Volume 3

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TOOLKIT FOR TRAINERS
MAINSTREAMING SOCIAL INCLUSION

DEENDAYAL ANTYODAYA YOJANA: NATIONAL RURAL LIVELIHOODS MISSION (DAY-NRLM)

Inspired by Mahatma Gandhi
Recall the face of the poorest and the weakest person
whom you may have seen, and ask yourself, if the step you
contemplate is going to be of any use to them.
Will they gain anything by it? Will it restore their control over
their own life and destiny?
In other words, will it lead to Swaraj (freedom)
for the hungry and spiritually starving millions?

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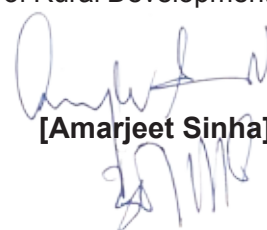**E-mail: secyrd@nic.in**

Message

The Deendayal Antyodaya Yojana: National Rural Livelihoods Mission (DAY-NRLM) has been working in the Ministry of Rural Development to lead the process for poverty alleviation through a dedicated and sensitive support structure from national upto Gram Panchayat level that focuses on building and sustaining organizations of the rural poor for collective action based on Self-Help Groups (SHGs). The collectives generate demand form the system, and build linkages with mainstream institutions to reduce poverty at household level. By 2024-2025, the Mission would reach 100 million poor rural households across India. It presently reaches 47.9 million households mobilized into 4.74 million SHGs in 29 states, 568 Districts, 4236 Blocks and 99,188 Gram Panchayats.

Poverty is a key manifestation of exclusion - due to deep-rooted prejudices and practices which deprive significant proportion from participating fully in economic, social, political and cultural life, often with violent manifestations, particularly for women. Exclusion has multi-generational impact on specific sections of our population, as their opportunities for development are hindered by lack access to income, employment, land, housing, infrastructure, and lack of access to basic essential services. Women's participation is also limited as they traditionally do not have voice or decision-making powers within households, and their rights and dignity are not accorded equal respect and protection by planners. Across our country, in varying degrees, age, sex, disability, race, ethnicity, religion, migration status, socioeconomics status, place of residence, and sexual orientation and gender identity have been grounds for social exclusion over time.

Efforts to promote social inclusion are an intrinsically built into the design of DAY-NRLM. However, there was a need for more clarity on how these have to be transacted and monitored, as this is a complex inter-generational cycle of deprivation. The Government of India's Mission Antyodaya is based on the systematic identification of vulnerabilities analyzed by the Socio-Economic Caste Census data in 2015, which has given us a specific set of 10.3 crores most vulnerable households. They key policies of the government across ministries and departments like Poverty Free Panchayats and doubling of income of farmers are being converged to address the needs of these households, and I am proud to state that DAY-NRLM leads the process of converging these timebound goals to end absolute poverty in our country.

To further strengthen and enhance the process of identifying socially excluded and addressing hinderances in their inclusion in the social and economic fabric of the country, DAY-NRLM and CARE India have collaborated to address key issues related to social development and social inclusion. The training modules and tools on social inclusion have been developed after an extensive process of consultations and studies of best practices across the country. The manuals consolidate the knowledge, theoretical framework of action, protocols, and tools for implementation and monitoring at every level of the DAY-NRLM system.

I am thankful to the staff and experts of DAY-NRLM who have worked diligently to develop these key documents, and to CARE India for its continued support through providing technical inputs and crucial human resource support. We are also grateful for the resource support provided by the Bill & Melinda Gates Foundation for their steadfast support and encouragement to the efforts of the Ministry of Rural Development to address issues of poverty and empowerment of women.

[Amarjeet Sinha]

ATAL DULLOO, IAS
Joint Secretary

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Forward

I am pleased to note that the work on Social Inclusion has made significant progress in the DAY-NRLM at national and state levels. The Deendayal Antyodaya Yojana: National Rural Livelihoods Mission (DAY-NRLM) in the Ministry of Rural Development has been leading the process for poverty alleviation through Self-human, social, and financial capital, and enable women's access to their rights and entitlements. This has resulted in women being able to access gainful self-employment and skilled wage employment opportunities. For this end, DAY-NRLM has been working to ensure there is convergence with other government programmes so that the services and opportunities reach all the women from all excluded groups. Over a 10 years period, the Mission plans to reach out to 10 crore rural women across states.

A key hindrance in extending this reach has been exclusionary practices in our country – thus, I am pleased that CARE India has provided technical support to DAY-NRLM to understand the requirements, consolidate the learnings and suggest specific protocols and tools to implement and monitor appropriate programmes for excluded sections of rural poor. The set of 4 volumes of Social Inclusion manuals include appropriate content – Manual for Practitioners, Training Module on Social Inclusion, Toolkit for Trainers, and Book of Readings. The texts are appropriate for State Mission staff and Block Resources Persons, for working with Village Organizations and Cluster Level Federations reaching all households, particularly of the most vulnerable communities.

My recommendation is for the teams across states to use the Social Inclusion Manuals intensively to increase our commitment and ensure our advancement towards the core outcomes of the Mission by -

- Identifying the principles and practice of Social Inclusion in their states which address the current and emerging needs of excluded communities.

- Development shared perspective on social inclusion at national level by ensuring there is minimal transmission loss in scaling our strategies

- Monitoring, learning and doing course correction from the programmes to improve our connectivity with the excluded communities we serve

The participation and leadership of vulnerable communities in development programmes in essential for the country, and they cannot do this if their voice is not heard, or when their rights and dignity are not respected. The Manuals will improve how we help women from extremely deprived households get agency and control over their lives, and help us be more sensitive to their sense of alienation and inferiority. Our focus on this crucial aspect will make DAY-NRLM a more effective platform for ending poverty and deprivation from each excluded household.

I commend the teams who have contributed to plan and implement social inclusion programmes across states and at national level. The efforts of the consultants Dr Harish Vashistha and Dr G Bhargava, our National Resources Persons, who have worked with CARE India to write these excellent documents, are truly commendable. I am also thankful to CARE India for its continued support to DAY-NRLM to integrate social development and social inclusion programmes in our framework and implementation.

(Atal Dulloo)

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AABY	Aam Aadmi Bima Yojana
APS	Atal Pension Scheme
ATMA	Agriculture Technology Management Agency
CB	Capacity Building
CIF	Community Investment Fund
CLF	Cluster Level Federation
CM	Community Mobilizer
COM	Community Operational Manual
CRP	Community Resource Person
CSF	Community Support Fund
DAY-NRLM	Deendayal Antyodaya Yojana: National Rural Livelihoods Mission
DDU-GKY	Deen Dayal Upadhyay-Gramin Koushal Yojana
DMMU	District Mission Management Unit
EC	Executive Committee
FGD	Focused Group Discussion
FRA	The Scheduled Tribes and Other Traditional Forest Dwellers (Recognition of Forest Rights) Act, 2006
GB	General Body
GP	Gram Panchayat
GPDP	Gram Panchayat Development Plan
GP2RP	Gram Panchayat Poverty Reduction Plan
IAY	Indira Aawas Yojana
ICDS	Integrated Child Development Scheme
IGA	Income Generating Activities
ILM	Interactive Lecture Method
IPPE	Integrated Participatory Planning Exercise
KVIC	Khadi and Village Industries Corporations
KVK	Krishi Vigyan Kendra
LF	Livelihood Fund
LGD	Large Group Discussion
MCP	Micro Credit Plan
MFP	Minor Forest Produce
MGNREGA	Mahatma Gandhi National Rural Employment Guarantee Act, 2005
MKSP	Mahila Kisan Sashaktikaran Pariyojana
MPLADS	Member of Parliament Local Area Development Scheme
MSME	Micro Small and Medium Enterprises
MUDRA	Micro Units Development & Refinance Agency Ltd.
NABARD	National Bank for Agriculture and Rural Development
NCLP	National Child Labour Project
NLM	National Literacy Mission

NOAPS	National Old Age Pension Scheme
NRDWP	National Rural Drinking Water Programme
NRHM	National Rural Health Mission
NSTFDC	National Scheduled Tribes Finance and Development Corporation
NTFP	Non-Timber Forest Produce
OB	Office Bearers
PAY	Pradhan Manthri Aawas Yojana
PESA	Panchyat Extension to Scheduled Areas Act, 1996
PIP	Participatory Identification of Poor
PMJDY	Pradhan Mantri Jan Dhan Yojana
PMJJBY	Pradhan Mantri Jevan Jyothi Bima Yojana
PMKY	Pradhan Mantri Koushal Yojana
PMSBY	Pradhan Mantri Swasth Bima Yojana
PPA	Participatory Poverty Assessment
PRA	Participatory Rural Appraisal
PRI	Panchayat Raj Institutions
PTM	Participatory Training Methodology
PVTG	Particularly Vulnerable Tribal Groups
RBI	Reserve Bank of India
RF	Revolving Fund
RGGVY	Rajiv Gandhi Gramin Vidyutikaran Yojana
RGPSA	Rajiv Gandhi Panchayat Sashakthikaran Abhiyan
RMK	Rashtriya Mahila Kosh
RSBY	Rashtriya Swasth Bima Yojana
RSETs	Rural Self Employment Training Institutes
SBM	Swach Bharat Mission
SECC	Socio-Economic Caste Census
SGD	Small Group Discussion
SHG	Self Help Group
SIRD	State Institute of Rural Development
SMMU	State Mission Management Unit
SRLM	State Rural Livelihoods Mission
STDCCs	State Tribal Development Cooperative Corporations
SVEP	Startup Village Entrepreneurship Programme
TPDS	Targeted Public Distribution Scheme
TSP	Tribal Sub-Plan
VKY	Vanbandhu Kalyan Yojana
VLF	Village Level Forum
VO	Village Organization
VRF	Vulnerability Reduction Fund
VRP	Vulnerability Reduction Plan

The Deendayal Antyodaya Yojana: National Rural Livelihoods Mission (DAY-NRLM) has been established in the Ministry of Rural Development to lead the process for poverty alleviation through a dedicated and sensitive support structure from the national level to the sub-district level that focuses on the poor; builds and sustains their organizations for collective action based on self-help and mutual cooperation; generates demand from the system; and build linkages with mainstream institutions to reduce poverty.

Poverty is a key manifestation of exclusion – due to deep-rooted prejudices and practices which deprive significant proportion of participate fully in economic, social, political and cultural life, often with violent manifestations, particularly for women. Exclusion has multi-generational impact on specific sections of our population, as their opportunities for human development are hindered by lack access to material resources, income, employment, land and housing, or access to services as education and health care essential for well-being. Participation is also limited when people cannot exercise their voice or interact with each other, and when their rights and dignity are not accorded equal respect and protection. Thus, social exclusion entails not only material deprivation but also lack of agency or control over important decisions as well as feelings of alienation and inferiority. In India, varying degrees, age, sex, disability, race, ethnicity, religion, migration status, socioeconomic status, place of residence, and sexual orientation and gender identity have been grounds for social exclusion over time.

Within the policy discourse in DAY-NRLM, efforts to promote social inclusion are an intrinsic part of the framework. The Mission is dedicated to overcoming barriers which impede women's growth and keeps them in an inter-generational cycle of deprivation at different levels. Women's lives as citizens are further impacted when they are from socially excluded groups, which in any case have low access to rights and entitlements, and are unable to adequately contribute to political and economic processes. To reduce poverty, DAY-NRLM builds and strengthens Self-Help Groups (SHGs), collectives of poor rural women to enable them to access gainful self-employment and skilled wage employment opportunities, empower their households to build their human, social, and financial capital, enable women's access to their rights and entitlements, and ensure convergence with other government programmes. Over a 10-year period (until 2024-2025), the Mission plans to reach 100 million poor rural households across India. As on October 2017 DAY-NRLM covers 29 States; 568 Districts, 4236 Blocks and 99,188 Gram Panchayats, reaching total 47.9 million households mobilized into 4.74 million SHGs.

Social Inclusion is one of the key aspects of DAY-NRLM. To ensure that no poor family is left out, there is special focus on priority and early inclusion of the poorest of the poor and other vulnerable sections of communities like Schedule Castes, Schedule Tribes, Particularly Vulnerable Tribal Groups, women headed families, people engaged in unhygienic occupations (ex-manual scavengers), elderly persons, People with different abilities, minority groups and trafficked women. Accordingly, DAY-NRLM now works to include all the vulnerable communities into their institutional architecture within the initial months of working in a block.

To further strengthen and enhance the process of identifying socially excluded and their inclusion in the social fabric, DAY-NRLM and CARE India have collaborated to develop training modules and

tools on social inclusion. The modules have been developed as a result of an extensive process of consultations and studies of best practices across the country, and have been based on structured programmes being implemented by states.

A poverty reduction programme may not automatically address social inclusion as practiced in different forms across the country. There are complex, multi-faceted reasons for exclusion: religion, caste, gender, social and economic conditions, physical disability, or geographic regions, which needs to be understood and analysed distinctly. Economic growth alone is not adequate to address the challenges of exclusion, therefore planned, structured and deliberate interventions are required to ensure inclusion. In the context of DAY-NRLM, general inclusion is part of the standard framework during social mobilization phase, but still specific sections at margins still get left out. Extra care and sensitivities needed, so additional, focused EFFORT in all aspects of Mobilization, Capacity Building, Access to funds, credits, rights, entitlements, services, livelihood opportunities, markets, technology). DAY-NRLM efforts in fields need to be documented and presented systematically. Dissemination of guidelines and protocols are crucial for effective implementation of inclusion processes. The Social Inclusion Manuals are aimed at compilation of Capacity Building Materials and modules, introducing the tools for participatory training, community based demand generation and planning. Ultimately, the manuals are aimed at helping State Rural Livelihoods Missions to scale-up the social inclusion efforts in systematic way with adequate reading materials, Capacity Building modules, planning and training tools, and best practices.

This manual is developed in four volumes as under:

1. **Mainstreaming Social Inclusion in DAY-NRLM; Manual for practitioners**
   • Concepts, Ideas and Analysis of Poverty, Vulnerability and Inclusion
   • Poverty Eradication and Social Inclusion efforts: Changing paradigms
   • DAY-NRLM Framework and Inclusion
   • Mainstreaming Inclusion in DAY-NRLM
   • Inclusion Strategies
   • Social Inclusion efforts by DAY-NRLM and CSOs
   • Capacity Building for Inclusion

2. **Training module on Social Inclusion**
   • Understanding Poverty and Vulnerability
   • DAY-NRLM Perspectives and Inclusion Strategies
   • Tools for Planning and Implementation

3. **Toolkit for trainers**
   • Planning and implementation tools for Social Inclusion in DAY-NRLM
   • Icebreakers, energizers, and learning games for trainers
   • Stories and Songs for facilitators
   • References and further readings

4. **Book of Readings**
   • Understanding Poverty and Vulnerability
   • Marginalization, Concepts of Inclusion & Exclusion, Equity
   • Gender, Exclusion, Constitutional Provisions and UDHR
   • DAY-NRLM and Social Inclusion, CBO's role, GPS
   • Inclusion: DAY-NRLM and various Thematic Areas
   • Capacity Building and Participatory Training

Acknowledgements

For your feedback and suggestions for improving the next edition of the Social Inclusion Manuals, we will await your inputs on nrlmcellnird@gmail.com

ABOUT THE TOOLKIT

This Toolkit forms Volume 3 of the Social Inclusion manual. The Toolkit on Social Inclusion under DAY-NRLM is designed to be a valuable resource to help practitioners and trainers of Social Inclusion in DAY-NRLM, government officers, consultants, project sponsors, and other stakeholders to effectively address the Social Inclusion and poverty eradication efforts. The Toolkit is a standardized compilation of various methods and tools related to planning and implantation of the Social Inclusion processes in DAY-NRLM. Icebreakers, energizers, learning games,inspirational and motivational stories and songs, that can be used by trainers or facilitators during the learning and training events are intregral components of the Toolkit. Trainers and practitioners can find relevant tools and activities corresponding to the need and focus of their learning and training events. This will help the facilitator to make training joyful and facilitate experiential learning.

This volume is developed in close correspondence and logical structure to the Social Inclusion Manual. The handouts/topics resonate with each other in congruence. This Toolkit is organized in three sections:

Section 1: Planning and implementation tools for mainstreaming Social Inclusion in DAY-NRLM

Section 2: Icebreakers, energizers and learning games for trainers

Section 3: Stories and select songs for trainers and facilitators

Annexure 1: Selected tools and formats have been added to the annexure for planning and managemmnt of Social Inclusion Inititaives in DAY-NRLM.

The Toolkit is a product of the collaboration amongst DAY-NRLM, SRLM staff from across the national and state missions including inputs from a peer review and inputs from the CSOs. The Toolkit will need to be updated and contextualized from time to time to remain relevant in an evolving development environment. It is, like its predecessors, a working document of protocols.

We hope that the users of this Toolkit will find it a useful guide in integrating poverty and social dimensions into mainstreaming Social Inclusion in DAY-NRLM operations and thereby contribute to achieving the programme aims and objectives.

Ultimately, the document aims to contribute to positive development outcomes in the programme to mainstream the Social Inclusion processes in Day-NRLM in particular and poverty and vulnerability reduction in general.

This Toolkit is the third volume of the compendium of four volumes also that comprises a Manual on Social Inclusion under DAY-NRLM, Training Module on Social Inclusion and Book of Readings .

Volume 1: Social Inclusion Manual

The Manual provides a basic understanding of Social Inclusion in DAY-NRLM. It takes through the historical transect of the evolution of the idea and practices of Social Inclusion and poverty eradication in India. It explains the rationale behind Social Inclusion and its frameworks in DAY-NRLM context. It narrates and introduces the various models and innovative approaches evolved and adopted by the various SRLMs in the field of Social Inclusion. It elaborates the practical strategies and action steps to mainstream Social Inclusion in DAY-NRLM.

Volume 2: Training Module on Social Inclusion

This module is designed for field practitioners working in the areas of Social Inclusion of the most vulnerable communities into the institutional architecture of the DAY-NRLM. This is a generic module consisting of 20 sessions and is mandatory for all level functionaries engaged in Social Inclusion processes. Each session of the module is a sub module in its own way. Various orientation and sensitization programmes are based on this generic module. A tentative and indicative time slot is allocated to each session assuming a six -day generic orientation programme for mission staff at state, district and block levels.

As Social Inclusion is at the core of DAY-NRLM, it is, therefore, recommended that all functionaries at all levels working in various thematic areas should undergo this programme. The time slot for each session is given, which can be elaborated into full module based on the requirements and nature of participants.

Volume 4: Book of Readings

The Book of Reading is developed to help trainers and facilitators of the SI trainings to prepare for the session. Trainers can develop the presentation, handouts and notes for facilitating learning and training events. This can also serve as a reference reading for different sessions mentioned in the training module and discussed in the SI manual.

We welcome your feedback so that we continue to improve our future editions.

Section 1

Methods and Tools for Planning and Implementation of Social Inclusion in DAY-NRLM

This section discusses the methods and tools for Planning and Implementation of Social Inclusion in DAY-NRLM. Following tools are being discussed in details:

1. PIP – Participatory Identification of Poor

2. PAE and EAP – Participatory Assessment of Entttlement and Entitlement Access Plan

3. Vulnerability Reduction Plan

4. Gram Panchyat Poverty Reduction Plan

5. Gram Panchyat Development Plan

These are the key tools for identification and Poor (PIP) analysis and planning for entitlement as well as implementation of VRF and CIF and convergence with Panchyats at VO and CLV level.

TOOL 1: Participatory Identification of Poor (PIP)

DAY-NRLM aims at bringing all rural vulnerable and Poorest of the Poor (PoP) households out of poverty. The BPL list was prepared in 2002 and is known to have numerous errors of exclusion and inclusion. Meanwhile Government of India compiled a unique data in the form of its Socio-Economic Caste Census (SECC), released in 2015. Based on the identification of seven critical deprivation indicators, the data has identfited more than 10 crore households which are extremely vulnerable with multiple forms of poverty. These households are expected to be beneficiaries of targeted poverty alleviation and social security programmes. DAY-NRLM works with particular focus on all the hitherto excluded poor listed in the SECC data.

Under the existing framework of implementation of DAY-NRLM, only rural households included in SECC deprivation category can be targeted under DAY-NRLM. The DAY-NRLM programme is strcured on the formation of institutions of poor rural women. The Self-Help Groups (SHGs) are affinity-based groups of poor women with shared bonding and synergistic functioning. A strong and cohesive group of the poor which works collectively to overcome the root causes of poverty cannot be created by simply drawing persons from an externally prepared and incomplete list. Hence it is necessary that the inclusion of the hitherto excluded households under DAY-NRLM be organized by a well-defined, transparent and equitable process of Participatory Identification of Poor (PIP) driven by the community. All households identified as poor through the PIP process, called the DAY-NRLM target group (NTG), will be eligible for benefits under the programme.

The Participatory Identification of Poor (PIP) is a process where community identifies the poor and the most vulnerable households from its population. The PIP is a critical step towards community participation and community ownership of the programme, and its sustained effectiveness in overcoming poverty.

The following are the key steps in developing the PIP process to ensure inclusion of all excluded groups at village level.

1. Awareness Creation and Selection of PIP team

Habitation level meetings and communication campaigns are organized by the Block teams of State Rural Livelihood Missions, in partnership with the Village Panchayat and information on the significance and importance of the Participatory Identification of the Poor (PIP) process is disseminated to the community.The PIP team is selected by representatives from all habitations and training is given to the members of the team for two days on significance of PIP process and the importance of targeting the poor households, vulnerables and differently abled persons.

2. Transect Walk and Social Mapping

A strcutred Transect walk to observe the key aspects about the village, its surroundings, landmarks and institutions of the village is done by the PIP team along with the community. The venue for conducting PIP process is selected to draw the map of the entire village. The place, date and time are announced in each habitation so that all families participate in the process.

The PIP team and community volunteers collect locally available materials like colour powder, seeds and flowers for drawing the social map. Roads and common properties such as Gram Panchayat office, Post Office, Schools, etc. which are easily located, are drawn first. Then the houses and other physical infrastructure of the Village Panchayat are drawn using symbols or colours to demarcate different types of houses like huts and concrete houses etc.

3. Wealth Ranking

Once the community agrees that all the houses have been drawn on the village map, each household is given a number and a card which has basic information like the type of house, the number of earning members, their occupation, the number of vulnerable households with the excluded groups like scheduled castes, ultra poor, women headed households, elderly, differently abled persons and the type of disability etc. All these details are marked in the map using symbols, so that all the members of the community participating in the mapping process are able to understand.

In the wealth ranking exercise, the socio-economic conditions of the people living in the village are segregated in the first focus group into very poor, poor, middle and rich income categories. The criteria for categorizing the people are decided by the people themselves. The same exercise is repeated with the other focus groups. Then the PIP team compares the results of the first group and the second group and the data is validated.

4. Display of List of Target Poor and Approval of Gram Sabha

The Grama Sabha is based on consensus, and is the platform where the list of target poor identified by this exercise is presented for discussion. The Gram Sabha is called by the panchayat after them exercise is over. All clarifications sought by the people are taken to the Gram Sabha which approves them after making verifications. This process has enabled the DAY-NRLM to focus on the most deserving and needy persons, thereby ensuring effective and timely utilization of funds.

This methodology of involving the communities has found wide acceptance among all the stakeholders and has proved to be a powerful and transparent tool to identify the poorest and the excluded members of the community. There is high credibility for the process and total ownership of the community of the whole exercise. This process ensures that the benefits reach the targeted poor and also creates a platform for them to participate in the larger development process.

PRA Tool 1: Social Map

Description

A social map of the hamlet, village, Panchayat is a map that is drawn by the residents and which shows the habitation, social structures and institutions found in the area. This helps us to learn about social and economic differences between the households.

Objectives
- To learn about the habitation, social structures in the landscape and the differences among the households by their ethnicity, religion and wealth.
- To learn about who is living where.
- To learn about the social institutions and the different views local people might have regarding those institutions.

Key Questions
1. What are the approximate boundaries of the habitation with regard to social interaction and social services?
2. How many households are found in the habitation and where are they located?
3. Is the number of households growing or shrinking?
4. What are the social structures and institutions found in the Habitation?
5. What religious groups are found in the habitation? Where in the Habitation are the different religious groups living?

6. What ethnic groups are found in the habitation? Where in the Habitation are the different ethnic groups living?
7. Which are the Female Headed Households and where are they located?

How to Facilitate
1. Ask the participants to draw a map of the habitation, showing all households. For the orientation purpose, it will be helpful to draw roads and significant spots of the Habitation into the map.
2. Discuss whether the total number of households has increased or shrunk during recent years. If there were any changes, ask as to why the number has changed and whether this has caused any problem for certain families or for the community at large.
3. Ask the group to also show institutions, buildings and places that offer some kind of social service or which are popular spots to meet and discuss. Example are: schools, churches, health service centers, traditional healers, community administration, community leaders, local shops, kindergarten, places where people frequently meet, water point etc.
4. Encourage the group to discuss and show on the map which different ethnic groups are living in their habitation. Using a common symbol, mark those households in which the minority ethnic groups live.
5. Encourage the group to discuss and show on the map which different religious groups are living in their habitation. Using a common symbol, mark those households in which the minority religious groups live.
6. Ask the group to indicate with a symbol on the map all households that are female-headed. Make sure that everybody has the same understanding of what the characteristics of a female headed household are!
7. If time and the situation allow, you should integrate the wealth ranking tool at this point which is described on a separate tool sheet!
8. Make sure that your copy of the map has a key explaining the different items and symbols used on the map.

The map should be displayed in a suitable common, accessible space in the village.

Material needed
1) Documentation sheet, this tool sheet, white paper for copying the map.
2) If drawing on the ground, thensoft ground, sticks and local material for symbols,
3) If drawing on a paper, then big sheets of paper, pencils, markers.

Time:
2 hours

Tips for the Facilitators
• If people find it difficult to understand this tool, it will be helpful to draw a simple example for them.
• During the whole process, take care that once somebody has given a statement, you ask the others whether they agree, disagree or want to add something.
• The note taker must ensure that all important points of the discussion and also other information is documented.
• The purpose of the social map must be very clear to all the participants so make sure that the participants do not have wrong expectations. For example, they might think that the poor households will get food donations, which is completely wrong.
• Unlike resource mapping, social maps need good and well-prepared facilitation. Be aware that some of the issues that might be discussed could be sensitive issues for the group.
• Make sure that the objective of having all households shown on the map will be achieved.

