan (GPDP) aiming at sustainable rural development
10. To develop their knowledge and awareness about monitoring and evaluation of the GP functioning, programmes and outcomes.

**Programme Schedule for 5 Days'**  
**Residential Induction Level Orientation for New ERs of GPs**

Time	Content	Method	Facilitator
<b>Day-1</b>			
09.00 – 10.30 (Session-1)	Registration, self-introduction and objectives of the Induction Level Orientation of ERs of GPs		Trainers' Team
10.1 – 11.30 (Session-2)	Salient features of GP as a strong institution of local government	Brainstorming	Trainers' Team
11.30 – 13.30 (Session-3)	Structure, functions, roles and responsibilities of GP as an institution of self-government	Presentation & Interaction	Trainers' Team
13.30 – 14.30	Lunch Break		
14.30 – 18.00 (Session-4)	Multi-dimensional Group Dynamics in democratic functioning of GP (with focus on the concepts of participation, facilitation, leadership, conflict resolution, decision making, problem solution, issues and stages of group development in the context of GP and other related issues)	Group Exercise, Case Study, Presentation & Interaction	Trainers' Team
19.00 – 20.30 (Session-5)	Screening of motivational films on various aspects of Panchayats & Rural Development	Feedback & analysis of lessons learnt	Trainers' Team
<b>Day-2</b>			
09.30 – 10.00 (Session-6)	Review of the previous day's sessions and lessons learnt	Interaction	Participants
10.00 – 11.30 (Session-7)	Institutional issues related to functioning of GP including organisation of Gram Sabha and Ward Sabha, management of meetings, office management, work management etc.	Presentation & Interaction	Trainers' Team
11.30 – 13.30 (Session-8)	Resource mobilisation, financial management, service delivery, infrastructure development, statutory and social audit, redress of grievances and issues of good governance	Presentation with Good Practice & Interaction	Trainers' Team
13.30 – 14.30	Lunch Break		
14.30 – 16.00 (Session-9)	Efficacy of e-governance through application of the Panchayat Enterprise Suites for more effective management of the functions of GP	Presentation & Demonstration with Hands on Computers	Trainers' Team
16.00 – 18.00 (Session-10)	Outlines of the major Rural Development Programmes/Schemes : MGNREGS, PMAY-G, NSAP, FFC Grant, SFC Grant and other financial resources that may be available to GP	Presentation with Good Practice & Interaction	Trainers' Team

<b>Time</b>	<b>Content</b>	<b>Method</b>	<b>Facilitator</b>
19.00 – 20.30 (Session-11)	Screening of motivational films on various aspects of Panchayats & Rural Development	Feedback & analysis of lessons learnt	Trainers' Team
<b>Day-3</b>			
09.30 – 10.00 (Session-12)	Review of the previous day's sessions and lessons learnt	Interaction	Participants
10.00 – 11.30 (Session-13)	Social Justice with focus on Development of SC, ST, BC, PWD, Mentally Retarded, Aged & Infirm and Roles of GP	Presentation & Interaction	Trainers' Team
11.30 – 13.30 (Session-14)	Gender Issues and programmes for development of Women & Children for Gender-Just and Child-Friendly GP and roles of GP	Case Study, Exercise Presentation & Interaction	Trainers' Team
13.30 – 14.30	Lunch Break		
14.30 – 16.00 (Session-15)	SHG-based Development and Panchayat-SHG Convergence for accelerating community-led poverty reduction	Presentation & Interaction	Trainers' Team
16.00 – 18.00 (Session-16)	Outlines of the concepts of Human Development, Social Development, Sustainable Development & Sustainable Development Goals and roles of GP in achieving them	Presentation with Good Practice & Interaction	Trainers' Team
19.00 – 20.30 (Session-17)	Cultural Programmes with focus on Human Development & Social Development	Feedback & analysis of lessons learnt	Trainers' Team
<b>Day-4</b>			
09.30 – 10.00 (Session-18)	Review of the previous day's sessions and lessons learnt	Interaction	Participants
10.00 – 12.00 (Session-19)	Outlines of the thematic issues including Mission Antyodaya, gender, expansion of livelihoods for economic development, bio-diversity, environment, disaster management, good governance, convergence and roles of GP	Presentation & Interaction	Trainers' Team
12.00 – 13.15 (Session-20)	Special interventions in PESA GPs and roles of GP (applicable to PESA areas)	Presentation & Interaction	Trainers' Team
13.15 – 13.30 (Session-21A)	Group Formation and briefing for visit to a few nearby villages / habitations in a few small groups	Interaction	Trainers' Team
13.30 – 14.30	Lunch Break		
14.30 – 20.30 (Session-21B)	Visit to a few nearby villages / habitations in a few small groups for observation of the status of life and livelihoods of villagers and also other socio-economic issues	Local Exposure Visit	Participants



Time	Content	Method	Facilitator
<b>Day-5</b>			
09.30 – 10.30 (Session-22)	Review of the previous day's sessions, particularly the field visits, and the lessons learnt	Interaction	Participants
10.30 – 12.30 (Session-23)	Stages and processes of preparation of comprehensive and convergent GP Development Plan (GPDP) aiming at sustainable rural development and roles of individual ERs and the GP as a whole	Brainstorming, Presentation with Good Practice & Interaction	The Trainers' Team
12.30 – 13.30 (Session-24)	Systems and processes of monitoring & evaluation of the functioning of GP, programmes & outcomes	Presentation & Interaction	Trainers' Team
13.30 – 14.30	Lunch Break		
14.30 – 16.30 (Session-25)	<p>Discussion in small groups on all of the following topics by each group:</p> <ul style="list-style-type: none"> <li>(a) How GPs can develop themselves into strong institutions of local government</li> <li>(b) How to ensure healthy Group Dynamics in democratic functioning of GP</li> <li>(c) How to mobilise / increase Own Source Revenue of GP</li> <li>(d) How to achieve accountability, transparency &amp; other attributes of Good Governance in GP functioning</li> <li>(e) How to ensure and enhance people's participation in preparation, implementation and monitoring of GPDP</li> <li>(f) How to shift focus from the conventional infrastructure development to human development, social development and SDGs</li> <li>(g) How to ensure convergence in GPDP</li> <li>(h) What measures can be taken to develop GPs to demonstrate quality GPDP</li> <li>(i) Tasks ahead for (i) individual ERs and (b) GP as an institution of local government</li> <li>(j) How to attain capabilities to perform the roles</li> </ul>	Group Work by Participants & Presentation	Trainers' Team
16.30 – 17.30 (Session-26)	Wrap-up, feedback, evaluation of the orientation and next step actions	Brainstorming & Interaction	Participants
<b><i>NB: This Model Training Design may be regarded as a specimen only. This needs to be modified by the States in their local context, depending on the availability of training infrastructure, capability of trainers, opportunities and other resources.</i></b>			

**Part-3B****Model Session Plan & Transaction Process****for 5 Days' Residential Induction Level Orientation of Elected Representatives of Gram Panchayats****1. Preparatory Arrangements**

- 1.1 Before customising the Training Design, the Trainers' Team must conduct a Training Needs Analysis (TNA) systematically, collect Good Practices from different parts of the country and develop relevant Case Studies to ensure experience-based learning.
- 1.2 In order that full five days' time is available for the Induction Level Orientation, which should be residential in nature, the Elected Representatives (ER) of Gram Panchayats (GP) may be requested to report to the venue of orientation within the evening on the day prior to the first day of the orientation.
- 1.3 In order to ensure participation of the targeted number of ERs (which should be restricted to 40), the Trainers' Team should contact each and every ER over phone well ahead and explain the necessity and efficacy of the Induction Level Orientation. This is in addition to the official communications to be made with them about the Induction Level Orientation which normally goes through District/Block administration. The Trainers' Team should also follow up with the District/Block administration that communication is made with the ERs through multiple channels well ahead.
- 1.4 Elected Women Representatives (EWRs) should be encouraged to take along with them their babies in arms so that they can pay full attention to the proceedings of the orientation. Husband and/or personal attendant should be discouraged to stay in the venue of orientation. Hence, a crèche needs to be set up, even temporarily, preferably with one or two SHG members, to take care of the babies while their mothers need to remain engrossed in the proceedings of the orientation. No proxy like husband or guardian must be allowed to attend the orientation in place of or in addition to the EWRs. Success of the orientation depends largely on strict abidance of these norms.
- 1.5 The Trainers' Team must ensure creation of a conducive environment for comfortable stay of the participants and joyful learning in and outside the training halls. Minimum arrangements for following hygienic practices (like keeping soap for hand washing in toilets and dining halls) must be made and followed up.

**2. Day-1 Session-1 (Time available – 90 minutes) : Registration, Self-introduction and Objectives of the Induction Level Orientation of ERs of GPs*****Methodology***

- 2.1 For registration, formats must be developed well ahead by the Trainers' Team in the vernacular to capture the minimum essential information about each ER in order to understand their background and profile. This is also necessary to prepare and maintain the database of training and to upload the information about each ER in the designated portal of the Ministry of Panchayati Raj, Government of India and the State Panchayati Raj Department, following the guidelines.
- 2.2 Before or immediately after the inaugural session<sup>1</sup>, the Trainers' Team may write on a board a format for self-introduction by participants mentioning the following points:

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<sup>1</sup> Instead of any formal inaugural session on the first day of the programme, dignitaries and senior officials may be requested to attend the concluding session, address the participants, assess the quality of learning and advise the Trainers' Team to take necessary steps to bridge critical gaps.

- (a) Full name and designation of the ER and name of the GP.
  - (b) Number of terms of membership of the ER in the GP or association with PRIs.
  - (c) Specific expectations from the Induction Level Training.
- 2.3 After self-introduction by participants, the Trainers' Team are to sum up the profile of the ERs and explain to them the objectives of the Induction Level Training and respond on the expectations expressed by them. The Trainers' Team will also need to explain to them the norms of the training institution, necessity of maintaining punctuality and importance of the orientation. The Trainers' Team may form a Steering Committee with 2-3 willing participants for Day-1 to assist the Trainers' Team in conducting the programme and maintaining liaison between participants and the Trainers' Team.

***Expected Outcome from this session***

- 2.4 The expected outcomes from this session are as follow:
- (a) The Trainers' Team and the participants will be able to understand one another.
  - (b) The Trainers' Team will be able to assess, to some extent, the level of the participants and their existing capacity as ERs of the GPs.
  - (c) Even though to a limited extent, there will be an ice-breaking and comfortable environment for them to articulate their voices.
  - (d) The participants will be able to understand the importance of the induction level orientation programme.
- 3. Day-1 Session-2 (Time available – 60 minutes) : Salient Features of GP as a Strong Institution of Self-Government (Method : Brainstorming)**

***Methodology***

- 3.1 There must be two Trainers to conduct this session. The learning needs required for conducting the session are : a big white board, white board markers in multiple colours or alternatively chart papers attached with the board or even on a wall and water colour markers. The Trainers' Team will explain the objectives and methodology of the session and then start brainstorming.
- 3.2 One Trainer will anchor the session i.e. invite suggestions about the salient features of GP as a strong institution of local government, even providing them with ideas at times if satisfactory suggestions do not come forth, and taking out as many points as possible. This should be done, based on the principle and belief that the purpose of a good training is not to insert ideas into people's heads but to take ideas out. However, the other Trainer is to note the points on the board or the chart papers in such a way that the points are visible to the participants. Alternatively, a third Trainer may type out the suggestions on a computer and project the same on a screen or on a wall with the help of an LCD/LED projector. However, the participants need to add new suggestions only, avoiding whatever have already come out. Since this an absolutely creative session, the Trainers' Team must take care in all respects that this session can become productive.

