Book-2

Model Training Modules for
Refresher Training of
Elected Representatives of Gram Panchayats

श्राब्राविपंरास
NIRDPR

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नरेन्द्र सिंह तोमर
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कृषि एवं किसान कल्याण,
ग्रामीण विकास तथा पंचायती राज मंत्री
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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 73rd 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.

30/1/20

(Narendra Singh Tomar)

नरेन्द्र सिंह तोमर
NARENDRA SINGH TOMAR

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संदेश

पंचायतों के निर्वाचित प्रतिनिधियों और कार्यकर्त्ताओं 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 कार्यकर्त्ताओं से संबंधित नियमित क्षमता-निर्माण एवं प्रशिक्षण संबंधी गतिविधियों 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 मॉड्यूल्स 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 मॉड्यूल्स तैयार किए हैं। इन आदर्श प्रशिक्षण मॉड्यूल्स 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 मॉड्यूल्स 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।

30।11।20
(नरेन्द्र सिंह तोमर)

Sunil Kumar, IAS
Secretary

Through the 73rd 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.
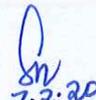
(Sunil Kumar)

Date: 7th February, 2020

Sunil Kumar, IAS
Secretary

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 आरजीएसए 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 मॉड्यूलस 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 है, 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 ट्रांजेकशन प्रक्रिया; (ग) प्रशिक्षण सत्रों के ट्रांजेकशन के लिए प्रशिक्षकों द्वारा उपकरण के रूप में उपयोग के लिए मॉडल पावरपॉइंट प्रस्तुति; (घ) प्रशिक्षकों द्वारा उपयोग के लिए मॉडल ट्रांजेकशन 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।

(सुनील कुमार)

x

डॉ. डब्ल्यु.आर. रेड्डी,आई ए एस
महानिदेशक

Dr. W.R. Reddy, IAS
Director General

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)

Acknowledgement

(W.R.Reddy)

Book-2

Model Training Modules for Refresher Training of Elected Representatives of Gram Panchayats

Part-1

Principles, Strategy, Approach, Contents and Process of Refresher Training of Elected Representatives of Gram Panchayats

1. Why Refresher Training for Elected Representatives of Gram Panchayats and When

After fresh Panchayat General Elections every five years, almost all the States organise Induction Level Orientation for the new Elected Representatives (ER) of Gram Panchayats (GP). Having been fresh entrants to the Panchayati Raj system, the Induction Level Orientation is an opportunity for them to be exposed and sensitised to a wide range of issues related to Panchayats & Rural Development. Undoubtedly, 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 life and livelihoods, their needs and aspirations. But, it is observed that owing to many reasons including lack of appropriate infrastructure and quality trainers, the Induction Level Orientation often falls short of fully catering to their learning needs to perform effectively in running their Gram Panchayat as an institution of self-government as mandated by the Constitution of India. In other words, the Induction Level Orientation, with its limited scope, falls short of developing their capacity to the desired extent in terms of knowledge, awareness, attitude, skills and self-confidence, whereas they face different kinds of problems in course of their functioning. As a result, most of them require further rounds of training to understand how to solve their problems, how to perform their functions effectively and also how to prepare and implement comprehensive GP Development Plans (GPDP) efficiently, aiming at economic development and social justice.

Many TNA (Training Needs Assessment) exercises corroborate the increasing need for their learning the nitty-gritties of the Panchayati Raj system and various aspects of Rural Development, Human Development and Social Development programmes. Gaps in attainment of capacity are more particularly noticed among those ERs who represent the backward sections including SC, ST, BC and women. However, learning is an iterative process. So, their increasing learning needs must be fulfilled through iterative process of learning. In view of the above, as soon as possible after attaining some **capacity** through the Induction Level Orientation, the ERs of GPs should be brought under repeated training to attain the required **capability** to perform efficiently lest they should fail to satisfy the aspirations of the people whom they represent. Indeed, Refresher Training needs to be organised for the ERs of GPs for at least five days initially as soon as possible after their Induction Level Orientation but not later than two years and then at least once every year, depending on their emerging learning needs, or rather as many times as possible during their term of five years.

2. Desirable Duration of Refresher Training 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' basic orientation, two to three days' thematic sector-specific courses and two to three days' Refresher Training for ERs of Panchayati Raj Institutions (PRIs). But, in the meanwhile, a host of new approaches and strategies have emerged as guiding principles of accelerating rural development e.g. Sansad Adarsh Gram Yojana (2014); focus of the Fourteenth Finance Commission on GPs as premier institutions to be responsible for service delivery to rural citizens; selection of 115 Aspirational Districts and introduction of a mission for 50,000 Poverty-Free GPs under Mission Antyodaya (2017); recommendations of Sumit Bose Committee Report (2017) for effective use of Panchayati Raj Institutions (PRI) and flagship programmes for better outcomes; focused attention to Panchayat-SHG convergence to accelerate poverty reduction; introduction of Rashtriya Gram Swaraj Abhiyan (2018) to create opportunities for development of capabilities of Elected Representatives

(ER) and functionaries of Panchayats; 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'; revision and circulation of the new Guidelines for preparation and implementation of GPDP (2018); and sustained support for preparation of GPDP within a stipulated time frame. All these necessitate Refresher Training for ERs for five days in the minimum so that they can attain the required capability to function effectively as pillars of GP as an institution of self-government. Besides, keeping in mind the socio-economic profile and educational background of a majority of them, Refresher Training needs to be designed and implemented through application of participatory approaches, tools and techniques and use of audio-visual media in order to enable them to attain an all-round concept of Panchayats and Rural Development effectively. Attainment of the required competencies in the present context is not possible in less than five days. Hence, a Refresher Training is suggested for the ERs for five days. Moreover, additional Refresher Training programmes on specific issues, may be of shorter duration, may be organised by the States to cater to the emerging learning needs of specific groups of clientele viz. lady Chairpersons of GPs, Chairpersons of Standing Committees of GPs and ERs belonging to SC, ST, BC, Minority and women, particularly women belonging to the backward sections.

3. Why Residential Programme for Refresher Training of ERs of GPs

Refresher Training for ERs should be residential in order that they can spend more time in course of the programme in the training centre for five days and interact with resident trainers and senior ERs to get their queries answered and doubts cleared with correct and complete information. Besides, it has been experienced that if non-residential training is arranged for 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, for a serious refresher, a full-fledged five days' residential Refresher Training for ERs may be considered essential, particularly in the present context of their expanded roles. However, while the purpose of Induction Level Orientation for ERs is to develop their **understanding** of the relevant issues related to Panchayats and Rural Development, the purpose of Refresher Training desirably comes to be support for **problem solution, updating themselves on emerging issues, understanding complex issues of governance and Sustainable Development** and **reinforcement of their overall capabilities**, for which five days' residential Refresher Training programmes need to be organised for the ERs at least within two years of their Induction Level Orientation.

4. The Purpose of Refresher Training of ERs of GPs

The basic purpose of the Refresher Training of the ERs of GPs is to enable them to identify and analyse, based on their work experiences, the problems they face in their functioning and to explore means of solving them in running the GPs as institutions of self-government entrusted with economic development and social justice with relation to the 29 subjects given to Panchayats by the Constitution and to develop their capability to the extent possible to perform their functions effectively and efficiently. Another important purpose of Refresher Training is to impart specific skills and domain knowledge. In Refresher Training, scope for innovation needs to be given adequate thrust. Based on these principles, the objectives of their Refresher Training have been stated in the foregoing paragraph and delineated in detail in the relevant part of this book dealing with the Training Design.

5. Range of Contents for Refresher Training of ERs of GPs, to be Selected by SIRDPRs/SPRCs/ other Training Institutions, based on Training Needs Assessment (TNA)

The SIRDPRs/Nodal Training Institutions/other Training Institutions need to organize Refresher Training for ERs of GPs that should cover as many of these contents as possible in brief 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. It is necessary to mention that the range of the contents presented below is illustrative, not exhaustive. It is pertinent to mention that the wide range of contents for both Induction Level Orientation and Refresher Training is more or less the same. The SIRDPRs/ Nodal Training Institutions/other Training Institutions may exercise judicious choice from among these contents, based on the principles of 'must', 'should' and 'could' components of knowledge, and may also like to take up more contents, based on their local needs and priorities assessed through frequent TNA.

Sl. No.	A Wide Range of Contents Suggested for Refresher Training of ERs of GPs
1.	Strengthening Gram Panchayat as an Institution of Self-Government and its Roles & Responsibilities
2.	Structure and Functions of Gram Panchayat & its Standing Committees and Inter-relationship among three-tier Panchayats
3.	Healthy 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.	Effective Management of Meetings of Gram Panchayat, Office Management and Maintenance of Records
5.	Enhanced 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.	Improved 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.	Effective 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
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

Sl. No.	A Wide Range of Contents Suggested for Refresher Training of ERs of GPs
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 and Diversification 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.	More Effective 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.	Effective Monitoring and Evaluation of the Functioning of Gram Panchayat, Programmes and Outcomes

In respect of Refresher Training too, there are varying opinions about how many of the required contents should be covered in the Refresher Training. There is a widely prevalent view that since in the Induction Level Orientation the new ERs were 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 Refresher Training should focus more on the thematic issues and more complex issues. The limitation of this view is that unless the ERs are reoriented on all the relevant issues, based on their actual experiences, they will continue to remain incapacitated about the wide range of the contents they have to deal with in their daily functions and also in preparation of comprehensive GPDP.

The other view is that through the Refresher Training they should be exposed again to the entire gamut of Panchayats & Rural Development in brief so that they can be capacitated more and more with all aspects of Panchayats & Rural Development on a very serious note. In all considerations, it will be better to deal with the entire range of the contents in depth in Refresher Training so that they can grasp the subjects more confidently as they are dealing with them in real life situations in performing their roles.

6. Model Programme Schedule for Refresher Training of ERs of GPs

Based on the guiding principles, objectives and the wide range of contents, a Model Programme Schedule for five days' residential Refresher Training has been suggested and will be shared with the SIRDPRs/Nodal Training Institutions/other Training Institutions. They may like to develop their Programme Schedules for five days' residential Refresher Training for ERs of GPs in their local context, following the suggested one.

7. Model Training Modules for Refresher Training of ERs of GPs

This may be reiterated that 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 Refresher Training. There is no doubt that they are quite useful to ERs for earning knowledge to perform their roles.

In order to have a 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 Refresher Training of ERs of GPs. As like as the Model Training Modules for Induction Level Orientation of new ERs of GPs, the Model Training Modules for Refresher Training of ERs of GPs, prepared by the NIRD&PR, have the following five components:

(a) **Model Training Design** (popularly known as Programme Schedules) indicating background, objectives, methods, timeframe and profile of facilitators.

(b) **Model Session Plan & Transaction Process** to guide trainers on how to plan and execute sessions, indicating approach & methodology 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 each session to guide trainers to transact any session, 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 of Gram Panchayats before, during and after both Induction Level Orientation and Refresher Training, for use by functionaries of GPs and their support institutions and even for use by those who would not attend training.

It is necessary to mention that the Model Training Designs, the Model Session Plan & Transaction Process and the Model Transaction Manuals are to be different to serve different purposes, whereas the PowerPoint Presentations to be used by trainers as tools for transaction of sessions and the Model Learning Materials on FAQ Mode will be common for both Induction Level Orientation and Refresher Training.

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

The Training Modules prepared by the NIRDPR have been developed following "Experiential Learning Cycle" and "Adult Learning Principles" and based on sound experience of application of the principles and practice of 'Participatory Training methodology'. Training is generally modelled on the conventional approach of formal education that all of us have gone through school, college and university where 'teachers' 'teach' the clients as 'students' 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. This approach is expressed as 'experiential learning', based on "Adult Learning Principles" as stated in the following figure.

Adult Learning Principles

Earning New Experience → Earning Experience → Exchange of Experiences & Analysis → Arriving at a new principle or decision → Application of the principle or decision → (back to Earning New Experience)
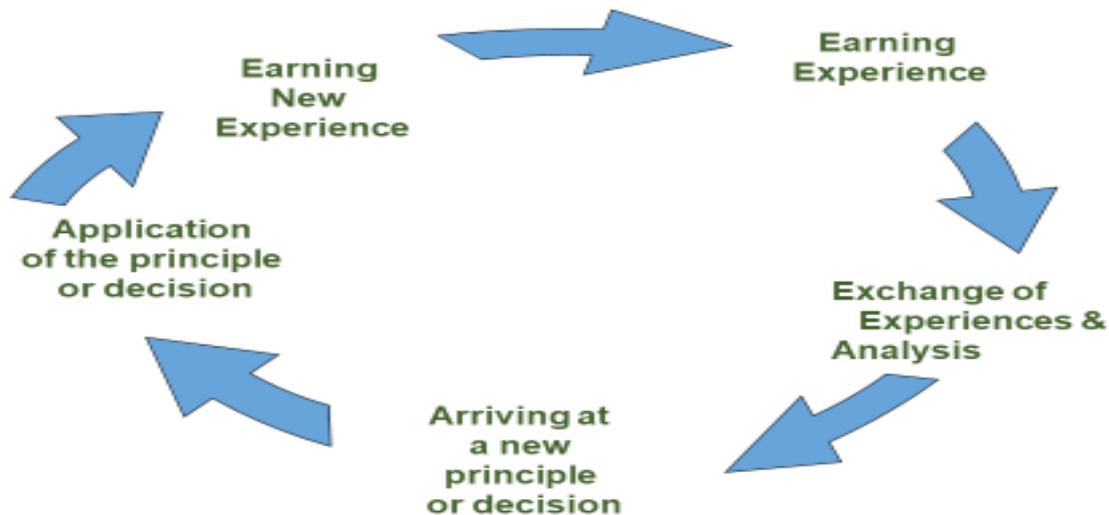
In case of adult learners, there can be no 'teacher' to 'teach'; on the contrary, learning takes place through interactions between trainers and learners through active participation on the part of all. Indeed, in a training programme meant for adults, the role of the trainer will be to create a congenial environment in which both the trainer 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 as 'Participatory Training', which is most suitable to adult learners. For success in any Capability Development initiative, be it Induction Level Orientation or Refresher Training, there must be 'participatory' approaches 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 sound experience of application of the principles and practice of 'Participatory Training Methodology', they will be helpful in the following manner:

(a) The Model Design and the Session Plans & 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 level of trainers and the expected outcomes.