PRA Tool-2: Resource Map

Description

The Village Resource Map is a tool that helps us to learn about a community and its resource base. The primary concern is not to develop an accurate map but to get useful information about local perception of resources, and their availability to different households. The participants should develop the content of the map according to what they feel is important to them.

Objectives

To learn the community's perceptions of the availability of resources found in the community and the way they are used, and by whom. The resources may include land, forest, agriculture, livestock, soil, water, crops, mineral, human and institutional resources, community cadre, ownership etc.

With whom

Female and Male Focus Groups.

Time needed

2 hours

Key Questions

1. What resources are abundant?
2. What resources are scarce?
3. Does everyone have equal access to land?
4. Do women have access to land?
5. Do the poor have access to land?
6. Who makes decision on land allocation?
7. Where do people go to collect water?
8. Who collects water?
9. Where do people go to collect firewood?
10. Who collects firewood?
11. Where do people go graze livestock?
12. What kind of development activities do you carry out as a whole community and where?
13. Which resource do you have the most problem with?

How to Facilitate

The Village Resource Map is a good tool to begin with. It is easy and fun for the villagers to participate in. It helps initiate discussion among the community and with the PRA team. All team members should observe the mapping exercise because it provides an overall orientation to the features of the community and its resources.

In PRA, to do this map with separate groups of men and women in the village helps in bringing different perspective. This is because women and men may use different resources. The women will map the resources they think are important (like water sources, firewood sources, etc). The men will map the resources they think are important (like grazing land, infrastructure, etc). Maps may include infrastructure (roads, houses, buildings, bridges, etc), water sites and sources, agricultural lands (crop varieties and locations) soils, slopes, elevations, forest land; grazing areas, shops, markets, health clinics, schools, churches, special places (sacred sites, cemeteries, bus stops, shrines etc.)

1. Find a large open place to work.
2. Start by placing a rock or leaf to represent a central and important landmark.
3. Ask the participants to draw the boundaries of the habitation.
4. Ask the participants to draw other things on the map that are important. Do not interrupt the participants unless they stop drawing.

5. Once they stop, you can ask them whether there is anything else of importance that should be added.
6. When the map is completed, facilitators should ask the participants to describe it. Ask questions about anything that is unclear.

Use the key questions to guide a discussion about the resources in the village. One or more facilitators should ask the questions, another should take notes on what is said.

Be sure to draw a picture of the map on a piece of paper. Be sure that the final map includes direction indicators (North, South, East, West).

Materials needed

Sticks, pebbles, leaves, sawdust, flour, dung or any other local material.

PRA Tool 3: Wealth Ranking

Objectives:
1. To investigate perceptions of wealth differences and inequalities in a community.
2. To identify and understand local indicators and criteria of wealth and well-being.
3. To map the relative position of the households in a community.

Methods
1. Ranking
2. Mapping

Selecting Key Informants

Carry out the exercise with a few key informants who know the community well and represent each group within the village to ensure equal representation of views.

Facilitator

Two PRA-team members

Key Questions
1. What are the local perceptions of wealth, wellbeing and inequality?
2. What socio-economic groupings are there in the community and who belongs to which group?

Steps
1. A numbered list is made of all the households in the community (from the social map) and the name of each household head and the household number is written on a separate card.
2. A number of key informants representing the diverse groups in the village who know the village and its inhabitants well are asked to sort the cards in as many piles as there are wealth categories in the community, using their own criteria.
3. After sorting, ask the informants for the wealth criteria for each pile and the differences between the piles. Assure the informants of confidentiality and do not discuss the ranks of individual families, so as not to cause any misunderstanding within the various groups in community.
4. List local criteria and indicators derived from the ranking discussion.
5. Document the analysis and share it with the group as well as with the Gram Sabha

For further readings and references, kindly refer PIP manuals of Tamilnadu and Jharkhand SRLMs.

TOOL 2: Participatory Assessment of Entitlement and Entitlement Access Plan

Tool 1 provide the list of target poor with whom the work of the State Rural Livelihood Mission has to commence. Once the list is ready and has been agreed upon by the Gram Sabha, the Participatory Assessment of Entitlement has to commence, using Tool 2.

Participatory Assessment of Entitlement (PAE) is a SHG level interaction-based tool that helps in generating awareness on various entitlements and Local-Self-Governance systems. Using PAE, the community generates a database on its access to schemes and participation in governance process. This database is used for making demand plans by the CBO, (which is a generic term including self help groups (SHGs), village organisations (VOs), and Cluster Level Federsations (CLFs)) and is also treated as a baseline for measuring success in achieving entitlements by the community. The PAE exercise is facilitated by the designated community cadre called Local Resource Group, CRP or CP formed in each GP.

Entitlement Access Plan (EAP) is a target plan prepared by each Village Organisation (VO) to address the gaps in the access to entitlements identified during PAE. Using PAE data as the baseline, each VO sets quarterly targets for various schemes. These targets are regularly monitored and evaluated by the VO.

Components of PAE Module
- Access to local public institutions such as Gram Panchayat Office and Aanganwadi.
- Engagement of SHG members and CBOs in Local Self Governance systems such as Gram Panchayat and Gram Sabha.
- Acess to rights and entitlements related to food nd nutrition(PDS and ICDS), identity cards(Adhar, Voter ID and Disability Certificate), Job cards, social security pensions, financial products (insurance and loans) livelihood support(technical, financial andmaterial) through line department. This may include Household benefit schemes such as Mahatma Gandhi National Rural Employment Guarantee Scheme (MGNREGS), Swachh Bharat Mission (SBM), National Social Assistance Programme(NSAP), Rashtriya Swasthya Bima Yojana (RSBY), Integrated Child Development Scheme (ICDS) and other State-specific schemes.

The Process

Step 1. Capacitation of Local Resource Group (LRG) or Community Cadre

The designated community cadres are trained on PAE and EAP. As part of the training, detailed information is imparted about the local-self governance processes and the schemes covered in the PAE.

Step 2. SHG Meetings for PAE

During a regular or specially convened meeting of each SHG, PAE is facilitated by LRG members who moderate the discussion and record the responses of the participants. These responses form the database on the community's access to entitlements and schemes.

The Ribbon Exercise

This exercise has been developed by Kudumbshree. Every State prepares its own context-specific PAE module. LRG members/Community Cadre facilitate PAE in each SHG using this module. Discussions are held on each component of the module and SHG members respond to each

question by tying ribbon of different colours around their wrists. For example, attendance in Gram Sabha - those who have attended previous Gram Sabha tie a blue ribbon.

Individual Household Latrine under SBM - Those who have toilets at home tie a green ribbon. Those who also use the toilet tie a white ribbon.

Use of ribbons avoids the monotonous question and answer format and makes the process interactive as well as visually appealing. At the end of each section, the SHG member(s) having the maximum number of ribbons on her/their hand is/are asked to explain to the others about how she/they got the access and how she/they took the benefit of the particular entitlement. The input is supplemented by the LRG. Simultaneously, during this process, the LRG member counts the ribbons, and records in the SHG-level PAE form. These are later consolidated at the Village Organisation (VO) level and GP level.

Having ribbon on one's wrist is seen as a symbol of accomplishment, knowledge and enhanced confidence. The discussion about individual entitlement status in the group helps a woman to share her access or lack thereof in front of a larger audience. This exercise has proved to be an effective tool to motivate SHG members to engage with local-self governments and access their entitlements.

Step 3. Consolidation of PAE at Village Organisation level

Once PAE is completed in all the SHGs, the consolidation of the data is generated and its presentation is done at a meeting at the VO level. Representatives from all SHGs and GP-ward members attend this meeting which is facilitated by LRG members and VO leaders. This data helps the VOs understand the current status of entitlements of their SHG households.

Step 4. Consolidation of PAE at GP level

The PAE data is consolidated at the GP level by the VO representatives and LRG members. This data is presented to the elected representatives and officials of the Panchayat in the presence of all SHG members of the GP. The presentation of the PAE data gives an opportunity for the Panchayat and CBO to come together on a common platform to address the entitlement gaps identified. The compiled data is treated as baseline by the CBO to make target plans referred to as the 'Entitlement Access Plan.'

Step 5. Preparation of EAP at VO level and Consolidation

The EAP is prepared by each VO in a specially convened meeting for the purpose of the VO office bearers. This is done through a sensitisation activity on how benefits offered under various schemes can improve the quality of life. The plan prepared under the leadership of VO office bearers sets target for each component of schemes that needs to be achieved in a timeframe manner. The targets are consolidated at GP level and taken up with Gram Panchayat and its departments accordingly.

Capacitation for and through PAE

The tools developed for participatory assessment and planning like PAE and EAP are envisioned in such a way that the process not only yields a baseline and plan for access to entitlements but is also a process for capacity building. LRG members are envisaged as agents of change who, through the use of these tools, will capacitate and seek to bring about change in the community as well.

The expected impact of the capacitation and the activity are mapped out as below:
• Awareness about entitlements
• Sensitisation of the targeted community about the benefits of schemes
• Consolidated target demand for various schemes
• Increased discussion on entitlements in the SHGs
• Entitlement status data for follow-up actions
• Strengthening of CBO to pursue the entitlement demands
• Support to PRI for the effective implementation of schemes
• Environment creation for participatory planning process
• A tool for situation analysis and participatory planning
• Strengthening of community cadre
• Ownership of CBO in ensuring the access to entitlements
• Support to PRI from CBO in enhancing the outreach of social welfare schemes
• Capacitation of PRI and CBO on plan preparation and effective implementation of schemes

In case your team is not able to attain these, review your methods and repeat the missed processes. Document the analysis and share widely among the participants.

Taking the PAE and EAP forward
• Consultation of CBO with PRI and Line Departments
• To present the entitlement access status of SHG households to the GP
• Opportunity for CBO to present the consolidated entitlement demands with the PRI
• To share the entitlement gap among the key stakeholders and to find out a plan to address this

Presentation of PAE and EAP in GS and approval
• To formally present the entitlement demand in front of the larger public and get commitment from the PRI and Line Departments
• CBO Governance and Institutional Mechanism
• Organic formation of sub-committees based on schemes
• Strengthening of VO sub-committees
• Identification of scheme-based volunteers in SHGs
• Institutionalisation of consultative platforms with GP

Document the outcomes and share widely among the community.

> *For further readings and references, kindly visit Convergence Manual of DAY-NRLM developed by Kudumbshree.*

TOOL 3: Vulnerability Reduction Fund (VRF)

Vulnerability Reduction Fund is a fund (corpus fund) given to Village Organisation (primary level federation at Village level) to address vulnerabilities like food insecurity, health risk, sudden sickness, hospitalization, natural calamity etc. faced by households or community. The fund is available to each Village Organisation in its budget from the DAY-NRLM. The purpose of VRF is to address the special needs of vulnerable people, SHG members with vulnerabilities and also the needs of any destitute/non-members in the village. It can be used for an individual need or for collectiveaction. It can be given as grant (in extreme cases), interest free loan or soft laon depending on the context and local situations.

VRF is part of Community Investment Fund (CIF). The amount of VRF to each VO is determined by the number of members in the SHGs (@ Rs. 1500/- per members for SC, ST, and other vulnerable members. This is @ Rs. 2250/- per member for PVTGs, this can go upto @ Rs. 3000/- per member. DAY-NRLM provides VRF to VO or Primary Level Federation in two instalments: Instalment I – upto 60% of the amount and Instalment II – rest of the amount.

Eligibility criteria

DAY-NRLM to VO for VRF - 1st instalment:
a) Functional VO must have been in existence for 3 months and actively functioning (Bank A/c, regular meetings, Executive Committee in place, updated books of records etc.). Separate bank account may also have been opened for managing VRF, if required.
b) Trained VRF subcommittees should have been constituted and undergone VRF management and training.

Mission to VO for VRF 2nd instalment:
a) VO should have successfully disbursed at least 60% of the amount of 1st instalment to SHGs members, or other vulnerable households.
b) VO should have introduced one or two activities to address vulnerability like members' contribution towards VRF amount, contributory actions like Ek Mushti Chawal by each SHG member of the village, providing assistance to extremely vulnerable groups like orphans, elderly, and destitutes who canot be supported by SHGs.

Process of releasing VRF

1. **Releasing 1st instalment of VRF from SRLM to VO:**
    a) Eligible VO to make a demand forrelease.
    b) Amount should be released to VO within 7 days since the receipt ofdemand.

2. **Releasing of 2nd instalment of VRF from SRLM toVO**

Eligible VO submits an appraised Vulnerability Reduction Plan (VRP) for their village, to CLF (to BMMU directly in the absence of CLF) and in turn CLF forwards it to BMMU/DMMU.
*   VRP includes plan addressing special/particular needs of vulnerable people, specific plans for tribals, PVTG, people with disability, elderly and other vulnerable people in SHGs.
*   Gender Action Plan.
*   Food, Nutrition, Health and WASH (Water, Sanitation and Hygiene), (FNHW),and ActionPlans.
*   Specific plan for vulnerable destitute outside SHGs.
*   VRP is prepared in a participatory manner (VRP process and template is attached as attachment 1)

- VRP is appraised by CLF representatives at the VO itself (if CLF is not in place, leaders of other VOs or representative of loose CLF may appraise).
  a) VRF is released to VO within 7 days of receiving the demand, along with appraised VRP.

3. Releasing VRF to SHG/SHG members/non-members

The release under VRF is in addition to CIF provided on priority for vulnerable people and to meet vulnerabilities.VRF committee carries sufficient imprest amount as agreed to by VO to meet emergency needs.

For members:

In case of emergency (accident, sudden sickness/hospitilization, death etc.)
i. Member(s) put up a demand to concern SHG as perneed.
ii. SHG recommends and immediately approaches to the VO Secretary and VRF Sub-Committee.
iii. VRF Sub- Committee (desirable all members of Sub-Committee) and Secretary VO analyse the extent of urgency and based on it, they may release an immediate relief upto Rs. 5000/- (Indicative as fixed by VO).
iv. In upcoming VO-EC meeting, concern SHG should present the case and VRF Sub-Committee seeks post facto approval.
v. Based on assessment, VO-EC take appropriate decision.

Other cases:
vi. Member(s) put up a demand to SHG as per need.
vii. SHG appraises the individual request, consolidates the request at group level and submits the request to VO.
viii. VRF Sub Committee appraises the request and seeks VO's approval and release of the amount.
ix. Once the funds are received at SHG level, SHG releases the amount to member(s) within 3 days.

For non-members:
i. Any non-SHG member of the village who needs support submits the request to VO with details of her/his family background, vulnerabilities (purpose) and amount required.
ii. VRF Sub Committee appraises the request within a day and seeks VO's approval.
iii. Based on the appraisal, VO-EC may take appropriate decision and release the amount with suitable terms.

For SHGs:

In case of collective action or group activities
i. SHG puts up a demand to VO.
ii. VRF Sub Committee appraises the request and recommends to VO within 1-2 days.
iii. Based on the recommendations, VO-EC may take appropriate decision, and release the amount with suitable terms.

For VOs:

Direct spending by VO in case of a collective action or group activities, at the village level as per the VRP.

Norms for Fund disbursement:

i. The amount of VRF could be given as a grant to member or loan without interest or with low interest at the discretion of VO. Funds accessed from other departments (as Vulnerability Reduction Fund) could be given as grant as per the discretion of VO.

ii. As decided by VO, VRF can be released in multiple instalments and the interest rate can be less than what is charged for the CIF loans. In deserving cases, terms of repayment including moratorium may be suitably tailored at the discretion of VO.

Augmentation of VRF:

i. SHG members could contribute towards Vulnerability Reduction Fund or specific fund for Gender Forum, FNHW etc. The amount of contribution from each SHG/SHG members may be decided by the VO/SHG.

ii. VO may contribute some part of its surplus amount towards augmenting VRF at the discretion of VO.

iii. As per the VRP, VO can seek support from Panchayat, other departments and other sources.

Vulnerability Reduction Plan

Vulnerability Reduction Plan (VRP) is a participatory bottom-up plan of the Village Organization to capture and prioritize individual/collective needs of the vulnerable people and vulnerabilities of the SHG members in the village. These plans can also be aggregated at GP, Cluster or Block level for taking up and facilitating convergence with other departments.

1. **Eligibility and pre-requisites for conducting VRP**
   • VO should be at least 6 months old.
   • VO should have received 1st instalment ofVRF.
   • Mobilized atleast 80% of the vulnerable families.
   • VO-EC, Social Action Committee, Health Sub Committee along with VO-Activist, Gender Focal Person and Health Activist must be oriented on VRP preparation.
   • VRP preparation
     - Updated VO profile - updated by the VO Activist or Book keeper.
     - Updated list of vulnerable members – updated by the VO Activist or Book keeper.
     - Member-wise Income and Expenditure statement for understanding the situation of vulnerable people, VO needs to prepare member-wise statement of Income and Expenditure. It helps the members to analyze their own patterns of income and expenditure so that the members can plan the investments and reduce the expenditures etc.During the first 3-5 months itself, this analysis can be done for each member of the SHG in the regular meetings of SHG, to appreciate each others socio-economic situation. Social Action Committee members, Active Women or Book Keeper could take up this facilitation process.
   • The above 3 steps should be completed prior to VRP preparation. These processes should be facilitated by the VO Activist/VO Book keeper and may be completed during the VO meetings itself within the first 6 months of the VO formation.
   • Apart from the above 3 steps, a vulnerabilities analysis of the village should be completed by the members of the VO in the village and important stakeholders of the village. It should include the analysis of health,gender action, foodsecurity, issues of elderly, PwD, tribals, livelihoods of the vulnerable and special needs of the vulnerable.

2. VRP Process

- Facilitate the VRP process by trained SHG Book keepers,VO Activist,Health Activist (HA),Gender Focal Person (GFA), Active women, Community Trainer and/or Mission staff.
- Identify the vulnerable members based on the SECC data and other sources in their village.
- Complete the entire process in 10-15days.

At SHG level (3-4 days)

- Facilitate the identified vulnerable members of each SHG in developing their individual plans based on the village analysis and the income-expenditure analysis conducted earlier.
- Consolidate and finalise the individual member's plans at SHG level and add SHG group collective action plans in discussion with SHG members at the SHG level.
- Facilitate appraisal of SHG plans by VO's representatives from VO on the last day of the meeting with each SHG.
- Revise and finalise the appraised SHG level plans and submit to theVO.

At VO level (6-8 days)

- Facilitate plans for non-SHG members (assistance or care to those who can not be supported through SHG) prepared by VO Activist, HA, GFA and BookKeeper with the help of Active women and Community Trainers.
- Prepare action plans of Gender, Health, Insurance, Food Security, Elderly, Destitute, PwDs, Tribal and PVTG communities.
- Consolidate and finalise all the plans of SHGs, non-SHG members, village level collective action on Gender, Health, Insurance, Food Security, Elderly, Destitute, PwDs, Tribal, PVTG communities and Convergence into a consolidated VRP at the VO level. Include plans for augmenting VRF funds.
- Facilitate representatives from CLF/loose CLF attending the VO meeting and appraising the consolidated VRP (see Attachment 2). If CLF/Loose CLF is not there, the leaders of other VOs appraise the VRP.
- Revise and finalise the VRP based on the appraisal. The final appraised and approved VRP would be signed by the office bearers of VO, the appraising leaders and the facilitators.
- Record the VRP process in the minutes' books of SHGs and VO.

3. Post VRP Planning

- Submit the final VRP, along with the utilization of the VRP Funds already with VO, to the CLF/Mission (BMMU) for availing second instalment of VRF.
- On receiving the appraised and VO approved VRP, the CLF/SRLM should release funds within a week.
- Thereafter, every year, Vulnerability Reduction Plan needs to be reviewed and a new VRP to be developed.

4. Augmentation of VRF Funds

- Mobilize contributions from SHG and SHG members towards Gender Fund, Health Fund, Vulnerability Reduction Fund etc.
- Facilitate VO to contribute some part of its surplus amount towards VRF.
- Encourage VO to source funds from other resources through convergence.

Note: The above VRP process is indicative and SRLMs may revise it according to the suitability of the specific requirements of the state.

Formats/Template for the VRP

Amount received as first instalment of VRF		
Amount of VRF disbursed		
No. of vulnerable received VRF (Total) As grant As loan		

VO Name: Village Name: Gram Panchayat Name: Block Name: Dates for Conducting VRP:	VO Profile:	Y/N
	VO Member Profile:	Y/N
	Member Income-Expenditure Analysis:	Y/N
	Village Vulnerability analysis:	Y/N

SHG Members						
S. No.	Names of the Member	SHG Name	Total Amount reqd. (in Rs.)	Purpose	Other requirements	Sign. of the Members
1						
2						
3						
4						
5						
6						
7						
Total						
Non- SHG Members						
1						
2						
3						
4						
5						
6						
Total						

1. Other requirements can be training needs, accessing pension, insurance, counselling etc.
2. Collective action may include social action, support/care to destitute/elderly/orphan etc.

Details of Collective Actions:					
S.N.	Activity	Name of SHG	Purpose	Amount required(in Rs.)	Sign of SHGleaders/ VO leaders
	SHG Level				
1					
2					
	VO Level				
1					
2					
Total					

Details of Gender Action Plan						
S.N	Activity	Name of SHG	Purpose of activity	Amount required (in Rs.)	Other requirements	Sign of SHG/ VO leaders
	SHG Level					
1						
2						
	VO Level					
1						
2						
Total						

Details of Food, Nutrition, Health and Wash Action Plan						
S.N	Activity	Name of SHG	Purpose of activity	Amount required (in Rs.)	Other requirements	Sign of SHG/ VO leaders
	SHG Level					
1						
2						
	VO Level					
1						
2						
3						
Total						

Details of Tribal and PVTG plan						
S.N	Activity	Name of SHG	Purpose of activity	Amount required (in Rs.)	Other requirements	Sign of SHG/ VO leaders
	SHG Level					
1						
2						
	VO Level					
1						

S.N	Activity	Name of SHG	Purpose of activity	Amount required (in Rs.)	Other requirements	Sign of SHG/ VO leaders
2						
Total						

Details of PVTG plan

S.N	Activity	Name of SHG	Purpose of activity	Amount required (in Rs.)	Other requirements	Sign of SHG/ VO leaders
	SHG Level					
1						
2						
	VO Level					
1						
2						
Total						

Details of PwD plan

S.N	Activity	Name of SHG	Purpose of activity	Amount required (in Rs.)	Other requirements	Sign of SHG/ VO leaders
	SHG Level					
1						
2						
	VO Level					
1						
2						
3						
Total						

Details of Elderly plan

S.N	Activity	Name of SHG	Purpose of activity	Amount required (in Rs.)	Other requirements	Sign of SHG/ VO leaders
	SHG Level					
1						
2						
	VO Level					
1						
2						
Total						

Details of convergence plan

S.N	Activity	Name of SHG	Purpose of activity	Amount required (in Rs.)	Other requirements	Sign of SHG/VO leaders
	SHG Level					
1						
2						
	VO Level					
1						
2						
Total						

Any other Needs:	
• ---	
• ---	

Plans to augment VRF		
S.N	Items	Description
1.	Savings/Contribution from Members	
2.	VO's Contribution	
3.	Convergence	
4.	Any other plans	

Signed by VO Leaders:

President/Leader 1:

Secretary/Leader 2:

        3:

        4:

        5:

Appraised and approved by Other VO Leaders or CLF Office Bearers:

S. N.	Names of the Leaders	Name of the CLF/ VO	Leadership Position	Signature
1.				
2.				
3.				
4.				
5.				

Facilitators and Mission Staff of SRLM involved in facilittaion, if any:

S. N.	Name of the Facilitators/Mission Staff	Position	Signature
1.			
2.			
3.			
4.			
5.			
6.			
7.			
8.			
9.			
10.			
11.			
12.			

TOOL 4: The Gram Panchayat Poverty Reduction Plan (GP2RP)

The Gram Panchayat Poverty Reduction Plan (GP2RP) emerged from the 14th Finance Commission for developing a comprehensive demand plan for local development prepared by the Self-Help Groups and their federations in partnership with the Gram Panchayats. It is an integral aspect of the convergence efforts of the DAY-NRLM. GP2RP is the consolidation of the demands for livelihoods, health and sanitation, social security, natural resource development and basic infrastructure development prepared by the poor families who are members of the SHGs, in continuation of the vulnerability identification and resource planning processes done at household level in DAY-NRLM.

Objective

*   To prepare a comprehensive and an inclusive demand plan for local development under the leadership of the community organisation network in consultation with the local government.
*   To strengthen the community organisations and their leadership for active participation in poverty reduction activities.
*   To facilitate organic interface between the SHG federation and panchayat raj institutions for the socio-economic development of the village through appropriate mechanisms.

Components

GP2RP is the consolidation of the demands for livelihoods, health and sanitation, social security, natural resource development and basic infrastructure development prepared by the poor households organized as SHGs, and includes the plan to bring the excluded households into the SHGs for the larger integration into the activities taken up by the Village Organisations

Component	Description
Social Inclusion Plan	Plan for inclusion of vulnerable people/household into SHGs under DAY-NRLM
Entitlement Plan	Demand for various entitlements based on the entitlement gap identified through Participatory Assessment of Entitlements (PAE). Areas covered under PAE are employment (MGNREGS), health (SBM) and social security (Pensions, RSBY, ICDS)
Livelihoods Plan	Specific demand for enhancing livelihood through developing agriculture, animal husbandry, production and service enterprises and skilled training for placement etc.
Credit Plan	Demand for various financial support available from DAY-NRLM scheme and bank linkages
Infrastructure Development Plan	Demand for necessary basic infrastructure and for renovation of the existing infrastructure for better service delivery.
Resource Development Plan	Demand for protection and development of natural resources like land, water, forest and other locally available resources.

Process

The PAE and EAP method of participatory assessment and planning are the foundation for developing a comprehensive GP level Poverty Reduction Plan (GP2RP) envisaged under DAY-NRLM. Using the SECC - TIN (Temporary Identification Number – A Number given to each family by the census) as the identifier, demand from each and every family with membership in DAY-NRLM, SHGs can be collected, prioritized, combined at the village and GP levels, to present a demand plan to the GP.