***Expected Outcome from this session***

- 3.3 The expected outcomes from this session are as follow:
- (a) Expansion of the vision of the participants about GP as a strong institution of local government.
  - (b) The Trainers' Team will be able to assess, to a greater extent, the level of the participants and the their existing capacity as ERs of the GPs.

- (c) There will be a more comfortable environment for participatory training.
  - (d) The participants will be able to understand the importance of their roles in functioning of GP.
- 4. Day-1 Session-3 (Time available – 120 minutes) : Structure, Functions, Roles and Responsibilities of GP as an Institution of Self-Government (Method : Presentation & Interaction)**

#### *Methodology*

- 4.1 The Trainers' Team will use a PPT, to be specially prepared for this session, as a tool for interaction. Instead of making a one-way communication through the presentation, the first Trainer will first ask any participant a question about the issue, while the second Trainer will write the answer on the board. Then the first Trainer will ask another participant to respond whether s/he wants to supplement the answer given by the first participant (the Trainer must not ask whether the answer is correct or not, because in case the answer is incorrect the participant will feel embarrassed and may withdraw). The second participant may say that the answer given by the first participant is incorrect and may give the right answer. Then the first Trainer will ask a third participant to respond whether s/he wants to supplement the answer given by the second participant. The first Trainer will then quickly show the specific slide on the screen, present the correct answer and explain the salient points in brief, with reference to the **case studies and the video clips, preferably to be embedded in the PPT**. Thus, the Trainers will go on and finish the session in time.

#### *Expected Outcome from this session*

- 4.2 The expected outcomes from this session are as follow:
- (a) The participants will be able to correctly understand the structure, functions, roles and responsibilities of GP as an institution of self-government.
  - (b) There will be a more appropriate environment for participatory training, based on the principles of adult learning and banking upon the existing knowledge of the participants.
  - (c) The participants will be able to understand the importance of their roles and responsibilities in functioning of GP for holistic development in the entire GP including her/his constituency.
- 5. Day-1 Session-4 (Time available – 210 minutes): Multi-dimensional Group Dynamics in Democratic Functioning of GP (Methods : Group Exercise, Case Study, Presentation & Interaction)**

#### *Methodology*

- 5.1 The Trainers' Team will break the participants into two teams – one working team (with 7 to 9 members) to be seated in the middle of the training hall and the others around them but keeping a distance for observing – not so much of the **content** of discussion as the **process** of the group functioning. One such subject, delineated in the form of a **case study**, may be given to the working group seated inside the training hall as can induce the members of the working group to participate in a vibrant manner.
- 5.2 After the group exercise, all the participants including the members of the working group will be asked to sit in a plenary and take feedback from the observing participants on the process of the group functioning. The Trainers will use a PPT, to be specially prepared for this session, as a tool for interaction and explain different aspects and processes of group functioning in the context of GP as a body corporate.



- 5.3 Instead of making a one-way communication through the presentation, the first Trainer will first ask questions about each issue, while the second Trainer will write the answers on the board. Then the first Trainer will show the specific slide on the screen and explain the salient points in brief, with reference to the **here-and-now experience** and also to multiple cases from the real world. In this way, the Trainers will go on and finish the session in time.

***Expected Outcome from this session***

- 5.4 The expected outcomes from this session are as follow:
- (a) The participants will be able to understand the multi-dimensional group dynamics in democratic functioning of GP with reference to the **here-and-now experience** and also to their own experiences of life in family, club and GP.
  - (b) The participants will be able to understand the concepts of **participation, communication, facilitation, leadership, conflict resolution, decision-making, problem solution, issues and stages of group development** and other related issues in the context of GP.
  - (c) Understanding of these concepts through an intense practice session in the orientation session itself, based on lessons from behavioural science and followed by feedback from their peers and Trainers, are expected to leave a strong impact on them to behave appropriately in the democratic functioning of GP and also in exerting their leadership in the same. In the long term, they are expected to resolve many issues of conflict by applying their experience earned through the exercise.
  - (d) There will be a more conducive environment for participatory training through the approach of 'learning by doing'.
6. **Day-1 Session-5 (Time available – 90 minutes) : Screening of Motivational Films on Panchayats & Rural Development (Method : Feedback & Analysis of Lessons Learnt)**

***Methodology***

- 6.1 There are many short films and video clips on various issues Panchayats & Rural Development, community initiatives, good practices, innovations etc. They may be screened during their leisure time. Some feature films having educative values may also be screened for both entertainment and learning.

***Expected Outcome from this session***

- 6.2 : The expected outcomes from this session are as follow:
- (a) The participants will be able to understand the multi-dimensional aspects of Panchayats & Rural Development and welfare schemes, innovative practices etc. This will expand their horizon of thinking and motivation to work for the development of their areas.
  - (b) The entertaining event will relieve them of their drudgery of intense involvement in the orientation and increase their energy level.
  - (c) There will be a more comfortable environment for participatory training.
7. **Day-2 Session-6 (Time available – 30 minutes) : Review of the Previous Day's Sessions and Lessons Learnt (Method : Interaction)**

### ***Methodology***

- 7.1 The Participants will steer this session. The Trainers' Team will see to it that all the salient points that featured in the previous day's session are briefly highlighted. If necessary, the Trainers' Team will have to explain certain issues and clarify certain issues about which the participants may not have attained adequately clear and sound knowledge, awareness, skills, attitude and self-confidence.
- 7.2 The Trainers' Team may form a fresh Steering Committee with 2-3 willing participants for Day-2 to assist the Trainers' Team in conducting the programme and maintaining liaison between the participants and the Trainers' Team.

### ***Expected Outcome from this session***

- 7.3 The expected outcomes from this session are as follow:
  - (a) Recapitulation of the lessons learnt for reinforcement of learning.
  - (b) The participants will be able to get their misconceptions clarified.
  - (c) There will be common understanding of the issues.
  - (d) The Trainers' Team will be able to further assess the level of learning of the respective participants and get an opportunity to pay more attention to the backward, introverted and passive participants. They will also be able to strategize their course of action to facilitate them to participate actively in the programme.
  - (e) There will be a more comfortable environment for participatory training.
8. **Day-2 Session-7 (Time available – 90 minutes) : Institutional issues related to functioning of GP including organisation of Gram Sabha & Ward Sabha, management of meetings, office management, work management etc. (Method : Presentation & Interaction)**

### ***Methodology***

- 8.1 The Trainers' team will use a PPT, to be specially prepared for this session, as a tool for interaction. Instead of making a one-way communication through the presentation, the first Trainer will first ask questions about the issue, while the second Trainer will write the answers on the board (following the principles mentioned in Para 4.1). Then the first Trainer will show the specific slide on the screen and explain the salient points in brief with reference to **case studies and the video clips, preferably to be embedded** in the PPT and using her/his skills of communication, based on Adult Learning Principles. In this way, the Trainers will go on and finish the session in time.

### ***Expected Outcome from this session***

- 8.2 The expected outcomes from this session are as follow:
  - (a) The participants will be able to understand the institutional issues related to functioning of GP including organisation of Gram Sabha & Ward Sabha, management of meetings, office management, work management etc.
  - (b) The participants will be able to understand the importance of their roles and responsibilities in functioning of GP as an institution of self-government.
  - (c) There will be a more comfortable environment for learning achieved through Adult Learning Principles.

**9. Day-2 Session-8 (Time available – 120 minutes) : Resource mobilisation, financial management, service delivery, audit compliance, redress of grievances and issues of good governance (Method : Presentation, Case Study & Interaction)**

***Methodology***

- 9.1 The Trainers' team will use one or more PPTs, to be specially prepared for this session, as a tool for interaction. Instead of making a one-way communication through the presentation, the first Trainer will first ask questions about the issue, while the second Trainer will write the answers on the board (following the principles mentioned in Para 4.1). Then the first Trainer will show the specific slide on the screen and explain the salient points in brief with reference to **case studies and the video clips, preferably to be embedded** in the PPT and using her/his skills of communication, based on Adult Learning Principles. In this way, the Trainers will go on and finish the session in time.
- 9.2 Utmost importance to be given in transaction of this session will be on how to prepare and finalize Bye-Law and Assessment Register, how to identify sources of Non-Tax Revenue and about modalities and preparatory activities for collection of Tax and Non-Tax Revenue.

***Expected Outcome from this session***

- 9.3 The expected outcomes from this session are as follow:
- (a) The participants will be able to understand the issue and methodology of resource mobilisation, financial management, service delivery, audit compliance, redress of grievances and issues of good governance.
  - (b) The participants will be able to understand the importance of their roles and responsibilities in functioning of GP as an institution of self-government.
- 10. Day-2 Session-9 (Time available – 90 minutes) : Efficacy of e-Governance through Application of the Panchayat Enterprise Suites for More Effective Management of the Functions of GP (Method : Presentation & Demonstration with Hand-on Computers)**

**and**

**Session-10 (Time available – 90 minutes) : Outlines of the major Rural Development Programmes/ Schemes : MGNREGS, PMAY-G, NSAP, FFC Grant, SFC Grant and other financial resources that may be available to GP (Method : Presentation, Case Study & Interaction)**

***Methodology***

- 10.1 The Trainers' team will use a PPT on each subject, to be specially prepared for this session, as a tool for interaction. Instead of making a one-way communication through the presentation, the first Trainer will first ask questions about the issue, while the second Trainer will write the answers on the board (following the principles mentioned in Para 4.1). Then the first Trainer will show the specific slide on the screen and explain the salient points in brief with reference to **case studies and the video clips, preferably embedded** in the PPT and using her/his skills of communication, based on Adult Learning Principles. In this way, the Trainers will go on and finish the session in time.
- 10.2 For Session-9, the Trainers' Team will arrange demonstration with Hands-on-Computer if computers in adequate number are available in the training centre, even on hiring basis. Otherwise, they will just show the application of the most important applications in order that they can have an idea about the efficacy of the applications.