(b) The Model Learning Materials, if duly updated before Refresher Training with an eye to their emerging learning needs, must cover a wide range of themes/contents which are relevant to their more effective functioning, using the Frequently Asked Questions (FAQ) mode in order that they can understand the elements of learning steadily and in greater depth. This approach helps learners to come back to their points of interest, grown from their emerging from their emerging learning needs, 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. This approach becomes more fruitful in case of Refresher Training because from the time of Induction Level Orientation they are used to taking support of the Learning materials frequently as per their needs.

(c) The Model PPTs, to be used following the Model Transaction Manuals, will help the Trainers' Team 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 both Induction Level Orientation and Refresher Training as

well as in the Model Transaction Manuals. The following principles may guide the Trainers' Team and may be helpful to them in appreciating the issue in depth. The Trainers' Team may use a PPT, may be the same PPT that was used in their Induction Level Orientation, or to be specially prepared for each session afresh, 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 and request her/him to answer from her/his first-hand experience, 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) If modified in the local context and properly followed, the Model Transaction Manuals will help trainers in transacting sessions in the desired manner and to ensure creation of an encouraging environment for active participation of learners and joyful learning. This apart, quality of learning can be ensured through Refresher Training uniformly across multiple training centres in a State.

9. Strategy for Rolling out these Model Training Modules for Refresher Training of ERs of GPs

Some of the States have already prepared and are using Training Modules of high standard to ensure quality training for ERs of GPs. The purpose of these Model Training Modules for Refresher Training is to offer to the SIRDPRs/SPRCs/other Training Institutions – a model of what can be done to ensure quality training for ERs of GPs. The SIRDPRs/SPRCs/other Training Institutions may like to prepare Training Modules, following these Model Training 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 Refresher Training of ERs of Intermediate Panchayats & District Panchayats

For quality training of ERs of the higher two tiers viz. Intermediate Panchayats & District Panchayats, similar strategy may be followed and the SIRDPRs/SPRCs/other Training Institutions may take similar initiative.

11. Strategy for Evaluation of Training Programmes

The following measures may be taken for appropriate evaluation of Refresher 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 Refresher 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-2
Model Design of 5 Days' Refresher Training
for Elected Representatives of Gram Panchayats

Venue: Dates:

Objectives

1. To identify and analyse, based on the work experiences of the ERs of GPs, the problems they face in their functioning and to explore means of solving them in running the GPs as institutions of self-government entrusted with economic development and social justice with relation to the 29 subjects given to Panchayats by the Constitution

2. To enhance their awareness and attitude about multi-dimensional Group Dynamics in democratic functioning of GP and to develop their leadership qualities

3. To enhance their understanding about institutional issues related to functioning of GPs including effective 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 further develop their understanding about e-governance through application of the Panchayat Enterprise Suites for more effective management of the functions of GPs

5. To enhance their understanding about implementation of the major Rural Development, Human Development, Social Development and Social Assistance programmes / schemes entrusted to GPs 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, disaster management, gender, livelihoods, bio-diversity, environment, sustainable development & SDGs and their roles

8. To enable them to better understand the special interventions in PESA GPs and their roles (applicable to PESA areas)

9. To further develop their knowledge, awareness, attitude, skills and self-confidence about preparation and implementation of a comprehensive and convergent GP Development Plan (GPDP) aiming at sustainable rural development

10. To augment their skills of monitoring and evaluation of the functioning of GP

Programme Schedule for 5 Days'
Residential Refresher Training of ERs of GPs

Time	Content	Method	Facilitator
Day-1			
09.00 – 10.30 (Session-1)	Registration, Self-introduction, Necessity and Objectives of the Refresher Training for ERs of GPs		Trainers' Team
10.30 – 11.30 (Session-2)	Problems being faced in functioning of ERs and to explore means of solving them in running GPs as institutions of self-government	Brainstorming	Trainers' Team
11.30 – 13.30 (Session-3)	Institutional issues related to functioning of GP including effective organisation of Gram Sabha and Ward Sabha, management of meetings, office management, work management etc.	Presentation & Interaction	Trainers' Team
13.30 – 14.30	Lunch Break		
14.30 – 18.00 (Session-4)	Enhancement of Own Source Revenue, more competent financial management, improved service delivery, infrastructure development, statutory and social audit, redress of grievances and improving governance	Presentation with Good Practice & 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
Day-2			
09.30 – 10.00 (Session-6)	Review of the previous day's sessions and lessons learnt	Interaction	Participants
10.00 – 13.30 (Session-7)	Making Group Dynamics healthy in democratic functioning of GP (based on practical experience 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
13.30 – 14.30	Lunch Break		
14.30 – 16.00 (Session-8)	E-enablement of GPs through proficient 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-9)	Implementation of Rural Development programmes/schemes – problems & probable solutions : MGNREGS & PMAY-G, NSAP, FFC Grant, SFC Grant and other financial resources available to GPs	Presentation, Case Study & Interaction	Trainers' Team
19.00 – 20.30 (Session-10)	Screening of motivational films on various aspects of Panchayats & Rural Development	Feedback & analysis of lessons learnt	Trainers' Team

Time	Content	Method	Facilitator
Day-3			
09.30 – 10.00 (Session-11)	Review of the previous day's sessions and lessons learnt	Interaction	Participants
10.00 – 11.30 (Session-12)	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-13)	Gender issues in development and implementation of 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-14)	SHG-based Development and Panchayat-SHG Convergence for accelerating community-led poverty reduction	Presentation & Interaction	Trainers' Team
16.00 – 18.00 (Session-15)	Necessity of focus on 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-16)	Screening of motivational films on various aspects of Panchayats & Rural Development	Feedback & analysis of lessons learnt	Trainers' Team
Day-4			
09.30 – 10.00 (Session-17)	Review of the previous day's sessions and lessons learnt	Interaction	Participants
10.30 – 12.00 (Session-18)	Thematic issues including Mission Antyodaya, Convergence, Disaster Management, Bio-Diversity, Environment, opportunities for expansion and diversification of livelihoods for economic development and roles of GP	Presentation with Good Practice & Interaction	Trainers' Team
12.00 – 13.30 (Session-19)	Special interventions in PESA GPs and roles of GP (applicable to PESA areas)	Presentation & Interaction	Trainers' Team
13.30 – 14.30	Lunch Break		
14.30 – 18.00 (Session-20)	Stages and processes of preparation of a comprehensive, convergent, inclusive and SDG-compliant GP Development Plan (GPDP) aiming at sustainable rural development and roles of individual ERs and the GP as a whole in ensuring quality of GPDP	Brainstorming, Presentation with Good Practice & Interaction	Trainers' Team
19.00 – 20.30 (Session-21)	Cultural Programmes with focus on Human Development, Social Development issues, Environment, Child-Friendliness etc.	Feedback & analysis of lessons learnt	Trainers' Team

Time	Content	Method	Facilitator
Day-5			
09.30 – 10.00 (Session-22)	Review of the previous day's sessions and the lessons learnt	Interaction	Participants
10.00 – 11.30 (Session-23)	Systems and processes for effective monitoring & evaluation of the functioning of GP, programmes & outcomes	Presentation with Good Practice & Interaction	Trainers' Team
11.30 – 13.30 (Session-24)	Discussion in small groups on all of the following topics by each group: (a) How to develop institutional capacities of GP (b) How to ensure healthy Group Dynamics in democratic functioning of GP (c) How to increase Own Source Revenue of GP (d) How to achieve greater accountability and transparency in functioning of GP (e) How to ensure and enhance people's participation in the overall functioning of GP (f) How to focus more on Human Development, Social Development and SDGs (g) How to ensure convergence in functioning of GP, more particularly in GPDP (h) What measures can be taken to improve the quality of GPDP (i) Tasks ahead for (i) individual ERs and (b) GP as an institution of local government (j) How to attain enhanced capabilities to perform the roles	Group Work by Participants	
13.30 – 14.30	Lunch Break		
14.30 – 16.30	[Continuation of the previous session]	Presentation by Participants & Feedback	Trainers' Team
16.00 – 17.30 (Session-25)	Wrap-up, feedback, evaluation of the Refresher Training and next step actions	Brainstorming & Interaction	Participants

NB: This Model Training Design may be regarded as a specimen only. This may be modified by the States in their local context, depending on the emerging learning needs, availability of training infrastructure, capability of trainers, opportunities and other resources.

Part-3

Model Session Plan & Transaction Process
for 5 Days' Refresher Training 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 To ensure full five days' time for Refresher Training of the Elected Representatives (ER) of GPs, which should be strictly residential in nature, the ERs 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 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 Refresher Training. This is in addition to the official communications to be made with them about the Refresher Training which normally goes through District/Block administration. The Trainers' Team should follow up with the District/Block administration also that communication is made with the ERs through multiple channels and 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 proceeding of the training. Husband and/ or personal attendant should be discouraged to stay in the venue of training. 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 training. No proxy like husband or guardian must be allowed to attend the training 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, Necessity and Objectives of the Refresher Training for 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. There must be one field in the format to capture the information as to whether the ER took part in the Induction Level Orientation and, if yes, whether s/he found it helpful or not in her/his functioning. However, keeping such information is 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[1], the Trainers' Team may write on a board a format for self-introduction by participants, mentioning the following points:

---

1 It is better to avoid any formal inaugural session on the first day of the programme lest there should be loss of time. On the contrary, eminent dignitaries and 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) Whether s/he attended the Induction Level Orientation for ERs of GPs

(d) Major problems being faced in functioning as ER of GP

(e) Specific expectations from the Refresher Training.

2.3 After the 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 and the effectiveness of the Induction Level Training.

(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**) : Problems being faced in functioning of ERs and to explore means of solving them in running GPs as institutions 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 This session needs to be broken into two successive sub-sessions : (a) problems being faced by the ERs in running GPs as institutions of self-government; and (b) exploring means of solving the problems. One trainer will anchor the first sub-session i.e. invite suggestions about the problems being faced by the ERs in running GPs as institutions of self-government, particularly EWRs, even providing them with ideas at times if satisfactory suggestions do not come forth, and taking out as many points as possible. After the first sub-session is completed, one trainer will anchor the second sub-session i.e.

invite suggestions about how to solve the problems. This session should be conducted, 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, in case of each of the two sub-sessions, the other trainer

is to note the points on the board or on 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 adequate precaution and 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) Articulation by the participants about the problems being faced by them in running GPs as institutions of self-government.

(b) They will get views and suggestions from experienced ERs and Trainers' Team about how to solve the problems.

(c) 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.

(d) There will be a more comfortable environment for participatory training.

(e) 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**) : Institutional issues related to functioning of GP including effective organisation of Gram Sabha and Ward Sabha, management of meetings, office management, work management etc. (**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, 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 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 develop a deeper understanding about 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.

5. Day-1 Session-4 (Time available – 210 minutes**) : Enhancement of Own Source Revenue, more competent financial management, improved service delivery, infrastructure development, statutory and social audit, redress of grievances and improving good governance (**Method : **Presentation, Case Study & Interaction)**

Methodology

5.1 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.

5.2 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

5.3 The expected outcomes from this session are as follow:

(a) The participants will be able to better understand the procedure of mobilisation of Own Source Revenue, more competent financial management, improved service delivery, statutory and social audit, redress of grievances and improving good governance.

(b) The participants will be able to better understand the importance of their roles and responsibilities in functioning of GP as an institution of self-government.

6. Day-1 Session-5 (Time available – 90 minutes**) : Screening of Motivational Films on Panchayats & Rural Development**

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 resuscitate 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, queries answered and doubts cleared.

(c) There will be common understanding of the common 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 learning.

8. **Day-2 Session-7 (**Time available – 210 minutes**) : Making Group Dynamics healthy in democratic functioning of GP** (based on practical experience 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) (Methods : **Group Exercise, Case Study, Presentation & Interaction**)

Methodology

8.1 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 (say "***A GP should utilise most of its resources on Human Development & Social Development and not on Infrastructure***") 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.

8.2 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.

8.3 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,** direct experience of the ERs in their functioning as members of a group called Gram Panchayat 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

8.4 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 functioning as members of GP, family, club etc.

(b) The participants will be able to better understand the application of 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 their own GPs.

(c) Understanding of application 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'.

9. **Day-2 Session-8 (**Time available – 90 minutes**) : E-enablement of GPs through proficient application of the Panchayat Enterprise Suites for more effective management of the functions of GP (**Method: **Presentation & Demonstration with Hand-on Computers)** and

   Session-9 (Time available – 120 minutes**) : Implementation of Rural Development programmes/ schemes – problems & probable solutions** : **MGNREGS, & PMAY- G, NSAP, FFC Grant, SFC Grant and other financial resources that may be available to GPs (**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 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 better 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 better understand how to solve the problems in implementation 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.