The process will involve the following steps:
- Accessment of entitlements mapped and consolidated at SHG level, through PAE is merged withSocial Inclusion Plan, Livelihoods Plan, and Credit Plan of the SHG to form the 'SHG Livelihoods & Entitlement Plan'.
- SHG level plans consolidated at the VO level, merged with village level resource and infrastructure development plans to form the 'Village Livelihoods & Social Security Plan.'
- Plans prepared by the VO or group of VOs to form the 'Gram Panchayat Poverty Reduction Plan'. Scheme based demands are integrated to the allocation from GP, Line Departments and DAY-NRLM.

Capacitation for and through GP2RP

Like PAE and EAP, the process of GP2RP ensures the building of capabilities of both community cadre as well as the community and also ensures the preparation of a comprehensive demand plan which can be worked upon together by the CBO network as well as the panchayat, line departments and SRLM.

A tool for Situation Analysis and also Environment Creation
- Strengthening of participatory planning of Local Self Government institutions through integration of plans with GPDP and IPPE exercises.
- Building of relationship between CBO and PRI with the latter recognising the potential of working with CBO.
- Development of an organic and symbiotic convergence between CBO, PRI and various line departments.
- Strengthening of community cadre and their eventual gradation as Convergence Community Professionals.
- Support to SRLM in its core activities of Social Inclusion and credit planning.
- Greater awareness and planning for financial resources and livelihood opportunities.
- Ownership of CBO in ensuring the access to various benefits.
- Focus on not just individual benefits but also on the development of the region.
- Effective implementation of various schemes and benefits by different stakeholders.

Taking the GP2RP Forward

Engaging with various institutions and resources in the field, a continuous strategy is envisaged to take up the GP2RP document actualized. It includes the integration of this demand plan with the development plan of the GP and with the programmes and schemes implemented by departments and DAY-NRLM.

Integration with Gram Panchayat Development Plan (GPDP)

Gram Panchayat has been given substantial powers and resources to address local developmental issues. In the context of 14th Finance Commission awarding a huge grant to the local self bodies, integration of the GP2RP document with Gram Panchayat Development Plan (GPDP) is crucial. It is also mandated that GPs adopt a participatory planning process to ensure fair, transparent and effective utilization of this grant and other resources over which they have command.It also should utilize the resources available through Mission Antyodaya. Thus, GP2RP prepared by the CBO through a community-driven process adds value to the plan of a GP.

To facilitate such integration, following processes and institutional engagement are conceptualized:

Convergence with the Programmes of Departments - Line Departments and DAY-NRLM have sufficient resources to respond to the demands of the CBO consolidated through GP2RP process. It includes converging scheme specific allocation from the departments, livelihoods support system available from various departments and especially the credit support from DAY-NRLM. Aligning these resources with the demands from the field is another route to take forward GP2RP. The GP level coordination committee (Village Organisation Coordination Committee VOCC) or GP level federation (GPLF) of the CBO will be playing a leading role in initiating the necessary engagement with concerned stakeholders and doing proper monitoring.

Case Study: Amar Gaon Amar Achoni – GP2RP and the inroads it made in Assam

Sutargaon Panchayat is located in Bajigaon block of Nagaon district in Assam with a population of 6808 members. When Kudumbshree initiated a project in 2014, making inroads into the Panchayat was difficult owing to the immense pressure from local leaders. During consultative meetings of Gram Sabhas, it was evident that the elected representatives of the people had no role or powers within the Panchayat. Progress with respect to access to entitlements was also very limited due to this. It was a great pressure for the community network to conduct an activity on their own without the permission of local political leaders. Hence the participatory planning activities such as PAE and EAP could only make a limited impact with respect to liaising with the Gram Panchayat and community network in the GP.

Process and Planning

GP2RP was initiated in the Panchayat early in February of 2016 with the training of LRG members and subsequently the training of CBO leaders by the LRGs. Three members from each SHGs were trained for this purpose. The process of capacitation saw the gradual upgradation and capability of LRGs to take up the role of mentors and trainers. Since GP2RP was the first experience in which the community network got the opportunity to prepare a plan for themselves, it played a vital role in strengthening the existing institutional structure of the community organization. The individual plans of each SHG was prepared and submitted to the Village Organization. The different components of the GP2RP plan made them engage with different line departments, and learning experience to which the CBOs was exposed was sufficient to bring a silent change inside the SHG network – to fight against the marginalization of the women collectives from being just groups for thrift and credit activities. Gradually, the VOs became stronger and the formation of VOCC led to the community presenting a unified face of women collectives in front of the local political leaders.

Recognition of potential of CBOs

The streamlined SHG federations started demanding for their rights and entitlements under the leadership of VOCC. The frequent federation meetings and consultative meetings with the Gram Panchayat gradually changed the scenario in Sutargaon. Especially when the CBO leadership was able to prepare a resource and basic infrastructure map of the Panchayat, the role of community network in the village development was appreciated. The recognition of the potential of the CBO becomes evident from the fact that the Panchayat integrated the GP2RP plan with the GPDP plan prepared by them. There were 10 prioritized demands put forth by the VOCC which has been approved by the Panchayat committee. One of the demands was the repair of roads in 10 of the wards in the Panchayat. Funds for the repair of four of these roads have been sanctioned and work has begun in these areas.

Changes in confidence level of women

With the liaising of VOCC with the agriculture department, various materials are being provided to the SHG members based on the demands put forth by them. Training programmes are also being planned by the agriculture and veterinary departments. Based on the Social Inclusion plan, 251 members who were identified by the SHG members have been included into the SHG fold. Of the 40 youths who demanded for work under DDU-GKY, 13 have already been placed. This change witnessed in Sutargaon and many other Panchayats in Assam, is owing to the changes brought in confidence level of SHG women in putting forth and following up on their demands. It has also led to effective convergence between institutions of the poor in SRLM with various institutions like the Panchayat and line departments.

For further readings and references on GP2RP, kindly refer to Convergence manual of DAY-NRLM developed by Kudumbshree.

TOOL 5: Gram Panchayat Development Plan (GPDP)

Article 243G of the IIth Schedule of the Indian Constitution mandates the preparation of plans for economic development and social justice by Panchayats and through this process, Panchayats are expected to evolve into institutions of local self governance. Over the last two decades, several initiatives have been taken by the State and the Central Governments to realise this mandate. However, resource constraints, inadequate facilitation and limitations of capacity have slowed down the pace of decentralisation.

Mahatma Gandhi National Rural Employment Guarantee Act (MGNREGA) provided a significant breakthrough by statutorily empowering Panchayats to prepare plans for the employment schemes. In the last year, concerted efforts have been made as part of Intensive Participatory Planning Exercise (IPPE) to bring about participatory planning for MGNREGS under the leadership of Gram Panchayats.

The 14th Finance Commission has awarded a substantial grant of Rs. 200292.20 crore exclusively for the Gram Panchayats to be devolved over a period of five years. Over this period, as per the existing trend, GPs are likely to get at least an equivalent amount from MGNREGS. Further, State Finance Commission (SFC) transfers, Own Source Revenues and flows from State and Centrally sponsored schemes would enlarge the financial resources of the GPs.

For optimum utilisation of these massive resources for the benefit of their citizens, preparation of integrated development plans by GPs has become a necessity. Further, this is mandated by Para 4 of the Guidelines for the utilisation of the FFC grants issued by the Ministry of Finance vide O.M. No. 13(32)FFC/FCD/2015-16 dated 8th October, 2015. Consultations with different State Governments have endorsed the need for preparation of participatory local level plans by GPs in the interest of efficiency and accountability. Ministry of Rural Development (MoRD) has issued guidelines vide D.O. No. J-11016/13/2015-RL dated 5 August, 2015 for convergence of resources which are also to be kept in mind while preparing GP level plans.

1. Importance of GP Level Planning

GP development plan should ideally match people's needs and priorities with available resources and additionally mobilise local resources through a fair, inclusive, transparent and participatory process. The focus would be on local development issues, local perception of need and priority, local analysis of problems and solutions, local resources management, all within a collective local vision-based on the principle of Antyodaya.

2. Why GPDP?

Both the Constitution of India and the State Panchayati Raj Acts lay emphasis on planning for local economic development and social justice by the panchayats. The process of local planning has many advantages and benefits, some of which are listed below:
- Includes actual local needs.
- Provides better appreciation of local potential.
- Becomes an operational methodology for convergence from below, based on local need and demand.
- Helps to reach the unreached/excluded within a panchayat area.
- Respond to differential needs of different groups.
- Enables mobilisation of all sections and their participation ingovernance.
- Provides space for integration of people's knowledge and wisdom into local development efforts.

- Enhances understanding of development by citizens and elected representatives.
- Ensures easy access toresources/entitlements/services.
- Leads to better absorption and targeting of funds from different sources, especially CSSs.
- Forges better bond between the Panchayats and local citizens.
- Leads to Responsive Governance.
- Facilitates enhanced local resource mobilisation.
- Promotes economy and efficiency.
- Ensures direct accountability of the local government to itscitizens.
- Helps activate Gram Sabha (GS) and other local institutions and structures as functional bodies.
- Activates frontline workers and officers who need to work closely with communities .
- Promotes local democracy and local ownership

The GPDP allows for different local models and innovations that would be locally appropriate and cost effective. It helps to transform GPs into institutions of local self- governance and to cement the GP's identity as development institution. A locally generated plan would also be the only way to use untied resources efficiently and accountably. It has the added advantage of orienting Departments to local needs and inducing competition among GPs to improve performance. Overall, the process of participatory planning for a Gram Panchayat development plan will-
- Improve service delivery
- Enhance citizenship
- Motivate volunteerism
- Create space for an alliance of poor people's institutions and groups
- Improve governance at the local level

3. Special process for GP DP in Fifth Schedule Areas

The provisions of Panchayats (Extension to Scheduled Areas) Act 1996 (PESA) advocate empowerment of local communities through Gram Sabhas for the purpose of planning and implementation of all development programmes in the area. Involvement and consent of the people is also advocated in the areas of land acquisition, resettlement and rehabilitation, land restoration (in case of alienation), mining of minerals, use of intoxicants, ownership of minor forest produce, management of village markets, management of water bodies and control over money lending. Therefore, the spirit of this law should be adhered to, while preparing GPDP in Fifth Schedule areas.

In the case of GPs in areas under Fifth Schedule, the participation of all citizens has to be ensured at the hamlet/village level. After these plans are prepared at hamlet/village level as per the same process as followed in case of other GPs, these plans should be integrated at the GP level without making any modifications.

4. Steps to be taken by the State Governments

Decision on the nature and scope of the GPDP: The state may immediately take the policy decision, at the appropriate level, to operationalise GP level planning. There should be clarity on the nature and scope of GP DPs. Now, in most states plans are prepared separately at the GP level for MGNREGS, SBM and for other schemes assigned by the States. Also, GPs are the primary agencies for identification of beneficiaries for different schemes, through Gram Sabhas. Further, they are given a role in monitoring the major schemes as also the functioning of local institutions and they are involved in different programme related committees, especially those related to health,

sanitation, water supply, watershed management, education, nutrition, social forestry, bio-diversity and public distribution. In addition, most GPs continue to perform their traditional civic functions particularly related to sanitation and drinking water supply.

With the FFC award instituted, there should be a shift to preparation of a single GPDP, converging all the resources over which GP has command and integrating its different functions. This is also to ensure efficiency in budgeting, increased accountability in performance and better delivery of development. In addition to the FFC grant, which can be used only for basic services like sanitation, water supply, roads, street lights, play grounds, parks, burial grounds/crematoria, and other services devolved by law to the GPs, it is has to be integrated with elements as indicated below:

Poverty reduction: GPDP should have a strong poverty reduction focus by identifying patterns of poverty in the GP and converging different schemes and programmes like prioritising the basic services for poor groups and localities, ensuring that the entitlements provided under different laws, programmes and schemes are accessed (PESA rights, Forest rights, social security, food security, education, health, nutrition), improving livelihoods particularly through the instruments of MGNREGS and the institutions of the poor created under DAY-NRLM.

Human development: GPDP should have definite components related to literacy and education including skill development, health, especially public health, and food and nutrition, child sex ratio, etc. The focus should be on improving quality of human development services particularly through anganwadis, schools, hospitals, enhancing access to them and upgrading related infrastructure, to achieve clear outcomes in line with the targets set by State Governments.

Social development: GPDP should be aimed at improving the wellbeing of vulnerable and marginalised groups like-
•   SCs, STs, PVTGs and minorities
•   Persons with Disabilities
•   Elderly people
•   Women
•   Children
•   Vulnerable groups like bonded labourers, child labourers, denotified tribes and nomads, distress migrants, manual scavengers, transgenders, victims of trafficking etc.

In addition to poverty reduction, human development and economic development interventions for these categories, the GPDP should attempt to address the social determinants affecting the status of these groups.

Economic development: GPs should be encouraged to take up activities which would increase local production and productivity, increase employment and employability, improve market access and marketability of the local produce, promote value addition, create productive infrastructure like markets, ponds, fisheries, livestock development, horticulture development, land development, minor irrigation facilities, dug wells, irrigation tanks etc. While the focus would largely be on agriculture and allied sectors, attention may be given to local manufacturing, especially traditional industries and services, as also financialinclusion.

Ecological development: It should include the ways of maintenance and upgradation of various eco systems like water bodies, pastures, grass lands, catchments and local forests and conservation of biological resources and their sustainable use like minor forest produce, fire wood,

fodder, medicinal plants etc. Integrated Watershed Management would be the basic approach for this. All the activities taken up under GPDP should be environment friendly and bio-diversity enhancing.

Public service delivery: Improvement of governance services like issuance of certificates, registration of birth and death, issue of licenses/permits and welfare services like social security pensions should be given special priority with emphasis on electronic delivery of services. GPDP should give greater emphasis to the quality of service delivery and proper upkeep and use of existing assets. More importantly, GPs should give particular emphasis to maximising local development through measures which require zero or minimal investment. Suggestions for doing this should be provided to the GPs as advisories.

Good Governance: Along with effective public service delivery, the GP needs to develop processes and systems related to participation, particularly of the marginalised groups, transparency and proactive disclosures, community-based monitoring and due processes in budget and expenditure. Close partnership with institutions of the poor, particularly SHGs and women is also necessary. This calls for a 'Good Governance' plan for each GP including a Citizens' Charter.

Setting up of an Empowered Committee at the state level: Since GPDP is new initiative, planning will be spread across all GPs simultaneously and it requires coordination of several departments at all levels. Also several issues will be thrown up incessantly based on field experience and clarifications would be sought regularly from below. Therefore, there is need for an Empowered Committee at the state level. The suggested composition of the Empowered Committee is:

a) Chief Secretary/ Development Commissioner- Chair Person
b) Secretary- Panchayati Raj (Convener)
c) Secretaries in charge of the following departments-
   - Finance
   - Planning
   - Rural Development (if it is not part of PanchayatiRaj)
   - SC Development
   - STDevelopment
   - Women & Child Development
   - Drinking Water & Sanitation
   - Health
   - School Education
   - Agriculture/Animal Husbandry/Fisheries
   - Industries
   - Forest
   - Public Relations
d) SIRD

Functions of the Empowered Committee (EC) would be-
i. To prepare Master Government Orders/Resolutions detailing different processes and procedures
ii. To ensure inter-departmental coordination at all levels
iii. To issue instructions on convergence of schemes and resources including detailing of human resources and technical support at all levels.
iv. To take decisions as needed for mid-course corrections, troubleshooting etc.

v. To respond to issues from the field and come out with circulars/clarifications

vi. To monitor and steer the entire process

The EC may meet on a fixed time on a fixed day every week, at least for the first three months, and thereafter as required. The EC should have the powers to sort out all operational matters and issue appropriate instructions and directions to all stakeholders.

- Decision on the resource envelope

The EC should decide the resource envelope which will be available to GPs. It should mandatorily include the following-

a. FFC grant

b. SFC grants

c. Own Source Revenue (OSR) - to be projected based on actuals of the last three years

d. MGNREGS as per approved Labour Budget

e. Other CSS and State Schemes entrusted to GPs

f. Schemes for which GP takes the decision even if the fund is nottransferred

g. Voluntary contributions (cash, kind and labour)-states may fix a suggestive figure as appropriate

h. CSR funds if assured and available to GPs to decide upon

After finalising the elements of the resource envelope, the State should communicate, in writing, the resources available to each GP. If details of certain categories are not available, they may be broadly indicated and details communicated subsequently.

Ideally this should be in the form of a government order giving GP wise details at the state level or district level depending on the number of GPs.

5. Framing of detailed Guidelines for GP Level Planning

Based on the general guidelines of the Ministry of Finance and the Ministry of Panchayati Raj and adapting best practices in the country, States may develop detailed guidelines for GPDP. States which already have some guidelines may modify them appropriately.

While preparing the State Guidelines, a quick assessment of past experiences may be made through consultation with the officials involved, particularly with reference to-

i. BRGF

ii. SAGY

iii. IPPE of MGNREGS

iv. Any other state specific projects like UNDP/UNICEF supported decentralised planning

6. Environment Creation at the State Level

It is necessary to give wide publicity to the decision on preparation of GPDP so that enthusiasm is generated and participation at the grass root is motivated. Based on good practices across the country, the following suggestions are given-

i. Ideally an appealing and meaningful local name may be given to the programme

ii. Follow a campaign approach on the lines of the literacy campaign, national immunisation campaignetc.

iii. Formal communications including letters from the Chief Minister/Minister to elected heads of GPs andmembers

iv. Formal launch of the programme at multiplelevels

v. Explanatory meetings at the state, district and block, GP/cluster of GPs covering
    a. Elected Representatives including MPs and MLAs
    b. Officials of all departments concerned
    c. Resource persons and trainers
    d. Organisations working with Panchayats
    e. Community/citizens
    f. Local opinion makers, religious leaders, traditional leaders
    g. Politicalparties
    h. People's groups (SHGs),cooperatives
    i. Educational institutions
    j. Media
    k. Village level committees
vi. Develop a media plan focusing on newspapers, radio, TV, local cable operators, Cinema halls, Social media, GP website,etc.
vii. Folk campaign and street plays
viii. Poste campaign
ix. Brochures/pamphlets

7. Support Systems and Arrangements

Fund flow: Clear fund flow mechanisms for all the categories of funds mentioned in the Resource Envelope need to be developed by the State, which would include time period within which the funds would reach the GPs. FFC grant has to be released within 15 days of receipt. All out efforts should be made by the States for universal adoption of electronic fund management system which will help in monitoring both the receipts and expenditure of funds by the GPs. Specific Orders for each category of fund flow need to be issued by the EC to streamline fundflow.

Coordination arrangements at the district and block levels: State Government may constitute District level Coordination Committee with the District Panchayat President/District Collector/CEO as Chair and with district level officials from all relevant departments and selected GP Heads as Members (by rotation). These committees could include representation of academic institutions and /or voluntary organisations.

Similarly, Block level Coordination Committee may also be constituted with the Block Panchayat President/Block Development Officer or equivalent as chair with block level officials from line departments and selected GP heads as Members (by rotation, if required).

Functions of District Level Coordination Committee:
i. To ensure implementation of Government Orders/Resolutions related to GPDP
ii. To ensure inter departmental coordination at the sub-district and districtlevels
iii. To ensure convergence of schemes and resources - MGNREGS and SBM inparticular
iv. To decide on the demarcationof GP clusters if required as part of the Master Guidelines
v. To coordinate the environment generation activities and media plan at the district level
vi. To respond to issues from the field and undertake troubleshooting and crisis management asrequired
vii. To ensure that necessary human resources required for GPDP processes are available as required in all GPs and clear cut responsibilities are fixed
viii. To coordinate capacity building of allconcerned
ix. To ensure availability, GP wise, of secondary data relevant to GPDP as per the State Guidelines (GP wise)

x. To ensure timely coordination of technical appraisal and approval of projects

xi. To monitor and steer the entire GPDP process at the district level

xii. To monitor the implementation of the GPDP

xiii. To report and provide feedback to the EC on the status of GP DP in the district, on issues and on bestpractices

Functions of Block Level Coordination Committee (suggested):

i. To ensure inter departmental coordination at the block/cluster and GP level

ii. To form cluster level technical support teams for GPDP process in the Block

iii. To ensure convergence of schemes and resources-MGNREGS and SBM in particular

iv. To respond to issues from the field and undertake trouble shooting and crisis management asrequired

v. To ensure that necessary human resources required for GPDP processes are available as required in all GPs and make necessary local arrangements to fill gaps

vi. To provide technical resources for GPDP including human resources, infrastructure andequipment

vii. To make logistic arrangements for capacity building at the cluster, GP and sub-GP levels

viii. To coordinate the environment generation activities and media plan at the Block and grassroots levels

ix. To ensure availability of secondary data relevant to GPDP as per the State Guidelines

x. To ensure timely coordination of technical appraisal and approval ofprojects

xi. To monitor the entire GPDP process at the Block level

xii. To monitor the implementation of the GPDP

xiii. To report and provide feedback to the District Coordination Committee on the status of GPDP in the Block, on issues and on bestpractices

HR support: HR support will be required for -
- Environment generation
- Situation analysis
- Gram Sabha processes including envisioning and prioritisation
- Projectisation
- Technical and administrative appraisal and approval
- Implementation
- Monitoring
- Training

Broad categories for deployment of HR would include -
- Charge Officers
- Members of Task Forces
- Members of Mobile Teams
- Technical appraisal and support teams
- Resource persons for capacity building

Individual Charge-Officers may be identified and assigned to specific GPs or cluster of GPs who will be responsible for coordinating, reporting, troubleshooting andmonitoring. Where there is significant HR constraint, the State might need to deploy these resources as Mobile Teams. Typically, there should be a Mobile Team for each Block having triple functions:

i. To conduct training onsite on a pre-fixed schedule visiting every GP or cluster
ii. To act as process monitors and as observers visiting GPs atrandom
iii. To respond specifically to requests from GPs for assistance to be on call

It is also possible to have the resource persons for training to be given as specific duties related to GPDP process.It is advised that the staff placed for these functions should have received appropriate training on GPDP and their roles and responsibilities.Possible sources from which HR can be drawn for different tasks and processes include:

1. IPPE resource person of MGNREGS-State, District and Field levels
2. Community resource persons/Cluster coordinators/CLFs and PLFs of NRLM
3. Bharat Nirman Volunteers
4. NYK volunteers
5. Young professionals working in different schemes
6. PMRDFs
7. NSS volunteers
   - General stream
   - Technical stream
8. Village level staff (GP Sachiv, ASHA, ICDS worker, Gram Rozgar Sahayak)
9. Other frontline officials, especially from technical department
10. Literacy (Saksharata) staff
11. Retired officials, especially engineers
12. Outstanding officers from various departments on special working arrangement
13. Government engineers of other departments on payment of incentive for additional work
14. Apprentices, interns from academicinstitutions
15. Barefoot engineers
16. Professionals from CSOs/PSUs, academic institutions on voluntary basis
17. CSR placements
18. Trainers, not belonging to the above categories

States may develop policies and mechanism for mobilising HR on working arrangement, deputation, additional charge. Also, part time/full time volunteers may be identified meeting only the costs actually incurred bythem.A team of 5-6 respected and experienced elected members can be identified per cluster (5-6 GPs) to take accountability of GPDP in the cluster. This team can be given a list of: empanelled resources and their skills, who the GP team can call upon as required for different phases of GPDP such as data collection, understanding resource envelope, perspective plan preparation and annual plan preparation. Such empanelment process may be laid down by each state for different skills and steps of GPDP.

Technological and Technical support: Required technological and technical support like SATCOM facilities for capacity building, IT applications for budgeting and accounting and mobile applications for communication and monitoring will be provided by the State Government as well as Government of India.

The State may also consolidate and make available, in simplified form, technical information pertaining to watershed management, livelihoods, appropriate building construction, road construction, water supply and sanitation that are relevant to the State. Requisite capacity building for dissemination of these technologies may also be arranged.

In those states where pilots for application of GIS for asset mapping and spatial planning and monitoring are running, the scaling up of such pilots may be considered.

Administrative and technical approval: As per the accepted recommendation of the 14th Finance Commission, the Gram Panchayats' choice of projects which are in accordance with the administrative and technical guidelines should not be changed by any higher authority. However, where there is violation of cost or technical norms, the Gram Panchayat can be asked to rectify the project concerned. Process for plan approval needs to be laid down by each state, technical and administrative guidelines laid down clearly and informed to the GPs, so that they can take decisions accordingly.

Projects which need detailed technical appraisal and sanction may ideally be referred to a Technical Committee for approval. There should be a queue system to ensure fairness. Gram Panchayats should clearly be informed of names and designation of officers responsible for taking estimates and issue of technical sanction for different categories of projects.

Implementation arrangements: Once the GPDP has been approved, there have to be necessary arrangements in place for timely and effective implementation of the Plan. There are multiple stakeholders in the implementation of a convergent plan, and many functionaries responsible for implementation may not have an institutional interface with the GP. Many GPs would be constrained by lack of regular staff. There has to be a clear engagement of the GP with various departmental authorities at the field level. It is therefore proposed that:
- The roles and responsibilities of various departments, agencies and functionaries especially for implementation of public works within fixed timelines should be clearly defined and persons may be assigned by name anddesignation.
- The EC may indicate how the services of different officials will be availed by the GPs.
- Systems be put in place for all village level officers/functionaries to come to the GPs on fixed days as per well publicised schedule – to provide opportunity to discuss the implementation of different components of GP DP, to sort out operational problems, to listen to people and redressgrievances.
- Detailed circulars may be issued jointly with the departments concerned explaining the role of GPs vis-a-vis local institutions like anganwadis, schools, health centres/hospitals etc. and of local committees related to water supply, sanitation, health, nutrition, school education, watershed, forestryetc.
- Clear role for SHGs and village organisations in implementation with special reference to community mobilisation, selection of beneficiaries and locations, operation and management of assets, community contracting, providing last mile connectivity for delivery of services may beprovided

Review, monitoring and evaluation

a. A good GPDP would need effective implementation, and a prerequisite for effective implementation is robust monitoring. The very nature of convergence itself calls for enhanced monitoring at multiple levels, starting from the community. It is, therefore. suggested that there should be a system for review at the followinglevels:
   i.   Gram Sabha
   ii. GP
   iii. Intermediate Panchayat
   iv. District Collector/CEOZP/CDO
   v.   State

b. It is also desirable that community based monitoring may be put in place using the SHG network, facilitated by CSOs, ifrequired.

c. Academic institutions under Unnat Bharat Abhiyan could be associated with the monitoring of the GPDP.

d. Field monitoring by identified officers and quality monitors at state/district levels is another method of monitoring that can beadopted.

e. IT based monitoring including Geo-tagged, time stamped photographs of assets may be undertaken wherever the states are ready for thesame.

f. System of pro-active disclosure may also be put in place, for which appropriate formats may bedesigned.

g. National level monitors (NLMs) would monitor GPDP preparation and implementation as part of the fieldvisits.

h. States should also put in system of independent evaluation and share the findings with MoPR.

i. Monthly Progress Reports (MPR) of physical and financial progresses achieved by various projects (work needs to be prepared by the GP in prescribed format and shared with supervisory authorities.

j. Social audits as a tool to ensure that the programme and the functionaries are accountable to the Gram Sabha may be adopted.

k. Monitoring of the progress of plan preparation at GP level may be made an agenda item of the review conducted by the State and District level Vigilance and Monitoring Committees constituted to look into RD and PR programmes.