***Expected Outcome from this session***

- 10.3 The expected outcomes from this session are as follow:
- (a) The participants will be able to understand the efficacy of e-governance through Application of the Panchayat Enterprise Suites for more effective management of the functions of GP
  - (b) The participants will be able to understand outlines of the major Rural Development Programmes / Schemes viz. MGNREGS & PMAY-G
  - (c) The participants will be able to understand the importance of their roles and responsibilities in functioning of GP as an institution pf self-government.
  - (d) There will be a more comfortable environment for learning achieved through Adult Learning Principles.
- 11. Day-2 Session-11 (Time available – 90 minutes) : Screening of Motivational Films on Panchayats & Rural Development (Method : Feedback & Analysis of Lessons Learnt)**
- 11.1 *Methodology*: Same as explained previously for similar sessions.
- 11.2 *Expected Outcome from these sessions*: Same as delineated previously.
- 12. Day-3 Session-12 (Time available – 30 minutes) : Review of the Previous Day’s Sessions and Lessons Learnt (Method : Interaction)**
- 12.1 *Methodology*: Same as explained previously for similar sessions.
- 12.2 *Expected Outcome from these sessions*: Same as delineated previously.
- 13. Day-3 Session-13 (Time available – 90 minutes) : Social Justice with focus on Development of SC, ST, BC, PWD, Mentally Retarded, Aged & Infirm and Roles of Gram Panchayat (Method : Presentation & Interaction)**
- Session-14 (Time available – 120 minutes) : Gender Issues and Programmes for development of Women & Children for Gender-Just and Child-Friendly GP and roles of GP (Method : Case Study, Exercise, Presentation & Interaction)**
- Session-15 (Time available – 90 minutes) : SHG-based Development and Panchayat-SHG Convergence (Method : Presentation & Interaction)**
- and**
- Session-16 (Time available – 120 minutes) : Outlines of the concepts of Human Development, Social Development, Sustainable Development & Sustainable Development Goals (Method: Presentation & Interaction)**
- 13.1 *Methodology*: Same as explained previously for similar sessions.
- 13.2 *Expected Outcome from these sessions*: Same as delineated previously.
- 14. Day-3 Session-17 (Time available – 90 minutes) : Cultural Programmes with focus on Human Development, Gender Issues, Social Development etc. (Method : Feedback and analysis of lessons learnt)**

### ***Methodology***

- 14.1 Many ERs are talented enough to perform Role Play, Skit, Ex-Tempore Lecture, Song, Recitation etc. They may be encouraged by Trainers' Team to perform their preferred items with focus on a range of the indicative themes.

### ***Expected Outcome from this session***

- 14.2 The expected outcomes from this session are as follow:
- (a) The participants will be able to exert their talents for exhibiting their involvement in the cultural events as a result of which their motivation will increase.
  - (b) The entertaining event will relieve them of their drudgery of intense involvement in training.
  - (c) Performance on the range of indicative themes will expand their vision of development in terms of the respective themes.
  - (d) There will be a more comfortable environment for ownership of the learning process.

### **15. Day-4 Session-18 (Time available – 30 minutes) : Review of the Previous Day's Sessions and Lessons Learnt (Method : Interaction)**

15.1 ***Methodology***: Same as explained previously for similar sessions.

15.2 ***Expected Outcome from these sessions***: Same as delineated previously.

### **16. Day-4 Session-19 (Time available – 120 minutes) : Outlines of the thematic issues including Mission Antyodaya, Convergence, Disaster Management, Bio-Diversity, Environment, expansion of livelihoods for economic development and roles of GP (Method : Presentation & Interaction)**

#### **and**

### **Session-20 (Time available – 75 minutes) : Special interventions in PESA GPs and roles of GP (applicable to PESA areas) (Method : Presentation & Interaction)**

16.1 ***Methodology***: Same as explained previously for similar sessions.

16.2 ***Expected Outcome from these sessions***: Same as delineated previously.

### **17. Day-4 Session-21A & 21B (Time available – 6 hours 15 minutes) : Visit to a few nearby villages/ habitations in a few small groups for observation of the status of life and livelihoods of villagers and other socio-economic issues (Method : Exposure Visit)**

### ***Methodology***

- 17.1 Prior to this session, group formation and briefing must have been done by the Trainers' Team about visit to a few nearby villages/habitations in a few small groups. The participants, formed into small groups, will be taken to a few nearby villages/habitations and asked to observe the status of life and livelihoods of villagers and other socio-economic issues including perception of the villagers about development and about their needs. In the evening the groups will prepare group reports in brief about their observations and impressions about the status, scope and necessity of development in this area.

### ***Expected Outcome from these sessions***

- 17.2 The expected outcomes from this session are as follow:



- (a) The participants will have a first-hand experience of exerting themselves as “think-tank” of development.
- (b) They will start thinking about what they can do to develop their own constituencies after they go back.
- (c) The level of their motivation to work will increase.

**18. Day-5 Session-22 (Time available – 60 minutes) : Review of the Previous Day’s Sessions, Field Visit and Lessons Learnt (Method : Interaction)**

18.1 *Methodology*: Same as explained previously for similar sessions.

18.2 *Expected Outcome from these sessions*: Same as delineated previously.

**19. Day-5 Session-23 (Time available – 120 minutes) : Stages and processes of preparation of a comprehensive and convergent GP Development Plan (GPDP) aiming at sustainable rural development and roles of individual ERs and the GP as a whole (Method: Brainstorming, Case Study, Presentation & Interaction)**

and

**Session-24 (Time available – 60 minutes) : Systems and processes of monitoring and evaluation of the functioning of GP, Programmes and Outcomes (Method: Brainstorming, Case Study, Presentation & Interaction)**

19.1 *Methodology*: Same as explained previously for similar sessions.

19.2 *Expected Outcome from these sessions*: Same as delineated previously.

**20. Day-5 Session-25 (Time available – 120 minutes) : Discussion on a few Relevant Themes (Method : Group Work & Presentation)**

***Methodology***

20.1 The same Groups who visited a few nearby villages/habitations will sit in groups and, based on their understanding of the issues discussed in the Induction Level Orientation, field visits and own perceptions, will discuss and briefly record their views on all of the following issues in very brief:

- (a) How GPs can develop themselves into strong institutions of local government
- (b) How to ensure healthy Group Dynamics in democratic functioning of GP
- (c) How to mobilise / increase Own Source Revenue of GP
- (d) How to achieve accountability, transparency and other attributes of Good Governance in the functioning of GPs
- (e) How to ensure and enhance people’s participation in preparation, implementation and monitoring of GPDP
- (f) How to shift focus from the conventional infrastructure development to human development, social development and SDGs
- (g) How to ensure convergence in GPDP
- (h) What measures can be taken to develop GPs to demonstrate quality GPDP
- (i) Tasks ahead as (i) individual ERs and (b) members of GP as an institution of local government

(j) How to attain capabilities to perform the roles

20.2 On completion of the Group Work, the Trainers' Team will ask the first group to present their views in bullet points. The Trainers' Team will record them on white boards or on chart papers which are visible to all and ask the second group to add whatever has not been expressed by the first group. Then Trainers' Team will ask the other groups one by one to mention only the new points to be added. In this way, the views of all the groups can be recorded in a short time. This needs to be followed by a debriefing session by the Trainers' Team who will relate the views expressed by the participants to the lessons learnt through the entire orientation programme.

***Expected Outcome from these sessions***

20.3 The expected outcomes from this session are as follow:

- (a) The participants will be able to express their take-home feelings in a concerted manner.
- (b) Their take-home learnings will cast a strong impression on their minds. The level of their motivation to work will increase.

**21. Day-5 Session-26 (Time available – 60 minutes) : Wrap-up, Feedback, evaluation of the orientation and next step actions (Method : Brainstorming & Interaction)**

***Methodology***

21.1 The Trainers' Team must have circulated a standard printed format for evaluation of the entire Induction Level Orientation programme. The printed evaluation formats need to be collected quickly. Then the Trainers' Team will wrap up the orientation programme with a Brainstorming on the new lessons learnt within 2-3 words from each participant. The Trainers' Team will record them on boards or on chart papers which are visible to all. The participants will be asked to express only those points which have not been expressed by others. This will hardly take 10 minutes to complete the Brainstorming.

***Expected Outcome from these sessions***

21.2 It is likely to appear that the key learnings have been expressed by the participants and written by the Trainers' Team on board or chart papers. Precisely, these will be the take home points and final outcomes of the entire Induction Level Orientation programme in key words.

**22. A Few Words about these Guidelines to Trainers for Session Planning for the Induction Level Orientation of Elected Representatives of GPs**

22.1 Almost every State Panchayati Raj Department/SIRDPR/other Training Institute prepares Training Designs (in whatever name) and guidelines to Trainers for session planning for any kind of training. The present treatise deals with one such set of standard guidelines, following the Standard Design for Induction Level Orientation of ERs of GPs. The State Panchayati Raj Department/SIRDPR/other Training Institutes may like to consult these guidelines as 'specimens' if not models, and prepare their own guidelines, expectedly in a much better way, for session planning for Induction Level Orientation of ERs of GPs in the local vernacular in their local context, depending on the availability of training infrastructure, capability of Trainers, opportunities and other resources.

22.2 But an important point may be kept in mind that in order to make this Induction Level Orientation of ERs of GPs effective, a lot of preparatory works need to be done by dedicated teams of Trainers at various levels. These include attainment of the required capability to imbibe these guidelines, either through their existing competencies and experiences or by earning the same through series of Training of Trainers on training and communication methodology, intense study and devoted practice.

## Part-4A

# FINANCIAL MANAGEMENT OF GRAM PANCHAYAT

**This Model PPT may be used as a tool for transaction of training session on the subject by Trainers for Induction Level Orientation of Elected Representatives of Gram Panchayats**



## Objectives of this session

To develop comprehensive understanding of the various issues related to Financial Management of Gram Panchayat -

1. Maintenance of Accounts
2. Procurement Procedure
3. Preparation of Budget
4. Audit



July 20



# What is Financial Management ?

- ✓ Preparation of Plan and Budget for expenditure of various funds received
- ✓ Expenditure as per Rule
- ✓ Maintaining accuracy and transparency in accounts keeping

Regular Auditing of accounts

**These comprise Financial Management**



July 20



## Foundation of Financial Management

State Panchayat (Gram Panchayat Accounts, Audit and Budget) Rules

State Administration Rule

Order from respective departments regarding implementation of particular schemes

Clarification on the orders of various departments on implementation of particular schemes

July 20

4



# Why Financial Management ?

A video clip containing a brief statement by an outgoing Chairperson of a GP



## Role of Chairperson of GP in Financial Management

- ❖ Custodian of the Gram Panchayat Funds
- ❖ Effective Utilisation of the Gram Panchayat Funds
- ❖ Signing Cheques for payments
- ❖ Preparation of Plan and Budget of Gram Panchayat
- ❖ Signing the Cash Book and the other registers



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## Role of Chairperson / Vice-Chairperson in Financial Management of GP

- ❖ Timely submission of the reports
- ❖ Timely submission of the reply to the audit reports
- ❖ Chairperson/ Pradhan can deliver few of his duties to the Upa-Pradhan

**In absence of Chairperson, responsibility will be on : Vice-Chairperson**



July 20



## Role of Gram Panchayat Employees in Financial Management

A video clip containing a brief statement by an employee of a GP



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## Issues to remember

❖ Who shall write the cash book ?

**Secretary**

❖ - Who shall keep the Pass Book & Cheque Book ?

**Executive Assistant**

❖ Who else may write the cash book in absence of the Secretary ?