10. Day-2 Session-10 (Time available – 90 minutes**) : Screening of Motivational Films on Panchayats & Rural Development**

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

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

11.   Day-3 Session-11 (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-12 (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-13 (Time available – 120 minutes**) : Gender issues in development and implementation of programmes for development of Women & Children for Gender-Just and Child-Friendly GP and roles of GP (**Method : **Case Study, Exercise, Presentation & Interaction)**

   Session-14 (Time available – 90 minutes**) : SHG-based Development and Panchayat-SHG Convergence for accelerating community-led poverty reduction (**Method : **Presentation & Interaction) and**

   Session-15 (Time available – 120 minutes**) : Necessity of focus on Human Development, Social Development, Sustainable Development & Sustainable Development Goals and roles of GP in achieving them (**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-16 (Time available – 90 minutes**) : Screening of Motivational Films on Panchayats & Rural Development**

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

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

14. Day-4 Session-17 (Time available – 30 minutes**) : Review of the Previous Day's Sessions and Lessons Learnt (**Method : **Interaction)**

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

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

15. **Day-4 Session-18 (**Time available – 90 minutes**) : Thematic issues including Mission Antyodaya, Good Governance, Convergence, Disaster Management, Bio-Diversity, Environment, opportunities for expansion of livelihoods and roles of GP** (Method : **Presentation & Interaction)**

<u>**and**</u>

Session-19 (Time available – 90 minutes**) : Special interventions in PESA GPs and roles of GP (applicable to PESA areas) (**Method : **Presentation & 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-20 (**Time available – 210 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 in ensuring quality of GPDP (**Method**: Brainstorming, Case Study, 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-21 (**Time available – 90 minutes**) : Cultural Programmes with focus on Human Development, Gender issues, Environment, Child-Friendliness, Social Development etc. (**Method **: Feedback and analysis of lessons learnt)**

Methodology

17.1 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

17.2 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.

18. **Day-5 Session-22 (**Time available – 30 minutes**) : Review of the Previous Day's Sessions and the 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 – 90 minutes**) : Systems and processes of monitoring and evaluation of the functioning of GP (**Method **: 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-24 (Time available – 240 minutes**) : Discussion on a few Relevant Themes** (Method **Group Work & Presentation by Participants**)

Methodology

20.1   The participants will be divided into a few small groups and asked to sit in groupsand, based on their understanding of the issues discussed in the Refresher Training and their own perceptions and experiences, will discuss and briefly record their views on chart papers on all of the following issues in brief:

(a) How to develop institutional capacities of GP

(b) How to ensure healthy Group Dynamics in democratic functioning of GP

(c) How to increase Own Source Revenue of GP

(d) How to achieve greater accountability, transparency and other attributes of Good Governance in functioning of GP

(e) How to ensure and enhance people's participation in the overall functioning of GP

(f) How to focus more on Human Development, Social Development and SDGs

(g) How to ensure convergence in functioning of GP, more particularly in GPDP

(h) What measures can be taken to improve the quality of GPDP

(i) Tasks ahead for (i) individual ERs and (b) GP as an institution of local government

(j) How to attain enhanced 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 have 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-25 (Time available – 60 minutes**) : Wrap-up, feedback, evaluation of the Refresher Training 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 15 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 Refresher Training in key words.

22 A Few Words about these Guidelines to Trainers for Session Planning for the Refresher Training 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 (in whatever name) for session planning for any kind of training. The present treatise deals with one such set of standard guidelines, following the Model Training Design for Refresher Training 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 Refresher Training 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 Refresher Training 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
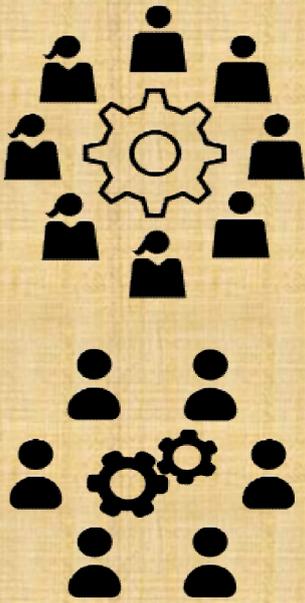
This Model PPT may be used as a tool for transaction of training session on the subject by Trainers for Refresher Training of Elected Representatives of Gram Panchayats

Group Dynamics in Democratic Functioning of Gram Panchayat

1

What is process ?

Process is a dynamic concept. It implies a series of continuous actions. It is not a single event.

☞ **For instance - Development** is a process which continues through various corrections/ changes over time.

Event on the other hand, implies a work/incident that takes place and ends within a specific time.

2

Collective of a few individuals can be called a **GROUP** if it has: (1of 2)

✓ *Membership and leadership*

✓ *Fixed goals and objectives*

✓ *Ability to take decision, influence each other, and resolve conflict*

✓ *Continuous interaction and exchange of opinion among members*

✓ *Clear-cut rules/processes*

3

Collective of a few individuals can be called a **Group** if it has: (2 of 2)

✓ *Stability with respect to the objectives*

✓ *Recognition and ability to function as a unit*

✓ *Well determined area of functioning (with respect to area of work or geographic location)*

✓ *A dynamic character*

4

Behavioural Aspects of a Group

Task behaviour ← **Group Behaviour** → **Maintenance behaviour**

Group members remain conscious mainly of the group tasks

Group members remain aware mainly of the process of group dynamics

Task Behaviour	Maintenance Behaviour
• To initiate	• To Maintain unity
• To ask for opinion/ exchange	• To communicate and maintain enabling environment
• To Explain issues in detail	• To encourage
• To summarise and present before the group	• To Compromise
• To seek for consensus	• To evaluate
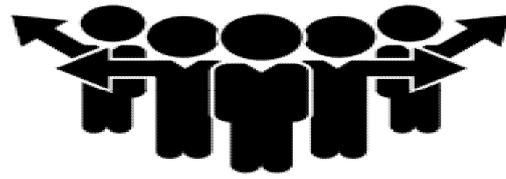
**–Various Aspects
of
Group Dynamics**

7

PARTICIPATION

PROBLEM SOLVING

COMMUNICATION

DECISION MEAKING

group processes

DECISION MEAKING

FACILITATION

CONFLICT RESOLUTION

LEADERSHIP
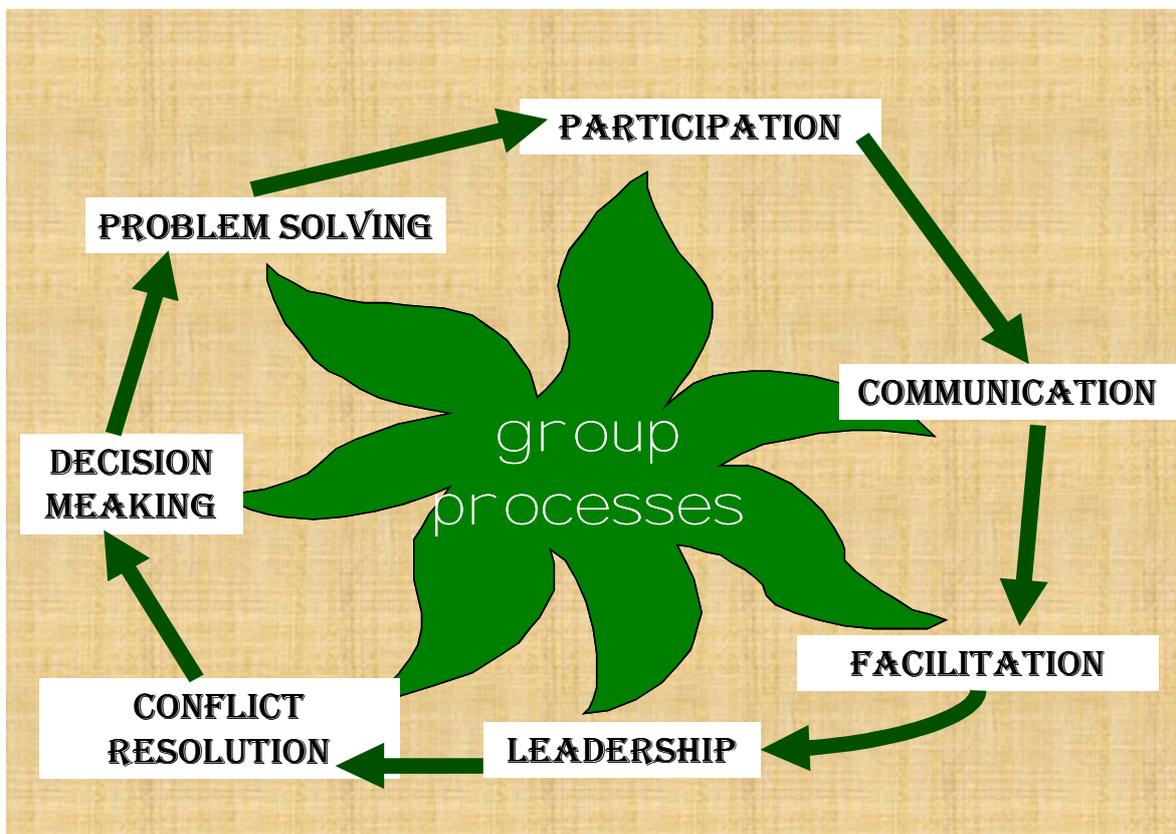
Participation

❑ Getting actively involved in the ongoing process both physically and mentally

❑ In majority of cases, participation remains confined to a handful of participants

❑ A Facilitator has to ensure participation of all members of a group

9

–How to understand whether somebody is participating

✓ Displaying positive posture and gesture
✓ Communicating
✓ Listening
✓ Interacting
✓ Making eye contact

10
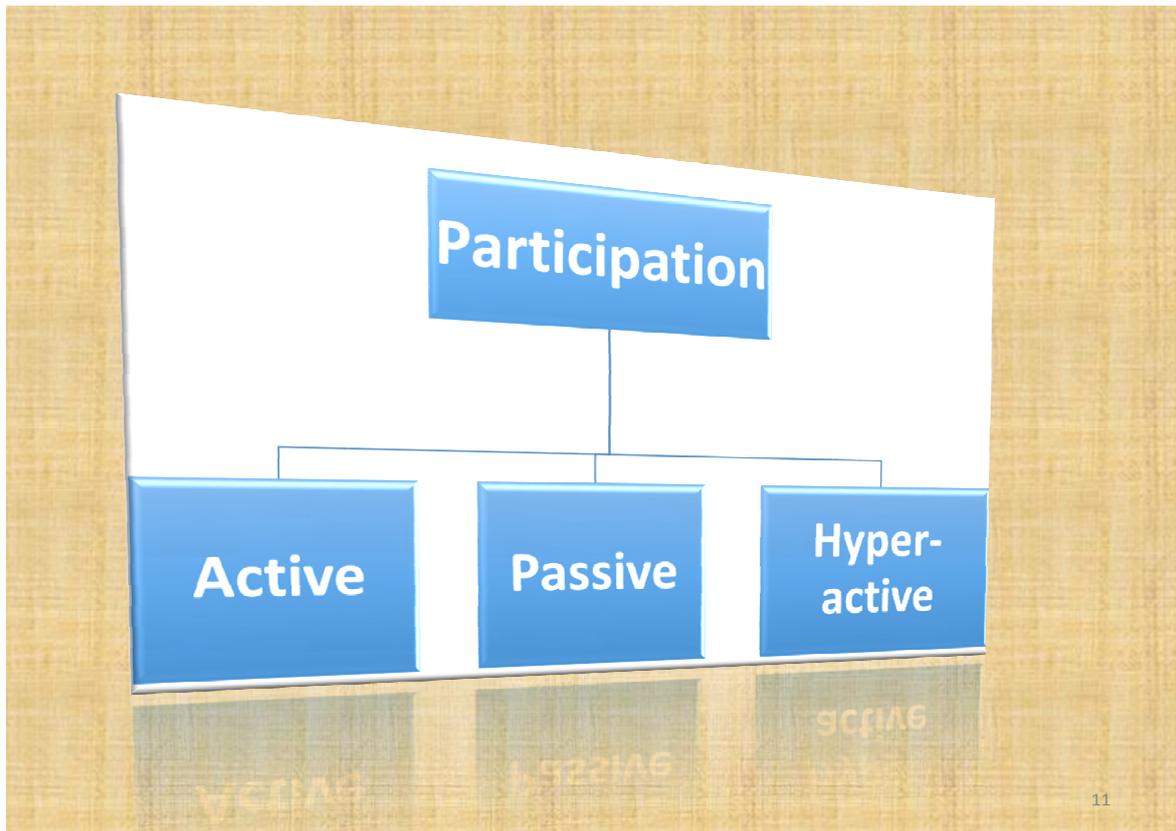
When does participation increase in a group process ?

✓ Comfortable and favourable environment (safe, encouraging, open, acceptable)

✓ Mutually respectable environment

✓ Interesting, necessary and relevant to tasks

When does participation increase in group dynamics?