Incentivising performance: Documentation of best performances in process as well as implementation of GPDP and wide dissemination of the same is desirable. Best performing GPs must be identified and nurtured to function as model Panchayats, acting as local schools of best practice. Specific incentives could include:

• Instituting a system of objectively ranking performance of all GPs and giving awards to the best performing GPs on criteria to be developed by the StateGovernments.

• Arranging exposure visits to the best performing GP within the state and in neighbouring states.

• Identifying best performing ERs and officials/functionaries and grooming them as resourcepersons.

8. Capacity Building process – standard norms

Systematic capacity building is the most critical factor in this whole exercise. Each State has to develop a clear strategy and plan of action for capacity building. The basic components of the plan should include-

i. A state level institution to coordinate and lead. Ideally it should be the SIRD or PRTI; the state can also entrust it to any other selected institution which meets the essential requirements.

ii. The target group of training programmes should be identified on the basis of the functions they are expected to perform. People who would perform similar functions like being Charge Officers, members of similar Task forces etc. should be trained together. The general target group would include:

- Policy makers, heads of departments and senior officers at the State level- from the departmentsinvolved
- District Collectors/CEOs/CDOs and other district level officers concerned
- BDOs and block level officersconcerned

All cutting-edge level officers/functionaries of the departments involved - Panchayat Secretary, Junior Engineer/Technical Assistant, Gram Sevak, Gram Rojgar Sahayaks,ICDS Supervisor/ Anganwadi Worker, PHC Doctor, ANMs/ASHAs, School HeadMaster/Teachers, Forest guard/ worker, Agriculture/VeterinaryOfficer/Assistant.

iii. The key target group would be the elected heads and other elected functionaries and elected members. While the focus of training for planning and implementation has to be on the GP, the other tiers should also be covered from the point of view of facilitation and convergence.

iv. SHG Network, local CSOs, members of the proposed task forces, key members of different GP, Social Action Committees, volunteers identified under different schemes, members of IPPE teams, BNVs etc. should also be suitably trained.

v. Ideally, the resource persons for training should be only at two levels - Master Trainers at the state level and trainers at the block level. The state level resource persons should train the block level resource persons as well as senior functionaries who in turn would train others. Resource persons would have to be identified from within and outside the government and properly trained. While identifying resource persons, preference may be given to the persons having experience of conducting grass roots level training in programmes related to literacy, health, MGNREGS, sanitation, livelihood, watershed etc. Community resource persons of DAY-NRLM and Elected Representatives, present and past, who have shown outstanding performance should also be included as Trainers/Master Trainers.

vi. It is suggested that thematic training may be conducted in phases in accordance with tasks to be performed at a point oftime.

vii. Modules need to be carefully prepared for eachtheme.

viii. Simple hand-books should be prepared for the trainers, for the ERs and for the implementing officials in the local language and wherever possible in localdialect.

ix. The pedagogy (teaching-learning process) should be interactive and participative.

x. Wherever possible, audio visual materials may be used to supplement.

xi. The training plan should also build in a monitoring and feedback system to ensure quality and coverage.

xii. Help-desk may be set up in the SIRD with a help line which the ERs, Officials and resource persons could easilyaccess.

The resources required for training may be pooled from different sources like RGPSA, MGRNEGA, DAY-NRLM, SBM and state funds for capacity building.

9. Accountability Systems

The following measures are suggested for ensuring accountability and transparency:
1. Widespread disclosure of the Resource Envelope at the GP level.
2. Proactive disclosure of the product of PRA exercises, situation analysis and visioning, norms adopted for prioritisation, criteria followed for identification of locations/beneficiaries.
3. Disclosure of names of resource persons and members of different task forces and committees.
4. Ensuring that key meetings of GP are held after wide publicity in the presence of as many citizens as possible, particularly women
5. Publishing expenditure details of different stages in the planning process.
6. Disclosure of the details of the approved plan and the expected outcomes
7. Wall paintings and information boards to be set up in vantage locations in GP.
8. Citizen information boards at all worksites.
9. Keeping 'works file' in GP office, having all records/documents
10. Oral reading of the key information in the Gram Sabha, SHG meetings, MGNREGS work sites etc.
11. Notice of Gram Sabha meetings to discuss plan preparation to be intimated to concerned MPs and MLAs of the constituency.
12. Keeping of copies of all documents in Panchayat Bhawan and village libraries.
13. Uploading of all above information on the websites.

The mode and form of each of these accountability measures need to be spelt out clearly. Also, there should be a grievance redressal system available to citizens and GP.

Timelines

The State Government (particularly the EC), may ensure that each of the activities of the GPDP – environment generation, participatory planning, concerned Gram Sabha meetings, projectisation and approval of the plans – are executed in a time bound manner. It is desirable that the planning process for a particular year's plan are completed by March of the previous financial year. It is also desirable that the process synchronises with the IPPE labour budget planning, so that the Gram Sabha processes do not have to be repeated and single consolidated/convergent plans are made. While timelines are being fixed, it is important to bear in mind the capacity building requirements of the concerned activities and the time required to complete the same.

> *For further readings and references, kindly visit Guideline and documents published by Ministry of Panchyati Raj. Government of India.*

Section 2

Icebreakers, Energizers and Learning Games for Facilitators

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Icebreakers, Energizers, Learning Games and Exercises

Participatory training is based on the value premise of adult and experiencial learning, which values the principles of adult learning, importance of conducive learning environment and attitude, behaviour and skills of the facilitatotors. By creating a warm, friendly and personal learning environment, participants particularly women will participate more and learn more. One way to do this is to incorporate group activities, such as icebreakers, learning games, team building activities, and energizers.

What is an icebreaker? The term "icebreaker" comes from "break the ice", which in turn comes from special ships called "icebreakers" that are designed to break up ice in arctic regions. And just as these ships make it easier for other ships to travel, an icebreaker helps to clear the way for learning to occur by making the learners more comfortable with each otherby encouraging conversation. Specifically, an icebreaker is an activity designed to help people to get to know each other and usually involves sharing names and other background information. Women's leadership is the key objective of DAY-NRLM, thus all the activities have to be conducted to encourage women's participation and initiative.

A team building activity is designed to help groups form bonds and become a team. Team building activities differ from icebreakers in that the group members already have learned each other's names, and perhaps some personal information, and the focus is on making the group to become more cohesive.

Energizers are quick, fun activities to liven up a group. They are particularly useful after a meal, when groups may be getting sluggish, or late in the day when energy is waning and motivation is decreasing.

Often an icebreaker, a team building activity and an energizer overlap. For example, during an activity in which participants are asked to line up in alphabetical order by first name, participants will learn each other's names (typical of an icebreaker), they will work together as a team to form the line (teambuilding), and become invigorated by being able to get up and move around the room (an energizer). As a result, the activities in this resource are grouped together according to how they might be used instead of how they are defined. It is important to insure that particularly women trainees themselves start facilitating during these sessions.

Learning games are the games that are used in trainings to generate experiential learnings. It important to debrief the learning from the game, other wise it will work as an energizer.

Criteria for a good icebreaker

- Minimal time: take an average of 5 to 20 minutes to complete
- Active: require all attendees to participate as active members of the group, particularly women and those who are from marginalized communities.
- Creative: requires members to solve a problem, answer a question, perform mental or physical gymnastics etc.
- Simple to implement: does not require prior substantive knowledge, or a lot of setup, materials or supplies

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When to Use Icebreakers and Energizers

The best times to use icebreakers are the following:
- Pre-event socializers: when the group is meeting for the first time, to get members to meet and become acquainted with one another social warm-ups.
- Morning openers: to get an event off to a positive (and fun) start, to stress the values of the group openness, candor, friendliness, support, etc., ensuring women are comfortable and confident to speak and express themselves.
- After lunch wakeups: to help the group transition back into the meeting/learning environment.
- Rejuvenation energizers: when the group is fading, getting bored, or overloaded with information.
- Calming dissension or tension relievers: when the group seems to be coming apart at the seams, break the stress.

Things to consider when choosing types of Icebreakers and Energisers
- How much time you have: most icebreakers are short but some may require more time; reporting out and discussing the lessons learned adds to the time.
- Size of the group: some icebreakers work best in small groups; others require more people.
- Women's participation – the pre-planning process must include women participants. There inputs need to be taken to every women's comfort with the purpose and nature of the activities.
- Room setup: the size and format of the room may influence which icebreakers you use. For example, a room set up in a boardroom style limits movement versus a large hall set up in a circular formation, which encourages more participation.
- Need for supplies/materials: make sure you have what you need, like paper, flipcharts, tape, 3x5 cards, etc. Make sure the venue allows you space to display charts and signs to the walls.
- Recognition: Encourage full participation, and get recognised for their leadership qualities, so you may like to offer small prizes.

Icebreakers, Energizers and Exercises

1. Name Chain

To know each other more, invite participants to be in a circle. Explain that we will play a small game in which one person will tell her name and the person standing next to her will have to use the name of the previous participant as prefix. For example, the game starts with Poonam, next to her is Mary. Now Mary will tell- Poonam-Mary, Next to Marry is Mahzabeen. Mahzabeen will add both as- Poonam- Mary- Mahzabeen. This process will continue till the circle comes back to Poonam. Facilitator can also be the part of the game and circle. This process will help the group to know each other by name and help in breaking the ice. Reflect on the exercise in the large group and explain how important it is to know members in the group.

2. Alliteration Introductions

An excellent game for players to get to know each other's names. Ask group members to stand in a circle, if room space permits. A player starts the game by introducing himself or herself by making a gesture, and alliterating his/her name, e.g. "I'm Wonderful Harish" or "I'm Smart Poonam". The next player points to the first player, repeats the previous player's name, attribute and gesture, and does something similar about himself or herself. And so on. The game ends with the first player having to do every other player's gesture, repeating their names and attributes.

3. Chaos

Organize participants into a circle. Go around the circle once and have each participant introduce himself or herself by name. One person begins by tossing one of the objects to someone else, saying, "Hi, Name of Person!" The person who catches the object then says, "Thanks, Name of tosser!" and repeats by tossing to someone else in the circle. Names must be said each time the item is tossed or caught. 3-4 items may be in place at once, but make sure to space them 30-60 seconds apart from each other.

4. Map Your Location

Each group member is from a different geographic location, but together they will form a map. (Note: if group members are not from different geographic locations, assign them one). Ask each group member to stand where he/she thinks they belong to make a map as close to scale as possible. Ask participants to share key features of their village, region.

5. Let us Sing a Song

Facilitators initiates few lines of songs and then asks the participants to continue one by one. This process can be repeated as many times as needed.

6. Do What I Am Doing

The facilitator becomes the leader and participant followers. The facilitator does some physical exercise and participants follow him/her. Later, the facilitatotor encourages participants to be the leader and becomes participant in the activity.

7. My Favourite Animal

Ask participants to choose their favorite animal. Once they identify the animal, then ask them to demonstrate any specific characteristics of that animal.

8. Visualize a Scene and Perform it

Make small group; give all the members some time to think about any situation of their area; after 10 minutes gap, ask them to present by acting.

9. Mix and Match

Keep select idioms and phrases ready and cut them in two parts. Randomly distribute them and ask participants to match and form pairs. Follow by discussion in pairs and sharing in large group.

10. Be a Creator

This energizer is conducted in group of two members. One member from each group first acts as a sculptor and the other as clay. The sculptor designs his creation in any way according to his or her perception. All the sculptors then visit the creation one by one and admire each one's creation.

The same procedure is followed by reversing the participants role.

11. Changing Spaces

The large group is divided in small groups consisting of three members each in one group. The triads are asked to stand in a circle without interfering with the other group. Then the facilitator starts the game by standing in the center and calls any one person's designated (mother-in-law, daughter-in-law or son) name. When the name is called, all the persons who represent that particular designated name would leave their respective triangles and enter other group, in this process the facilitator enters an empty group hence one person always do not get a chance to enter the room and will be left out. Then that person calls any one name (mother-in-law, son, daughter-in-law). Again on calling people change their places. This process continues till the facilitator feels it to be enough.

Variations: Instead of Mother-in-law, daughter-in-law, and the son you can use the name of fruits or vegetable or pets.

12. Identify the Leader

The facilitator asks the large group in circle to choose one participant and he/she is asked go out of the classroom. One participant is asked to do some action like clapping etc. The other participants follow the leader. Meanwhile, the participants who was sent outside is allowed to come inside the classroom and then in the circle and asked to identify the leader. If the participants identify the leader then the leader goes out and any other member is chosen as leader and the game continues. Ensure women in the group take leadership positions.

13. Jungle walk

The facilitator becomes the leader and asks the participants to form a circle and start moving forwards the one facing the back of another participants. The facilitator presumes to be walking in a jungle and whenever she makes a sound of a particular animal and act accordingly, other participants have to follow. The participants who does not follow the facilitator is eliminated out of the jungle walk. Finally, one person remains and he/she is judged as the winner and announced as the winner for jungle walk.

14. In-Out

The facilitator asks participants to form a circle to be large enough where the participants do not touch one-another. The facilitator then says "in" then all the participants jump one step forwards keeping their hands back. Then the facilitator says "out" then the participants jump one step backward. The facilitator confuses the participants by repeating the same command again and again. The participants fail to follow the command is eliminated out of the competition. At last one participant remains and he/ she is declared as the winner.

Variations are done according to the training command like "debit" and "credit" during account training.

15. Vegetable Race

The facilitator divides the large group into small group consisting of 8-10 members in each group. Generally, three groups are made and each group is identified by a specific name, say "potato", "tomato" and "onion" or any other name can be given.

The facilitator asks the participants to fall in three lines. Participants stand one behind the other in three rows. The facilitator explains the rules to all the three groups. The objective is to win. Group representatives are handed out one potato, one tomato and one onion respectively i.e. one group gets one potato, the other group gets one tomato and the third group gets the onion.

These items are handed over to the first person in each group. These items need to be passed on to each participant's legs or above the shoulder to the next participants standing just behind the first person. Then the item reaches the last person. The last person runs forward form his right-hand side and stands in front of his rows. Thus, the first person becomes the last person. Then finally the person who was first again comes in the first position. The team which does this first becomes the winner.

Note: This can also be used as a learning game by doing the debriefing. Ensure women in the groups are participating and leading.

16. Performing Two Actions at a Time

The facilitator asks the participants to stand-up in their respective places. S/he asks the participants to keep their left hand on their head and their right hand on their stomach.With the left hand the participants have to tap on their head and with the right hand the participants need to move in the clockwise direction. This needs practice because two actions cannot be done at the same time. This means that an individual does not use his/her left brain most of the time. With a bit of practice, the facilitator has tofirst learn this and then use this energizers in a classroom situation.

17. Counting Backwards

The facilitator asks the participants to stand up in their respective position and may raise their hand up and count backwards from 10,9,8,7....... fast and also the counting may be started from 20,19,18,17...... The counting should be done by the participants al together in one sound proving the unanimity in the group.

18. Let us Read Together

At times in a mixed group, it is found that the pace of reading of a group member is different; especially when the level of participant is different. Many times, the structured reading helps a participant to move together at the same pace. This can be used for case studies & structured readings' exercises.

Tips: If the volume of reading material is more, ask many participants to read the paragraphs one by one. It helps in building concentration. Ensure women in the groups are participating and leading.

19. Make a Choice

You are marooned on an island. What five (you can use a different number, such as seven, depending upon the size of each team) items would you have brought with you had you known that there would be a chance that you might be stranded. Note that there are only five items allowed per team, and not per person. You can have them write their items on a flip chart and discuss and defend their choices with the whole group. This activity helps them to learn about others values and problem solving styles and promotes teamwork.

20. Pat on the Back

Have everyone draw an outline of their hand on a sheet of paper, then tape it to their back. Have group members mingle and write things on everyone's back that tells them something positive.

21. Meeting Warm-Ups

Quick ideas to get people focused on each other and ready to participate. This activity can be done with a group of any size. Time Required: The activity can be as long or as short as you would like.

Go around the circle and complete one of these sentences:

I became a trainer because…

The best project I ever worked on was…

Being a trainer has taught me that…

When people ask me about trainer I tell them…

This year I plan to…

Each person in the circle should answer the question before a new question is issued to the group.

22. "I Have Never" (10 Fingers)

Each person starts off with a sweat. Going around the circle, each person finishes the sentence "I have never...". Everyone who HAS done what others have never done gives that person one of their sweat. A fun way to learn things you might otherwise not find out about people.

23. Two Truths & A Lie

To allow participants to get to know and appreciate one another better, through discovering both common and unique interests and experiences. To help level the playing field within a group through making human connections that aren't related to either organizational or power structures. To help people begin to be more comfortable talking and listening to one another, particularly their gender roles.

Tell participants that they must introduce themselves to the group, coming up with two true statements about themselves and one lie. Ask for a volunteer to start with their two truths and a lie – have them share all three with the group. Whoever guesses the correct lie, will go next. Some participants may want to expand on their truth statements, depending upon how elaborate they are!

24. Me Too

This activity works best for small groups or with a large group divided into smaller groups of 4-6 participants.

1. Everyone in the group gets 10 pennies/toothpicks/scrap of papers etc.
2. The firstperson states something he/she has done (e.g. water skiing).
3. Everyone else who has done the same thing admits it and puts one penny in the middle of the table.
4. Then the second person states something (e.g. I have eaten pumpkin curry).
5. Everyone else who has done the same thing admits it and puts another penny in the middle of the table.
6. This continues until someone runs out of pennies.

25. Common Ground

This also works best for small groups or for each small group sitting together as a team (4-6 learners). Allot every group a specific time (perhaps 5 minutes) to write a list of everything they all have in common. Tell them to avoid the obvious ("we're all taking this course"). When the time is up, ask each group as to how many items they have listed. For fun sake, ask them to announce some of the most interesting items.

26. Activities to Introduce a Topic

Individual lead-in questions are designed to identify individual learning needs and goals, encourage the sharing of information and resources, and/or surface resistance to learning. Participants can respond to questions in a predetermined order (e.g., left to right around the room), or by volunteering responses in random order. If you let participants speak in randomly, remember that one of the purposes of this activity is to get people talking, so try to ensure that everyone in the group makes a contribution. Ensure women in the groups are participating and leading

Here are some topic lead-in suggestions-
• State one or two "burning questions" you hope will be answered in this session.
• Describe one strategy/resource you have successfully employed recently (relevant to the topic of the meeting/training).
• State your personal definition of the topic (eg. in a session on public relations, "Public Relations means...").
• The following lead-ins are particularly useful when the subject matter challenges established beliefs or practices-
• State your opinion on the topic ("I think...").
• Complete a phrase or phrases (eg. in a session on public speaking, "encourage a person who is fearful of public speaking by...").

To encourage free-flow participation, ask participants to listen to all contributions, but reserve their comments for discussion, later in the session.

27. Word Tree

Word Tree Generates a list of words related to the topic. For example, if discussing goal setting, ask participants to give you words related to the topic. Participants may suggest: 'objectives,' 'action plan,' 'targets,' 'planning,' 'achievement,' etc. Write all suggestions on the board, clustering by theme where possible. You can use this opportunity to introduce essential terms too. Rather than giving participants a multiple choice or true/false quiz at the end of a session, try giving it at

the beginning. As facilitator, you can walk around and discretely scan participants' responses -- this can help you to identify where to focus your attention during the training. Check the answers with the group at the end of the session.

28. Ball Toss

This is a semi-review and wake-up exercise when covering material that requires heavy concentration. Have everyone stand up and form a circle. It is not required to be perfect, but they should all be facing in, looking at each other. Toss a foam ball or a bean bag to a person and have them tell what they thought was the most important learning concept. They then toss the ball to someone and that person explains what they thought was the most important learning concept. Continue the exercise until everyone has caught the ball at least once and explained an important concept of the material just covered.

29. Process Ball

This is similar to the above exercise, but each person tells one step of a process or concept when the ball is tossed to them. The instructor or learner, in turn, writes it on a chalkboard or flip chart. For example, after covering "Maslow's Hierarchy of Needs," you would start the ball toss by having everyone give one step in the pyramid of needs, e.g. Safety, Physiological, Esteem, etc.

30. Traffic Lights

The purpose of this activity, suitable for any group, is to introduce the idea of developing an action plan at the end of a training session/seminar.

Divide the group into teams. Draw a traffic light on a flip chart at the front of the room. Explain that the traffic light represents an action plan: what participants should stop doing (red light), what they should do less of (yellow light), and what they should go forward with (green light). Ask each participant to write down his or her own "traffic lights". Allow 5 minutes. Go around the group and ask each person to tell the rest of the group one of the things they will stop doing as a result of the training session/seminar, one of the things they will do less of, and one of the things they are going to go ahead and do.

31. Blind Numerical Order

Illustrates: Communication and Lstening.
a) There is no talking.
b) You must keep your blindfolds on at all times.
c) Each of you will have a number whispered into yor ear.
d) The goal is for the group to arrange itself in numerical order without speaking and without the use of sight.

Blindfold all the participants. Whisper a number to each of them (do not allow other participants to hear). The number should be RANDOM (not just 1-12, etc). After whispering the number, move the participants to a random location. Once every participant has a number, they should begin. Make sure all participants are safe throughout the exercise.

Processing Questions:
- What was the most difficult aspect of this exercise?
- Did you have a sense of working together? why/why not?
- How frustrating was it when you could not talk?
- What was necessary in order for you to be successful?
- Did you assume that the assigned numbers would be in order (like 1-12)?
- How important is good communication in groups?
- How does this activity relate to our group?

32. All Tied Up

Material needed: Scarf or cloth strips, other items as needed.

Time required: 15-30 minutes, depending on the goal and number of group members.

Group Size: 2-15
1. Purpose: Work as team to complete a common goal.

Process:
2. Arrange participants into a circle, facing each other. Ask them to hold out their arms.
3. Tie the group together so that each person is tied to both neighbour's wrists.
4. Now that the group is "all tied up", give them a task to do together. Some ideas for the task are:
   - Make a roof shelter for everyone
   - Wrap packages with gift wrap, bows, and a card
   - Cook and eat lunch
   - Make a flower bouquet
   - Create an aircraft
   - Anything else doing which is fun and crazy

Note: To make the task more difficult, give the group a time limit.

Debrief Questions or Topics:
1. Why were you successful (or unsuccessful) at completing the task?
2. How did the time restrictions aid or hinder your group from completing the task?
3. Did everyone in the group help to get the task done?
4. What happened when someone didn't help?
5. Do you ever feel that you are "tied up" with someone else when you are working with them and trying to get a job done? If so, why, and how do you deal with this feeling?

33. Build a Car

Using flip chart paper, draw the outline of a car. Instruct the group to add components to the car and explain what it stands for and how they can relate that to the team. Give one example and then let them go.

Break team into groups of four or five. Allow 20 minutes for the team to draw the car and 5 minutes for each team to present their vehicle. The total time depends on the number of groups you have.

Some examples: Draw the antennae to make sure we have good communication or the wheels to keep us in motion. Others include a rear-view mirror to keep an eye on where we have been, head lights to help us find our way, a trunk to store all our knowledge and tools, the gas tank to provide fuel when we need it, etc.

34. Human Machines

Have groups of 6 to 8 people each, create a machine out of humans by imitating the appearance and action of the machine. Examples include becoming a, toaster, lawn mower, copy machine, lamp, or washing machine, fan, clock etc.

35. Long Chain

Divide the large group into small groups and ask each group to form longest queue using their body and available material at the time of exercise.

36. Anshuman says

Tell one sentence to participants and ask them to speak and act the same sentence in diffrent emotions. For example- if Anshuman says thank you…, if Anshuman says dance…. And so on.Master- Servant

Form dyad where one will be the master and another will be the servant. Ask the master to make his servant enact as per her wish.

37. Rain

Everyone sits in a circle, shoulder to shoulder. No talking is allowed. The leader starts the exercise and each person joins in when they hear the sound the person to their left is making, the leader starts the exercise by rubbing their palms together. This continues in the circle until it comes back to the leader who then changes the sound (snap fingers, clap hands, slap thighs, stomp feet, and then in reverse order). The sensations created are akin to the sounds of a rainstorm.

38. Build Consensus

Material Needed: None

Time Required: 10-15 minutes

Group Size: 10-12

Purpose: Team building, discussing consensus & teamwork, compromise.
1. Divide the participants up into 3-4 groups depending on the number of people.
2. Ask each group to huddle together and create a noise and action to perform for other groups.
3. After each group has demonstrated noise and action twice for other groups, the facilitator gives 10 seconds time for each group to huddle.
4. The goal is for all of the groups to be doing the same noise and action together, without consulting one another.
5. After the huddle, the facilitator counts to three and all of the groups at the same time are supposed to perform one of the action/noise combinations. (It doesn't have to be their original one).
6. Keep re-huddling until all the groups are doing the same noise/action.

Variations: If for some reason the groups are successful on the first or second try, break participants up into smaller groups and have them repeat the activity.

Debrief/ Discussion Questions:

1. How did it feel to be successful /unsuccessful with this activity?
2. What made it so hard to reach consensus?
3. What was most frustrating about this activity?
4. How did it feel to have your noise/action not been chosen by the group?
5. Did any of you make any compromises during this activity, how did that feel?
6. How did it feel not to be able to communicate with the other groups?

39. Phrase Ball

Material Needed: Any soft ball.

Time Required: 15-20 minutes

Group Size: 5-40.

Purpose: Public speaking, adjusting to change, problem solving.