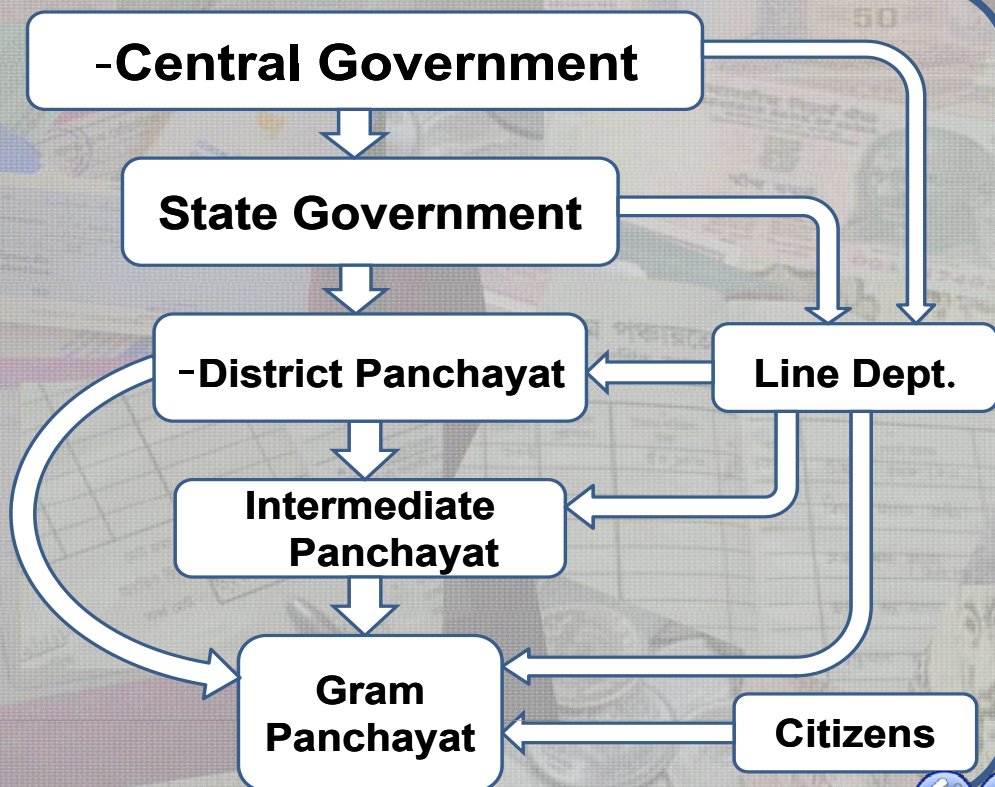
**Any other Gram Panchayat Employees as decided by Gram Panchayat**



July 20



## Sources of Fund in a Gram Panchayat



July 20



## What rules are to be followed for receiving funds?

A video clip containing a brief statement by an employee of a GP



## Issues to remember

❖ -Can any Elected Representative write Cash Book ?

**No**

❖ Can a Gram Panchayat spend money received in cash/cheque directly ?

**No. At first the cash / cheque has to be deposited in the Bank**

## Issues to remember

- ❖ How much cash in hand may be kept in office for emergency purpose ?

Amount not exceeding rupees two thousand, as may be determined by the Finance and Planning Sub-Committee in a meeting

- ❖ By how many days should the undisbursed amount drawn out of a fund / scheme deposited in the Savings Account ?

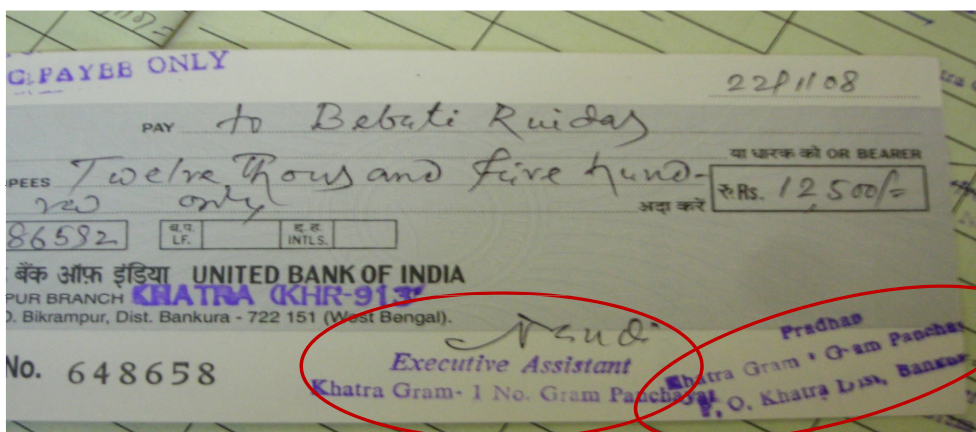
By three working days following the date of drawal of the fund



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Who are the signing authority of a cheque for payment in a Gram Panchayat ?



Executive Assistant and Chairperson





## Issues to remember

- ❖ **Who shall sign a cheque in absence of the Chairperson ?**

**In absence of Chairperson, Vice-Chairperson holding the charges of the Chairperson, shall sign the cheque**

- ❖ **Who shall sign a cheque in absence of the Executive Assistant?**

**In absence of the Executive Assistant, the Secretary shall sign the cheque**



July 20



## A case study –

**A tax collector deposited a collection of Rs 2000/- in the office of the Gram Panchayat. The Chairperson decided to buy tube well pipes from a local shop at Rs 1845/- for repairing a tube well. He bought the pipe and paid Rs 1845/- in cash directly from the Rs 2000/- received as tax collection.**

**---- is this process correct ?**



20





## In this case . . .

- **Any cash received by the Gram Panchayat should be first deposited in the bank - this rule was not followed**
- **The procurement process was not as per the rule**
- **The payment process was also not as per the rule**



July 20



-What is the process for purchase of any material ?

A video clip  
containing  
a brief  
statement  
by an  
employee  
of a GP



July 20



## Procurement Procedures for Works

- **Finance and Planning Sub-Committee shall act as the Tender Selection Committee on behalf of the Gram Panchayat**
- **Generally, the bidder who quotes the lowest price is selected for the Works Contract**

July 20

19

-What is the procedure for sale of movable properties by a Gram Panchayat ?

A video clip containing a brief statement by an employee of a GP



July 20



For sale of any Property

## Issues to remember

**Decision is to be taken by Finance and Planning Sub-Committee**

**Public auction to be done**

- ❖ **Notice to be displayed in various places**
- ❖ **Members of the Finance & Planning Sub-Committee to be present in the auction**
- ❖ **Generally, one who bids the highest rate will be selected in the auction**



## A Case Study

**A Gram Panchayat has decided to construct a Bus Stand. Now the Gram Panchayat Engineer visits the site and then places the bill to the Executive Assistant, who then withdraws cash from the bank through a cheque that was already kept signed by the Chairperson and pays in cash to the contractor.**

**---- is this process correct ?**



## **In this case . . .**

- **Chairperson's signature in the cheque in advance is against the financial rule**
- **Payment procedure is not followed as per financial rule.**

July 20

23

**What is the procedure for payment by a Gram Panchayat**

**A video clip containing a brief statement by an employee of a GP**



July 20



## Payment Process

- ❖ **ENGINEER** : In case of programme or scheme he/she shall place the bill or claim to the Executive Assistant with his/her observation to the effect that the claim is checked and found genuine and in order and may be paid.
- ❖ **SECRETARY** : In other cases, he/she shall place the bill or claim to the Executive Assistant with his/her observation to the effect that the claim is checked and found genuine and in order and may be paid.
- ❖ **EXECUTIVE ASSISTANT** : In all cases, he/she shall recheck the claims and bills, and after his satisfaction shall place the bill or claim to the Chairperson with his/her observation to the effect that the claim is checked and found genuine and in order and may be paid.
- ❖ **CHAIRPERSON** : After being satisfied with all documents shall sign the order for payment.

H



## Issues to be remembered

- ❖ How much payment may be done by cash ?  
**Less than RS 500/-**
- ❖ How can payment be done for bill more than Rs.500 but less than Rs. 2000/- ?  
**-By cheque**
- ❖ How can payment be done for any bill more than Rs 2000/- ?  
**By Account Payee cheque only**


H





46

ডেবিট

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July 20



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

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July 20



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তারিখ	কার কাছ থেকে	কী বাবদ পাওয়া গেছে	বাস্তব নং	পাতার নং	পরিমাণ (টাকা)	নির্বাহী	সহায়কের স্বাক্ষর	সহায়কের নাম	সহায়কের ঠিকানা
(১)	(২)	(৩)	(৪)	(৫)	(৬)	(৭)	(৮)	(৯)	(১০)
০১.০৬.০৮	মিলিত রক	আইএওয়াই	৯৫	১২	২	২০০০০০.০০			

মোট জমা : ২,০০,০০০.০০  
 মোট : ১২,১২,৩০৫.০০  
 ০১.০৬.০৮  
 সচিব/ ভারপ্রাপ্ত কর্মচারীর স্বাক্ষর ও তারিখ

### Right Side

খরচ									
তারিখ	কার কাছ থেকে	কী বাবদ দেওয়া হয়েছে	আইচার নং	পাতার নং	পরিমাণ (টাকা)	নির্বাহী	সহায়কের স্বাক্ষর	সহায়কের নাম	সহায়কের ঠিকানা
(১১)	(১২)	(১৩)	(১৪)	(১৫)	(১৬)	(১৭)	(১৮)	(১৯)	(২০)
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০১.০৬.০৮	সজন দাস	জুনিয়র আই.জি.এস - অফিস	১৪৩	২২	১৫০০.০০				
০১.০৬.০৮	কালিদাস	আইএওয়াই	১৪৪	৬	১৫০০.০০				

অন্তিম জেরের বিবরণ :  
 মোট : ১১,৯১,৮০৫.০০  
 মোট : ১১,৯১,৮০৫.০০  
 ০১.০৬.০৮  
 সচিব/ ভারপ্রাপ্ত কর্মচারীর স্বাক্ষর ও তারিখ

প্রতিটি সেন্সরের স্বাক্ষর নথি যাচাই করা হল এবং সঠিক পাওয়া গেল

জি.মাদারের স্বাক্ষর ও তারিখ

**ব্যাখ্য মিলকরণ বিবরণী:**

কাশ বই অনুসারে ব্যাখ্য জেরের পরিমাণ ১১,৯০,৫৮৫.০০

মোট: প্রাপককে চেক দেওয়া হয়েছে কিন্তু ভাঙানো হয়নি ১২,৫০০.০০

ব্যাখ্য সুদ দিয়েছে কিন্তু কাশ বইতে লেখা হয়নি ০০.০০

বাদ: ব্যাখ্য চেক জমা করা হয়েছে কিন্তু পাশ বইতে ওঠেনি ২,০০,০০০.০০

ব্যাখ্য চার্জ কেটেছে কিন্তু কাশ বইতে লেখা হয়নি ৮০.০০

পাশ বই অনুসারে ব্যাখ্য জেরের পরিমাণ ১০,০০,০৮৫.০০

০১.০৬.০৮  
 সচিব/ ভারপ্রাপ্ত কর্মচারীর স্বাক্ষর ও তারিখ

**অন্তিম জেরের তহবিল বিশ্লেষণ :**

তহবিলের প্রকৃতি	পরিমাণ (টাকা)
১. জুনিয়র আই.জি.এস	৯,৬০,৫২৫.০০
২. নিজস্ব তহবিল	৭৩,৮২০.০০
৩. আইএওয়াই	৭৩,২৫০.০০
৪. দ্বাদশ অর্থ কমিশন	৮৮,২৮০.০০
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মোট:	১১,৯১,৮০৫.০০

০১.০৬.০৮  
 সচিব/ ভারপ্রাপ্ত কর্মচারীর স্বাক্ষর ও তারিখ

**ব্যাখ্য মিলকরণ বিবরণী:**

কাশ বই অনুসারে ব্যাখ্য জেরের পরিমাণ

মোট: প্রাপককে চেক দেওয়া হয়েছে কিন্তু ভাঙানো হয়নি

ব্যাখ্য সুদ দিয়েছে কিন্তু কাশ বইতে লেখা হয়নি

বাদ: ব্যাখ্য চেক জমা করা হয়েছে কিন্তু পাশ বইতে ওঠেনি

ব্যাখ্য চার্জ কেটেছে কিন্তু কাশ বইতে লেখা হয়নি

পাশ বই অনুসারে ব্যাখ্য জেরের পরিমাণ

০১.০৬.০৮  
 সচিব/ ভারপ্রাপ্ত কর্মচারীর স্বাক্ষর ও তারিখ

**অন্তিম জেরের তহবিল বিশ্লেষণ :**

তহবিলের প্রকৃতি	পরিমাণ (টাকা)
১. জুনিয়র আই.জি.এস	৯,৬০,৫২৫.০০
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৩. আইএওয়াই	৭৩,২৫০.০০
৪. দ্বাদশ অর্থ কমিশন	৮৮,২৮০.০০
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 সচিব/ ভারপ্রাপ্ত কর্মচারীর স্বাক্ষর ও তারিখ

- 





## General Ledger

- ✓ **A General Ledger shall be maintained for each classified receipt or payment account in which all the entries of the Cash Book shall be posted date wise.**
- ✓ **For each entry in the debit or left side of the Cash Book, a corresponding entry shall be made in the credit or right side of the account in the General Ledger.**
- ✓ **Similarly for each entry in the credit or right side of the Cash Book, a corresponding entry shall be made in the debit or left side of the account in the General Ledger.**



July 20



What registers are to be maintained for effective Financial Management ?