✓ Favourable physical, mental state and attitude of the participants

✓ Language, attitude, presentation of the facilitator suitable for the participants

✓ If the members have intimacy, mutual respect and sense of equality among them

13

– Components of Communication

Was asked to draw a triangle

Message

Sender

Receiver

Channel

Feedback

Drew a rectangle
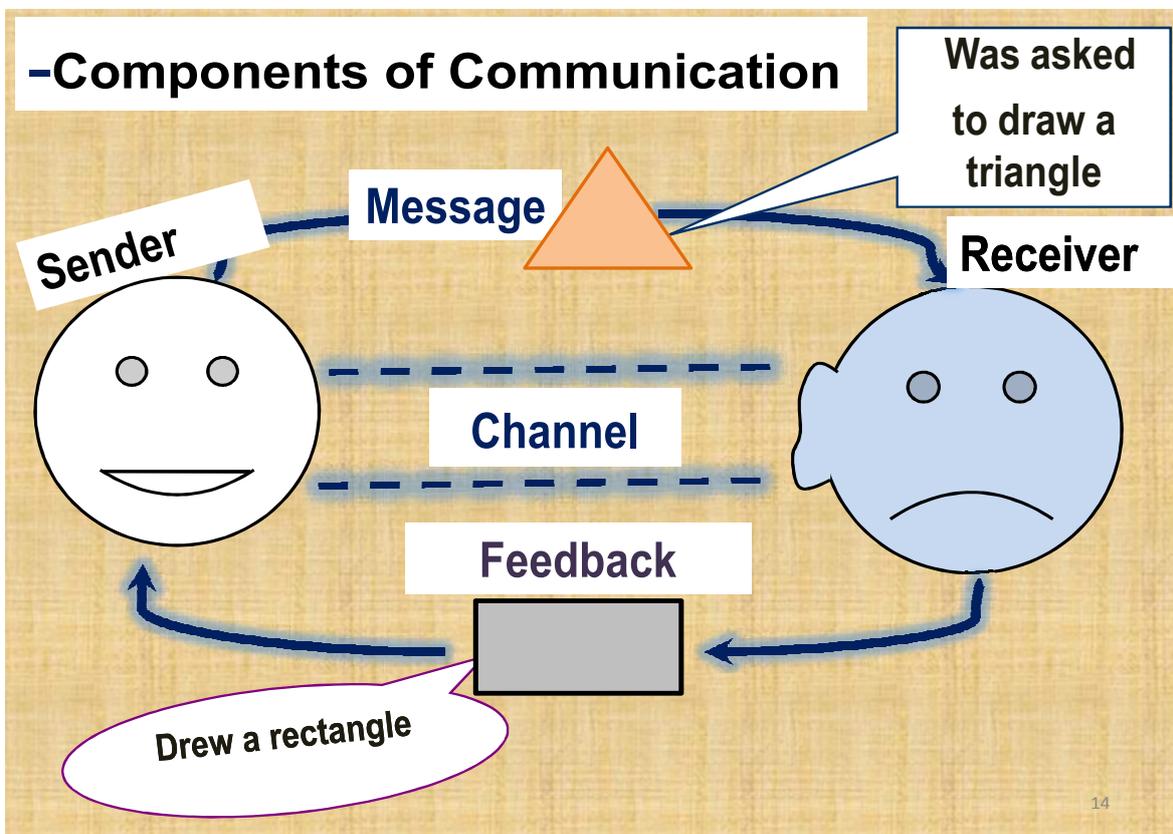
14

Possible reasons behind erroneous communication or communication gap

✓ Deficiency on the part of the speaker in the form of distorted voice, difficult language etc.

✓ Information of wrong information

✓ Unwillingness, lack of concentration, physical challenge etc. of the receiver

✓ Faulty medium

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Various types of communication

❈ **Verbal communication -** Communication by means of speech or dialogue

❈ **Non-verbal communication -** Communication through physical gestures, pitch, and facial expressions, etc.

❈ **One-way** communication – Only the sender communicates, others listen or observe

❈ **Both-way communication -** speaker and the listener converse, exchange opinions

❈ **Upward communication -** information flows from lower power centres to higher power centres

❈ **Top-down communication -** Direction from higher or more powerful levels to the lower levels

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One way communication – is it suitable for healthy group dynamics
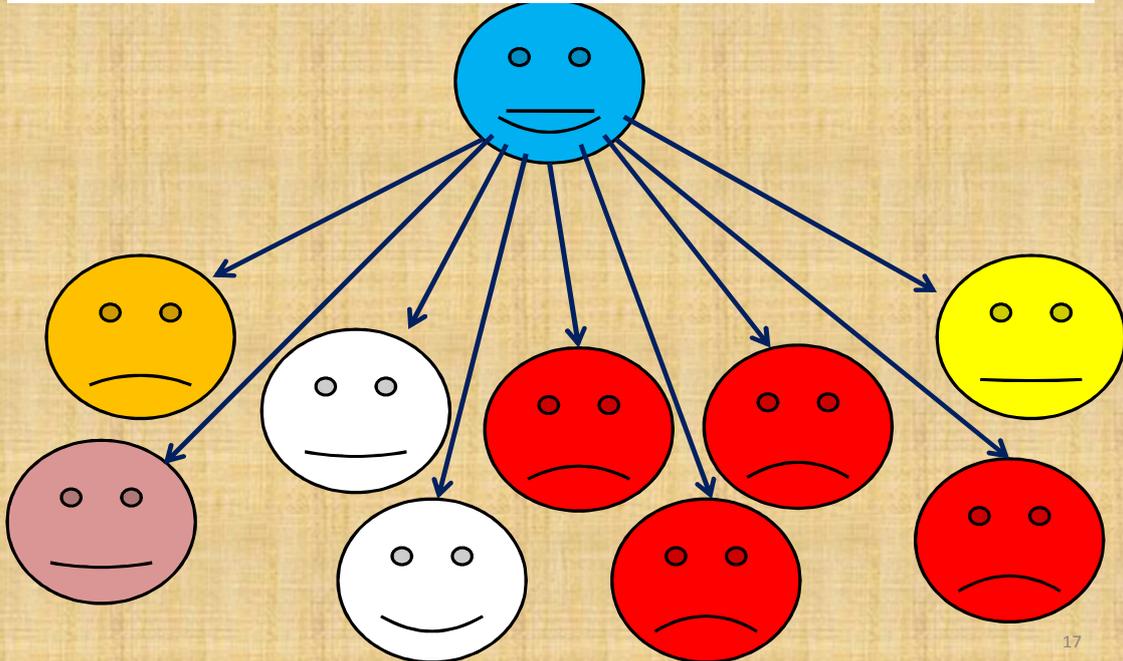
Both way communication - suitable for healthy group dynamics
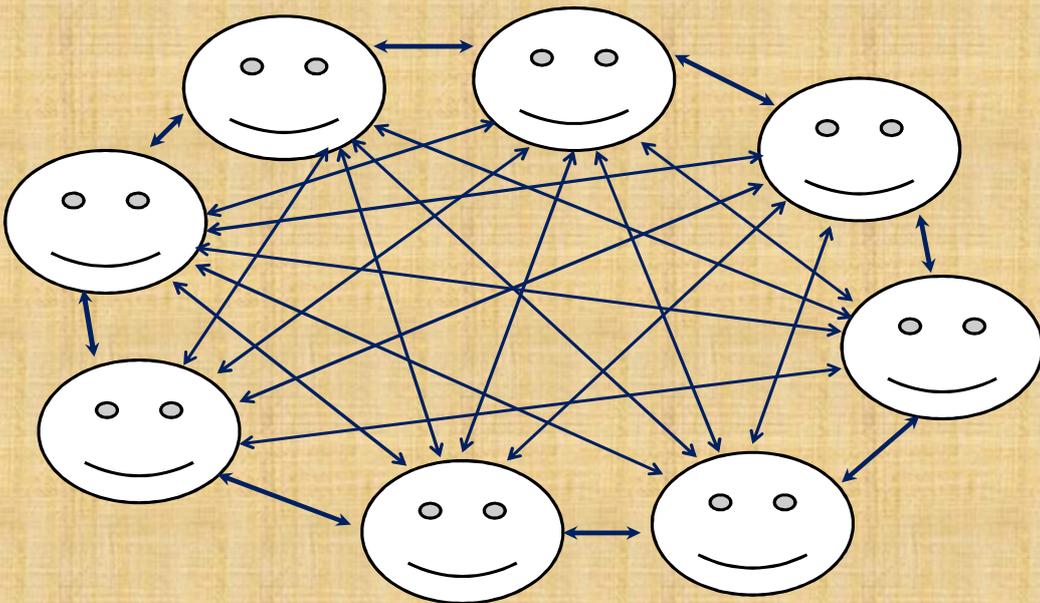
–Various approaches of communication

Top-down
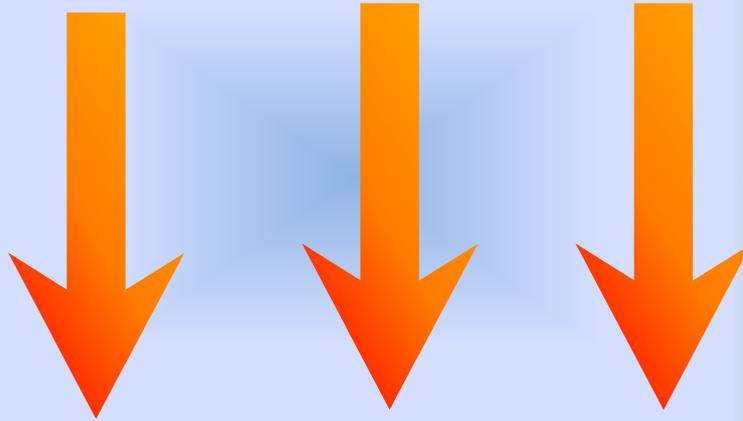
19

Various approaches of communication
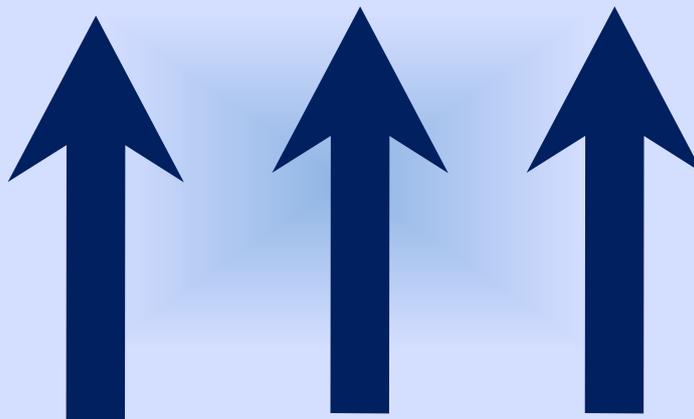
Upward

20

Various approaches of communication

More top-down
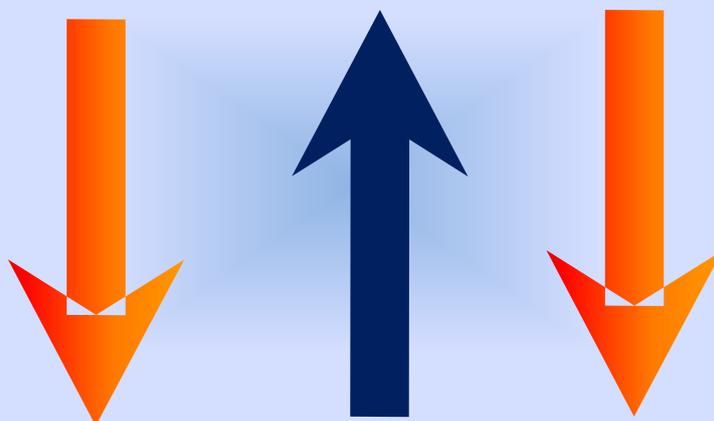
21

–Various approaches of communication

More upward

22

approaches of communication

upward	fully top-down
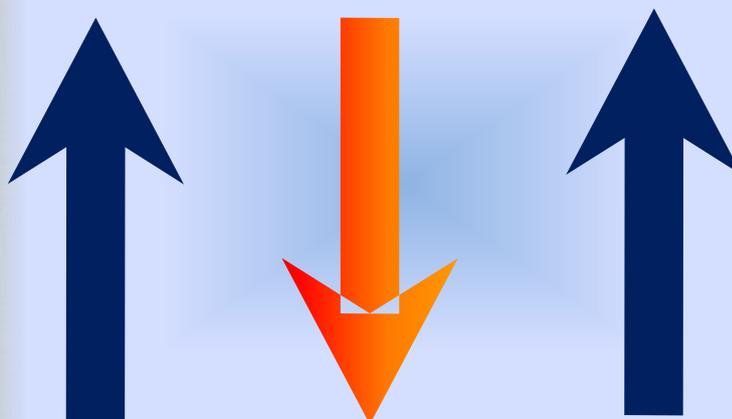
mostly upward	mostly top-down
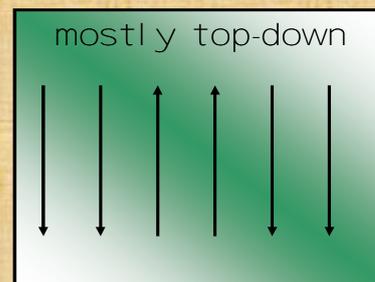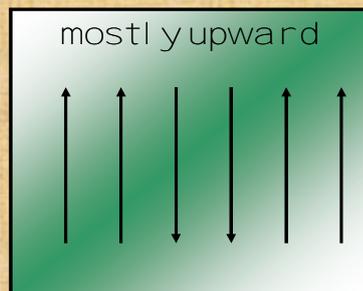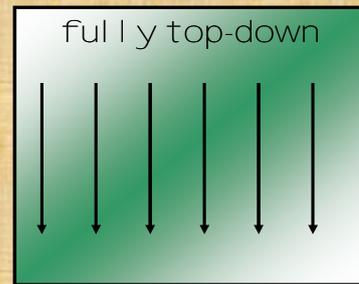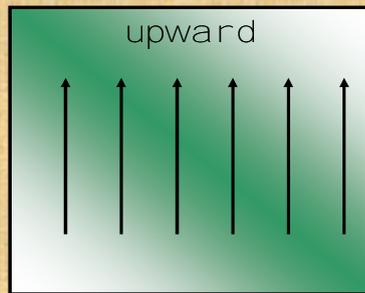
Obstacles of effective communication
1 of 2

✓ Difference in perspective and value system

✓ Unfavourable physical or mental condition, work pressure

✓ Differences in culture, education, norms etc.