1. Arrange participants into a circle, and tell them that they will now discover how talented they are at speaking extempore.
2. The members of the circle will toss the ball to one another, at the same time speaking a simple, descriptive phrase, ("the placid lake, the little girl, the beautiful city skyline, the terrifying grizzly, the soft Nerf(tm) ball, etc.) Tell them that since there are no rules, there are also no wrong phrases! Have the group take turns tossing and speaking until everyone has gotten confident with their ability to come up with a phrase (this usually takes less than 5 minutes). When you feel this has happened, wait for the next time till the ball is thrown to you and you hold onto it.
3. Congratulate them all on their verbal virtuosity, and tell them that they have moved ahead to the advanced level with astonishing speed. Tell them that they will now play the game again, this time with only one rule-Their phrases must relate to the phrase that came before. That is, one person will say a phrase and toss the ball, and the person catching it will add onto that phrase.
4. Try a couple of phrases. Toss the ball and say, "the new member..." The person catching must now say something like, "organizing the carnival" (applaud him to encourage the rest) This person will then throw the ball to someone else, saying perhaps, "wants to sell popcorn," And whoever catches it might say, "and cotton candy". That person turns and tosses it so someone else, saying, "the little girl..." That person catches it and says, "who needs glasses". And so on.
5. Do this until, once again, everyone seems comfortable with the ability to speak extempore, at least most of the time. Express your admiration and ask your learners to sit down.

Debrief/ Discussion Questions:

•   What were your thoughts or feelings when the ball got tossed to you? Did these change as the game progressed?

    •   How comfortable were you in coming up with something to say in the moment? Did you censor or evaluate your contributions?

    •   What round was easier for you, round one or two? As a speaker, how could your presentations improve if you focused on responding to your groups instead of impressing them?

- How does all this apply to making your presentations? Does being spontaneous mean you shouldn't carefully prepare yourself? [Answer: No!]

- KEY POINT: Once you've prepared- written, rewritten, and rehearsed your presentation- what do you have to do next? [Answer: Get ready for the unexpected...because it will happen].

Note: If your learners consistently have trouble with this game, it is because they are pressing themselves to be clever- to come up with poetic, funny or unusual phrases. Keep reminding them that the point is to be spontaneous and impromptu. Tell them they don't have to worry about theiroriginality. It will show up by itself; in fact they can't repress it. For the moment, their challenge is to just go with the first idea that occurs to them. Then swallow your pride and model this for them every time the ball comes your way!

40. Thanks Giving

Material needed: Paper, envelopes, writing stensils

Time required: 20-30 minutes, depending on the size of the group gsize: 2-40

Purpose: Team building, recognition
1. Explain to the group that the phrase "thankless job" is one that can be applied to many positions or specific tasks. Explain that sometimes one simple phrase coming from the right source can change that descripton; the phrase is "thank you".
2. Distribute blank paper and envelopes.
3. Ask group members to write their name on their envelopes and place them in a location easily accessible to everyone during the meeting or retreat.
4. Invite group members to write a note at any time during the session when they remember a particular time, event, or behaviour for which they would like to thank another team member.
5. Throughout the meeting or retreat, tell the members that they may place the notes in the envelopes of their team members.
6. Encourage the team members to write at least one thank you note for each individual.

Variations:
- This activity can be adapted to include compliments or encouraging words. It can also be as simple as 3 kind words to describe the team member.

- If done on a retreat, beforehand you could create 8 x 11 posters with a picture of the person and their name and then have people write directly on the poster throughout the retreat. You can also include an envelope for people to put their note, in case someone doesn't want their note to be public.

Note: Since these notes are personal between sender and recipient, do not explore them further as a group. The power of this activity is in the result, not the process.

41. Three Way Communication

Material needed: A flip chart, markers, a few bandanas, clipboards, pen and paper.

Time required: 15-20 minutes

Group Size: 6-40

Purpose: Discussing pros and cons of different communication methods and styles.

Groups physically mimic a specific communication type/environment to make them aware of the activity.

1. Preface the game with a brief discussion about the various ways in which people communicate with their friends, professors, colleagues, etc. Tell them that in this activity, they will discuss and determine key aspects, pros/cons and guidelines for a specific type of communication. Three different communication methods will be explored: Face to face, telephone, and e-mail.

2. Divide the group members into three groups. The first group represents the face to face communication environment. These people do not have any control on their communication. They should sit in one area of the room and use pen and paper to write their findings during the activity.

3. The second group represents the telephone environment. These group members should be blindfolded in order to replicate the telephone environment (in which they cannot see the person they're talking to). They should sit together in one area of the room. One person will act as the scribe for the group's findings and will not wear a blindfold.

4. The third group represents the e-mail environment. These participants should sit back to back and may not speak. They should each have paper, pens, and clipboards. In order to communicate, they must write notes and pass them to one another.

5. Give them about 7 minutes and then ask each group member to make its report. (Participants can now be free of the blindfolds, clipboards, and other constraints).

6. Capture the findings and guidelines on a flip chart.

42. Animal Noises

Write the names of animals on note cards. Do at least 2 of each animal, but you may want more depending on the size of the subgroup you want to create. For example, if you want subgroups of 5 people each, you'll need 5 note cards with the same animal on them. Distribute one card to each participant. Explain there are some duplicates. Tell participants they must identify their partners (or group members) within the room purely by making the noise that they would associate with "their" animal. There should be no talking at this stage, only animal noises.

43. Lets bring the change

Prior to class, set the desks up in the old "traditional" classroom row style. Except, that you should set your stage (podium, flip chart, etc.) at the back of the class. Start your presentation (you will be behind them, facing their backs). Explain to them that this is how a lot of change is implemented in organizations. The leaders get behind their employees and attempt to "push" them into change. And the attempt to change is about as successful as trying to conduct a class this way.

Also, point out that this is how a lot of traditional organizations are set up, in nice even rows (departments), where it is hard to communicate and learn from each other. But, real teams develop when we break out of our boxes and design organizations that have cross functional teams working with each other. Ask them to rearrange the room so that real learning, communication, and teamwork can take place. Depending upon your learners, you might have to give them a few pointers to get started, but then you have to get out of the way.

During the next break or after lunch, have them rearrange the room again, using some of the techniques that they learned. This can be repeated several more times, depending upon the length of the presentation. But, each time they change the setting, it needs to reinforce a concept that they previously learned.

44. You're OK

Good for ending a seminar or an end of the yearly meeting. Distribute a 3x5 index card to people and ask them to write their name on it. Cards are passed around the group, at which time everyone has to write a positive comment about the respective individuals. The cards are then returned to each person.

45. Three Questions Game

Everyone in the group writes down 3 provoking questions they would like to ask others in the group. Not the normal "what's you name" type questions but something like, "Where is the most interesting place you have ever travelled" or "Name a topic you feel absolutely passionate about". Give them time to mingle, and to ask three different people in the group one of their three questions. Get back together and have each person stand and give their name. As they say their name, ask the group to tell what they know about this person.

46. The Pocket/Purse Game

Everyone selects one (optionally two) items from their pocket or purse that has some personal significance to them. They introduce themselves and do show and tell about the selected item and why it is important to them.

47. The Talent Show

Everyone selects one talent or special gift that they possess and can demonstrate for the group. They introduce themselves, explain what their special talent is, and then perform their special talent for the group.

48. Toilet Paper Game

Pass around a roll of toilet paper to the group and ask them to take what they need. No further explanation. When done, tell the group that as they go around the room, each person must tell a fact or something about themselves for each square of Toilet Paper they took.

49. Paper Airplane Game

Everyone makes a paper airplane and writes their name, something they like and dislike, on it (You may also want to add additional questions). In a queue, everyone throws their airplane around the room. If you find an airplane, pick it and keep throwing it for 1-2 minutes. At the end of that time, everyone must have one paper airplane. This is the person they must find and introduce to the group.

50. The Artist Game

Give everyone a piece of paper and a pencil. In 5 minutes they must draw a picture that conveys who they are without writing any words or numbers. At the end of 5 minutes the host collects the pictures. Show the pictures to the group one at a time and have them try to guess who drew it. After this allow each of the artists to introduce themselves and explain how their work clearly conveys who they are.

51. Three in Common Game

Break the group into three sub groups. Their objective is for each group to find 3 things they have in common. But not normal things like age, sex or hair colour. It must be three uncommon things. After letting the groups converse for 10 - 15 minutes, they (as a group) must tell the rest of the groups the 3 things they have in common.

52. Dream Vacation Game

Ask participants to introduce themselves and describe details of the ideal, perfect dream vacation.

53. Creative Name Tags

Give everyone 15 minutes to make their own name tag-they can list hobbies, draw a picture, give a self-profile, etc.

54. Circle of Friends Game

This is a great greeting and departure for a large group who will be attending a seminar for more than one day together and the chances of meeting everyone in the room is almost impossible. Form two large circles (or simply form two lines side by side), one inside the other and have the people in the inside circle face the people in the outside circle. Ask the circles to take one step in the opposite directions, allowing them to meet each new person as the circle continues to move very slowly. If lines are formed, they simply keep the line moving very slowly, as they introduce themselves.

55. The Interview Game

Break the group into two-person teams (have them pick a partner that they know the least about). Have them interview each other for about twenty minutes (You can also prepare questions ahead of time or provide general guidelines for the interview). They need to learn about what each other likes about their job, past jobs, family life, hobbies, favorite sport, etc. After the interviews, reassemble the group and have each team introduce their team member to the group. This exercise helps them to learn about each other.

56. Story Time Game

The facilitator starts a story by saying a sentence. It then goes in a circle, each person adding a sentence onto the story-after repeating each sentence that has already been added.

57. Positive Reinforcement Cards Game

Whenever a participant arrives to class on time from breaks, lunch, etc. give them one playing card. You can also hand out cards to people who volunteer for activities, are helpful, answers a difficult question, etc. At the end of the day, play one hand of poker. Give a small prize to the best hand (you can also pick the top two or three hands if you want to give away more prizes). Note that the more cards a person has, the better the chance of winning.

58. Human Bingo Game

Before the meeting, make a bingo matrix and at the top of each square put something that someone in the group might have done-for example, voted for Ross Perot, served in the Peace Corps, etc. Everyone gets a copy and is asked to circulate, getting other group members to sign one square that is true of them. The first person to get "bingo" wins the prize (a candy bar or some other small thing).

59. Out on the Town Game

If you have a two-day meeting and need a quick warm-up for day two, ask everyone to pantomime something they did the night before. Individuals or groups can act out a movie they went to, describe a meal they ate, or recreate a scene witnessed on the road or market.

60. Lucky Coin Game

Each person takes a coin out of their pocket and looks at the date. When it's their turn, they tell the year that's on their coin and recall something special that happened that year.

61. Straw & Paperclip Game

Give each group a box of straws (not flexible straws) and a box of paperclips. Check that the paperclips can fit snuggly into the end of the straws. Give each group a task (you can use the same one for each group if you want) and let them go. Sample tasks: Build the structure as a group – tallest, strongest, longest, most creative, most functional, etc. Debriefing includes describing teamwork and situational leadership skills used as well as how different models are needed to accomplish different tasks.

62. Four Facts Game

Each person writes down four facts about themselves, one of which is a lie. Each person takes turns reading their list aloud and the rest of the team writes down the one they think is the lie. When all are done reading the lists aloud, the first person reads their list again and identifies the lie. The team sees how well they did.

63. A to Z Freeze Game

Ask participants to recite the alphabet in unison. Let them go on for a while until you yell "Stop!" At that point, identify the letter they stopped on and ask everyone to share something they are looking forward to at school that begins with that letter. For example, if the letter is "R," they might say "ravioli in the dining hall" or "rooming with someone cool." Once everyone has shared, have them recite the alphabet again. Stop them on a different letter and ask participants to share a personality trait they possess that begins with with that letter. If the letter is "D" they might say things like "diligence" or "doofiness." Come up with different questions to ask for each letter and repeat the process.

64. Blow the Balloon

The participants are divided into groups of five and seven. Every one is asked to stand. Each group is given a balloon. At a signal from the trainer, all the groups throw their balloons in the air, and must keep them up in the air as long as they can, by blowing at them. No touching of the balloon is allowed. The group that keeps their balloon up the longest is the winner.

65. The Friends and a Foe

The players are spread out in an open ground. They stand in pairs facing each other and holding hands. Two volunteers are called out. Let us call them "A" and "B". A chases B. B may join any of the pairs on the ground. From that pair the one who is on the opposite side of B must leave and run. Let us call this person "C". now C is chased by A. If C is caught (s)he has to chase A. A may escape by joining any of the pairs. The person on the opposite side of the pair to A must leave and run. The game continues in this manner.

66. Its Your Time to Stay

Everybody is asked to sit in a circle. Music is played in the background. A book is passed around the circle. Every time the music stops, the person holding the book must leave the circle. The game continues in this manner with the regulating and stopping and starting of the music. The person who manages to stay longest in the circle is the winner.

67. Traid Sharing

The group splits in sub-groups of three. One person amongst the three takes five minutes to talk about himself/herself as much as (s)he likes. The other two take two minutes each to tell the first person what they heard him/her saying. By rotation the same process takes place with the other two partners. This exercise may be followed by a general session where two persons of the traid introduce the third person in their group to the plenary.

68. Collect the Stickers

This game can be played between two or more teams. All the players are given a piece of tape, which they stick on the right shoulder. At a whistle from the trainer, the players try to pluck out the stickers from the players of the opposite teams. One can defend oneself only by running or dodging. At the end of the game the leaders of each group bring the stickers they have collected.

69. Bottle the Water

Participants are divided into two teams. The teams line up at a given distance from each other. At one end of the line is the bucket with water, and at the other end is the bottle. The person standing closest to the bucket is given a spoon with which (s)he will take the water and pass it to the next player who passes it on the next until the last one in the line pours the water into the bottle. The spoon is returned by passing it back through the line. The team that has collected the Maximum quantity of water in the bottle at the end of the game wins. Start and end the game with a whistle or by clapping once.

70. Fishing in

Two teams face one another across a chalk line, each participant with his/her right foot on the line. At a signal from the trainer each team tries to grab the participants from the other team and pull them over the line. A player who is hauled over the line is captured and is out of the game. The team, which eliminates the other side, is the winner.

71. Dog and the Bone

Divide the group into two teams, each lined up behind its goal line. (20 to 30 feet apart). Place a handkerchief half way between goal lines. Give each player a number. The trainer calls out a number. The player on each team in possession of that number runs to the center, tries to snatch the handkerchief and return to his/her goal without being tagged by the other player. The more skilled player will run to center, hover around the handkerchief until they can snatch it and run when the opponent is off their guard. Each successful return gains a point for the team. The objective of the game is to return successfully with the handkerchief or to tag the opponent who has taken the handkerchief and prevent them from scoring. After each successful tag or score, the handkerchief is returned to the center and another number is called. Play for a designated no. of points. (25 to 30 points will be sufficient).

72. Square Tag

Arrange the participants in a large square, with one team standing on each side of the square. When the whistle is blown by the trainer, one player from each team starts to run around the square in a clockwise or anti clockwise direction as indicated by the whistle pattern: 2 whistles – clockwise; 1 whistle – anticlockwise.

When the runner reaches his/her team, the second player takes over. Each member of the team runs in turn, and the object of the game is to eliminate the players of another team by tagging (catching) while on the run.

73. Collect and Distribute

Divide the participants into two teams. In front of each team, three potatoes are kept in a circle. Three plates are placed 4 feet apart at some distance from the potatoes. When the game begins, the fist player from each team will run to the potatoes, take them one by one and place them in the plates. The three potatoes must be taken one by one, i.e., the player has to go up and down many times. As soon as that is over, they run back to the team and touches the next player who goes and brings back the potatoes from the plate to the circle in the same way, i.e., one at a time. The third player distributes the potatoes again in the three plates one at a time. The fourth player collects them. The game continues until all the players have had their turn. The team which finishes first is the winner.

74. Fishing Net

This game is played within a fixed area. Any one player begins fishing by touching another player. The player thus touched now becomes a fisherman or fisherwoman and both join hands, and together try to touch the others. All those who are touched become part of the fishing net or team and must chase the others without breaking the link, until everyone becomes part of the fishing net.

75. The Marble Game

Keep the marbles in a heap in the middle of the training hall. Choose three participants and give them the following items: the first participant is called "Rich" and will get large and heavy wooden block and stands very close to the heap. The second participant called "Middle" gets a smaller block and stands further away from the marble heap than the "Rich" participant. The third participant is called "Poor" and gets the smallest and lightest block and stands farthest away from the marble heap. The participants now have to try to scatter the marbles by throwing blocks at the heap. The number of marbles that are dispersed from the heap will fetch a corresponding number of points to the thrower. Each time a block is thrown, the number of marbles scattered are counted and the heap is reassembled. Obviously the "Rich" participant will score more and more easily than the "Middle" and the "Poor" participants who will, on account of being far from the heap will perform the worst of all.

Message: The marble heap is the limited resource available to everybody for his or her livelihood. The size of the block is the means available with the participants to acquire the resource and the distance from the marble heap is their access to achieve it. Resources are cornered by those people who have adequate means and access to them. Even the poor can obtain these resources by improving their capabilities and their knowledge of the resources available.

Another variation of this game is that even the person located farthest from the heap scores well, if (s)he acquires skills of t aiming forcefully at the heap, whereas somebody located near to the heap may not get as many marbles if they have a poor aim. The message, then is that just having access to resources may not be enough, one also needs to be able to utilize them skillfully. Further, you can explain how women in comparison to men have been kept far from the resources that matter – without opportunities to develop their skills, without rights to own the assets, and are thus discouraged from taking up vocations.

76. The Rebel in the Circle

Call six volunteers to the centre of the room and ask them to form a circle, hold hands and move in a clockwise direction. When the circle is moving smoothly, secretly motivate one member not to cooperate. Once his/her movement is stopped, the other members also cannot move in the circle, although, they are enthusiastic and want to continue the game. As a result, the system collapses.

Message: One person's irresponsible attitude has the potential to make the whole group falter.

77. Coordination Game

Give a plastic ball to one of the players and ask her to pass the ball to another player whom she likes. The process is repeated until all the players have received the ball at least once and passed it on to another player. There are two rules – the ball should not be passed back to the same player and no two players can pass the ball to the same person. This way, in each round, each player will receive the ball at least once and will pass it on once. The clue to playing this game correctly is to remember, from whom one has got the ball and to whom one is supposed to pass the ball. e.g., in each game Ambika will always receive the ball from Smita and will always pass on the ball to Lalita, and Lalita will always receive the ball from Smita and will always pass it on to Thangamuthu. When the players are able to play the game without any problem, one more ball is given to the group and the group is asked to continue playing the game in a similar manner. The number of balls is gradually increased. When the number of balls reaches four, the game becomes difficult and following observations may be made-

- A player may miss the ball and take time to find and collect it.
- If a single player is missing, balls cannot be passed.
- A player standing with many balls in his/her hands may not be able to catch another.
- Some players may miss catching a ball and will not bother to collect them.
- The balls may be passed on to the wrong players.

Some players while watching how the other members play may miss their turn catching the ball.

Some players may not be bothered to check whether the other person is ready to catch the ball, before throwing the ball.

78. Autograph Sheets Game

Prepare a sheet listing traits or facts about people, with a line for them to sign their names next to the trait if it applies to them (i.e. someone who wears contact lens, someone who has been to Europe, etc.). People then mingle around the room with their sheets seeking to find the people who are eligible to sign their sheets as well. A person can only sign once on any sheet. The process may also be reversed by having people seek out the autograph of the people to whom they think the category applies (i.e. someone who looks like they enjoy the outdoors, someone who is from the east, etc.)

79. Puzzles Game

Give participants a blank piece of puzzle (cut up a sheet of index card stock). Each person writes on the piece one skill which they contribute to the group. The puzzle is then assembled to show that everyone contributes to the whole.

80. Human Knot Game

Divide into groups of 6-10 people. Each group forms a tight circle, standing and facing each other. Everyone extends their hands into the circle and by intermingling their arms, grasp hands with other members of the group. Instruct the participants to "be sure that the two hands you are holding do

not belong to the same person". The groups' goal: untie the knot. Members of the groups physically climb over/under/ through each other's arms to untie the knot of bodies. Note: It's RARE but it is possible for a knot to be unsolvable or end in two separate circles.

81. Find Someone Game

Each person writes on a blank index card one to three statements, such as favorite colour, interest, hobby, or vacations. Pass out the cards so that everyone gets someone else's card. Have that person find the person with their card and introduce themselves.

82. Get in the News Game

Divide your group into teams of four or five persons each, and make sure that each team has the necessary supplies--scissors, tape, pins, and plenty of old newspapers. A separate room or corner is needed in which each team can work with privacy . Each group selects one person to be the model. After deciding what kind of costume to make, the team goes to work--cutting, crumpling, bunching, rolling, piecing, pinning, taping etc. After an appropriate amount of time, call everybody together for a costume show. (And don't forget to recycle your newspaper when you're finished!).

83. Court Game

Try this if there's an incident that irritates members of your group. Announce that a court will beheld to properly try and prosecute all guilty parties. After you make the announcement, everyone will begin to view the incident in question with a contagious sense of humour. Name the defendants. Select a lawyer for the defense, as well as a prosecuting attorney. Write up formal charges and submit them to the Judge. Appoint a bailiff and court recorder. Screen and swear in your jurors.

84. People Knots Game

Everyone sits on the floor in a circle with legs extended toward the middle. Each person grabs two others' hands and holds them. The hands cannot be those of either person sitting on your sides and also the two hands cannot be of the same person. Now, everyone stands up and untangles each other into a single circle, without letting go of the hands you have.

85. Quick Change Artist Game

Pair off into partners facing each other. Each player is to observe his or her partner's appearance. Then the players turn around back-to-back and make two or more changes in their dresses, hair accessories, etc. When they face each other again, each partner must identify the changes made by his or her partner. This game can be repeated several times by changing partners and increasing the number of changes made.

86. The Quiet Game

The instructor explains that this exercise will take self control. Members pair back to back. On the count of three, everyone must face their partner, look intoeach other's eyes, and then try to remain solemn and serious. No speaking! The first one to smile or laughshould sit down. All those who remain standing then take a new partner and the activity continues until only one person has not smiled or laughed. (Second round of playing can involve two teams competing to outlast each other). If you get a pair at the end who are both keeping a straight face, the rest of the group can act ask hecklers to disrupt them.

87. Sunshine Cards Game

Everyone writes their name in the center of a piece of paper and draws a sun around their name. Pass your paper around to the person on your right. That person will write something positive about you and they do not have to sign their name. Continue to pass your name around until everyone has written something on all the papers.

88. Finish the Sentence Game

Write the start of a question on the board (i.e. My Favorite job was... My Hobby is...) and go around the room with each person finishing the sentence. When the group is finished, post another question and start again.

89. Team Commercial

Each team attending the training is given 10 minutes to reach consensus on developing a 30 second "team commercial." This commercial or advertisement will tell the rest of the group about the team—interesting things about where the team comes from (state, city), unique aspects about a programme that the team's office has developed, key aspirations that the team has about developing a new programme, etc. The idea is to say things that will educate and encourage others to visit your jurisdiction or use your programme. "Why would someone want to visit ____ to work with you?"

Teams can write ideas on flipchart paper. One person from the team should facilitate, another should record ideas, another should present the "commercial" (or alternatively, the team can present it). Presentation formats can include singing, rap, rhymes, or anything creative. The training facilitator will go around the room and allow each team to present. After all the presentations, the group will vote on the winner by applauding. The winners get a prize.

90. Observation Skills

This exercise tests the members' powers of observation for details. Ask members to pair off and face each other. Ask each person to speak for 30 seconds about something in their personal lives-children, spouse, pets, cars, home, golf game (or lack thereof), etc. After both pairs have spoken about their lives, ask them to move at least five feet away from one another and each facing an opposite wall. The facilitator will then take turns asking a random selection of persons to describe (1) the color of the other person's shoes (2) the color of their eyes, (3) whether they had put on any jewellery-what type (color of their belt) (4) color of blouse or shirt, etc. This exercise stresses the importance of being observant while another talks how it is difficult to be observant when we are talking.

91. Newspaper Shuffle

This is a quick moving and fun team exercise. The facilitator needs to bring in one local daily newspaper for each team. The pages of the newspaper should be completely out of order. Team members should be sitting or standing at a round table. The game requires them to put all the pagers and sections in order. The team to finish first wins a prize. The exercise stresses teamwork and cooperation.

92. PRISONERS' DILEMA

Goals of Trust

To explore about trust between group members and the effects of betrayal.

To demonstrate effects of interpersonal competition.

To dramatize the merit of a collaborative posture in

Intra-group and intergroup relations.

Group size:

Two teams of no more than eight members each.

Time required-Approximately one hour.

Materials:

Copies of the Prisoners' Dilemma Tally Sheet for all participants & Pencils

Physical setting:

Enough space for the two teams to meet separately without overhearing or disrupting each other. For step VII, two chairs for team representatives should be placed facing each other in the center of the room.

Process:

1. The facilitator explains that the group is going to experience a "risk-taking" situation similar to that experienced by guilty prisoners being interrogated by the police. Before interrogating prisoners suspected of working together, the questioner separates them and tells each one that the other has confessed and that, if they both confess, they will get off easily . T he prisoners' dilemma or risk is that they may confess when they should not or they may fail to confess when they really should. (The facilitator carefully avoids discussing goals).

2. Two teams are formed and named Red and Blue. The teams are seated apart from each other. They are instructed not to communicate with the other team in any way, verbally or nonverbally, except when told to do so by the facilitator.

3. Prisoners' Dilemma Tally Sheets are distributed to all participants. They are given time to study the directions. The facilitator then asks if there are any questions concerning the scoring.

4. Round 1 begins. The facilitator tells the teams that they will have three minutes to make a team decision. He instructs them not to write their decisions until he signals them that time is up, so that they will not make hasty decisions.

5. The choices of the two teams are announced for Round 1. The scoring for that round is agreed upon and is entered on the scorecards.

6. Rounds 2 and 3 are conducted in the same way as Round 1.

7. Round 4 is announced as a special round, for which the payoff points are doubled. Each team is instructed to send one representative to the chairs in the center of the room. After representatives have conferred for three minutes, they return to their teams. Teams then have three minutes, as before, in which they have to make their decisions. When recording their scores, they should be reminded that points indicated by the payoff schedule are doubled for this round only.