A video clip containing a brief statement by an employee of a GP



July 20



## Registers to be Maintained

- **Cash Book**
- **Subsidiary Cash Book**
- **General Ledger**
- **Cheque / Draft Receipt Register**
- **Cheque Book Register**
- **Receipts for Tax, Rates and Fees**
- **Miscellaneous Receipts**
- **Stock Register of Receipts Books**
- **Durable Stock Register**



## Registers to be Maintained

- **Register of Stationary Articles**
- **Acquittance Register for Honorarium of Vice-Chairperson and other Elected Representatives**
- **Acquittance Register for Pay/ Allowance of employee**
- **Programme Register**
- **Scheme Register**
- **Appropriation Register**
- **Acknowledgement for receipt of adjustment voucher**



## What is Budget ?

**Budget is an estimate of income and expenditure for the upcoming year**

## Why is Budget important ?

**Without Budget any expenditure of the Gram Panchayat will be considered illegal. Budget helps to complete a work as per the Plan with a control on expenditure.**



## Budget of a Gram Panchayat

**A video clip containing a brief statement by an employee of a GP**



July 20



## Preparation of Financial Reports

**Form M : Monthly Statement of Fund position, to be submitted to Intermediate Panchayat.**

**Form N : Annual and Half-yearly statement of receipt and payments - to be placed and approved in the meeting of Finance and Planning Sub-Committee and General Body Meeting of Gram Panchayat and submitted to Intermediate Panchayat**



July 20



## Audit of a Gram Panchayat

**Internal**

**Statutory**

**Social**

**Panchayat  
Accounts &  
Audit Officer**

**Examiner of  
Local Accounts**

**Citizens**



## Why is Audit done ?

### Internal Audit

**Whether the works done by a Gram Panchayat during the running year is as per the Act and Rules and if there is any gap, then necessary guidelines for correcting and mending the gaps.**

### Statutory Audit

**Whether the works done by a Gram Panchayat during the previous year is as per the Act and Rules and if there is any gap to take necessary steps.**



July 20



## During an Audit Process

- ❖ **The Chairperson or the Vice-Chairperson of a Gram Panchayats, the Chairpersons of the Sub-Committees, other members must be present in the Gram Panchayat Office**
- ❖ **All the employees of the Gram Panchayat must be present**
- ❖ **Keeping all the records of the Audit Year ready for reference**
- ❖ **Prompt and correct replies to all the queries of the Auditor**
- ❖ **Cooperation with the Auditor**



July 20





## After an Audit Process

- ❖ **After the Audit, the Auditor will send an audit report with his queries and recommendations.**
- ❖ **The Chairperson will have to convene a meeting of the Finance and Planning Sub-Committee and the General Body of the Gram Panchayat for preparing the Audit reply within a stipulated time period.**
- ❖ **The audit reply will have to be send to the Auditor through the upper tiers with their recommendations.**



July 20



## Social Audit

- **Social Audit is a way of measuring, understanding, reporting the accounts, quality and outcome of a scheme by its beneficiaries ultimately improving the Gram Panchayat's social and ethical performance**
- **The Programme guidelines, various documents and informations should be made well known to all the beneficiaries and every citizen.**



July 20



## Computerised Accounting System



**Using the Computerised Accounting System, record keeping can be done fast and correctly**



## The work that Chairperson has to do daily

- ✓ **Sign the Cash Book and the Subsidiary Cash Book**
- ✓ **Sign the receipts**
- ✓ **Sign the vouchers and the muster rolls**
- ✓ **Sign other registers**



## The work that Chairperson has to do every month

- **Acquittance Register for Pay/ Allowance of employee**
- **Prepare Bill for Government Grant on account of salary of the employees and submit it to the Block office by 7<sup>th</sup> of the next month**
- **Prepare Monthly Statement of Fund Position and submit it to the Block Office**

## The work that the Chairperson has to do every 6 month

- **Prepare Half-Yearly statement of receipt and payment**



July 20



## The work that Chairperson has to do each year

- **Preparation of Plan and Budget**
- **Preparation of yearly statement of receipt and Payment**

## The work that the Chairperson has to do as per need

- **Sending Utilization Certificate**
- **Regular Auditing of Accounts**
- **Signing other related reports and registers**



July 20



## Part-4B

### **A Model Transaction Manual on *Financial Management, Maintenance of Accounts by GP etc.* for use by Trainers for Induction Level Orientation of Elected Representatives of Gram Panchayats**

Prior to the session, Trainers must go through the PowerPoint Presentation carefully, the embedded Case Studies, the Learning Material and this Transaction Manual thoroughly and ensure that they are prepared enough to conduct this session. This Transaction Manual to is help Trainers in presenting the subject confidently in sequence and within the stipulated time.

In course of transaction of the session and after finishing each issue, Trainers must ask if any participant has any query on the issues discussed and answer if there are any relevant and important questions. If any irrelevant question or claim for explanation arises, then with due respect the participants may be asked to discuss the questions after the session.

#### **Slide No. 1 :- Financial Management of Gram Panchayat**

In the first slide the trainer will have to say that the participants have come to know from the very first session of the first day about how a Gram Panchayat is constituted, about its functions, the roles and responsibilities of the Elected Representatives and functionaries and other related issues. The most important thing for effective and successful implementation of all Gram Panchayat functions is its Financial Management. Then Trainers may say, “Let us now discuss Financial Management. First, let us see which issues of Financial Management will be discussed in this session”.

#### **Slide No. 2 :- Objectives of the Session**

One of the participants may be requested to read out the objectives of the session as presented in the slide. Then Trainers may say, “We will try to discuss all these issues in this session but at the very first let us understand what is Financial Management”. Now 2 to 3 participants may be given the chance to participate in the discussion. Whatever the participants say will have to be written down on the board by a Co-Trainer. Nobody should be refrained from speaking. Now Trainers may say, “Now, let us once more see what we mean by Financial Management particularly in the context of Gram Panchayat”.

#### **Slide No. 3:- What is Financial Management ?**

It will be better if any one of the participants is asked to read out the points. Other participants may be asked to add any other point to the ones stated in the slide. Trainers may again read out the points and clarify any query relating to Financial Management.

#### **Slide No. 4 :- Foundation of Financial Management.**

Now it may be said, “We have come to know what is Financial Management, but can you say which Act and Rule will have to be followed for Financial Management of Gram Panchayat ?” If anyone answers then it is good, else the slide may be shown and the foundation of Financial Management needs to be explained. Along with this, a photocopy of the cover of the rule book may also be shown.

#### **Slide No. 5:- Why Financial Management ?**

A video clip may be screened with the help of LCD/LED projector. Before running the video clip. The participants need to be requested to note on their exercise books the main points mentioned by the person in the clip. One or two participants may be asked to point out what the main points were. A Co-Trainer may also be asked to write on the board the main points mentioned by the person in the clip.

#### **Slide No. 6 - 8:- Role of Chairperson and employees in Financial Management.**

Now it may be said, “The Chairperson of the Gram Panchayat is the custodian of all Gram Panchayat Funds. So he has a very important role in the Financial Management of Gram Panchayat. Let us go



through his roles and responsibilities”. Then any participant may be asked to read out the roles on the slide. Queries, if any need to be clarified. At the time of screening the video clip, the same practice of noting down the main points needs to be followed.

#### **Slide No. 9:- Issues to remember**

Now each question is to be asked and answer is to be taken from the participants. Varying answers may come from the participants. Now the one who is giving the correct and complete answer may be requested to say it loud so that others can listen properly. Now Trainers may say, “Let us see from where the Gram Panchayats receive funds”.

#### **Slide No. 10 - 11:- Sources of Funds in a Gram Panchayat**

Before discussing this slide further, it may be said, “We have already discussed the various sources of Gram Panchayat fund while we were discussing the resources.” Then, 2-3 participants may be requested to tell about the sources.

Whatever the participants say will have to be written down on the board. Then the fund flow is to be explained. Then Trainers may say, “Let us hear what a Gram Panchayat Employee has to say about this matter”. Before playing the video clip, the participants may be requested to write down the points, while a Co-Trainer also will write down the main points on the board.

#### **Slide No. 12 - 13 :- Issues to remember**

The purpose of the slides on “Issues to remember” is actually an interim review of the learning achieved so far. Now the questions presented on the slide are to be thrown among the participants. One or two may be given the chance to answer. One Co-Trainer will write the wrong answers on the left side of the board and the right answers on the right side of the board – as a common strategy at every point. After a very brief pause, the correct answers are to be shown.

#### **Slide No. 14 – 15 :- Who will sign cheques ?**

Trainers may say, “Can any one of you say who will sign cheques ? Come let us see.” Then the picture of the cheque is to be shown. Now the participants will have to be asked why there is no signature of the Chairperson. The reason is to be said that the Executive Assistant will first sign the cheque and place it to the Chairperson for signature. Now who will sign the cheque if any one of the two are not present? Let us see.

Answers for each Question is to be obtained from the Participants. Only after that the answers stated on the slide may be shared with the participants.

#### **Slide No. 16 – 18 :- A Case Study**

One of the participants needs to be asked to read out the case as stated on the slide. The case should be read out once by a Trainer once again. Now the participants are to be asked whether the process followed was correct or not. The answer is to be listened to from 2-3 participants. Their answers may be written down on the board. Next, each point is to be read out. Then it may be said, “We have to know the rules properly. Let us now discuss the rules and the procedures. First, let us discuss what rules are to be followed for purchasing some goods for the Gram Panchayat. Let us see what the office head and the employees have to say in this matter”. The video clip is to be shown. The same procedure mentioned earlier for screening a video clip is to be followed.