✓ Differences in the way of expression

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Obstacles of effective communication
2 of 2

✓ Difference in language

✓ Parallel discussion or simultaneous talking

✓ Lack of friendly relationship

✓ Lack of Safe, comfortable and favourable environment

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Facilitation

Facilitator in Group dynamics

Internal Facilitator   **External Facilitator**

Facilitator's role is to keep balance between group tasks and group processes

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Multiple roles of facilitator in participatory process

▪ **Anchor**	▪ **Motivator**
▪ **Organizer**	▪ **Trainer**
▪ **Manager**	▪ **Advisor**
▪ **Facilitator**	▪ **Coordinator**
▪ **Counsellor**	▪ **Planner**

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Getting involved in the process with consent

Exchange of views

Avoiding purposefully

Types of facilitation

Getting in to the process without consent

Explain / clarify
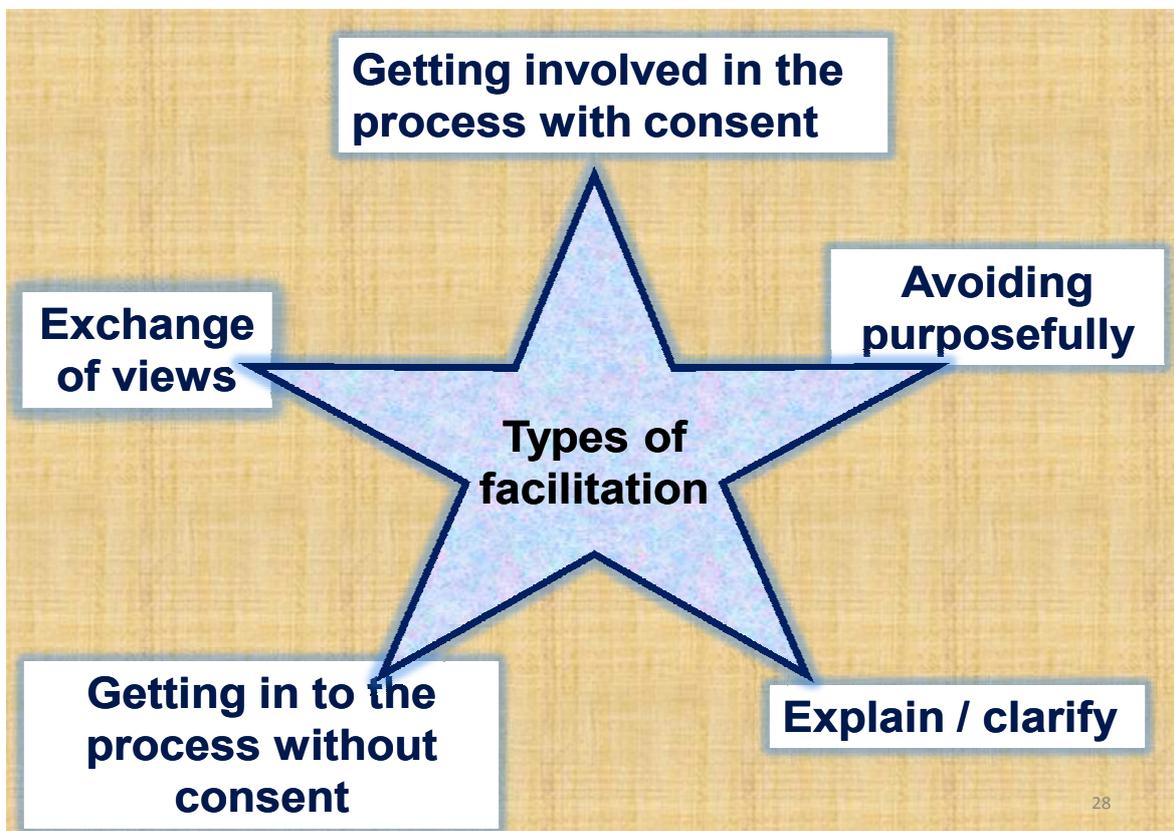
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–Leadership

Common perception about a leader

- ✓ Who drives the group
- ✓ Shows the way
- ✓ Everyone follows him/her
- ✓ Good orator
- ✓ Motivator
- ✓ Problem solver
- ✓ Can influence others
- ✓ Acceptable to everyone
- ✓ Knowledgeable
- ✓ Practice inclusive approach
- ✓ Takes responsibility for failure

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Types of leadership

- ✓ **Authoritarian Leadership:** Leader is the controller and holds all the authority. Leader takes all decisions and communicates them to subordinates.

- ✓ **Laissez-faire Leadership:** The leader consciously keeps himself away from leadership so that other members can freely express their opinions.

- ✓ **Democratic Leadership**: The leader gives importance to opinions of all concerned.

- ✓ **Democratic leadership is most suitable for participatory development and democracy.**

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Conflict Resolution

Possible ways of conflict resolution in group dynamics

✓ Avoid

✓ Pacify

✓ Compromise, bargain, agreement

✓ Compel

✓ Resolve

31

Decision Making

Possible Ways of taking collective decisions

✓ Decision taken by an individual

✓ Decision taken by two

✓ Decision taken by a few on behalf of others

✓ Decision taken by the majority

✓ Consensus

✓ Unanimous decision

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Various stages of Group development

Storming

Forming

-Working

Norming

35
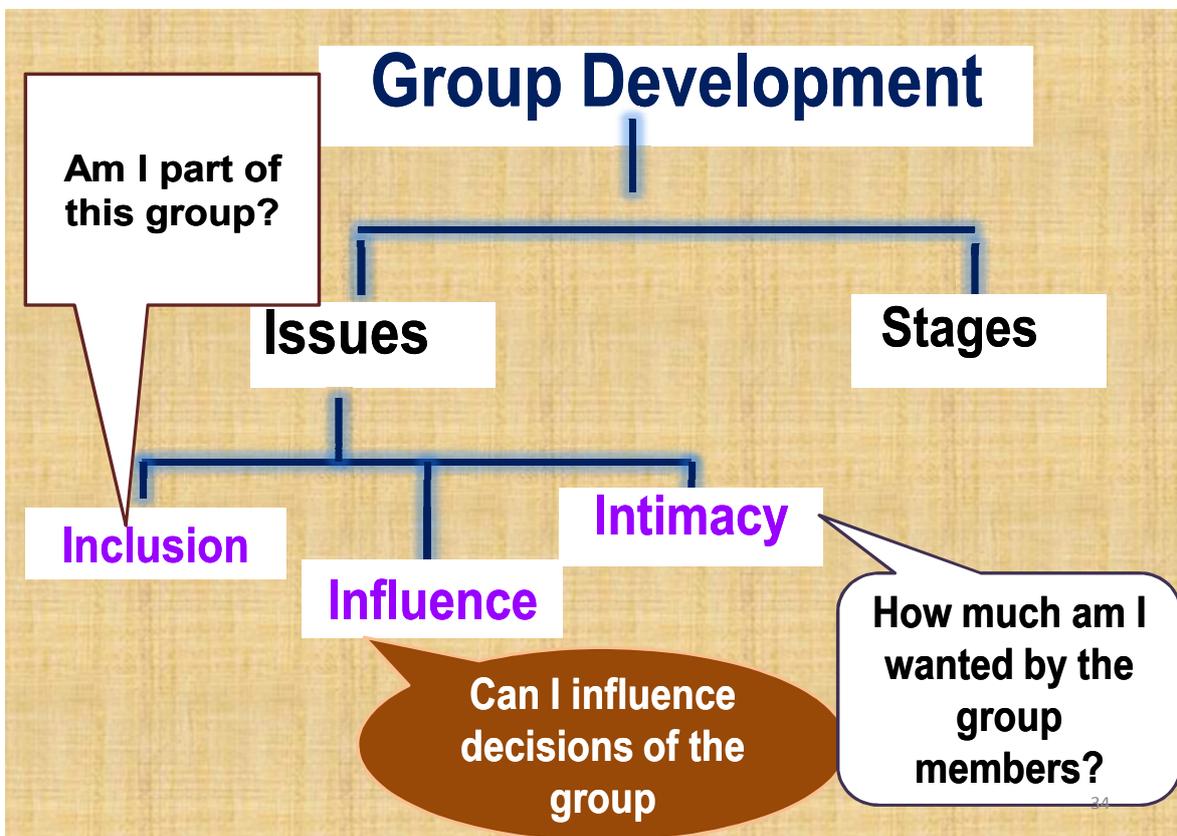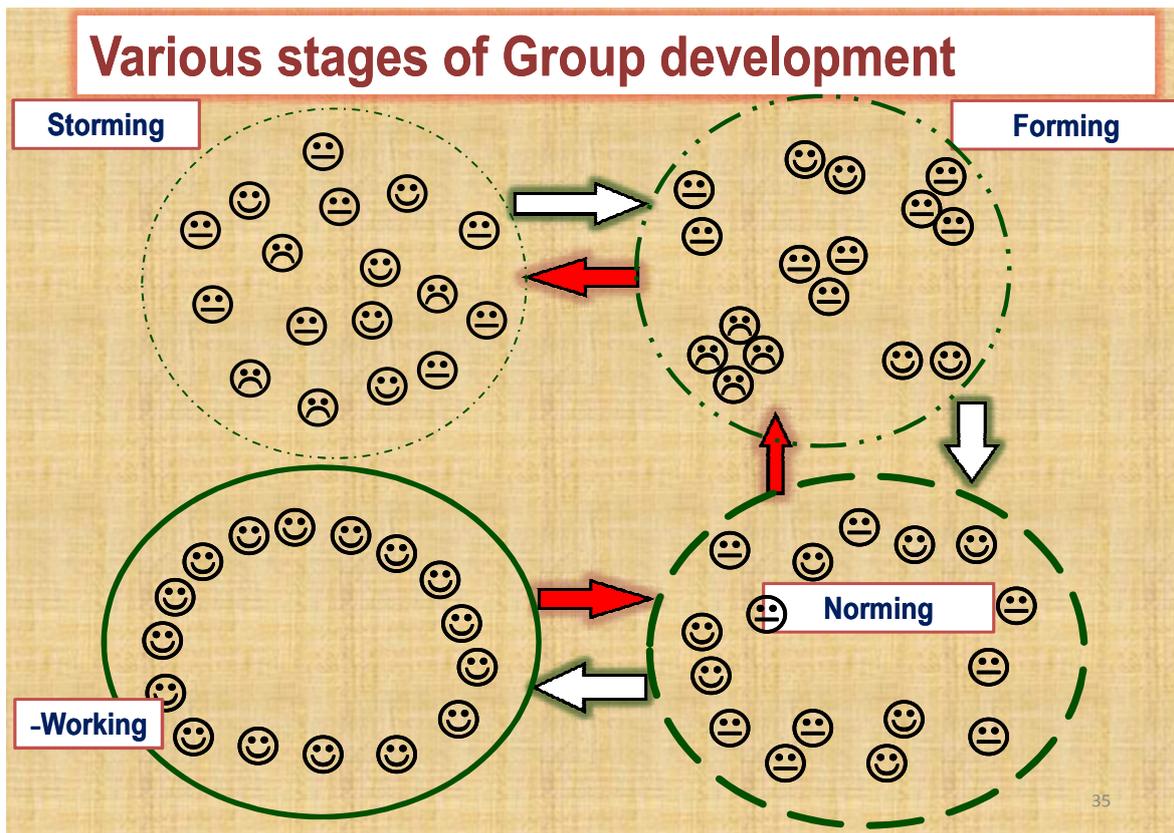
Salient features of strong and effective group dynamics   1 of 3

✓ Clear understanding among every member about goal, objectives and action plan of the group.

✓ Members remain loyal and committed to the group as well as the institution.

✓ The institution and group members are aware of one another's powers and responsibilities.

✓ The institution utilizes group members' competencies as and when required.

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Salient features of strong and effective group dynamics   2 of 3

- ✓ Flexibility, sensitiveness and creativity are encouraged within the group.

- ✓ Shared leadership is practiced and each members play active role in executing leadership opportunities.

- ✓ Periodic evaluation of work process and adoption of corrective measures to improve the process.

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Salient features of strong and effective group dynamics   3 of 3

- ✓ Exchange of ideas, respect for one another, openness and trust.

- ✓ Focus on team work rather than individuality.

- ✓ Promotion of group culture where everyone is equally important and always ready to help each other.

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Part-4B

A Model Transaction Manual on
Group Dynamics in Democratic Functioning of Gram Panchayat for Use by Trainers for Refresher Training of Elected Representatives of Gram Panchayats

Time: 210 Minutes.   **Methodology:** Presentation, group work, discussion

Objectives of this session:

1. Elected Representatives (ER) and employees of Gram Panchayats work as a team, and in coordination with various groups, communities and organizations. Group dynamics inevitably comes in to play when various groups, individuals engage together for a continuous process. Clear understanding about various aspects of group dynamics makes the ERs better equipped to work as a team in a democratic manner, take collective decisions and improve grassroots governance.

2.   Role of GP is crucial for formation, empowerment and capacity building of Self-help Groups (SHGs) and other Community Based Groups/organizations (CBOs). Active involvement of these groups in development initiatives lead by GP positively impacts sustainability of development outcomes. Hence, knowledge of group dynamics can make GP ERs and employees more efficient to effectively manage and involve these diversified groups and make the development process more inclusive, efficient and transparent.

Methodology

▪ This topic is not directly related to GP's routine work. However, it can hugely impact GP's overall institutional functioning and collective decision making. Hence, objectives of the session should be clearly described at the beginning of the session. The Trainers should also remember that most of the issues related to the topic are theoretical/conceptual in nature. Therefore, each concept should be described citing examples/anecdotes in the local context of GP functioning.

▪ **Slide 1: Title slide (Group dynamics):** In the beginning the Trainer may ask the meaning of 'group'. If appropriate answer does not come, the Trainer will explain the meaning with examples and focus on 'togetherness' and 'collective entity'. Example of the GP may be given where they need to put focus on 'We' rather than on 'I'.

▪ **Slide 2: What is a process?** As this question pops up on screen, quick responses may be sought from the participants. A mouse click will show details about the process. The slide contains definition of 'process' and 'event'. The Trainer will explain both the terms with examples. Following examples can be given to explain the terms:

Event: Villagers constructed a bridge with bamboos over a canal which temporary solved their problem of connectivity. The bridge broke down after a couple of months and no further initiative was taken to repair the bridge. This can be termed as an event. A work was taken up which completed after a period of time.