8. Rounds 5 through 8 are conducted in the same manner as the first three rounds.

9. Round 9 is announced as a special round, in which the payoff points are "squared" (multiplied by themselves e.g., a score of 4 would be $4^2=16$). A minus sign should be retained e.g., $(03)^2=$ -9. Team representatives meet for three minutes, then the teams meet for five minutes. At the facilitator's signal, the teams write their choices; then the two choices are announced.

10. Round 10 is handled exactly as Round 9 . Payoff points are squared.

11. The entire group meets to process the experience. The point total for each team is announced, and the sum of the two team totals is calculated and compared to the maximum positive or negative outcomes (+126 or - 126 points). The facilitator may wish to lead a discussion about win-lose situations, zero-sum games, the relative merits of collaboration and competition, and the effects of high and low trust on interpersonal relations.

Variations:
1. The competition can be carried out using money instead of points.
2. Process observations can be assigned to each team.
3. Teams can be placed in separate rooms, to minimize rule-breaking.
4. The number of persons in each team can be varied.
5. In Round 10, each team can be directed to predict the choice of the other. These predictions can be posted before announcing the actual choices, as in the following diagram. (Actual choices are recorded in the circles after the predictions are announced).

Scoring tally for points

AX Red Team Wins 3 Points Blue Team Wins 3 Points	AY Red Team Loses 6 Points Blue Team Wins 6 Points
BX Red Team Wins 6 Points Blue Team Loses 6 Points	BY Red Team Loses 3 Points Blue Team Loses 3 Points

Trial No/ Rounds	Card played	Red team points	Blue Team Points
1.			
2.			
3.			
4.			
5.			
6.			
7.			
8.			
9.			
10.			

Note: Instead of XY and AB – it can be replaced with fruit and vegitable names.

93. Assertiveness: Authentic Interpersonal Communication

Purpose:
1. To demonstrate the concept of assertive communication.
2. To provide an assessment of participants' interpersonal styles.
3. To guide practice of assertiveness skills.

ADVANCE PREPARATION:

Both options: Read "Toward a Viable Concept of Assertiveness", Unit 65 in the Folio of Resources. Option one: Complete Steps 1 through 3 before the class meeting. Option two: Complete steps 1 through 3 of both options and Step 4 of option two before the class meeting.

GROUP SIZE: Any size. Option two calls for subgroups of four to six participants.

TIME REQUIRED: Both options: 2 hours and 55 minutes; Option one : 50 minutes; Option two : 2 hours 10 minutes (or more). For option 2, assuming subgroups of five persons each are used.

Special Materials: None.

Special Physical Requirements: Enough room for subgroup meetings in option two.

Related Topics : Negotiation and Conflict, Group Decision Making and Problem Solving, Managers as Leaders, Power, Life, Work and Career Roles.

Procedure: Advance preparation for both options

Step 1: 5 Minutes

Complete the "Interpersonal Response Inventory" (The group leader may ask you to turn in the questionnaire, but no names are required. You will be the only person who knows what your scores are, so feel free to be perfectly candid in your answers).

Interpersonal Response Inventory (IRI) -

Please tick one:

_____ Male

_____ Female

How true are the following statements as descriptions of your behaviour? Enter the number that represents your answer in the space provided at the beginning of each statement.

4 = Always true   2 = Sometimes true

3 = Often true   1 = Never true

Please respond to every statement.

Your response	Statement
_____	I respond with more modesty than I really feel when my work is complimented.
_____	If people are rude, I will be rude right back.
_____	Other people find me interesting.
_____	I find it difficult to speak up in a group of strangers.
_____	I don't mind using sarcasm if it helps me make mypoint.
_____	I ask for a rise when I feel I really deserve it.
_____	If others interrupt me when I am talking, I suffer in silence.
_____	If people criticise my work, I find a way to make them back down.
_____	I can express pride in my accomplishments without being boastful.
_____	People take advantage of me.
_____	I tell people what they want to hear if it helps me get what I want.
_____	I find it easy to ask for help.
_____	I lend things to others even when I don't really want to.
_____	I win arguments by dominating the discussion.
_____	I can express my true feelings to someone I really care for.
_____	When I feel angry with other people, I bottle it up rather than express it.
_____	When I criticise someone else's work, they get mad.
_____	I feel confident in my ability to stand up for my rights.

Step 2: 5 Minutes

When you have finished answering the IRI, score it as follows:

Pa: Sum your answers to items 1,4,7,10,13,16. Enter your Pa score here :	_____ Pa (Passive)
Ag: Sum your answers to items 2,5,8,11,14,17. Enter your Ag score here.	_____ Ag (Aggressive)
As: Sum your answers to items 3,6,9,12,15,18. Enter your score here.	_____ As (Assertive)

For each scale, you should have a score between 6 and 24.

94. How Good Listener You Are

We should listen very carefully. We should listen with a very open mind. Sometimes we tend to listen but our mind goes somewhere else and hence we don't receive anything. The reasons for not to listen can be many, but by not listening, we miss out important information and direction.

The exercise gven below shows the reason why we do not listen. Each sentence has three alternatives Please tick (✓) on any one of the three alternatives.

You need to ask yourself the following questions	Sometimes	How many times/Usually	Always
I want to speak first.			
What I am going to say? I was thinking about it.			
I am not interested in the subject.			
I don't like you.			
I don't like the way you speak.			
I am worried about other things, and unhappy.			
I will not believe in what you are going to say.			
I am concerned on the people around me and also on the activities going around me.			
I just would like to get into fantasies.			

95. Communication Exercise

Name	:	Follow the information
Objectives	:	To make participants understand the importance of communication and active listening, thoroughly reading instructions before accomplishing any job.
Group Size	:	Unlimited
Time required	:	5 minutes
Physical setting	:	Room large enough for individuals to be seated comfortably and work on the assignment.
Materials	:	Copy of the worksheet, pen to each participants, flip chart and markers.

Procedures:

⍌ The facilitator acts very fast and asks the participants to immediately finish the work sheet as soon as possible within two minutes.

⍌ The participants are regularly motivated to accomplish their task as soon as possible.

⍌ Finally, the facilitator does the debriefing that communication is a very important process and in that listening, is more important.

Follow the Instruction/ information

Instruction: Do not get into business without reading list, but you need to accomplish the task as soon as possible.

1. Write your name on the right corner of this sheet.
2. If you were given a chance to change your name, what would you prefer to say aloud.
3. Do you like this climate, say yes or no loudly?
4. Make a circle on top of this sheet.
5. Make an oval on the left corner of this sheet.
6. Add 25 and 43 on the back of this sheet.

7. Are you happy about your progress? Put a tick on yes or no.

8. Tap the shoulders of your neighbor.

9. Say loudly the last three alphabets of English.

10. Look at the facilitator with a smiling face.

11. Say aloud your best friend's name.

12. Count backward from 10 to 1.

13. Do you like to have more power in your organisation? Say yes/no loudly.

14. Make a triangle on the left bottom corner of your sheet.

15. Go and write on the board "I am not a wise teacher".

16. If you have finished till here then sit quietly.

17. Read the list carefully and complete 1,7,16 only.

Write about your experience you have gained while doing this on the backside of the sheet.

96. Sex and Gender

Objectives	:	To assess the participants understanding about gender.To develop clarity between sex and gender.
Group size	:	Unlimited.
Time required	:	15 minutes
Physical Settings	:	Room enough for the participants to be seated comfortably.
Material required	:	Work sheet for each participants, a pen or pencil, markers and flip charts.

Procedure:

⅄ The participants are allowed to read the worksheet carefully andasked to put either sex or gender against each sentence.

⅄ The participants are asked to finish the job in 10 to 15 minutes, and then the facilitator is to announce the right answer. This way the participants check themselves and they can assess their knowledge and understanding on the concept of gender.

N.S.: This exercise can be used either before giving input or after giving input. Basically, this helps to assessing the conceptual clarity of participants.

Sex and Gender:

Please read the following statements carefully and write against each sentence whether it show sex or gender.

1. Women can give birth to children, men cannot.

2. Girls are timid whereas boys are strong.

3. In India agricultural work fetches Rs 40/- for women, Rs. 60/- for men.

4. Women look after their children, but men can not.

5. In the ancient times, men used to weave in the house and the women used to run their family business.

6. Women generally are good hous wives, whereas men are good at doing outside job.

7. In both men and women, physical changes takes place as they become adult.

8. 67% of the total work in the entire world is done by women folks, but their income is only 10% of the worlds' total income.

9. Women can not go for war.

10. In every society women are placed below the men. Inequality, exploitation and injustice is also done to them. Our aim is to fight all these.
11. Men and women need to be made aware in the society.
12. Our objective is to empower the women in the society, so that they have control over resources.

Note: You can change and articulate stateements based on the types of training group. Please ensure that the group discusses their own and the collective responses.

97. Gender Policy

Objectives	:	To assess how participants clarify the concept of gender and gender policies.
Group Size	:	Unlimited.
Time required	:	30 minutes.
Physical setting	:	Room enough in size for participants to be seated comfortably.
Material	:	Work sheet for each participants, a pen or pencil, markers and flip charts.

Procedure:
1. Individuals are given the worksheet and they are asked by the facilitator to read carefully before filling the form. Participants then put the number 1,2,3 or 4 against each statement.

    1   =   Gender Blind
    2.   =   Gender Neutral
    3.   =   Gender Liberative
    4.   =   Gender Distributive

2. The participants finally rank all the 10 questions. Then the facilitator announces the right answer, mark is given for one correct answer and finally the participants can evaluate their own understanding about gender and gender policies.

N.S. : This exercise should be done after giving inputs on gender concepts.

Exercise on Gender Types:

Read the following statements to identify the 'Gender Types' for each statement.

1.	Gender Blind	2.	Gender Neutral
3.	Gender Liberative	4.	Gender Distributive

1. Our objective is to remove poverty and increase industrial production.
2. We need community and the family development. We do not differentiate between men and women, high caste and low caste, Hindus and Muslims.
3. We create women groups in villagers so o that they become economically self reliant.
4. We think that women should take up family planning measures which has improved over the years for their healthy life and also for their families belliment.
5. If we want development then we need to increase women's participation. They should be given different opportunities.
6. Today's girls will become tomorrow's mother, therefore they should be provided education.
7. We need the development of poor, and for poor women poverty alienation programmes should be initiated.
8. In every culture and country, women are subjected to men. Inequality, exploitation and many other differencesin their treatment always hinder their progress. Our objective is to eradicate inequality.

9. Women and men in the Society need to be more aware of grassroots realities.

10. Our objective is the empowerment of women, so that they have control over the resources.

98. "Leela's Empowerment"

Objectives	:	To understand the empowering process of poor women.
		To assess the success indicator and hindering indicators of empowerment.
Size of the Group	:	Small groups of 7-8 participants in each group.
Time required	:	20 minutes for discussion, 20 minutes for presentation and consolidation.
Material required	:	Copies of the case study to each participants, flip charts and markers.
Physical setting	:	Room for participants to set in small groups for discussion without any interference.
Procedure	:	Preparation to be done before hand. Prepare the groups in advance considering their knowledge and experiences. Copies of the case studies should be read before the commencement of the session.
Process	:	The facilitator gives the copy of the case study and asks the participants to read it carefully. Any necessary clarification is provided if needed.
		During the discussion, the facilitator facilitates the groups to discuss the issues. Then the discussion is consolidated and put in a flip chart for presentation.
		After the presentation, the facilitator consolidates the session by giving the impacts in the situation of the wome in the society. Generalisation is done by using statistical data.

Case Study - Leela's Empowerment

Leela Devi got married at the age of 13 years. After her marriage, she went to live with her husband at Ghalu village of Kangra district where she had to face lot of atrocities and troubles. She had four children and lived in one small room. She was so weak and submissive that she never spoke a single word to her husband and never complained about her problem to others. Whereas the atrocities of her husband went increasing day by day and finally she lost the charm of her life. One day she decided to commit suicide. That day Leela Devi came to know about one voluntary organisation working in that area. She met the Project Director and had a long conversation. After that, she was selected as a worker of the organisation.

Initially she faced the problem of coming out of her house as her husband did not like it. Leela Devi said that, her husband thinks that "if any women goes outside the house she becomes characterless as men start moving around that woman. In the same way the elders and neighbours also created some problem. But Leela Devi faced all these very patiently and she did her work with full commitment. She was happy with the work, because she was not only earning but also developing her self confidence. She participated in different programmes and also learnt to read and write.

Leela Devi took the training in mushroom cultivation and she started its cultivation after taking loan from a Self-Help Group. From the first crop itself she earned Rs. 6000/-. Now she has enough money to spend on her children's education and save a little bit of money for the future. She raised her earnings by doing hard work.

Today, Leela Devi is a changed woman. A successful woman, who had educated her three daughters and could build a three-room set house. Her son and little daughter go to local school. Leela Devi has control over her money and resources. Now she takes decisions. In the organisation. Leela Devi has created a space for herself and also conducts several training programmes.

Slowly the villagers started respecting her and saw her as an ideal woman. The Government of Himachal Pradesh also rewarded her for her achievements with "Best Mahila Mandal Puraskar".

• Is Leela Devi empowered ?
• If yes, what is the process after empowerment? what are the promoting and restricting elements?

99. The present situation of "Men" in the society

Objectives	:	To sensitize men (participants) about gender and women's situation in the present society.
Group Size	:	It can be conducted in small groups and also in large groups where the participants are asked to give individual personal opinion.
Time	:	30 minutes for discussion in small groups, 30 minutes for discussion for presentation and consolidation and open discussion in large group.
Material	:	Copies of the case study to each participant. Flip charts and markers.
Physical setting	:	Room for participants to sit in small groups for discussing the case study without any interference.

Procedure:

1. Preparation to be done before: Prepare groups in advance considering their knowledge and experiences.
   Case studies' copy should be ready before the starting of the session.
2. Process: Each participant is given a copy of the case study and is asked to read the material carefully. Any necessary clarification is provided if needed.
   During the discussion the facilitator facilitates the groups to discuss the major issues.
3. Debriefing and consolidation:

Group wise presentation is done by groups' representation. A lot of discussion is generated, which facilitator consolidated by generalising the input that women's situation is pathetic and now needs to be sensitive towards this issue.

Consolidation would highlight the women's present situation in the society. It helps participants to go through the experiences of reversal role. It also shows men's rigidity towards promoting a more gender sensitive development.

Men's Status in the Society (Imaginative Exercise)

Our society is a female dominated society, where men have no right. Power, resources, knowledge, and labour are under the control of women. Men's life is limited to the forum walls of his house. He is told from the very childhood that his prime objective of life is to serve his wife. His grace is to live e under the subjection of women. Men's life is spent serving first his mother, then the girl he has to marry and then his wife. He has no right to take decisions for himself and he has no opportunity to take up education for himself. People think that even if men become educated, their education is of no use if they have to do the household chores like cooking, looking after their children etc. as for all these there is no need for education. And it is seen that it becomes very difficult for educated men

to get educated women while getting married. Today the number of men employed in Government and non-governmental organisations is negligible. However, the Government is quiet progressive for having given rights to men and having even made provisions of reservation for them.

These days, every day we read a lot of incidents about exploitation of men. Everyday men are becoming victims of dowry and for dowry they are mercilessly being burnt to death. Men can not remarry another women since they are widow. In many places even the shadow of a widow is considered to be polluted.

If in a house, a boy child is born, the whole house becomes sad, because the family lineage continues through the girl child and if a couple don't have a girl child then the women leave the men. These husbands usually live under mental agony. The abandoned husbands face a lot of problems and are usually asked to leave their houses. They cannot stay with their parents because the society will accuse them for keeping their married son at home.

The different types of bondages and restrictions have led the men in the society to edge.. Religion and customs have led the men to occupy the lowest strata in the society. In any religious ceremony, men cannot take any active role and their participation is hardly taken into account. But however, they keep regular fasts for birth of a girl child and also for their wife's long life.

We are all responsible for men'spathetic condition. In our mental frame, we have built up some notions like men cannot do hard labour, productive work whereas no men can do everything, in our mailing consist of only women, though men are slowly entering into this but still today men are not asked to go to the battle field.

From the very childhood we sow the seed that boys are always between their sister. We discriminate them, where it is regards the food or education. Today when both men and women go out for work. The little boys cook food and look after their sisters.

We should now think of securing the rights of me. They also have the right to leave, they can also contribute to the society. Until and unless men are not considered into the mainstream of development, no country can develop.

Q. What is your reaction after reading this incident? Please explain why you have such a reaction?

Q. Can we think of such a society? If yes, why? If no, why?

100. Kalyani Agricultural Labour

Objective	:	To make participants understand the causes of poverty and its implication on the poor people.
		To develop and analyze the situation of poor rural women in the present-day situation.
Group Size	:	The large group should be divided in small groups of 5-6 members each.
Time	:	45 minutes for case study, 15 minutes for debriefing and inputs.
Material	:	A copy of the case study to each participants. Flip charts and markers.
Physical setting	:	Room large enough for groups to sit and discuss.

Procedure: Pre-work Divide the large group in small groups of 6-7 members each, considering gender equality.

During: Distribute the copy of the case study and ask the participants to read carefully and ask for clarification if any.

- ✔ The facilitator may facilitate the process of discussion in the group if required.
- ✔ The participants then present their findings on the flip chart which is present in front of the large group.
- ✔ The facilitator can promote the thought process of individuals by probing question on the presentation.
- ✔ Generation: Generation is done by asking questions and sighting relevant examples.

The learning which is established: Establishing a conceptual clarity of gender and gender roles in the society. Secondly, emphasizing the importance of gender analysis for a people centered development. The exercise also highlights the role the women perform and the status they have in the society. Hence gender planning and gender analysis are emphasized.

A Case Study from Kerala - Kalyani, an agricultural labour

Family:

Kalyani is a 35 years -old dalit women, who is an agricultural labour and lives in a small village. Kalyani has a mud house which is in bad condition. In her family, she has her husband whose name is Mosa and 3 sons and 2 daughters. Narain is the eldest son who is 16 years old and goes to the school, but usually he roams around here and there in the entire village and does nothing for the family. Nirmal is 14 years old and does the whole household chores. Neeraj is the youngest son, he is 10 years old.

Nirmala was discontinued from her education when her brother got sick. Though Nirmala is 12 years old, she resembles a small child of 8 years old as she is so weak and pale. She brings water and wood from the forest, cooks, brings groceries from the market and also looks after her younger brothers and sisters. Vani is the younger daughter, 7 years, who has never been to school and does not even have proper clothes to wear. The two youngest children are small and not grown up enough to go to school. Kalyani used to think that if she could manage their education, she would have sent her two children to the school, if her husband Mosa and Nirmal and Nirmala work and earn money for their family. If Nirmala works, then Vani will have to look after the house.

Kalyani's work:

Kalyani and her husband do not have land of their own. She doesn't get any land from her parents. Kalyani thinks that she is an agricultural labour.

In January, February and May, paddy does not grow and in rest of the nine months, two crops are obtained. Hence Kalyani doesn't have work for full year, because all category of rice cultivation, women are not needed.

Generally for some activities dalit women are kept away. Broadly paddy cultivation is divided into seven stages:

Preparation: Ploughing, breaking the mud, preparing rows, which is usually considered men's job. How can men can do this type of job.

Repairing the buds: This is also considered to be a men's job, but women can also get a couple of days.

Putting the manure: This task is done before the final ploughing, usually done by men.

Sowing: This is generally done by the tribal and dalit women wherein more labour is needed, as it is done by standing in the water for hours, and in doing so, the back gets bent. This work needs skills, because the entire result depends on this process. But theywork for not more than 21 days in a year.

Harvesting: In Thriruvanthapuram, this work is entirely done by men.

Taking on the seeds: The last stage is the collecting of grains- usually the high caste women, do this job during night time at their home. Since Kalyani is a dalit, she can not enter the house of a high caste.

Hence she cannot get any job for not more than 30 days. She gets work for about 60 days in a year. She also works as a construction labour. She gets about 60 days of work in the construction site. Hence, she manages to get work for nearly 120 days in a year altogether. Kalyani earns about 7 rupees per day. Whereas a male labour would get Rs 11 per day. The 7 rupees which she earns, she spends in the following way: 60 paise for the breakfast (because she comes early in the morning), Narain's breakfast is also purchased as he can not wait for long empty stomach for his sister to cook the food, 50 paise is paid for her lunch.

Mosa's work: When they came to village, Mosa used to run the family, but at that time also Kalyani used to help him. When he was healthy he used to earn about Rs 11-14 per day. His work was to carry load and the load was heavy rocks (rocks pieces used for foundation work). He used to give Kalyani Rs 5-6 every day out of his earning. Rest he used to spend on personal expenses like tea etc. These days he is suffering from stomach ache. Hence, he cannot work harder. He was admitted in the hospital for many days. He is now taking rest at home.

The livelihood of the family:

Kalyani was somehow managing the household expenses, but as one of her son got sick, she got in trouble. The hospital expenses mounted and then her son passed away. The situation became more grave. Mosa also started remaining sick and now he also has tobear hospital expenses. She had to mortgage her ration card to take loan. Now to get back the ration card, she needs Rs. 150. This means that she has to make more efforts to makeher both ends meet now.

She sends both the sons to Balwadi, so that at least they can getthe afternoon meal. What little is prepared at home is first served to Mosa and then to Narain and after that whatever is left is eaten by the rest of the family members. Due to heavy rainfall, the route of Kalyani's house has been damaged badly, hence she, with her family is staying at her neighbour's house. She wants to save some money so that her house could be repaired. But Mosa thinks that they should buy new clothes for children during the Onam festival. Kalyani entered into a 'chitfund' so that she can take some loan. But due to some people's mischief Kalyani could not get anything. Neither she could do some business nor she had any land for the cattle to graze. Today Kalyani is worried about her family.

101. Jeevan Sankat

Objectives	:	To take the participants through the process of decision making in a group.
Materials	:	A class room situation, a copy of the exercise to each participants. Flip charts and markers.
Time	:	Thirty minutes, for the group discussion and 20 minutes for debriefing.
Physical setting	:	In an open space, participants are allowed to set in groups & are facilitated to involve themselves in the processes.
Variation	:	A video is also used for making the exercise effective by giving feedback to individual participants.

Procedure:
1. The participants are divided into groups in which 6-7 members may be present.
2. The participants are allowed to set in groups and asked to read the exercise and clarify the task saying that they have to reach at the consensus while taking the decision.
3. After 30 minutes, the participants are asked to reassemble in the training hall,and are asked to sit in their respective groups.
4. Then the facilitator conducts debriefing by asking these questions like:
    - Whether the task of reaching at the consensus was accomplished or not i.e. consensus decision.
    - What facilitated the group task and what were the difficulties?
    - How these difficulties were overcome?
    - What methods were used to bring all group members to arrive at a common consensus?
5. The facilitators facilitate the whole process by asking theindividuals about their views and perception regarding their decision.

This exercise highlights:

-   The decision-making process, its types and another difficulty involved in arriving at consensus because of different perception and values of people involved.

-   The dominance of someone in the group alienates others, who, then, are unable to relate to the decision taken.

Storyline Jeevan Sankat (Life in trouble)

Due to very heavy rainfall the rivers have all swollen and village Laxampur is going to get submerged. Slowly the whole village gets submerged due to the continuous rainfall. All the communication system gets destroyed. The only way to go out of the village is by crossing the river. Most of the people in the village have already fled to a neaby safe place. But still there are 16 people who still remain in the village.

The only way they can save their life is by crossing the river. There is only a small boat in the village in which about 5 people can be saved. If they do not leave the village they are likely to be drowned.

The details of the 16 people are as follows:
1. A dalit elderly women.
2. BDO of that particular block who had come to see the development work so far.
3. A blind boy (15 years) who has been awarded by the government of India for his bravery. The award will be given by the President of India.

4. An old doctor who has come from the city for the benefit of the village poor and has a small dispensary.
5. A 75 years old traditional birth attendant who has saved many lives in the community and is still doing her work with zeal.
6. Security of a young child on whom there is a legal case going on but he is liked by the community.
7. Owner of the only ration shop in the village.
8. The landlord of the village who lends money to the poor in community at an exorbitent rate of interest.
9. Majnu a contractor who freely helps the poor, but he is also being accused of smuggling wood and animal skins.
10. A bride who is visiting her home for the first time after her marriage.
11. A military person who has come for his vacation for two months and is posted in Siachein. .
12. A 25-year-old girl who is studying in her final year M.B.B.S. and has come home for vacation.
13. A 65-year-old priest who has been serving in a temple from his very childhood.
14. The Gram Sevak/Secretary who has come for visiting the village.
15. A voluntary development worker who is working for the empowerment of the women.
16. A widow, who has no one to look after her.

Task: Unanimously select only 5 persons who should board the only boat left for 16 persons.

Note: based on the local context you can change the characters and persons. The facilitator need to give the group adequate time to present their own analysis and decision about which 5 people they will save. The entire process will give the trainers as well as participant an opportunity to reflect their own attitudes and introspect about their position in society. The trainers are expected to write their detailed observations about the participation of each trainee.

102. Activity - Am I Excluded

SN.	Statement	Yes	NO
1	Have you ever faced isolation because of your caste, gender, education or background?		
2	Have you ever felt that you were isolated in decision making at your family because of your gender or physical abilities?		
3	Have you ever felt that you were different than others?		
4	Have you ever faced problems in getting a job because of your gender, age, religion or race?		
5	Do you think that you are sometimes excluded from the decision-making process in the organization that you work?		
HOW DO I FEEL?			
If you answered one of the above questions as "yes" then you were excluded sometimes in your life. Please write down your experiences as to how you felt.			

103. Activity - Our Roles and Barriers

Please write down your organization's role in combating Social Exclusion.
What are the potential barriers that hinder you and your organization in providing inclusive services?

104. Activity - Power and Exclusion

Based on your experiences please identify in the following box and answer the questions			
	Who is dominant?	Who is excluded?	Primary reason for exclusion
Education			
Gender			
Ethnic group			
Religion			
Social class			
Others			
Questions			
Which group is dominant in the society?			
Which group is mostly excluded?			
What are the primary reasons for exclusions?			
If you were excluded, in which category you would be excluded?			
How this has impacted you?			
What could be our possible actions to deal with exclusions and excluded people and communities?			