#### **Slide No. 19 :- Procurement Procedure for works**

The matter is to be shown and the participants may be asked questions at regular interval. After this it may be said, “Let us now discuss the rules to be followed for sale of any movable properties by a Gram Panchayat”.



**Slide No. 20 :- Rules to be followed for sale of any movable properties by the Gram Panchayat**

The video clip is to be shown and the participants may be requested to jot down the points.

**Slide No. 21 :- Issues to remember**

Trainers may ask, “So, what did we learn till now ?” 3-4 participants may be requested to answer. The person who answered earlier may be avoided and others may be involved to answer. Next, Trainers may say, “Now let us go through another case study”.

**Slide No. 22 :- A Case Study**

Any participant may be requested to read out the case study, and the trainer will also read it out again. Now the participants are to be asked whether there was anything wrong in the process. 2-3 participants may be allowed to answer. Their answers are to be written down on the board. The fact that the process of payment was not correct has to come out from the participants.

**Slide No. 23 :-**

Each point is to be read out and said, “We have already seen that advance signature of the Chairperson in the cheque is not correct and against the financial rule. Now we have to know the correct procedure for payment. So let us now discuss this matter”.

**Slide No. 24 – 25 :- Payment procedure**

The video clip may be screened and the participants may be requested to write down the important points. Trainers may say, “Now let us discuss the role of Panchayat Employees and the Chairperson in the payment process”.

**Slide No. 26 :- Issues to remember**

Each question is to be thrown to the participants. Those who will be able to answer the questions may be requested to say the answer loudly and clearly. Trainers may say, “Now that we have seen the correct procedure for payment, let us discuss how this will be recorded in the cash book and other registers”.

**Slide No. 27 :- What shall a Chairperson see before signing a cash book every day**

The Secretary and the Executive Assistant are directly involved in writing the cash book, but as an office head, the Chairperson has to know the entire matter. Trainers may say, “Let us now discuss what the Chairperson needs to know about a cash book.”

**Slide No. 28 to 34 :- Cash Book**

Particulars about cash book need to be clearly explained as per the presentation. After that it is to be verified how much the trainees have understood. These issues need to be explained in detail in training of Chairpersons.

**Slide No. 35 :- Subsidiary Cash Book**

Now it is to be mentioned that there is another important register, which is the Subsidiary Cash Book. Either the participants will have to be asked or the trainer will read out all the points one by one. The basic difference between Cash Book and Subsidiary Cash Book needs to be explained on the board. Then the proforma of the Subsidiary Cash may be shown to the participants.

**Slide No. 36 :-** The subsidiary Cash Book is to be shown and the places where signature is compulsory may be shown to the trainees.

**Slide No. 37 :- General Ledger**

As per rule the Gram Panchayat will also have to maintain a General Ledger. Either the participants

will have to be asked or the trainer will read out all the points one by one. The basic difference between Cash Book and General Ledger may be explained on the board. Then the proforma of the General Ledger may be shown to the participants.

**Slide No. 38 :-** Trainers may say, “Now let us see a few of the registers that a Gram Panchayat will have to maintain for effective record keeping. The video clip is to be shown.

**Slide No. 39 - 40 :-** Each register is to be mentioned along with a few words for explaining the registers the participants.

**Slide No. 41 – 42 :- Gram Panchayat Budget**

Trainers may say, “Till now we have been discussing how to maintain the records for effective accounting in the Gram Panchayat. Now we will discuss a very important issue without which accounting system is incomplete and that is Budget. Let us see what Budget is. What is Budget and why is it important ?” The matters are to be discussed with the help of this slide. But before that the participants will have to be asked about their experience. Now the role of the Gram Panchayat Employees in Budget preparation is to be explained through the video clip.

**Slide No. 43 :- Preparation of Financial Reports**

Trainers may say, “Till now we have seen how a Gram Panchayat will prepare Budget and incur expenditure as per the budget. The transactions will have to be properly documented in few registers also. But then the Gram Panchayat will have to prepare various reports and statements of receipts and payment and submit the same to higher authority and also place it before auditors. So now we will discuss the procedure of preparation of these reports and to whom they are to be submitted.”

**Slide No. 44 – 47 :- Gram Panchayat Audit**

Various types of Audit of the accounts of Gram Panchayat, why Audit is done and who does what Audit need to be discussed with the participants and the video clips are to be shown. Before showing the slides, participants need to be asked why Internal and Statutory Audits are done. Then the issues may be discussed after showing the slide. What is to be done during an Audit process needs also to be discussed. Roles of the Elected Representatives and employees during Audit process is to be discussed, and each point of the slide is to be read out and explained. What is to be done after Audit is to be discussed next. Here it is to be said that the detailed process of Audit compliance report will be explained in the handout, so here a brief outline will be presented. Then each point is to be explained briefly.

**Slide No. 48 :- Social Audit.**

A brief discussion on Social Audit may be done with the help of this slide.

**Slide No. 49 :- Computerised Accounting System in Gram Panchayat**

Trainers may say, “We have come to know about the various aspects of Financial Management throughout this session. A Gram Panchayat can now perform all these activities related to Financial Management with the help of the Computerized Accounting System.

**Slide No. 50 – 52 :- Tasks of Chairperson in regard to Financial Management.**

The various points in this regard are to be discussed using these slides for the said issue.

At the end of the session, the participants need to be told that face-to-face orientation can at best initiate the process of learning and that actual learning will start when they start working physically. They need to be asked to consult the Learning Material carefully and get their queries answered through their own efforts or through interaction with their seniors or knowledgeable Resource Persons.

**Part-5A**

## **Gender Issues and Development of Women & Children**



**This Model PPT may be used as a tool for transaction of training session on the subject by Trainers for Induction Level Orientation of Elected Representatives of Gram Panchayats**



**Removal of gender discrimination for development and development of women and children in the context of overall rural development**

2

## Objectives of the Session

- ☛ To develop understanding on Gender Sensitivity in relation to Gender Discrimination
- ☛ To develop concept on different welfare programmes for women & child development
- ☛ To enhance the understanding on various outcomes in relation to women and child development

3

## Social Discrimination

- ☐ Roshan and Roshani
- ☐ Our Attitude

4

## Sex and Gender

### Sex

### Gender

1) Natural

1) Socially constructed

2) Biological

2) Work, roles, responsibilities, duties and rights

3) Can be changed

3) Can be changed

4) Time / place cannot be changed specially

4) Time / place can be changed specially

5



6

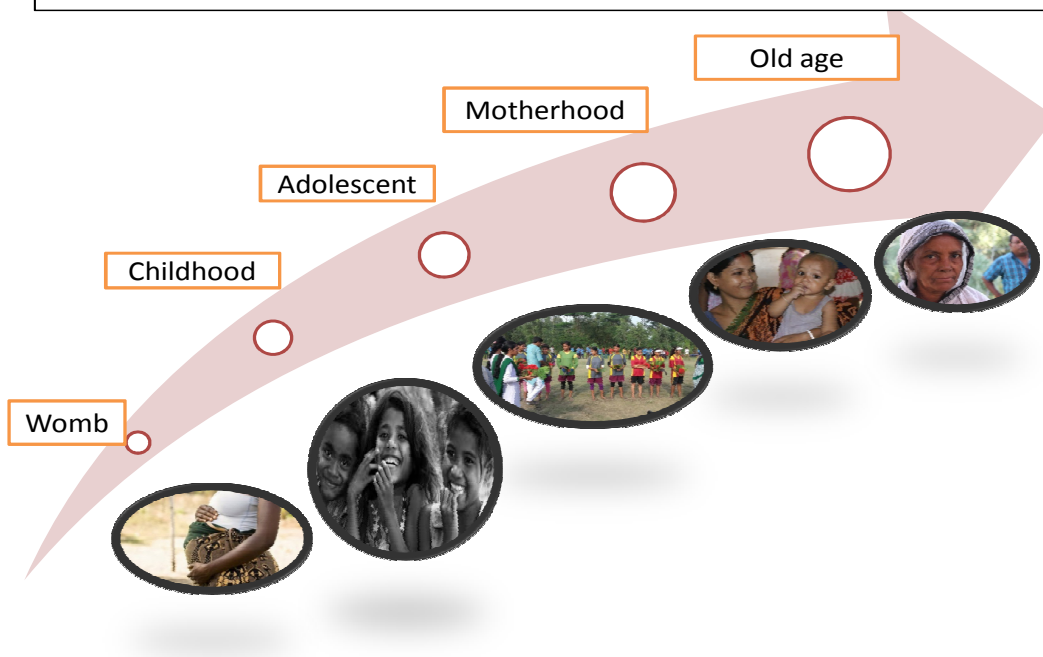


# Different sectors of discrimination

- ❖ Family
- ❖ Education
- ❖ Health
- ❖ Economy
- ❖ Political

7

## Different stages of gender discrimination



8

## Family responsibilities from childhood



## Taking care of babies in arms



## Drop-out / out of school

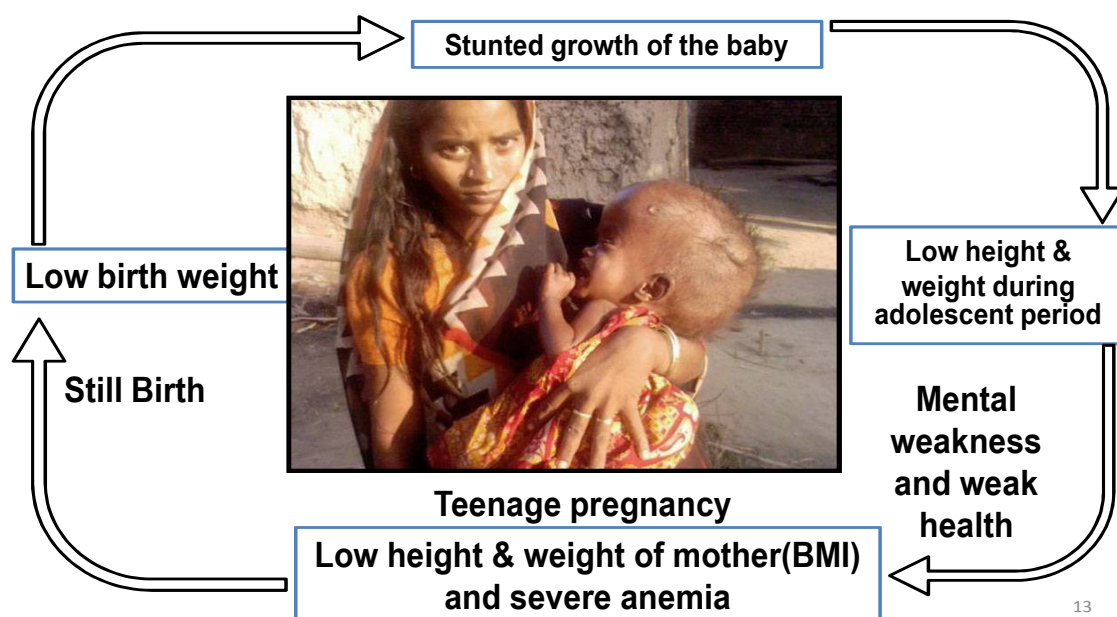


## Child Marriage and teenage pregnancy





# Evil circle of malnutrition



## Result of Gender Discrimination

Indicators	2011
Sex-Ratio	943
Infant Mortality Rate	44
Maternal Mortality Ratio	167
Average age of marriage of girl child	19.4
Female Literacy rate	65.46
Child sex ratio	919

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## Outcomes of gender discrimination

- Poor health status of pregnant mother and low baby weight during birth
- Anaemia of pregnant mother
- Female foeticide
- Out of school / drop-out
- Child labour / child migration / child trafficking
- Involvement of women in economic activity
- Involvement of women in politics

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## What are the activities we do in a day ?