Process: In another village, a similar bridge was constructed and maintained by villagers regularly. Old bamboos were replaced with new ones periodically. The villagers simultaneously initiated efforts involving the entire community to prepare a permanent concrete bridge over the canal. It was not confined to a one-off event. A continuous process was initiated to solve the local development challenge on a long term basis.

▪ **Slide 3 & 4**: Characteristics of a group: Before showing the slide, the Trainer will ask the participants about features of a group. Here group does not only mean Self-help groups, it can also imply team of Gram Panchayat ER and employees, Standing Committees etc. In order to clarify this, the Trainer may ask "If a few people gather in a place, can it be called a group?" Example of gathering of people in a bus stop waiting to catch their respective buses can be given. Here objective of every commuter is catching a bus. Participants may be asked whether they can be classified as a group. If not, why not? What are the characteristics that connote a group?

The Trainers will facilitate a quick brain-storming session with the participants and write down the responses on the board. The relevant answers can be written on the one side of the board. Other responses may be recorded on the other side. After completion, points written on slide 3 and 4 may be read out and explained with the following examples:

✓ **Membership and leadership**: We are like members of a family. Head of the family leads the family. Similarly Gram Panchayat team is led by GP Chairperson and Standing Committees are led by respective Conveners.

✓ **Identity: Every group has an identity**. A group is known by the identity of the group, not by the identity of any individual. 'Agragami SHG' indicates the local SHG having 10-15 members. Similarly, 'Mumbai Indians' reminds us of a cricket team that plays in IPL.

✓ **Goal and objectives**: Goal of a Gram Panchayat is to ensure local economic development and social justice. Ways to reach this goal are its objectives. For example, education for all children, immunization for every pregnant mother and child, improve livelihoods of local people etc. are GP's objectives.

✓ **Ability to take decision, influence each other, and resolve conflict:** For example, in a meeting of the local SHGs, discussion was taking place on possible income generating activities. Different members proposed activities like Papad making, Pickle preparation, Kantha stich, making of Agarbattis etc. The SHG leader patiently listened to all the proposals, facilitated discussion and at the end the group decided that they would start with Papad and pickle making.

✓ **Continuous interaction and exchange of opinion among the members:** A group can evolve and mature with continuous interactions and exchange of views among its members. Similarly, in an effective Gram Panchayat, members should regularly interact with one another on various issues.

✓ **Established rules/processes:** In order to remain relevant and to function effectively, a group must follow rules and processes. Similarly, the team of ERs and employees of a Gram Panchayat also must follow existing rules like regular conduct of General Body meetings, Standing Committee meetings, timely preparation of participatory development plan and budget, conduct of Gram Sabha etc. This will make each of the members engaged in meaningful and productive activities and will keep the group active and focused.

✓ **Sustainability to attain objectives:** Although a Gram Panchayat is a permanent institution, its elected body gets changed every 5 years. Here, term of office for this group is 5 years.

✓ **Ability to function as a unit:** Group is the prime factor here. Individual flowers when get stitched together, become a garland. Similarly, in a team also, group is of greater importance than individual members. Members of a group are like individual flowers of a garland. If they don't jell together, the garland cannot be completed. Individual members must come together to work as a functional unit.

✓ **Defined area of work:** Every team should have its defined area or work. It may be a geographic location or a specific area of intervention. For example, geographic area of a Gram Panchayat is well defined. Areas of intervention for Standing Committees of the GP are also demarcated. e.g., Women, Child Welfare and Social Welfare Sub Committee of any GP is responsible for interventions around the domains of social welfare and wellbeing of children and women of the GP area.

✓ **Existence as stable entity:** In any family, new members are born and old members gradually leave the world. However, family continues its journey through ups and downs. Similarly, members of a Gram Panchayat team change over time. Every five years, newly elected members enter the group. GP employees may also get transferred. However, GP as an institution remains as a stable entity and continues its functioning.

✓ **Dynamic nature**: Although a Gram Panchayat is a stable institution and the group also remains unchanged for at least five years, it needs to adapt its functioning and service delivery strategy based on local needs and demands. Therefore the stable team's operational character must remain dynamic so that it can respond to local situations.

▪ At the end of this part of the session, a Trainer should reiterate that a collective of individuals can be termed as a group if it has the above characteristics. Depending on the nature of the group, it may have many other characteristics also. For example as a women's SHG being a group of 10-15 women, they will regularly meet, save, keep records etc. Similarly, GP is also a team/group. GP Chairperson is the leader of the team. Therefore, characteristics of a group/team and their internal dynamics need to be understood properly in order to succeed as a team.

▪ **Group exercise:** In order to provide deeper understanding of group dynamics, a group exercise will be conducted following the above discussion. A small group needs to be formed out of the larger group of trainees. It is important to select the members of the group carefully. Hence, the following issues should be considered while selecting the group for group exercise:

✓ As this session will be conducted after ice-breaking, it is expected that the Trainers would have a fair amount of understanding of the trainees. They need not discuss the selection criteria with the trainees.

✓ The small group may have 7 members if number of trainees are 25-30. If the group size is larger than 30, then 9 members may be selected for the small group.

✓ The group should be a real mixed one. There should be at least 2-3 members who are educated, active, experienced and have some leadership qualities. On the other hand 2-3 persons should be newly elected, shy, neo-literate. The remaining 2-3 members would be in between these two extremes. Gender balance, representation of all political parties, communities etc. also need to be kept to mind while selecting this group.

▪ The Trainers will assign the small group with the task of doing a group discussion on 'how to make a group strong and why groups break down'. The small team will act as if as an expert committee and will provide their views on the above topic. The group discussion is to be concluded within 20 minutes. One member of the group will note down the key discussion points.

▪ **Slide 5, 6:** While one Trainer assigns the group work to the small group, another Trainer will show them slide 5 and 6 on behavioural aspects of a group and will explain briefly about the task behaviour and maintenance behaviour of a group.

▪ After getting the assigned work, the small group will return to the training room and will start the group discussion. They will discuss the topic in such a way that others can hear their discussion. Task of the large group will be to minutely observe the functioning of the small group. The main objective will be to observe 'how' the small group is discussing the topic and not the content or 'what' part of the discussion. They will observe and take note of the level of participation of different members, leadership, conflict of leadership, whether somebody is influencing or preventing someone from speaking etc. So, the small or discussant group will focus on 'what' or content part of the discussion while the observant group will focus on the 'how' or process part.

▪ Only 20 minutes' time is to be provided for the discussion intentionally to ensure that time pressure is there and the group falters under time pressure. If the discussion gets diverted, the Trainers must guide the discussion. However, it is preferred that no interference is made during this group discussion.

▪ On completion of the discussion, the group will be disbanded with congratulating everyone. One representative of the small group needs to be asked to briefly present the outputs of the group discussion. No further discussion will be required on the presentation or outcome of the discussion.

▪ On completion of the above task, the Trainers will state that while conduct of the group work, some strengths and weak aspects of group activities have been observed. Further discussion will be conducted focussing primarily on the strengths of the group process. The Trainers will request the members of the observant group to state the positive aspects of the process they observed in the functioning of the small group. However, the Trainers will propose the task in such a way that participants themselves come up with the suggestion of discussing the weakness aspects also as this is also necessary for self-development. The Trainers will then ask a few members of the large group to share their feedback on weaknesses they observed in the process of functioning of the small group. However, no personal attack, use of offensive language or behaviour or demeaning anybody must not be allowed. Strengths and weaknesses will be discussed with all fairness and openness.

▪ At the end of the feedback session, the Trainers will again show and explain slides 5 and 6 to the entire group as the slides were not shown to the small groups earlier. Relevant explanations should be given that the small team was primarily engaged with 'activity' although the 'process' part was also important which was observed by the observant group.

▪ The Trainers may explain the behavioural aspects of a group with the following examples with respect to a Gram Panchayat. Issues related to preparation of Gram Panchayat Development Plan (GPDP) were being discussed in a GP General Body meeting. The GP Chairperson presented the topic in the house (initiation) and sought views of the members (asking questions). Member of Ward No. 5, 7 and 9 said they were not aware of GPDP and they would need more information on this (information seeking). The Chairperson explained in brief about GPDP and its importance (explained the issue in detail). The Chairperson asked for suggestions from the members on how to proceed with the GPDP. Convener of the women, child development and social welfare Standing Committee proposed that a mass awareness campaign be initiated to ensure community participation in the planning process. Her opinion was seconded by few other members. The Chairperson asked the house whether this can be approved (seeking consensus). The Vice-Chairperson opined that there would be no need to involve the community as it would create chaos and complications. He also suggested that the plan should be made in-house in the GP office incorporating development proposals from the Chairperson, the Vice Chairperson and 2-3 other key/influential members only. The suggestion outraged many of the members. They

expressed their disapproval of the proposal raised by the Vice-Chairperson and stated that GPDP should be a peoples' plan and hence, community participation would be must. A few members also stated that if only the Chairperson, Vice-Chairperson and 2-3 other members' opinions are taken then the other members would boycott the meeting and would not sign the proceedings. They also stated that they should not attend any other GP meetings as they could not feel being part of this team. Argument started between GP members. The Chairperson intervened and stated that every member is an important and integral part of the GP team (inclusion) and conflict would not result in anything positive (maintenance of unity). The GP Secretary explained the GPDP process guidelines issued by the Government. After subsequent discussion, it was decided that a GPDP facilitation team consisting of ERs, employees, line department officials, and volunteers would be constituted to facilitate the planning process. Individual members were requested to initiate and lead discussion in their respective neighbourhoods to initiate awareness campaign on GPDP to ensure participation and identify local needs. The Vice-Chairperson was made the head of the People's Campaign Committee (compromising). The GP Chairperson summarised the decisions and sought consensus of the house. The members agreed to the proposal.

Importance of maintaining balance between task behaviour and maintenance behaviour in group dynamics may be explained by Trainers with the above example.

- **Slide 7-8 (Various aspects of Group Dynamics)**: Next, Trainers will explain seven different aspects of group dynamics. The example of a wheel of a bicycle may be given. When in action, individual spokes may not be visible but each spoke is necessary to keep the wheel running and take the bicycle ahead. Each aspect should also be linked with the observations from previous group exercise and explained accordingly.

- **Slide 9 (Participation):** Content of the slide is self-explanatory. Doubts need to be cleared if any question is asked by the trainees. Importance of mental participation may be emphasised. Examples can be cited where a participant is physically present in the training venue but could not concentrate mentally as back home one of his close relative may not be keeping well. In this case, questions may be asked whether his physical presence can be called as participation.

- **Slide 10 (How to understand whether somebody is participating):** The slide shows some actions/reactions related to participation which are self-explanatory.

- **Slide 11:** This slide shows types of participation: active, passive and hyper-active. Active participation would mean that participants in the training programme are listening carefully, taking notes and asking questions if required. Some of the trainees may be physically present but neither listening thoroughly nor asking any question. They are passive participants. There can be a few participants who are over-active. They talk too much or ask too many irrelevant questions, always try to put their views first, influence other trainees and do not allow others to express their opinions. These are examples of hyper-active participation. A few examples can be given from the previous group exercise also.

- **Slide 12-13 (When does participation increase in group dynamics?):** These slides present factors that contribute to increased participation. These factors may be explained through examples cited by participants with reference to GP functioning. Respect for one another and inclusiveness may increase the level of participation. For example, people may think that a housewife who is newly elected as GP member may not be capable enough to handle Panchayat affairs. However, if we deeply think about her skills we will find that she is the Managing Director of her family, she is good in negotiating with relatives and neighbours (diplomatic quality). She can efficiently manage her limited resources to maintain her family (nothing less than an economist and planner).

- **Slide 14 (Elements of communication):** It may be mentioned here that communication in the current context refers to interaction between two or more people. The illustration on the slide may be explained where proper communication is not taking place.

- **Slide 15 (Reasons behind erroneous communication):** This self-explanatory slide explains factors that prevents communication to be successful. Trainers need to give examples from their own experience and will answer questions raised.

- **Slide 16-23 (Various types of communication):** The Trainers need to give examples of each type of communication. Verbal communication refers to communication between individuals using speech or dialogue. Non-verbal communication is the non-linguistic transmission of information through physical gestures, facial expressions, eye movements. For example, by putting a finger on lips, a person can direct people to keep silence. Top down communication does not mean speaking while staring downwards. It is the process where information flows from the higher or more powerful levels of a hierarchy to the lower levels (Major General to Jawans or Teachers to students and the like). On the other hand, in Upward communication, information flows from comparatively lower power centres toward higher power centres (e.g. employees expressing their requirements, ideas, and feelings to higher authorities). In case of top down communication, it seems that listeners know nothing and the speaker knows everything. However, in order to infuse confidence among the audience, the speaker may express a belief that the audience know everything. This encourages audience to freely express their views and it makes Upward communication. This is desirable in case of participatory development.

An example of one-way communication is a speech or lecture. On the other hand, discussion and question-answers are examples of both way communication. Both way communication is more democratic and preferred way of communication. In both way communication, the speaker and the listener can converse, listen to each other, explain issues, ask questions and resolve confusions. Long speeches can become monotonous. This risk is lower in case of both way communication. However, it takes more time, effort and patience. In case of Gram Panchayat affairs, use of both way communication method should be practiced. Participants may be asked to cite examples from GP functioning, especially meetings.

- **Slide 24-25 (Obstacles of effective communication):** These slides show factors that hinder effective communication. A few examples can be given to explain the factors with reference to GP functioning.

Difference in perspective and value system: The concept and practice of 'live together' may be comparatively acceptable/common in metropolitan cities but may not be acceptable to rural population. Difference in culture and value system play an important role here.