105. Activity - Me, Myself and Society

If you are poor and a person from excluded community, what would be the problems that you will suffer when accessing the following public services?	
Education services	
Employment services	

Social services	
Health services	
Others	

WHAT CAN WE DO?
Now think about your actions. Write down your interventions regarding 5 principles for your local services.
In order to provide better service, we can-
In order to provide choices tothe poor and other vulnerable sections of the people and others we can-
In order to engage excluded groups with our organizations we can-
In order to collaborate with sister organizations, we can-

106. Activity- Understanding Excluded Groups

TABLE CLOTH OR WORLD CAFE		
STAGE 1: 5 minutes		
Write down four focal problems to be addressed for excluded groups in your area/province.		
SN.	Problems	Possible reasons
1		
2		
3		
4		
Now, work in groups. (5 or 6 in each group)		
STAGE 2: 10 minutes		
1	Assign one of your group member as a facilitator to manage the exercise.	

2	Select one core problem for which you are seeking solutions - write the problem on the table cloth or flipchart paper.
3	Use markers with different colours to write a number of leading questions under the core problem. In your point of view,
	Q1: what are the main cause of the problem?
	Q2: what possible solutions do you suggest as immediate action?
	Q3: what possible solutions do you seek in 1-3 years time?
	Q4: what additional actions should be taken in this regard?
STAGE 3: 20 minutes	
4	Write on a table cloth, answers that create ideas, solve problems and answer the questions raised; try to be innovative and use radical change ideas to improve the way things could be done"
STAGE 4: 30 minutes	
5	Move to other tables to discuss and write their solutions to the issues raised on different tables. You have a free choice to whichever table to contribute. The table-facilitators do not move; they encourage the new-comers to contribute.
STAGE 5: 25 minutes	
6	Present and summarize your table results to all other participants.

Note: The facilitator needs to encourage discussions. You are also expected to share your feedback and observations about the entire process, particularly on the level of participation and attitudes that you observed.

107. Activity - Do I Have a Participatory Approach?

SN.	Statement	Always	Sometimes	Never
1	I believe that involvement of other staff is critical to the success of our services.			
2	I believe that the active involvement of other people and institutions is critical to our success.			
3	I believe that I have a lot to learn from others.			
4	I believe that my colleagues have a lot to learn from stakeholders and service partners.			
5	I learn from day-to-day experiences and I review my duties and tasks with my colleagues to improve my services regularly.			
6	I review my business with other stakeholders and service recipients regularly.			
7	I review and refine my performance with my colleagues in the workplace e.g. doctors, teachers, job and vocational counsellors.			

8	I review and refine my performance with other stakeholders and service partners e.g., Roma people, sister institutions.			
9	I clearly communicate how our team contributes to the overall success of the services for disadvantaged people.			
10	I establish clear performance measures for best support to our disadvantaged service recipients, like Scheduled Castes, Tribals, women, disabled people.			
11	I provide immediate and ongoing feedback to my colleagues.			
12	I openly share information and knowledge.			
13	I feel comfortable in opening discussions with my superiors and colleagues.			
14	I can delegate my responsibilities to my colleagues.			
15	I can delegate my responsibilities to other people, stakeholders and service partners.			
16	I support my colleagues by providing the resources they need.			
17	I support other people and sister organizations by providing the resources and data that they need.			
18	I clearly emphasize the importance of teamwork.			
19	I use a collaborative and more open approach at workplace.			
20	I try to build trust and confidence with my colleagues and service partners.			
SCORE				
		X3	X2	X1
TOTAL				

Note: The facilitator can use this exercise as part of Pre and Post tests also.

108. Activity: Who are My Stakeholders?

MATRIX OF INTEREST				
SN	Stakeholders	Interests with my activities	Positive or negative (+/-)	Importance (1-5)
1				
2				
3				
4				
5				

Matrix of participation					
SN	ACTION	INFORM	CONSULT	SUPPORT	COPERATE
1	Planning				
2	Awareness raising				
3	Work and families				
4	Create networks				
5	Training				
6					
7					

Matrix of readiness and power							
SN	Stakeholders	Readiness			Power		
		High	Medium	Low	High	Medium	Low
1	Scheduled Castes	o		X		O	X
2	Mahadalits						
3	Tribals						
4	Women						
5							
6							
7							
x: Current level of stakeholders which they start is							
o: The desired level we wish them to move to							

Note: The facilitator can use this exercise as part of Pre and Post tests also.

109. Activity - Develop Your VMO!

You are ready to tackle with the problems you identified. Start developing your vision, mission and objectives.
Problem – write down your problem statement that you identified during the World Cafe exercise (Activity 106).
Vision – a short sentence that conveys what you ideally want or what you dream.
Mission – what do you want to achieve, with whom and how? Does it include leadership of women?

Objectives – write your objectives with a clear definition of results to achieve the mission statement.	
Objective 1 -	
Results	
Objective 2 -	
Results	
Objective 3 -	
Results	

110. Activity - Let's Do It!

Work in groups and define your action plan for your upcoming projects or activities to help Roma and other disadvantaged groups. When examining the task distribution, discuss with your expectations with other group members including roles, tasks, time and resources. Ensure women's leadership is being promoted at every level.

SN	What action?	By when? (time period)	By whom? (roles)	Resources
1				
2				
3				
4				
5				
6				
7				
8				
9				
10				

111. S.W.O.T. Analysis

SWOT analysis is an analytical framework that can help your initiative draw a picture of current situation. Explore possibilities for new efforts or solutions to problems and then, plan and act effectively.

STRENGTHS (S)	WEAKNESSES (W)
OPPORTUNITIES (O)	THREATS (T)

112. Activity- I Am all Ears

It is your turn.
1. You will play the role in pairs.
2. Read the following scenarios.
3. Use the listening model to understand the problems of the disadvantaged people.
Scenario A: a poor father is seeking a job. He is unemployed for the last eight months.
Scenario B: one of the poor students drops out of school. You talk to her family.
Scenario C: a woman with impaired son looking for assistance. She lost her husband last year and she is alone.
Scenario D: a homeless woman is in the hospital. She has fever and needs assistance.
On which dimension of listening were you good? Why are you particularly good at practicing the behaviours associated with this dimension? How could you apply that personal advantage to other dimensions of listening?
On which dimension of listening did you fail? Why are the behaviours associated with this dimension particularly difficult for you to practice? How might you overcome those challenges to listening?

113. Activity - Have a Message for you!

Your turn.
1. Work in groups.
2. Write messages or themes on following topics.
3. Discuss your sentences with members of other groups.
Diversity
Message -
Theme -
Prejudices
Message -
Theme -
Discrimination
Message -
Theme -

114. Activity - Communication Strategy

Your turn.
1. Work in groups.
2. Develop a communication strategy on the problem statement that you identified before.
3. Share your communication strategy with other groups.
Problem statement
Communication objectives
Objective 1
Objective 2
Objective 3
Target groups for
Objective 1
Objective 2
Objective 3
Means of communication
1
2
3
4
5

These are team building activity and self-reflection exercises. The trainers need to encourage discussions among the participants. A key priority while conducting team exercises is ensuring the participation and leadership of women at every level - from state upto SHG level. You are also expected to document in detail your experience and analysis of conducting these exercises. You are encouraged to share your feedback and observations about the entire process, particularly on the level of participation and attitudes that you observed. Selected exercises can be used as part of Pre and Post tests also. These exercises will provide learning about the trainers as well as help in planning for continues support and monitoring of quality process.

Select Stories and Songs for Trainers and Facilitators

List of Stories

1. The story of a woodcutter
2. The tortoise and hare saga
3. The elephant rope
4. The blind men and the elephant
5. Shake off your problems
6. The owl and the field-mouse
7. The fox and the stork fable
8. The blind man and the advertising writer
9. The shoes story
10. The artist and the rock
11. Organ strike
12. The preacher and the farmer
13. The old lady and the hearing-aid
14. The very old lady
15. Buddha and the abuse
16. Potatoes, eggs, and coffee beans
17. The Gandhi shoe story
18. The new elevator cleaner
19. The piano
20. The clap and cheer
21. Fish baking
22. The donkey story
23. Swamiji
24. The blue fox
25. The lion and the rabbit
26. The cats and the monkey
27. The shepherd
28. The dog and the bone
29. The rat and the lion
30. The two mules
31. The butterfly
32. The Pavlov's dog's story
33. The balloon
34. The scorpion and the frog
35. The rocks in a bucket

List of Songs

1. इतनी शक्ति हमें देना दाता......
2. ऐ मालिक तेरे बन्दे हम..
3. तू ही राम है....
4. हिम्मत हारे मत बैठो
5. मैं तुमको विश्वास दूं
6. ये सन्नाटा तोड़ के आ
7. हम लोग हैं ऐसे दीवाने...
8. मिलकर करें प्रयास....
9. ले मशालें चल पड़े हैं...
10. मुँह सी के अब जी न पाऊंगी...
11. तोड़–तोड़ के बन्धनों को....
12. तू ज़िन्दा है तो ...
13. चल पड़े कदम अब तो
14. संकल्प
15. गीत गा रहे हैं...

Stories

1. The story of a woodcutter

Once upon a time, a very strong woodcutter asked for a job in a timber merchant and got it. The pay was really good and so was the work condition. For these reasons, the woodcutter was determined to do his best. His boss gave him an axe and showed him the area where he was supposed to work.

The first day, the woodcutter brought 18 trees.

 "Congratulations," the boss said. "Go on that way!"

Very motivated by the boss's words, the woodcutter tried harder the next day, but he could only bring 15 trees. The third day he tried even harder, but he could only bring 10 trees. Day after day he was bringing lesser and lesser number of trees.

"I must be losing my strength", the woodcutter thought. He went to the boss and apologized, saying that he could not understand what was going on.

"When was the last time you sharpened your axe?" the boss asked.

"Sharpen? I had no time to sharpen my axe. I have been very busy trying to cut trees…"

 Reflection:Our lives are like that. We sometimes get so busy that we don't take time to sharpen the "axe". In today's world, it seems that everyone is busier than ever, but less happy than ever.

Why is that? Could it be that we have forgotten how to stay "sharp"? There's nothing wrong with doing lots of activities and hard work. But we should not get so busy that we neglect the truly important things in life, like our personal life, taking out time to get closer to our Creator, giving more time to our family, taking out time to read etc.We all need time to relax, to think and meditate, to learn and grow. If we don't take out time to sharpen the "axe", we will become dull and lose our effectiveness.

2. The tortoise and hare saga

Presume that all of us have heard the famous Aesop story of the tortoise and the hare.

Let us start with the classical story and along with it some newer versions…

There was a beautiful forest. There lived a hare, which was very fast in running. It always boasted about how fast it could run. It would call other animals for a race to prove that he really was the fastest animal in that forest. Tired of its repeated boasting, one tortoise finally agreed for a race. All the animals in the forest had gathered to watch the race.

The race started. The hare sprinted very fast and was leading the race by a long distance in the initial minutes. The hare looked back and found that the tortoise was very slow and was way back in the track. It decided to take a nap under a tree, as it felt very tired. It also thought that the tortoise could never catch up with him as it was very slow. It had a nice and deep nap.

Unmindful of the actions of the hare, the tortoise was running slowly and steadily without any break. It soon overtook the hare, which was still taking nap and marched forward towards the finishing line. The hare woke up after some time, but could only realize that the slow and steady tortoise had already reached the finishing line.

The speedy hare had lost the race!

Moral:

Slow and steady wins the race.

How much ever competent you are, never relax in a race. Do not take any opponent lightly.

The story continues:

The hare was disappointed at losing the race and did some soul searching. It realized that the tortoise was taken lightly. It concluded that it was over confident and lax. Had it not taken things for granted, the tortoise would have never won the race.

So, it called the tortoise for another round of race. This time, the hare decided not to make any of the mistakes that it had done in the earlier race.

When the race started, the hare ran all out, without a stop. It took no rest and no nap this time. It ran steadily towards the finish line and won by several miles. The tortoise, as usual, ran slowly and steadily, but lost the race to the fast and consistent hare.

Moral:

Fast and consistent will always beat slow and steady.

It is good to be slow and steady. But, it is better to be fast and reliable.

It is ok to make mistakes, but much better to realize the mistakes quickly and correct them.

The story does not end here:

The tortoise did a soul searching this time. It realized that it could never beat the hare in the current format of the race. It called the hare for a race again, but on a different route. The hare also agreed. By the earlier success, the hare now had become more confident that it could beat the tortoise in any terrain.

The race stared. With the self-made commitment, the hare ran fast and consistent, without any break. It was leading the race by many miles until it stumbled upon a broad river. The finish line was a mile away from the other side of the river. The river was very deep and the hare could not cross it anyways.

The slow and steady tortoise reached the river after some time and swam through the river effortlessly. It reached the finish line, steadily moving forward.

The hare was beaten again!

Moral:

Even if you are slow, select your route carefully. Know your strengths and work according to your strengths.

The story has not ended yet!

By this time, the hare and the tortoise have become pretty good friends. They realized the potential of each other and knew that the earlier race could have been run better. They both now decided to go for another race, but this time decided to do it as a team.

When the race stared, the hare carried the tortoise on its back until the riverbank. Then, the tortoise took over, carrying the hare on its back and swam through the river. On reaching the other side of the river, the hare again carried the tortoise on its back.

This time both the tortoise and the hare won the race together. They both felt a sense of satisfaction and pride that they had felt ever before.

Moral:

It is better to be individually talented but, if you work together with other talented people, you could achieve still higher.

To sum up, here are the morals:

It is good to be slow and steady.

It is better to be fast and consistent.

It is ok to make mistakes, but great to realize the mistakes quickly and correct them.

When challenged in any situations, never give up. Instead look for alternatives.

Always work towards your strength.

Instead of competing against the individual, compete against the situation. Work with each other.

Together, everyone wins in a team.

3. The elephant rope

As a man was passing through the elephants, he suddenly stopped, confused by the fact that these huge creatures were being held by only a small rope tied to their front leg. No chains, no cages. It was obvious that the elephants could, at anytime, break away from their bonds but for some reason, they did not.

He saw a trainer nearby and asked why these animals just stood there and made no attempt to get away. "Well," trainer said, "when they are very young and much smaller we use the same size rope to tie them and, at that age, it's enough to hold them. As they grow up, they are conditioned to believe that they cannot break away. They believe the rope can still hold them, so they never try to break free."

The man was amazed. These animals could at any time break free from their bonds but because they believed they couldn't, they were stuck right where they were.

Like the elephants, how many of us go through life hanging onto a belief that we cannot do something, simply because we failed at it once before?

Failure is a part of learning; we should never give up the struggle in life.

4. The blind men and the elephant

There are various versions of the story of the blind (visually impaired) men and the elephant. The 'blind men and the elephant' is a legend that appears in different cultures - notably China, Africa and India - and the tale dates back thousands of years. Some versions of the story feature three blind men, others five or six, but the message is always the same.

Here is a story of the six blind men and the elephant-

Six blind men were discussing exactly what they believed an elephant to be, since each had heard how strange the creature was, yet none had ever seen one before. So the blind men agreed to find an elephant and discover what the animal was really like.

It didn't take the blind men long to find an elephant at a nearby market. The first blind man approached the beast and felt the animal's firm flat side. "It seems to me that the elephant is just like a wall," he said to his friends.

The second blind man reached out and touched one of the elephant's tusks. "No, this is round and smooth and sharp - the elephant is like a spear."

Intrigued, the third blind man stepped up to the elephant and touched its trunk. "Well, I can't agree with either of you; I feel a squirming writhing thing - surely the elephant is just like a snake."

The fourth blind man was of course by now quite puzzled. So he reached out, and felt the elephant's leg. "You are all talking complete nonsense," he said, "because clearly the elephant is just like a tree."

Utterly confused, the fifth blind man stepped forward and grabbed one of the elephant's ears. "You must all be mad - an elephant is exactly like a fan."

Duly, the sixth man approached, and, holding the beast's tail, disagreed again. "It's nothing like any of your descriptions - the elephant is just like a rope."

And all six blind men continued to argue, based on their own particular experiences, as to what they thought an elephant was like. It was an argument that they were never able to resolve. Each of them was concerned only with their own idea. None of them had the full picture, and none could see any of the other's point of view. Each man saw the elephant as something quite different, and while in part each blind man was right, none was wholly correct.

There is never just one way to look at something - there are always different perspectives, meanings, and perceptions, depending on who is looking.

5. Shake off your problems

A man's favorite donkey falls into a deep precipice. He can't pull it out no matter how hard he tries. He therefore decides to bury it alive.

Soil is poured onto the donkey from above. The donkey feels the load, shakes it off, and steps on it. More soil is poured.

It shakes it off and steps up. The more the load was poured, the higher it rose. By noon, the donkey was grazing in green pastures.

After much shaking off (of problems) and stepping up (learning from them), one will graze in GREEN PASTURES.

6. The owl and the field-mouse

A little field-mouse was lost in a dense wood, unable to find his way out. He came upon a wise old owl sitting on a tree. "Please help me, wise old owl, how can I get out of this wood?" said the field-mouse.

"Easy," said the owl, "Grow wings and fly out, as I do."

"But how can I grow wings?" asked the mouse.

The owl looked at him haughtily, sniffed disdainfully, and said, "Don't bother me with the details, I only decide the policy."

7. The fox and the stork fable

Nancy fox and Elly stork were good friends. One-day, Nancy told Elly, "Please come to my house for dinner tonight. I am going to make some lovely soup." Elly was very happy and said, "Oh, thank you. I love soup. I will come to your house tonight."

Elly came to Foxy's house. Elly could smell the soup. "The soup smells lovely," said Elly.

"Thank you," said Nancy. He then served the soup in flat plates.

Nancy had his soup very quickly. Poor Elly could not drink the soup with her long bill. Nancy looked up at Elly and said, "Oh, don't you like my soup? Well, I shall have your share also." Poor Elly went home hungry. She was also very angry!

After a few days Elly said, "Nancy, it is my turn to invite you for dinner. Please come to my house tonight." Nancy was very happy and went to Elly's house. He was very hungry. "Thank you for calling me for dinner, Elly," said Nancy

"Thank you for coming!" said Elly. "I will bring the soup now. You must be hungry."

"That smells really lovely," said Nancy.

Elly brought the soup in two tall pitchers. "Please have your soup, Nancy" said Elly. She put a pitcher of soup in front of Nancy.

Elly drank her soup very quickly. Nancy only looked at Elly and at the lovely soup. His mouth could not reach the soup inside the tall pitcher! He went home very hungry and also very angry!

What is the moral of this story? We should treat others well, then we may expect to be treated well. Nancy Fox pulled a fast one on Elly! Where poor Elly was expecting to have a good dinner, Fox serves her soup in a flat plate, not knowing or caring that she would not be able to have the soup. Later on Nancy gets the same treatment. He is served soup in a tall pitcher, which he cannot of course reach into.

8. The blind man and the advertising writer

An old blind man was sitting on a busy street corner in the rush-hour begging for money. On a cardboard sign, next to an empty tin cup, he had written: 'Blind - Please help'.No-one was giving him any money.

A young advertising writer walked past and saw the blind man with his sign and empty cup, and also saw the many people passing by completely unmoved, let alone stopping to give money.

The advertising writer took a thick marker-pen from her pocket, turned the cardboard sheet back-to-front, and re-wrote the sign, then went on her way.

Immediately, people began putting money into the tin cup.

After a while, when the cup was overflowing, the blind man asked a stranger to tell him what the sign now said.

"It says," said the stranger, " 'It's a beautiful day. You can see it. I cannot.' "

This story illustrates in a timeless way how important choice of words and language is when we want to truly connect with and move other people. The story can also be used to explore issues of disability, equality, discrimination and political correctness, for example, what is it that makes this story offensive to some people? And given the valuable main message, is there a way to adapt this story so that it cannot cause offence to anyone?

9. The shoes story

Many years ago, two salesmen were sent by a multinational shoe manufacturer to Africa to investigate and report back on market potential.

The first salesperson reported back, "There is no potential here - nobody wears shoes."

The second salesperson reported back, "There is massive potential here - nobody wears shoes."

This simple short story provides one of the best examples of how a single situation may be viewed in two quite different ways - negatively or positively. We could explain this also in terms of seeing a situation's problems and disadvantages, instead of its opportunities and benefits.

When telling this story, its impact is increased by using exactly the same form of words (e.g., "nobody wears shoes") in each salesman's report. This emphasises that two quite different interpretations are made of a single situation. Popularly people use the glass half-full/empty quotes.

10. The artist and the rock

There are two rocks lying at the side of a road. A great sculptor notices the rocks. He asked the first rock weather he may work on it and carve it into beautiful sculpture. The rock refuses to be sculpted, expecting the process to be painful. The sculptor then approaches the second rock, which readily agrees to the sculptor's proposition. The sculptor proceeds to carve a sculpture of a beautiful goddess out of the rock. Soon the local people start to worship the goddess. Meanwhile, the other rock is having a bad time as the person who come to worship the goddess every day break their coconuts on it, which proves to be a painful affair!

Message: No pain no gain.

11. Organ strike

One day the hands, stomach and mouth decide to go on a strike. They feel that though they do a lot important work for the body, the brain and heart get all the credit for keeping the body alive. So, the hand refuses to feed the mouth and the mouth refuses to chew any food and the stomach refuses to digest any food. Very soon, the brain starts to feel dizzy, the lungs are unable to breathe and the heart is unable to pump blood to the body. Soon the stomach starts to hurt from hunger and the hands start to shiver from lack of food and the mouth begins to feel dry and cannot speak anymore. And so, the entire body collapses.

Message: when the body suffers no organ is spared. Everybody needs to perform his/her individual responsibilities for the smooth functioning of the entire system.

12. The preacher and the farmer

An old hill farming crofter trudges several miles through freezing snow to his local and very remote chapel for Sunday service. No-one else is there, aside from the clergyman.

"I'm not sure it's worth proceeding with the service - might we do better to go back to our warm homes and have a hot drink?" asks the clergyman, inviting a mutually helpful reaction from his audience of one.

"Well, I'm just a simple farmer," says the old crofter, "But when I go to feed my herd, and if only one beast turns up, I ensure not to leave it hungry."

So, the clergyman, feeling somewhat ashamed, delivers his service - all the bells and whistles, hymns and readings, lasting a good couple of hours - finishing proudly with the fresh observation

that no matter how small the need, our duty remains. And he thanks the old farmer for the lesson he has learned.

"Was that okay?" asks the clergyman, as the two set off home.

"Well I'm just a simple farmer," says the old crofter, "But when I go to feed my herd, and if only one beast turns up, I sure don't force it to eat what I brought for the whole herd..."

From which we see the extra lesson, that while our duty remains regardless of the level of need, we have the additional responsibility to ensure that we adapt our delivery according to the requirements of our audience.

13. The old lady and the hearing-aid

An old lady had a hearing-aid fitted, hidden underneath her hair.

A week later she returned to the doctor for her check-up.

"It's wonderful - I can hear everything now," she reported very happily to the doctor.

"And is your family pleased too?" asked the doctor.

"Oh, I haven't told them yet," said the old lady, "And I've changed my will twice already."

14. The very old lady

A very old lady looked in the mirror one morning. She had three remaining hair on her head, and being a positive soul, she said, "I think I'll braid my hair today." So she braided her three hairs, and she had a great day.

Some days later, looking in the mirror one morning, preparing for her day, she saw that she had only two hairs remaining. "Hmm, two hairs... I fancy a centre parting today." She duly parted her two hairs, and as ever, she had a great day.

A week or so later, she saw that she had just one hair left on her head. "One hair huh...," she mused, "I know, a pony-tail will be perfect." And again, she had a great day.

The next morning, she looked in the mirror. She was completely bald.

"Finally, bald huh," she said to herself, "How wonderful! I won't have to waste time doing my hair anymore."

15. Buddha and the abuse

A tale is told about Buddha, Gautama (563-483BC), the Indian prince and spiritual leader whose teachings founded Buddhism. This short story illustrates that every one of us has the choice whether or not to take personal offence from another person's behaviour.

It is said that on an occasion when Buddha was teaching a group of people, he found himself on the receiving end of a fierce outburst of abuse from a bystander, who was for some reason very angry.

Buddha listened patiently while the stranger vented his rage, and then Buddha said to the group and to the stranger, "If someone gives a gift to another person, who then chooses to decline it, tell me, who would then own the gift? The giver or the person who refuses to accept the gift?"

"The giver," said the group after a little thought. "Any fool can see that," added the angry stranger.

"Then it follows, does it not," said Buddha, "Whenever a person tries to abuse us, or to unload their anger on us, we can each choose to decline or to accept the abuse; whether to make it ours or not. By our personal response to the abuse from another, we can choose who owns and keeps the bad feelings."

16. Potatoes, eggs, and coffee beans

Once upon a time a daughter complained to her father that her life was miserable and that she didn't know how she was going to make it. She was tired of fighting and struggling all the time. It seemed just as one problem was solved, another one soon followed.

Her father, a chef, took her to the kitchen. He filled three pots with water and placed each on a high fire. Once the three pots began to boil, he placed potatoes in one pot, eggs in the second pot, and ground coffee beans in the third pot.

He then let them sit and boil, without saying a word to his daughter. The daughter, moaned and impatiently waited, wondering what he was doing.

After twenty minutes he turned off the burners. He took the potatoes out of the pot and placed them in a bowl. He pulled the eggs out and placed them in a bowl.

He then ladled the coffee out and placed it in a cup. Turning to her he asked. "Daughter, what do you see?"

"Potatoes, eggs, and coffee," she hastily replied.

"Look closer," he said, "and touch the potatoes." She did and noted that they were soft. He then asked her to take an egg and break it. After pulling off the shell, she observed the hard-boiled egg. Finally, he asked her to sip the coffee. Its rich aroma brought a smile to her face.

"Father, what does this mean?" she asked.

He then explained that the potatoes, the eggs and coffee beans had each faced the same adversity–the boiling water.

However, each one reacted differently.

The potato went in strong, hard, and unrelenting, but in boiling water, it became soft and weak.

The egg was fragile, with the thin outer shell protecting its liquid interior until it was put in the boiling water. Then the inside of the egg became hard.

However, the ground coffee beans were unique. After they were exposed to the boiling water, they changed the water and created something new.

"Which are you," he asked his daughter. "When adversity knocks on your door, how do you respond? Are you a potato, an egg, or a coffee bean? "

Moral: In life, things happen around us, things happen to us, but the only thing that truly matters is what happens within us.

17. The Gandhi shoe story

Mohandas [Mahatma] Karamchand Gandhi (1869-1948), the great Indian statesman and spiritual leader is noted for his unusual humanity and selflessness, which this story epitomises. Gandhi was boarding a train one day with a number of companions and followers, when his shoe fell from his foot and disappeared in the gap between the train and platform. Unable to retrieve it, he took off

his other shoe and threw it down by the first. Responding to the puzzlement of his fellow travellers, Gandhi explained that a poor person who finds a single shoe is no better off - what's really helpful is finding a pair.