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## Use – Maintenance - Control

Assets	Use	Maintenance	Control

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## A Case Study

This is an incident of Ullaspur. The village is located in West Jamuna, a backward area. Mono-cropped land is more in the area. People are very poor. The 'Swamyirvar Party of the victorious' of the Tahmins is active in the Ullaspur Ganj area. One day Tahmina and two more members of their group were going to bank to withdraw money. The bus was standing at the stand. Suddenly, Amelie and Josuci Mandi of Jamuna Pahee reached there. 'Where are you going?' When asked to answer, one said that from here the train will take them to town. The advance will be Rs.5,000/-. Like them, 8-10 people would gather here. Tahmina asked, "Who is the man?" They do not know his name. Amelie said, "What to do ? A lot of debt in the house - if I go there, I'll get money".

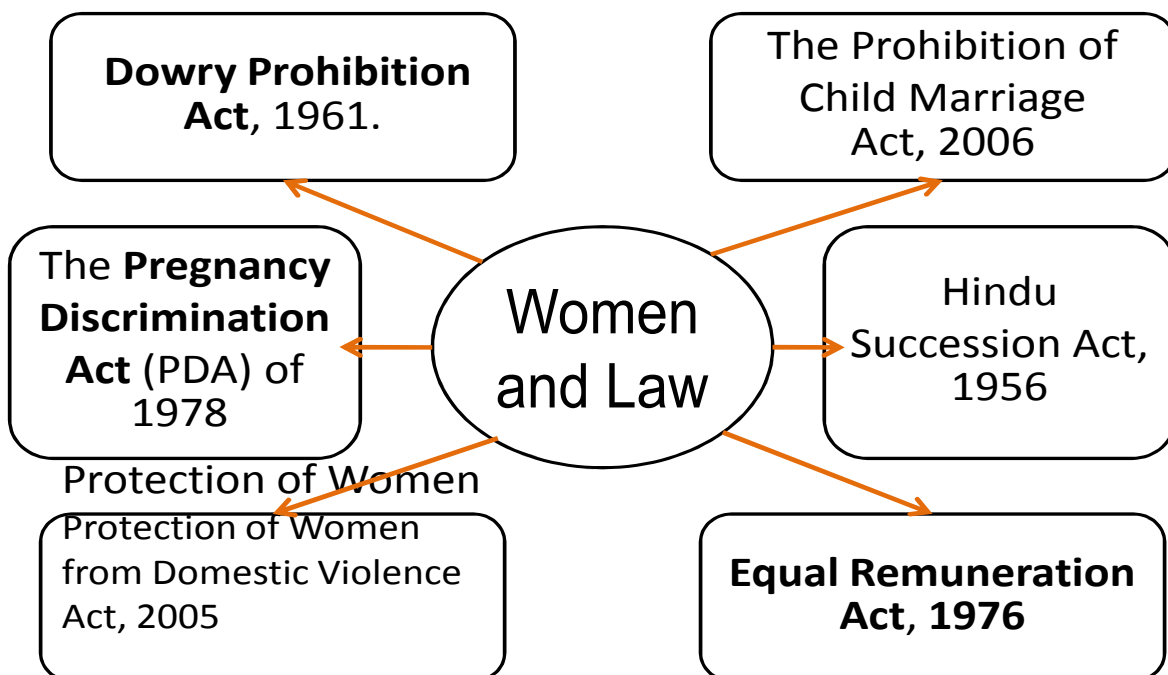
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## Do We know ?

### Cases registered in 2011 in India

1	Kidnap	35565
2	Death due to dowry	8618
3	Molestation	42968
4	Sexual Harassment	8570
5	Domestic violence	99135
6	Migration of adolescent girl	80
Source:- Nation Crime Bureau		

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## Child Rights – Constitution of India guarantees all children certain rights



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## Child Right Violations

MYTHS	FACTS
Children cannot be exploited because society loves children	While we do love our children, many are child labours and victims of sexual abuse
Home is the safest place for children	Female infanticide/foeticide, sexual exploitation by close relative, physical punishment to children, child marriage
We should not worry about BOYS, they can protect themselves	Boys too are vulnerable to exploitation – child labour, assault by adults
Children do not have any RIGHTS	Children have RIGHTS like adults
It is better to get girls married off while they are minors	It is a criminal offence to get girls under 18 years married

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## Right to Survival



RCH



Breast feeding



Neo-natal care



Routine immunization



**Services**

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## Right to Survival



Infrastructure of social institution



Safe drinking water



Growth monitoring



Nutrition education



Supplementary Nutrition

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## Right to Development



Elementary Education



Play



Special Child



Pre-Primary Education



Health & Nutrition



Adolescence 25

## Right to Protection



Child abuse



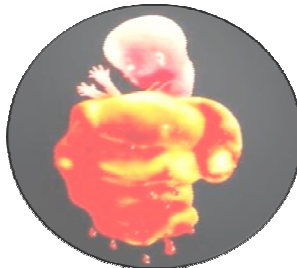
Child marriage



Child Labour



Women & child trafficking



Female foeticide



Domestic violence 26



## Right to Participation



School



Development activities



Backward class / section

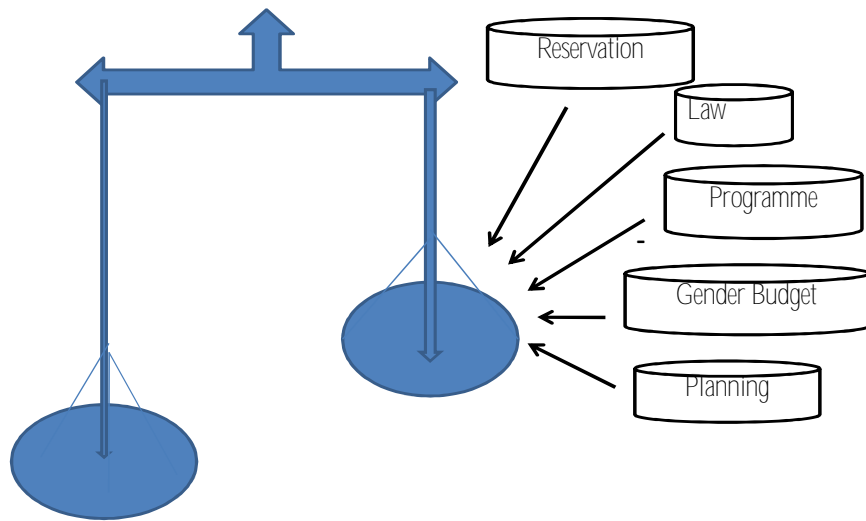
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## Indicators of women development

- Equal rights and respect
- Enhance educational opportunity
- Development in health & nutrition
- Care of pregnant & lactating mother
- Promotion of SHG
- Economic Development
- Stop any kind of violence

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## How to ensure Gender Equity ?

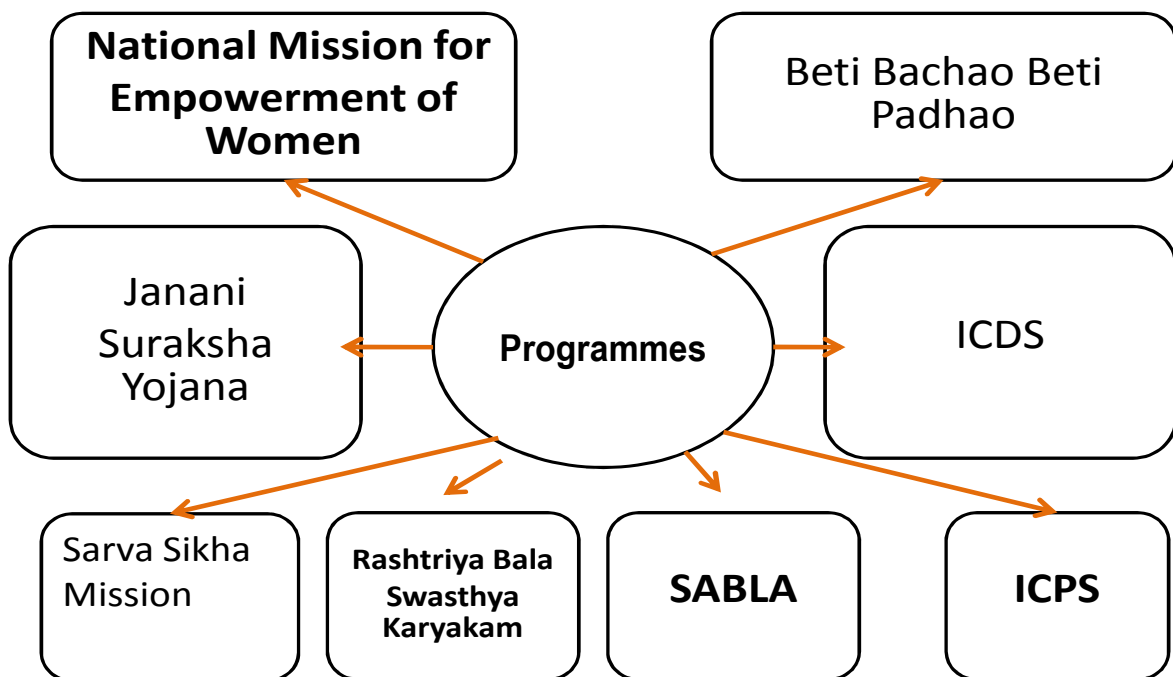


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## SDG 5: **Achieve gender equality and empower women and girls**