Differences in culture and the way of expression can also play spoilsport. For example, a person while interacting with the villagers started to shrug a lot. People thought that he was having shoulder pain. They could not understand that shrugging is an urban way of nodding/rejecting.

Difference in language often creates obstacles in communication. For example, a person while in village was saying 'Hi' to everyone. People wrongly thought that he was depressed owing to some reason and that is why saying 'hai-hai' (alas !).

- **Slide 26 (Facilitation):** A facilitator is one who guides a group process and helps the group to reach its intended goal. A facilitator can be internal to the team or external. Examples of sapling or lighting a 'diya' (lamp) can be given here. One can facilitate and nurture a sapling by watering and protecting it. However, he/she cannot grow as sapling. The sapling has to live its

own life. Similarly, one can put oil and light the 'diya' but he/she cannot light up as a 'diya'. The 'diya' itself has to burn and provide light to others. In development also, in this world nobody can develop others. People themselves are the architects of their own development. Others can only facilitate. The Government officers, line department officials and others all are external facilitators. A question can be asked to the participants - who are internal facilitators in a Gram Panchayat?

▪ **Slide 27 (Various roles of a facilitator): Different roles of a facilitator can be explained here through examples in the context of a Gram Panchayat.**

➢ When a Gram Panchayat Chairperson explains the role of GP in local development and inspires other ERs, she/he plays the role of a motivator.

➢ When any event has been organised, respective members of the GP or the GP Secretary looks after many aspects of the programme. Then he/she plays the role of an organiser.

➢ When the convener of Women, Child Development and Social Welfare Standing Committee explains to other ERs about the importance of SHGs in women empowerment and local development, she plays the role of a trainer.

▪ **Slide 28 (Types of facilitation):** Five types of facilitation may be explained through following examples:

✓ **Avoiding purposefully**: When a meeting of a Standing Committee was going on, members of the concerned Committee asked the GP Chairperson to intervene and provide help in organising awareness camps in different villages. However, the GP Chairperson said, "You know your wards better than I. Please talk to people of your respective wards and take their help in organising such meetings." In this way the GP Chairperson avoided his direct involvement so that the Standing Committee members take responsibility and engage in local development activities.

✓ **Getting involved in the process with consent of the group**: The GP Planning Facilitation Team has been stuck up with the process of prioritisation of activities and differences of opinion are hindering the process. The GP Chairperson asked them whether he could intervene and discuss the issue with them. The team agreed and the problem was resolved.

✓ **Getting in to the process without consent of the group:** Heated argument occurred among the ward members in course of prioritisation of schemes and preparation of budget. Soon the subject became secondary and the argument started to turn in to a chaos. The GP Chairperson and the GP Secretary immediately intervened and put the discussion on course.

✓ **Exchange of views:** In the meeting of Finance and Planning Standing Committee, members remained silent regarding the issue of revenue mobilisation as the GP Secretary was only discussing about complicated acts and rules. The GP Vice-Chairperson facilitates involvement of other members and asked for their opinion on how to increase revenue collection. Members started to respond and an action plan was agreed upon to boost revenue collection.

✓ **Explain:** ERs could not understand various steps of preparation of GP development plans. Hence the process was not progressing. The GP Secretary, on insistence of GP Chairperson, explained each step of GPDP preparation in details. This gave confidence to the members to go ahead with the process.

▪ The Trainers should re-cap the discussion on facilitation before going on to the next topic of Leadership.

▪ **Leadership:** Participants may be asked about their understanding of popular notion of leadership and a quick brainstorming can be done. Observations of the participants will be noted down on the display board.

▪ **Slide 29 (Leadership)**: The Trainers will explain the leadership qualities and also mention that it is not necessary that a leader would possess all of these attributes.

▪ **Slide 30 (Types of leadership):** Primarily three types of leadership can be seen. In fact, the following three types of leadership can be observed in any leader depending on different circumstances**:**

✓ A meeting was going on at GP office regarding construction of a road. A few members were of the view that the road from A's house to E's house was more important while another section expressed that the road from B's house to F's house should be constructed. Actually both the roads are necessary but only one can be built this year. Huge argument broke out on the issue and the Vice-Chairperson requested the GP Chairperson to intervene. However, the GP Chairperson did not intervene. He thought the anger and sentiments should vent out. Here, the IP Gram Panchayat was playing the role of a Laissez-faire Leader.

✓ After some time, the GP Chairperson suddenly hit the table and roared, "What's happening here? Is this a civilised gathering?" Everyone instantly retracted and sanity of the meeting was restored. Then he explained that only one road could be constructed and that was the first road in contention. He also gave his reason for his views. In this case he played the role of an Authoritarian Leader where other members also felt that he should take the decision.

✓ However, while concluding, he said, "This decision is not binding on you. It is not that you have to obey my decision since I am the GP Chairperson. Think rationally and then decide whether this decision is right. Next year we will definitely construct the other road. However, if we cannot come to a consensus then none of the roads will be built and local people will suffer the most." The house started discussion again and reached a consensus. In this case the GP Chairperson played the role of a Democratic Leader.

✓ The Trainers will then explain that in participatory democracy, the style of democratic leadership is desirable where the leader gives importance to opinions of all concerned while taking decisions.

✓ The Trainers should also explain the concepts of 'designated leader'- a leader who holds a fixed designation/post. Like GP Chairperson, Convener of the Standing Committee, Secretary of a Cooperative, leader of the SHG etc. and a 'non-designated leader'- a leader who does not hold a fixed post/designation but plays the leader's role under special circumstances and other members accept her/his leadership.

▪ **Group Task:** The group will be divided into small mixed teams of 7-8 members. Each of the group will be given a case study on "capsizing of a boat". The teams will study the case together and then have to decide on the three persons they would like to save. 10 minutes will be given for the exercise. After 10 minutes, each team will present their case and state why they would like to save the three persons. Some of the group may not come to any conclusion owing to conflict of opinions which can happen in any group dynamics. Issues related to conflict resolution will be discussed in the next session.

▪ **Slide 31 (Conflict resolution)**: Possible ways of conflict resolution have been shown on this slide. These ways should be explained using the cases from the Learning Material.

- **Slide 32 (Decision making):** This slide shows possible ways through which a group takes decision. Each of the methods can be described using examples from GP functioning or taking examples from the Learning Material.

- **Slide 33 (Solving problems):** Various problems arise while working as a group. Different steps for solving those problems have been shown in the slide. Each of the steps would need to be discussed and explained by the Trainers with active participation of the participants.

- **Slide 34 (Group Development):** There are two aspects of development of any group. One is "issues" among the members and the other is "stages" of group development. Mental attributes of the group members (inclusion, intimacy, influence) are explained in this slide. The Trainers should explain each of this.

- **Slide 35 (Various stages of group development):** The Trainers should explain various stages of group development with reference to examples given in the Learning Material.

- A brainstorming session may be conducted with the participants on the salient features of group process. The Trainers will write down observations of the participants on the display board. The process needs to be completed in 10 minutes.

- **Slide 36-38 (Salient features of strong and effective group process):** The Trainers will explain the features of an effective group process. They will also request the participants to go back and use the learnings of the session to improve their functioning as a GP team of ERs and employees.

- At the end, the Trainers will take feedback from the participants and end the session with vote of thanks.

NB: This session can be made effective only with (a) examples drawn from the here-and-now experience that could be generated through the group exercises made, and with (b) examples cited by participants from their experience of playing their roles in GP functioning.

Part-5A

Education for All & Roles of Gram Panchayat

This Model PPT may be used as a tool for transaction of training session on the subject by
July 20   Trainers for Refresher Training of Elected Representatives of Gram Panchayats   1

What do we mean by Education for All?

☞ According to the decision taken in the world conference on education held in Jumtien, Thailand, education for all means education of all people from 3 to 45 years old.

☞ The goal of education for all is as follows:

o *Enrolling all children to the nearest school on attaining six years of age.*
o *Retaining every child in school until the child attains 8 years of schooling.*
o *Increase the quality of education.*
o *Removal of gender and other social discrimination in education.*

Education for All

- Preschool Education
- Primary Education
- Upper Primary Education
- Adult Education

July 20   3

Existing Arrangements and Service Providers for ensuring EFA

Age	Education Level	Arrangement	Service Provider
3-6 years	Pre Primary Education	• Anganwadi Centre • Government Primary School • Private or privately managed pre-primary education center	• Women and Child Development and Social Welfare Department, • School Education Department • Various private initiatives
6-9 years	Primary Education	• Primary School • Shishu Shiksha Kendra (Alternative Education) • Government approved Madrasa • Private Schools	• School Education Department • Panchayat and Rural Development • Minority Affairs and Madrasa Education Department • Private Initiative
10-14 years	Upper Primary Education / Elementary Education	• Registered High Schools • Upper Primary Schools • Madhyamik Shiksha Kendra (Alternative Education) • Madrasa (High, Senior, Fazil) • Open School • Child Labour School • Private Schools	• School Education Department • Panchayat and Rural Development • Minority Affairs and Madrasa Education Department • Labour Department • Private Initiative
Above 14 years	Adult Education	• Adult literacy center and adult education center	• West Bengal Literacy Mission and Mass Education • Library Department

July 20   4

RIGHT TO EDUCATION ACT & VARIOUS MANDATED COMMITTEES AT THE PANCHAYAT LEVEL

July 20   5

Right to Education Act, 2009

Every child between 6 and 14 years has the right to free and compulsory education

The Right of Children to Free and Compulsory Education Act, 2009

सत्यमेव जयते

An Act to provide for free and compulsory education to all the children of the age of six to fourteen years.

July 20   6

Main Features of Right to Education Act, 2009

☞ Provide free and compulsory education to all children in the age group of 6 to 14 years.

☞ Provide pre-primary education for five-year-old children.

☞ Children aged 6 to 14 years old who were either never enrolled in school or have dropped out of school before completing Class 8, needs to be enrolled in their age appropriate class and if necessary, provide special supplementary education for them.

☞ Improve quality of education.

☞ Ensure that children are not physically and emotionally abused

☞ Maintain specific student-teacher ratio

☞ Ensure and make opportunities for education of children with special needs.

July 20   7

Anganwadi level Monitoring and Support Committee

☞ Anganwadi Level Monitoring and Support Committee (ALMSC) is involved in the regular overseeing and monitoring of the activities at the AWC and ensure that all entitled beneficiaries receive the services.

☞ The composition of the committee is as follows:

1	Gram Panchayat Member (Women member preferred)	President
2	Women's Group (2 members respectively)	Member
3	ASHA worker	Member
	Other Representative	
4	CBO – 2 members	Member
5	Teacher / Retired Government Official / Parents of beneficiary availing Anganwadi Services – 3 members	Member
6	*Sakhi* Worker under SABLA programme	Member
7	Anganwadi Worker	*Inviter*

July 20   8

Role of Anganwadi level Monitoring and Support Committee

☞ Regular overseeing and monitoring of the activities at the AWC and ensure that all entitled beneficiaries receive the services.

☞ Take appropriate measures to ensure that nutritional status of children are reviewed and necessary arrangement are made so that all children in the age group of 3 to 6 years are weighed, ensure availability of growth chart, supply of MCP card, estimate the number of children who suffer from moderate and severe malnutrition and to eliminate malnutrition.

☞ Regularly review the preschool education. Advocate for ensuring overall development of the education system at the local level, organize sports equipment as well as interact with the parents committee at regular interval.

☞ Ensure presence of Anganwadi worker in the VHSNC meetings. Ensure participation of at least 1 member apart from the Anganwadi Worker and the ASHA worker in the monthly meetings. Not only this, the committee also need to ensure that the meeting are held constructively and comprehensively

☞ Review and facilitate in the infrastructural improvement of the Anganwadi Centre. This included availability of clean drinking water, functional toilets, playground, availability of preschool kit, medicines, cooking utensils, etc.

July 20   9

School Management Committee

☞ According to RTE Act, 2009 every school should have a School Management Committee.

☞ This committee will comprise of representative from the local authority, representatives of parents and guardians of the students enrolled in the school and representatives of teachers from the school.

☞ Three-fourth of its members will comprise of the parents and guardians. The representation of the parents and guardians will be based on the ratio of differentially able children or children with special needs as well as students from backward class.

☞ Minimum fifty percent of the members of the committee should be women.

Role of the School Management Committee

☞ To monitor the proper functioning of the school.

☞ Preparation of school development plan and make necessary recommendation for the development of education.

☞ To ensure proper utilization of the money received from the concerned government or local authorities or any other source.

July 20

11

EXTENT OF THE PROBLEM

July 20

12

Problems Associated with Education

The challenge is to ensue 100 per cent access, 100 per cent enrolment,100 per cent retention and ensure quality of education of highest standards across all levels of education.

Quality

| Access | Enrolment | Retention |

July 20   13

Access

Facilities	PS (I-V)	UPS (I-VIII)
Building	97.93	99.62
Boundary Wall	49.57	69.82
Separate Room for HM/ Principal	44.12	62.17
Electricity Connection	49.35	77.52
Library	79.84	87.96
Librarian	1.53	4.45
Playground	54.89	65.54
Computer(s)	10.84	46.75
Functional Computer (s)	4.37	25.21
Internet Connection	0.90	4.24
Drinking Water Facility	96.22	98.90
Func. Drinking Water Facility	84.11	92.78
Ramp	63.07	62.65

- *Despite significant progress 5.86% primary schools and 1.71% upper primary schools are single classroom schools and 10.2% primary schools and 9% upper primary schools are single teacher schools.*

July 20   14

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Retention

- *At the national level every 6 children out of 100 drop out of school at both primary and upper primary level.*

Sl. No.	Major reasons for drop-out	Percentage	
		Male	**Female**
1	Child not interested in studies	23.80%	15.60%
2	Financial Constraints	23.70%	15.20%
3	Engage in Domestic Activities	4.80%	29.70%
4	Engage in Economic Activities	31.00%	4.90%
5	School is far off	0.5%,	3.40%
6	Unable to cop-up with studies	5.4%,	4.60%
7	Completed desired level/ Class	5.70%	6.50%
8	Marriage		13.90%
9	Other reasons*	5.1%,	6.20%

Source: National Sample Survey Office

Quality of Education

☞ In class 3, on an average, children are responding 64% (Mathematics) 65% (EVS) and 68% (Language) questions correctly.

☞ In class 5, on an average, children are responding 53% (Mathematics) 57% (EVS) and 58% (Language) questions correctly.

☞ In class 8, on an average, children are responding 57% (Language) 42% (Mathematics), 44% (Science) and 44% (Social Science) questions correctly.

Average Scores of Students in West Bengal

Percentage of Students by their Scores in Class 3 West Bengal, 2017

Subject	Below 30%	30% - 50%	50% - 75%	Above 75%
Maths	7.6	13.0	31.0	48.9
Language	4.8	10.4	28.6	56.3
EVS	7.7	11.4	30.9	50.0

Percentage of Students by their Scores in Class 5 West Bengal, 2017

Subject	Below 30%	30% - 50%	50% - 75%	Above 75%
Maths	25.7	29.0	29.0	15.8
Language	17.2	23.6	33.8	25.3
EVS	19.9	25.8	33.8	20.5

July 20

Percentage of Students by their Scores in Class 5 West Bengal, 2017

Subject	Below 30%	30% - 50%	50% - 75%	Above 75%
Social Science	42.0	33.7	19.3	5.0
Science	34.5	34.9	24.4	6.3
Maths	42.1	32.0	17.0	8.8
Language	16.8	24.4	38.2	20.5

17

SCOPE & PROVISIONS OF SOME MAJOR SCHEMES & PROGRAMMES ON EDUCATION IN INDIA

July 20

18

Pre-Primary Education – Scope & Purpose

☞ Provisioned through primary education centers, Anganwadi Centers are privately managed nursery schools.

☞ Generally there is one Anganwadi Center for every 1000 population. However, according to need an Anganwadi Center can be built for 600 to 700 people. Moreover, an Anganwadi Center can be opened if there are at least 300 people in the Scheduled Caste and Tribal inhabited areas and if there are 40 children in the age group of 0 to 6 years.

☞ All children (3 - 6 year) are taught different topics through dance, songs, rhyme and sports, and children are made ready for school.

☞ The purpose of pre-primary education are:

  o Make the children oriented toward school and make them school ready
  o Helps in intellectual development, language development, social and emotional development as well as aesthetic development of the child
  o In addition, regular health checkups are held and provision of supplementary nutrition are made for the children.

July 20   19

Sarva Shiksha Abhiyan (SSA)

☞ Ensure satisfactory quality education for every child from 6 to 14 years.
☞ Inclusive education for differentially able children or children with special needs in the same education institution along with other children.
☞ Ensure education for all by assigning high priority to the education to girls, the children from the Scheduled Castes and Scheduled Tribes and other backward class.
☞ All children are brought to school.
☞ Retain all children in school and provide value based good quality education and complete education of all children.
☞ Providing free textbook to all children.
☞ Providing special aids and tools for differentially able children.
☞ Constitution of Mother's Committee on Education.
☞ Improve school infrastructure in primary and upper primary school. This includes construction of new building, construction of additional class room, repair and maintenance, drinking water and sanitation facility, etc.
☞ To set up cluster resource center in Gram Panchayat area with a view to increase regular communication between the school and Village Education Committee.
☞ Develop the children's data base at the village level through registration of the child and prepare village education plan with the help of this information.
July 20 Establish coordination and communication with different departments.   20

Madrasa Education – Scope & Purpose

☞ The key features of Madrasa education are:
- o Children are taught from Class 1 to 12.
- o There is a management committee to ensure smooth operation of the institution.
- o Availability of mid-day meal.

☞ Madrasa education board approved educational institutions are as follows:
- o Madrasa having classes from 5 to 8 are called Junior Madrasa.
- o Madrasa having classes from 5 to 10 are called High Madrasa.
- o Madrasa having classes from 1 to 10 are called Senior Madrasa or Alim Madrasa..
- o Madrasa having classes from 1 to 12 are called Fazil Madrasa.

July 20   21

Child Labour School – Scope & Purpose

☞ Such schools are for children in the age bracket of 9 to 14 year who are involved in some economic activity and hence are out of school. There are about 50 children in each centre. In such schools primary level education is arranged. The entitlement include:
- o Each child receives a monthly stipend of Rs. 150 which is deposited in a bank or post office account in the name of the child.
- o Free health checkup is organized for every child.
- o Apart from regular studies, vocational education is also imparted in each centre.
- o Free textbooks are provided.
- o Two sets of school uniform is provided every year.
- o Sports equipment is available in each centre.
- o There is arrangement for mid-day-meal.

July 20   22

Mid-Day-Meal – Scope & Purpose

☞ All children studying in grades 1 to 8 in all government and government aided schools, Madrasa educational institutions, schools run by the Panchayat and Municipality and child labor schools are provided with mid-day meal. The goals of the programme since April 2008 are :

   o Make students attracted towards school, ensure their regular attendance and ensure the nutrition of children.

   o Provision of supplementary nutrition to all children from Classes 1 to 8.

☞ Gram Panchayat member, being the President of the School Management Committee, supervise the activities of the mid-day-meal in the school every day and approve the income – expenditure statement during the monthly meeting of the School Management Committee. The role of the Gram Panchayat in the monitoring of the Mid-Day-Meal are

   o Monitor the quality of food.

   o Entire process of preparing food and distributing it among children will be managed under the supervision of the Gram Panchayat.

July 20   23

Scholarships by Backward Class Welfare Department

☞ Scholarship available for the students from the Scheduled Castes, Scheduled Tribes and Other Backward Classes provided

   o Maintenance Grant - Rs. 40 per month for 10 months for students from Other Backward Classes

   o Maintenance Grant - Rs. 40 per month for 12 months for students from Scheduled Castes and Scheduled Tribes

   o Book Grant from grades 5 to 10 as per the following rates –

   • Class 5   :   Rs. 20 per academic year
   • Class 6   :   Rs. 150 per academic year
   • Class 7   :   Rs. 200 per academic year
   • Class 8   :   Rs. 280 per academic year
   • Class 9   :   Rs. 300 per academic year
   • Class 10 :   Rs. 275 per academic year

July 20   24

Scholarship for children with special needs from the Social Welfare Department

☞ **Eligibility:**

  o The age of the differentially able children should be less than 16 years.
  o The candidate should have more than 40% disability.
  o The monthly income of the family should be less that Rs.750 (yearly less than Rs.9000)
  o The candidate pass in all the grades.

☞ **Benefits:**

  o The candidate will be entitled to a yearly grant of Rs.1200.
  o Process – The Block Social Welfare Officer sends the form to the school teacher. The completed filled up form is enclosed with family income certificate issued by the Gram Panchayat Pradhan and age certificate issued by the school.
  o If the recipients fail in the academic year then the candidate needs to reapply to be considered as entitled for the benefit.

July 20   25

Scholarships under Minority Affairs and Madrasa Education Department

Pre-matric scholarship

☞ **Benefit :** For the students from Grade 6 to 10 residing in hostel an yearly stipend of Rs.7200 is provided and for those not staying in hostel an yearly stipend of Rs.1000 is provisioned.

☞ **Eligibility:**

  o Yearly family income should be less that Rs.1 lakh.
  o In order to be eligible the candidate must score at least 50% marks in the previous examinations.
  o 30% of the scholarship is reserved for the girls.

July 20   26

Scholarships under Minority Affairs and Madrasa Education Department

Post-matric scholarship

☞ **Benefit :** For meritorious students studying in Class 11, 12 and above post matric scholarship is provided : Higher Secondary – Rs.6000; Graduation – Rs. 9000 and Post-Graduation – Rs. 14000..

☞ **Eligibility:**

o Yearly family income should be less that Rs.80000.
o In order to be eligible the candidate must score at least 50% marks in the previous examinations.
o Maximum 2 members from a family is eligible
o 30% of the scholarship is reserved for the girls.

Adult Education – Scope & Purpose

☞ Education provided to older people who were not able to finish their conventional education and cannot be brought back under the conventional education system; is broadly termed as adult education.

☞ They can be given various types of education through an adult education, such as making them literate, provide them primary education, or skill enhancement, vocational education, physical and mental development. Currently, adult learning is being imparted through *Shakshar Bharat Mission*.

☞ At the Gram Panchayat level the adult literacy center and adult education center will be opened mainly in the Gram Panchayat office, education centers and at the local organization's office.

☞ Two persons are in charge of teaching at the adult education centers. They are given an honorarium of Rs. 2000. Knowledge of computers is compulsory for these teachers. They are appointed by the Gram Panchayat.

Whom to contact in case of any issues with preschool, primary or upper primary education

☞ For preschool education, the Anganwadi worker and the Anganwadi Supervisor is the prime contact person at the implementation level and the Child Project Development Officer at the block level.

☞ At the primary stage, the School Management Committee may be contacted. Next, if there is any problem or question about primary school or primary education then the Circle Project Coordinator of the area may be contacted.

☞ For issue pertaining to upper primary school or upper primary education, the school inspector at the sub-divisional level or the district school inspector's office located at the district head quarters may be contacted.

July 20

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ROLE OF GP MEMBERS

July 20

30

Some Key Areas of Intervention by GP Members

School Management Committee

Out of School

Student Attendance

Quality of Education

Girls' Education

Vocational Education

Role of GP Members in implementing RTE Act, 2009

☞ Ensure provision of free and compulsory elementary education for all children in the age group of 6-14 years, including children from vulnerable situations and children with special needs.

☞ To establish schools in the child's vicinity to ensure access and to assist in the construction of new school building as well as additional class rooms and to monitor school infrastructure, drinking water, toilets, learning aids, etc.

☞ Build awareness among community so that both boys and girls are not deprived of their right to education and interest towards education is increased.

☞ Facilitate preparation of child register and ensure enrolment of out of school children back to school.

☞ Monitor enrolment, attendance and completion of elementary education of all children in school and ensure improved quality education.

☞ Being core members of the School Management Committee, GP members have an important role in preparing the School Development Plan.

☞ Apart from elementary education, create an environment for vocational training and livelihood.

What can we do to bring about this change?

Part-5B

A Model Transaction Manual on
Education for All & Roles of Gram Panchayat for Use by Trainers for Refresher Training of Elected Representatives of Gram Panchayats

**Guidance to Trainers for Effective Transaction
of the Session on Education for All & Roles of Gram Panchayat**

Slide 1:	The Trainers may start saying, "We have often come across the terms 'Education for All'. Come, let us discuss what we mean by 'Education for All'". Involve the participants in participatory discussion and use a chart paper or white board to list all the points.
Slide 2:	Brief the participants about the history of 'Education for All' and the goal for 'Education for All'. Please refer to the points already listed on the chart paper or white board and reconcile them with the points mentioned in the slide.
Slide 3:	Primarily there are four components of 'Education for All'. Discuss with the participants about the various components of the 'Education for All'. Please feel free to add additional components as deemed fit.
Slide 4:	Discuss with the participants each and every component of 'Education for All' on the basis of classification, existing arrangement for service delivery and the service providers for each of these components.
Slide 5:	Now ask the participants about the oath taken by them while taking on the responsibility as a Gram Panchayat member. Make the participants recall their commitment towards ensuring 'Education for All'. But to the fulfillment of these commitments what are the legal framework and the mandated structure at the Gram Panchayat level ? Mention them.
Slide 6:	Discuss with the participants about the crux of the Right to Education Act, 2009 and also mention that there are State specific Act and Rules too.
Slide 7:	Discuss the main features of the Right to Education Act, 2009 and elaborate on each of the points mentioned in the slide.
Slide 8:	Please elaborate the fact that there are various committees for various levels of education. For example, for ensuring smooth functioning of the Anganwadi Center there is a Anganwadi Level Monitoring and Support Committee (ALMSC). State the objective and constitution of the ALMSC.
Slide 9:	State the expected role of the Anganwadi level Monitoring and Support Committee and also emphasize the need and importance of the Gram Panchayat members in performing the roles.
Slide 10:	Discuss the importance and the composition of the School Management Committee in the context of Elementary Education.
Slide 11:	Discuss the role of the School Management Committee and emphasize the role of Gram Panchayat members on each of the points.

Slide 12:	Now that the objective and Government of India's response in terms of realizing the commitment towards 'Education for All' is discussed, engage the participants in a group work and ask them to list down the various problems pertaining to Elementary Education in their locality. Ask each group to make a presentation and summarize the key points.
Slide 13 to Slide 17:	Show some key statistics pertaining to Elementary Education at the national level. Discuss the similarities and dissimilarities with their local context.
Slide 18 to Slide 29:	Ask the participants about the schemes and programmes on education they are aware of. Discuss the scope and provisions of some major schemes and programmes on education in India.
Slide 30:	Now that the participants are aware of the problems and the institutional arrangements as well as various schemes and programmes towards attainment of 'Education for All', engage the participants in a group work. Provide all the participants with flash cards and ask them to list the role of the GP members in implementing RTE Act, 2009 and thus 'Education for All'. Ask the participants to write one role on one card. Give them 10 minutes.
Slide 31:	Now show the key areas of intervention by GP Members and group the flash cards accordingly. For other interventions list them separately and show due importance to them as well.
Slide 32:	Discuss the role of GP Members in implementing RTE Act, 2009 and expand on the list as deemed necessary.
Slide 33:	Show the picture to the participants and ask them to spot the difference and the scenario they prefer. Ask the participants about what can be done do to bring about this change. Thank the participants and wish them all the best in carrying out their responsibilities in bringing about the change.

Cover Page Illustration: V G Bhat

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