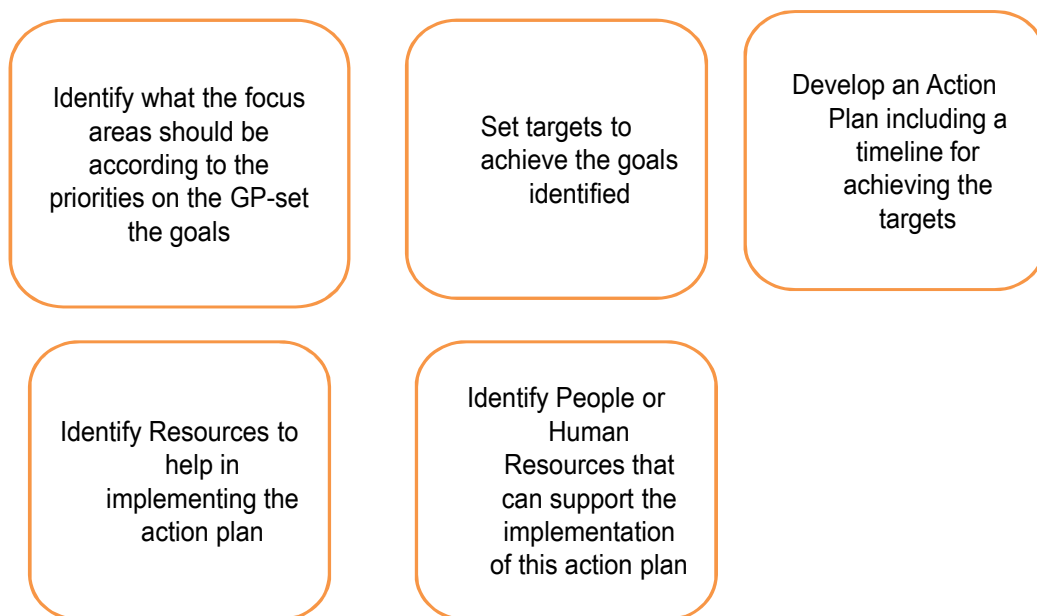


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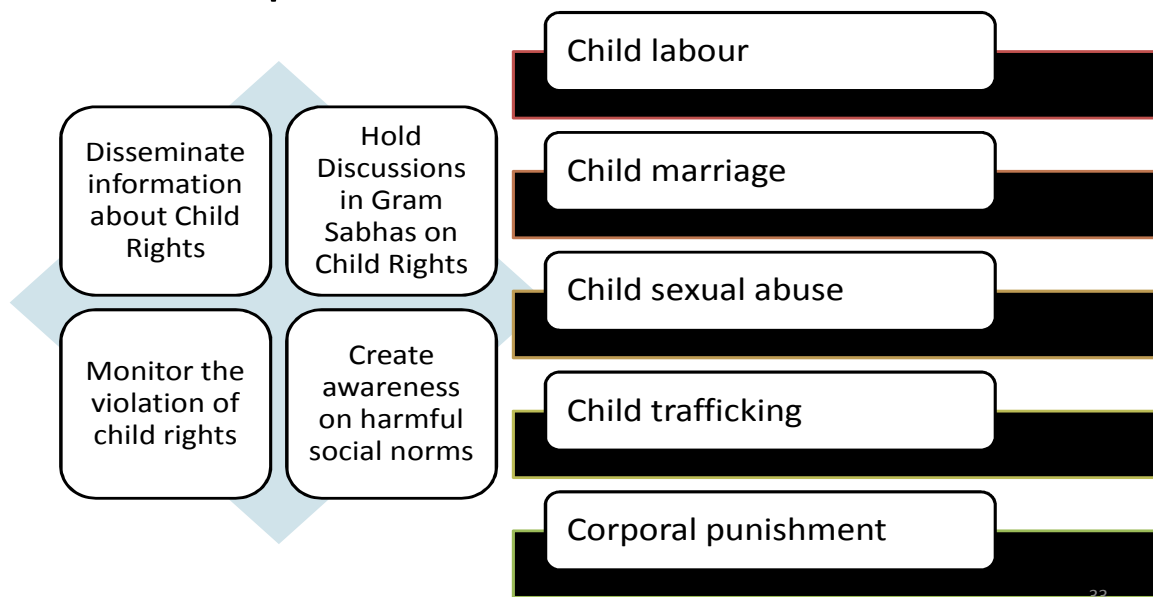
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## Steps of Planning for Gender Equity

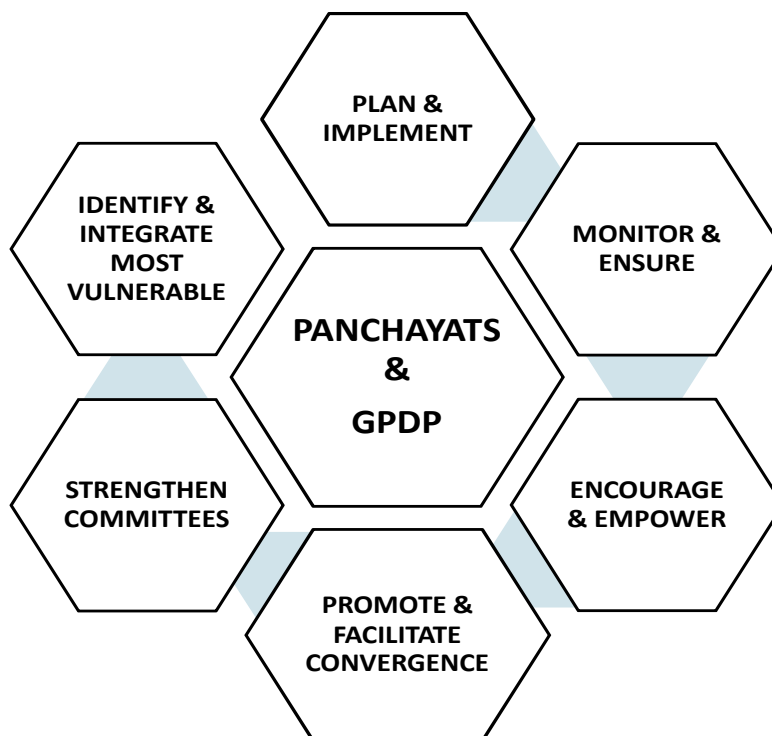


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## What Panchayats can do to protect & promote CHILD RIGHTS ?



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## **Part-5B**

### **A Model Transaction Manual on Gender Issues and Development of Women & Children for use by Trainers for Induction Level Orientation of Elected Representatives of Gram Panchayats**

**Time:- 1 Hour**

**Note :-** Trainers are requested to read thoroughly and meticulously the PowerPoint Presentation, handouts/ handbooks / write-up and transaction manual on the subject before conducting the session. It helps the Trainers to conduct the session more confidently and efficiently. On completion of the session, Trainers should ask the participants any queries and try to give the answer to those queries. At the end of the session, Trainers should try to answer the questions with due respect towards participants.

#### **Learning Objectives:-**

1. To develop understanding on gender sensitivity in relation to gender discrimination
2. To develop concept on different welfare programmes for Women & Child Development
3. To enhance the understanding on various outcomes in relation to women and child development
4. To equip the participants with knowledge on various concepts related to gender just society
5. To identify the attitudinal aspects of the participants in relation to gender discrimination
6. To help the participants to set goals in ensuring gender just Gram Panchayat

#### **Learning Outcomes :-**

At the end of the orientation programme the participants should have gender sensitivity, promote gender equality in different spheres of development, get equipped with knowledge on different programmes for women & child development, legal provisions, be proficient of gender equality plans and roles & responsibilities of Elected Representatives of GPs towards a gender-just society.

#### **Methodology:-**

In the adult training programme, mostly participatory methodologies are used, based on adult learning principles. Interactive lecture, role play, case study analysis, group work and brainstorming methods may be used to conduct the session.

**AV Aids required :-** Colour charts, colour pens, scissors, cello tape, projectors, laptop and white board (if available)

**Slide No 1:-** Collage of pictures depicting the different roles of women in a day. Participants may be asked the significance of the pictures.

**Slide No 2:-** Title of the session. Trainers need to explain this.

**Slide No 3:-** Objectives of the session. Each objective should be clearly explained to the participants. To ensure common understanding among the participants, two-three participants may be asked to explain the objectives of the session.

**Slide No 4:-** This is an exercise indicating attitudinal aspect of human mind related to gender roles. Participants are to be divided into five groups representing 5 or so members. Each group may be asked to bring out the different socially-created roles & responsibilities of boys and girls as they grow up. After the exercise, each group may be asked to present with their views and it will reflect their attitude about discrimination between boys and girls.



**Slide No 5 :-** This shows the major differences between Sex and Gender. Each difference may be clearly described to the participants citing examples.

**Slide No 6:-** Participants may be asked to describe the sectors of gender discrimination. A quick brainstorming session may be applied for this purpose. Trainers need to write down the points on the board or charts to relate these with the subsequent session.

**Slide No 7:-** Trainers may thoroughly describe each sector of discrimination with examples in respect to gender inequality. Participants may be asked to share their experiences in each sector.

**Slide No 8:-** Different stages of life span is depicted in relation to social discrimination that resulted in a society marked with discrimination, based on gender. Previous experiences used by the participants may be co-related in this presentation. This will help creation of gender sensitivity among the participants.

**Slide No 9 to Slide No 12:-** Different pictures portray the gender roles and responsibilities and social discrimination which resulted in inequalities. Participants may be asked to explain the incidences of discrimination briefly.

**Slide No 13:-** It describes the evil circle of malnutrition. Each step needs to be clearly described with examples. Participants may be asked about the result of this circle at the end to ensure their understanding in this regard.

**Slide No 14:-** It depicts some data of social discrimination. It will be useful if Trainers can also use regional data along with national data. Data will help analysis of the real situation of a society marked with gender discrimination.

**Slide No 15:-** Different outcomes of gender discrimination are clearly described. Again a quick brainstorming session may be applied to bring out the understanding of the participants in this regard.

**Slide No 16 :-** Clock Exercise. Each participant may be given a piece of white paper and asked to write down the activities they do from the time when they wake up to the time when they go to bed at night. This exercise will help them understand the dual responsibilities performed by women. Issues like no payment for domestic work, reproductive roles, balance in two roles etc. will be reflected through this exercise.

**Slide No 17:-** Another exercise of USE-MAINTAINENCE-CONTROL. Participants may be asked to do this exercise in a group. It will show the same assets used by men and women but at the end it would appear that the assets are controlled by men. Therefore, women hardly have any control over the assets used by them.

**Slide No 18 :-** One case study is presented. One participant may be asked to read the case and other participants may be asked to analyse the situation, while another participant may be asked to describe the roles of Gram Panchayat in this regard.

**Slide No 19:-** This is reflection of violence against women and the criminal cases registered in respect to social evils. Here, participants may be asked whether these types of incident occur in their area. If yes, what they would do, whether such cases are registered in the police station or not and the like. This will enhance awareness among participants about violence against women.

**Slide No 20:-** Different legal provisions are mentioned. It helps equip participants with knowledge regarding legal aids and laws for the welfare of the women and children.

**Slide No 21 & 22:-** Depicting the different rights, myths and facts about the children's issues in

connection with their rights. Participants may be asked to share their experiences in this regard. Trainers may jot down the points which may be used later.

**Slide No 23 to 27:** - Each right of children are clearly depicted with pictures. Each sector of the rights is to be clearly described with examples.

**Slide No 28:-** Participants may be asked the different indicators of women development for sustained development. It would be better if Trainers cite an example and the why factors behind each indicator.

**Slide No 29:-** Trainers may describe each step of ensuring gender equity with examples. To reiterate the learning, each participant may be asked to describe the steps and their roles in brief.

**Slide 30:-** Depicting the SDG No.5. It will help participants to understand the significance of gender equality.

**Slide 31:-** Clearly depicting the programmes for development of women and children. Trainers may be asked to describe the outline of each programme. This will help the participants with knowledge on different programmes.

**Slide No 32:-** Participants may be divided into groups and to draw an outline of planning for Gender Equality. Each group will present the outlines of planning.

**Slide No 33:-** A quick brainstorming session may be applied to ensure the rights of children by local government.

**Slide No 34 :-** Different steps of the comprehensive planning for gender-just society are depicted. The roles and responsibilities of Gram Panchayat in each stage of planning would need to be clearly described.

At the end of the session, the participants need to be told that face-to-face orientation can at best initiate the process of learning and that actual learning will start when they start working physically. They need to be asked to consult the Learning Material carefully and get their queries answered through their own efforts or through interaction with their seniors or knowledgeable Resource Persons.



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