Separately, Gandhi was once asked what he thought of Western Civilisation. Gandhi replied: "I think that it would be a very good idea."

The notion still applies.

18. The new elevator cleaner

A new hotel employee was asked to clean the elevators and report back to the supervisor when the task was completed. When the employee failed to appear at the end of the day the supervisor assumed that like many others he had simply not liked the job and left. However, after four days the supervisor bumped into the new employee. He was cleaning in one of the elevators. "You surely haven't been cleaning these elevators for four days, have you?" asked the supervisor, accusingly. "Yes sir," said the employee, "This is a big job and I've not finished yet - do you realise there are over forty of them, two on each floor, and sometimes they are not even there."

19. The piano

A mother wished to encourage her small girl's interest in the piano and so took her to a local concert featuring an excellent pianist. In the entrance foyer the mother met an old friend and the two stopped to talk. The little girl was keen to see inside the hall and so wandered off, unnoticed by her mother. The girl's mother became concerned when she entered the hall and could see no sign of her daughter. Staff were notified and an announcement was made asking the audience to look out for the little lost girl. With the concert due to start, the little girl had still not been found. In preparation for the pianist's entrance, the curtains drew aside, to reveal the little girl sitting at the great piano, focused in concentration, quietly picking out the notes of 'Twinkle Twinkle Little Star'.

The audience's amusement turned to curiosity when the pianist entered the stage, walked up to the little girl, and said "keep playing."

The pianist sat down beside her, listened for a few seconds, and whispered some more words of encouragement. He then began quietly to play a bass accompaniment, and then a few bars later reached around the little girl to add more accompaniment. At the end of the impromptu performance the audience applauded loudly as the pianist took the little girl back to her seat to be reunited with her mother. The experience was inspirational for everyone, not least for the small girl.

It takes just a few moments to make somebody's day, to help someone with their own personal aims and dreams - especially someone who looks up to you for encouragement and support.

20. The clap and cheer

A small boy was auditioning with his classmates for a school play. His mother knew that he'd set his heart on being in the play - just like all the other children hoped too - and she feared how he would react if he was not chosen. On the day the parts were awarded, the little boy's mother went to the school gates to collect her son. The little lad rushed up to her, eyes shining with pride and excitement. "Guess what Mum," he shouted, and then said the words that provide a lesson to us all, "I've been chosen to clap and cheer."

21. Fish baking

A little girl was watching her mother prepare a fish for dinner. Her mother cut the head and tail off the fish and then placed it into a baking pan. The little girl asked her mother why she cut the head and tail off the fish. Her mother thought for a while and then said, "I've always done it that way - that's how grandma did it."

Not satisfied with the answer, the little girl went to visit her grandma to find out why she cut the head and tail off the fish before baking it.

Grandma thought for a while and replied, "I don't know. My mother always did it that way."

So, the little girl and the grandma went to visit great grandma to find ask if she knew the answer.

Great grandma thought for a while and said, "Because my baking pan was too small to fit in the whole fish".

22. The donkey story

One day a farmer's donkey fell into a well. The farmer frantically thought what to do as the stricken animal cried out to be rescued. With no obvious solution, the farmer regretfully concluded that as the donkey was old, and as the well needed to be filled in anyway, he should give up the idea of rescuing the beast, and simply fill in the well. Hopefully the poor animal would not suffer too much, he tried to persuade himself.

The farmer asked his neighbours' help, and before long they all began to shovel earth quickly into the well. When the donkey realised what was happening he wailed and struggled, but then, to everyone's relief, the noise stopped.

After a while the farmer looked down into the well and was astonished by what he saw. The donkey was still alive, and progressing towards the top of the well. The donkey had discovered that by shaking off the dirt instead of letting it cover him, he could keep stepping on top of the earth as the level rose. Soon the donkey was able to step up over the edge of the well, and he happily trotted off.

Moral:Life tends to shovel dirt on top of each of us from time to time. The trick is to shake it off and take a step up.

23. Swamiji

A man goes to a swami asking him to make him rich. The swami says that the man is already rich and all he has to do to get richer is to give away his kidney for Rs 10 lakhs, his eyes for Rs. 50,000 and his liver for Rs. 20,000. This opens the man's eyes to the strengths he already has and he decides to use what he has well.

Message: Work with the strengths that you have and you will succeed.

24. The blue fox

 Once upon a time, a fox went to steal a chicken from a village but was chased away by the village dogs. As it was escaping from the dogs, it accidently tripped into a vat of blue dye in a dhobi ghat. The next morning, all the animals in the forest were surprised to see a strange blue animal in the midst. The clever fox decided to fool them and claimed that he had been sent from the heavens to protect them and that he was their new king. The animals were scared and brought food and drink for the blue fox and started to worship him. This continued for some time and the fox became

fat and arrogant and started ordering everyone about. However, one full moon light, when all the other animals were asleep, the foxes in the forest began to howl, as all foxes do on a full moon night. Unable to fight his instincts, the blue fox began to howl too. The other animals noticed this and realized that they had been fooled. In their anger they beat him up and asked him to leave the forest forever.

Message: you cannot hide your true colors forever. A good leader should be honest and should lead by obtaining people's respect and not through deception or generating fear in their minds.

25. The lion and the rabbit

Once upon a time, there lived a fierce lion who was the king of the jungle. Each day, all the animals in the jungle drew lots amongst themselves to decide who would be sent as food for the lion. One day, it was the turn of a small rabbit to be eaten. But the rabbit was unperturbed, as he had already hatched a plan to escape the lion. It was nearing sunset as the rabbit walked slowly towards the lion's den. The lion was seething with anger on being kept hungry all day. He became angrier still when he saw that his day's meal was to be a small rabbit. "where have you been all day", roared the lion. The rabbit shivered and replied "your majesty, while I was on my way to your den, I was stopped by another lion. He lives in an old, dry well at the edge of the jungle. He claims that he is the new king of the jungle and that he would like to fight you".at this the lion insisted on being led to the well immediately. Looking into the well, he saw his own reflection and thinking it was the new lion, he leapt into the well to fight, and was drowned.

Message: Brain is mightier than brawn. A good leader is a visionary.

26. The cats and the monkey

Two cats managed to steal a block of butter but did not know how to divide it between themselves. As they were quarrelling with themselves, a monkey offered to mediate. It took a scale and divided the butter into two. One portion was larger, and the monkey scraped off a bit and ate it to balance the scale. But now the other portion was heavier, then the monkey took a portion of butter off the heavier side and ate it. This went on for a while until monkey ate all the butter. The cats were left with none.

Message: It is important to be able to make decisions together or others may mislead us.

27. The shepherd

A shepherd was tending his flock in a field, when a new sports car screeched to a stop on the road nearby in a cloud of dust. The driver, a young man in expensive designer clothes and sunglasses, leans out of the window and shouts over to the shepherd, "If I tell you exactly how many sheep you have here, can I take one?"

The shepherd looks slowly up at the young man, then looks at his peaceful flock, and calmly answers, "Sure, why not?"

The young man steps out of his car holding a state-of-the-art palmtop pda, with which he proceeds to connect to a series of websites, first calling up satellite navigation system to pinpoint his location, then keying in the location to generate an ultra-high resolution picture of the field. After emailing the photo to an image processing facility, the processed data is returned, which he then feeds into an online database, and enters the parameters for a report. Within another few seconds a miniature printer in the car produces a full colour report containing several pages of analysis and results. The young man studies the data for a few more seconds and returns to the shepherd.

"You have exactly one-thousand five-hundred and eighty-six sheep, including three rams, and seven-hundred and twenty-two lambs."

"That's right," says the shepherd, mildly impressed. "Well, I guess that means you get to take one of my sheep."

The young man makes his choice and loads the animal onto the back seat of his car, at which the shepherd says, almost as an afterthought, "Hey there, if I can tell you what your business is, will you give me back my sheep?"

The young man, feeling confident, agrees.

"You're a consultant," says the shepherd.

"Wow, that's right," says the young man, taken aback, "How did you guess that?"

"No guessing required," answers the shepherd, "You showed up here even though nobody called you. You took a fee for giving me an answer that I already know, to a question I never asked, and you know nothing about my business. Now give me back my dog."

28. The dog and the bone

A dog held a juicy bone in his jaws as he crossed a bridge over a brook. When he looked down into the water he saw another dog below with what appeared to be a bigger juicier bone. He jumped into the brook to snatch the bigger bone, letting go even his own bone. He quickly learned of course that the bigger bone was just a reflection, and so he ended up with nothing.

29. The rat and the lion

One day a small rat surfaced from his nest to find himself between the paws of a huge sleeping lion, which immediately awoke and seized the rat. The rat pleaded with the fierce beast to be set free, and the lion, being very noble and wise, and in no need of such small prey, agreed to let the relieved rat go on his way.

Some days later in the same part of the forest, a hunter had laid a trap for the lion, and it duly caught him, so the lion was trussed up in a strong net, helpless, with nothing to do than wait for the hunter to return.

But it was the rat who came along next, and seeing the lion in need of help, promptly set about biting and gnawing through the net, which soon began to unravel, setting the great lion free.

The moral of the story is of course to make the world your debtor - even the humblest of folk may one day be of use.

30. The two mules

Two mules travelled regularly together with their loads, from their town to the city. The first mule, a humble beast, wore a tatty cloak, and carried sacks of oats for the miller. The second mule was an arrogant animal, who wore a fine coat with jingling bells. He carried gold and silver coins for the tax collector, and loved to brag about his responsibility and importance. Running late one day, the second mule suggested taking a short-cut, off the main road, despite his companion's warnings about the risks of taking such a dangerous route. Sure enough, before too long, thieves attacked the second mule, stealing his valuable load, and leaving him injured by the roadside.

"But why me?" moaned the stricken animal, "I am attacked and robbed while the vagabonds leave you untouched?"

"I think even in this desperate place, no thief would be interested in a poor miller's slave, or my humble load!" said the first mule, "But you ventured down this dangerous track and made a show of yourself - you have only yourself to blame."

31. The butterfly

A man found a cocoon for a butterfly. One day a small opening appeared, he sat and watched the butterfly for several hours as it struggled to force its body through the little hole. Then it seemed to stop making any progress. It appeared stuck.

The man decided to help the butterfly and with a pair of scissors he cut open the cocoon. The butterfly then emerged easily. Something was strange. The butterfly had a swollen body and shrivelled wings. The man watched the butterfly expecting it to take on its correct proportions. But nothing changed.

The butterfly stayed the same. It was never able to fly. In his kindness and haste, the man did not realise that the butterfly's struggle to get through the small opening of the cocoon is nature's way of forcing fluid from the body of the butterfly into its wings so that it would be ready for flight.

Like the sapling which grows strong from being buffeted by the wind, in life we all need to struggle sometimes to make us strong.

When we coach and teach others, it is helpful to recognize when people need to do things for themselves.

32. The Pavlov's dog's story

Ivan Pavlov was a Russian physiologist who lived from 1849-1936. He founded the Institute of Experimental Medicine in 1890, where his primary interest was digestion.

Pavlov's Dogs is the name given to Ivan Pavlov's seminal research in the early 20th century, which established some essential principles of Classical Conditioning in the field of human psychology. Classical Conditioning concerns 'learned' or conditioned behaviour, (which also forms the basis of behaviour therapy).

We all have behaviours that we might seek to change. The Pavlov's dog's example helps us to understand more about why we respond sometimes irrationally to certain situations.

Pavlov's dog provides a wonderful and true example for anyone seeking to explain or understand how our past experiences can prompt certain behaviours in the future, for example, phobias (irrational fears), neurosis (severe nervous or emotional responses to particular situations), and even mild feelings of concern or anxiety that virtually all of us are prone to, in one way or another (eg., public speaking, fear of heights, flying, being reprimanded or tested, etc.)

The initial Pavlov's dog's experiment was simply to place a dog in a sound-proof, smell-proof cubicle, with no outside view - a controlled environment in other words. A sound was made when food was given to the dog, and the amount of salivation the dog produced was measured. After repeating this several times (called 'trials'), the sound was made but no food was given. The dog still salivated.

This simple experiment established that the dog did not necessarily need the food in order to respond to food. The dog was responding to a stimulus or 'trigger' that produced the same response as the real thing. Pavlov could make the dog salivate whenever the sound was made.

This is expressed technically: a 'Conditioned Stimulus' (the sound) can produce a 'Conditioned Response' (the salivation), which was the same 'Unconditioned Response' (salivation in response to food) for the original 'Unconditioned Stimulus' (the food).

Pavlov also proved that slightly different sounds to the original Conditioned Stimulus produced a similar Conditioned Response, which he called 'Generalisation'. Pavlov also obtained the same results by showing the dog a shape (a circle for food), and then established a level of 'Discrimination' by showing an oval when there was no food.

By continually repeating the Conditioned Stimulus, the Conditioned response was seen to weaken, and then eventually to cease, which he called 'Extinction'. Surprisingly though, after a day or two, when the Conditioned Stimulus (sound) was started again the dog again produced the Conditioned Response (salivation), which is called 'Spontaneous Recovery'. This showed that conditioned behaviours can become very deeply embedded and well established.

Classical Conditioning is responsible for all behaviour that involves 'Reflexes' - heart-rate, perspiration, muscle-tension, etc.

Think about your own anxieties that produce these reactions. They are probably Conditioned Responses from something (a Conditioned Stimulus) that you experienced in the past. Note also that if the original response is very strong, the conditioning can result from a single event, technically referred to as 'One Trial Learning'.

If you find this interesting see the Eric Erikson section, and look at Transational Analysis theory. Dr Arthur Janov's book The Primal Scream is also fascinating and relevant to this aspect of understanding personality and behaviour.

33. The balloon

A man in a hot air balloon is lost. He sees a man on the ground and reduces height to speak to him.

"Excuse me, can you tell me where I am?"

"You're in hot air balloon hovering thirty feet above this field," comes the reply.

"You must work in Information Technology," says the balloonist.

"I do," says the man, "How did you know?"

"Well," says the balloonist, "Everything you told me is technically correct, but it's no use to anyone."

"You must be in business," says the man.

"I am," says the balloonist, "How did you know?"

"Well," says the man, "You don't know where you are, you don't know where you're going, but you expect me to be able to help. You're in the same position you were before we met, but now it's my fault."

34. The scorpion and the frog

Once upon a time a scorpion wanted to cross a brook. On the bank he saw a frog and asked if the frog would give him a ride to the other side.

"Oh no," says the frog, "If I carry you on my back you will sting me."

"But why would I sting you when we would both surely perish," replied the scorpion.

The frog eventually conceded that the scorpion had a point, and agreed to the request.

Half way across, the scorpion stang the frog, and they both began to drown.

"But why did you break your word and sting me, knowing it would be certain death for us both?" cried the frog.

"Because it is in my nature." said the scorpion.

35. The rocks in a bucket

This wonderful story can be used to help people understand time management.

It is also a lesson in prioritization, and illustrates the value of planning in time management.

The 'story' goes:..

Start with a bucket, some big rocks enough to fill it, some small stones or pebbles, some sand, and water.

Put the big rocks in the bucket - is it full?

Put the small stones in around the big rocks - is it full?

Put the sand in and give it a shake - is it full?

Put the water in. Now it is full.

The point is: unless you put the big rocks in first, you won't get them in at all.

In other words: Plan time-slots for your big issues before anything else, or the inevitable sand and water issues will fill up your days and you won't fit the big issues in (a big issue doesn't necessarily have to be a work task - it could be your child's sports-day, or a holiday).

The story, and the analogy contained within it, are also known as 'Big Rocks in First', although this title rather gives the answer away if you intend using the story as a puzzle.

The expression 'Big Rocks' has become a metaphor for big important jobs. The other smaller and more fluid items represent less crucial tasks which typically interrupt or distract us from scheduled work.

Songs

This section gives a few sample songs which are motivating and build team connectivity. The trainers are expected to identify inspiring songs in local languages, while ensuring that their content is inclusive, non-sectarian, gender sensitive, and promotes empathy and solidarity towards excluded communities.

1. इतनी शक्ति हमें देना दाता......

इतनी शक्ति हमें देना दाता,
मन का विश्वास कमजोर हो ना।
हम चलें नेक रस्ते पे हमसे,
भूलकर भी कोई भूल हो ना।
इतनी शक्ति हमें........

हर तरफ जुल्म है बेवसी है
सहमा–2 सा आदमी है
पाप का बोझ बढ़ता ही जाये
जाने कैसे ये धरती धमी है,
बोझ ममता से तू ये उठा ले
तेरी रचना का ये अन्त हो ना....
हम चलें नेक...
इतनी शक्ति हमें.....

हम अंधेरे में है रोशनी दे
खो न दे खुद को ही दुश्मनी में
हम सजा पाये अपने किये की
मौत भी हो तो सह ले खुशी से।
कल जो गुजरा है फिर से न गुजरे,
आने वाला वो कल ऐसा हो ना।
इतनी शक्ति हमें ....

हम न सोचे हमें क्या मिला है,
हम ये सोचें किया क्या है अर्पण
फूल खुशियों के बाँटे सभी को,
सबका जीवन ही बन जाये मधुवन।
अपनी करूणा का जल तू बहा के,
कर दे पावन हर एक मन का कोना।
हम चलें नेक... इतनी शक्ति हमें.....

दूर अज्ञान के हों अंधेरे,
तू हमें ज्ञान की रोशनी दे।
हर बुराई से बचते रहें हम,
जितनी भी दे भली जिन्दगी दे।
बैर हो न किसी का किसी से,
भावना मन में बदले की हो ना।
हम चलें नेक....इतनी शक्ति हमें.....

2. ऐ मालिक तेरे बन्दे हम..

ऐ मालिक तेरे बन्दे हम, ऐसे हों हमारे करम,
नेकी पर चलें और बदी से डरें, ताकि हँसते हुए निकले दम।
ऐ मालिक.....

बड़ा कमजोर है आदमी, अभी लाखों हैं इसमें कमी,
पर तू जो खड़ा, है दयालु बड़ा, तेरी कृपा से धरती बनी।
दिया तूने हमें जब जनम, तू ही ले लेगा हम सबके ग़म,
नेकी पर चलें और बदी से डरें, ताकि हँसते हुए निकले दम।
ऐ मालिक........

है अंधेरा घना छा रहा, तेरा इंसान घबरा रहा,
हो रहा बेखबर, कुछ न आता नजर, सुख का सूरज छुपा जा रहा।
है तेरी रोशनी में जो दम, तू अमावस को कर दे पूनम,
नेकी पर चलें और बदी से डरें, ताकि हँसते हुए निकले दम।
ऐ मालिक........

जब जुल्मों का हो सामना, तब तू ही हमें थामना,
वो बुराई करें, हम भलाई करें, नहीं बदले की हो भावना।
बढ़ उठे प्यार का हर कदम, और मिटे बैर का ये भरम,
नेकी पर चलें और बदी से डरें, ताकि हँसते हुए निकले दम।
ऐ मालिक........

3. तू ही राम है....

तू ही राम है तू रहीम है,
तू करीम कृष्ण खुदा हुआ।
तू ही वाहे गुरू तू ईसा मसीह,
हर नाम में तू रमा हुआ।।

अरदास है कहीं कीर्तन,
कहीं राम धुन कहीं आवहन।
विधि वेद का है ये सब रचन,
तू प्रकाश अपना दिखा रहा।

तेरा भेद पाक कुरान में,
तेरा दरस वेद पुरान में।
गुरू ग्रंथ जी के बखान में,
तू प्रकाश अपना दिखा रहा।

विधि देश जाति के भेद से,
हमें मुक्त कर हे परमपिता।
तुझे देख पायें सभी में हम,
तुझे देख पायें सभी जगह।

तू ही ध्यान में तू ही ज्ञान में,
तू ही प्राणियों के प्राण में।
कहीं आँसुओं में बहा तू ही,
कहीं फूल बनके खिला हुआ।

तेरे गुण नहीं हम गा सके,
तुझे मन में अपने न ला सके।
कर कृपा यही तुझे पा सकें,
तेरे दर पे सर येझुका हुआ।

4. हिम्मत हारे मत बैठो

जीवन में कुछ करना है तो, मन को मारे मत बैठो,
आगे–आगे बढ़ना है तो, हिम्मत हारे मत बैठो।
जीवन में कुछ......

चलने वाला मंजिल पाता, बैठा पीछे रहता है,
ठहरा पानी सड़ने लगता, बहता निर्मल होता है।
पाँव मिले चलने की खातिर, पाँव पसारे मत बैठो,
आगे–आगे......

तेज दौड़ने वाला खरहा, दो पल चल कर हार गया,
धीरे–धीरे चल कछुआ, देखो बाजी मार गया।
चलो कदम से कदम मिलाकर, दूर किनारे मत बैठो,
आगे–आगे......

धरती चलती तारे चलते, चाँद रात भर चलता है,
किरणों का उपहार बाँटने, सूरज रोज निकलता है।
हवा चले तो महक बिखेरे, तुम भी प्यारे मत बैठो,
आगे–आगे......

5. मैं तुमको विश्वास दूं

मैं तुमको विश्वास दूं तुम मुझको विश्वास दो,
शंकाओं के सागर हम लंघ जाएंगे।
मरूधरा को मिलकर स्वर्ग बनाएंगे।।

प्रेम बिना यह जीवन तो अनजाना है,
सब अपने हैं, कौन यहां बेगाना है।
हर पल अपना अर्थवान हो जाएगा,
बस थोड़ा सा मन में प्यार जगाना है।
इस जीवन को साज दो, मौन नहीं आवाज दो,
पाशाणों में मीठी प्यास जगाएंगे।
मरूधरा को मिलकर स्वर्ग बनाएंगे।।

अलगावों से आग सुलगने लगती है,
उपवन की हर शाख झुलसने लगती है।

हर आंगन में सिर्फ सिसकियां उठती हैं,
संबंधों की सांस उखड़ने लगती है।
द्वेश भाव को त्याग दो, बस सबको अनुराग दो,
सन्नाटों में हम सरगम बन जाएंगे।
मरूधरा को मिलकर स्वर्ग बनाएंगे।।

ढूंढ़ सको तो इस माटी में सोना है,
हिम्मत का हथियार नहीं बस खोना है।
मुस्का दो तो हर मौसम मस्ताना है,
बीत गया जो समय उसे क्या रोना है।
लो हाथों में हाथ लो, एक दूजे का साथ दो,
इस धरती का सोया प्यार जगाएंगे।
मरूधरा को मिलकर स्वर्ग बनाएंगे।।

6.   ये सन्नाटा तोड़ के आ

ये सन्नाटा तोड़ के आ, सारे बंधन छोड़ के आ
ये सन्नाटा...........

लहरों को कश्ती कर ले तू लहरों को कश्ती कर ले।
लहरों को कश्ती कर ले तू तूफानों को तोड़ के आ।।
ये सन्नाटा............

अपने गम की दवा कर ले तू अपने गम की दवा कर ले।
अपने गम की दवा कर ले तू दर्द से रिश्ता जोड़ के आ।।
ये सन्नाटा...........

इन्सानों में शामिल हो तू इन्सानों में शामिल हो।
इन्सानों में शामिल हो तू जाति–धर्म को छोड़ के आ।।
ये सन्नाटा...........

सारी दुनिया तेरी है ये, सारी दुनिया तेरी है।
सारी दुनिया तेरी है ये, तेरा–मेरा छोड़ के आ।।
ये सन्नाटा...........

जो छूटा जो बिखरा है, जो छूटा जो बिखरा है।
जो छूटा जो बिखरा है, चल उठ उसको जोड़ के आ।
ये सन्नाटा...........

मंजिल पे आराम मिलेगा, मंजिल पे आराम मिलेगा।
मंजिल पे आराम मिलेगा, कुछ चल के कुछ दौड़ के आ।।
ये सन्नाटा...........
सारे बंधन छोड़ के आ..................

7. हम लोग हैं ऐसे दीवाने...

हम लोग हैं ऐसे दीवाने, दुनिया को बदलकर मानेंगे।
मंजिल की धुन में आये हैं, मंजिल को पाकर मानेंगे।।
हम लोग हैं.......

जो लक्ष्य हो अपना पूरा हो, उस वक्त तसल्ली पायेंगे,
ऐसे तो नहीं टलने वाले, हम आगे बढ़ते जायेंगे,
इस दिल में हजारों मौजे हैं, तूफान उठाकर मानेंगे।
मंजिल की धुन.........

दो दिन की बहारें हैं जग में, जब जुल्म किसी का चलता है,
इस जुल्म का सूरज लाख तपे, हर शाम को लेकिन ढलता है,
नफरत के शोले दिल में हैं, हम उनको बुझाकर मानेंगे।
मंजिल की धुन.....

सच्चाई की खातिर इस युग में, गाँधी ने भी गोली खायी थी,
सरदार चढ़ा था सूली पर, बच्चों ने भी जान गँवाई थी,
हाँ, हम भी किसी से कम तो नहीं, तकदीर बदलकर मानेंगे।
मंजिल की धुन.........

8. मिलकर करें प्रयास....

मिलकर करें प्रयास हमें परिवर्तन लाना है,
यदि हो गये उदास नहीं कुछ होना जाना है।
अनाचार से दुःखी धरा ने है धीरज छोड़ा,
और गगन के मन में भी है दर्द नहीं थोड़ा।
प्रकृति हुयी बेहाल, उसे अब धीर बँधाना है।
यदि हो गए उदास....

कुविचारों ने मानव मन को दूषित कर डाला,
और स्वार्थ ने परिवारों को तोड़–फोड़ डाला।
दुश्चिन्तन के विश से उनको मुक्ति दिलाना है,
यदि हो गए उदास....

कला शिल्प साहित्य सभी में विकृति है आई,
लोभ मोह की काली छाया इन सब पर छायी।
मानवता की गरिमा सबको फिर समझाना है,
यदि हो गए उदास....

संस्कृति हमको मिलजुल कर रहना सिखलाती है,
जाति, धर्म, भाषा की बाधा दूर हटाती है।
फिर अखण्डता और एकता भाव जगाना है,
यदि हो गए उदास....

सत् संकल्पों का साहस लेकर हम आगे आयें,
ज्ञान यज्ञ की ले मशाल हम जन–जन तक जायें।
पुनः जगा उत्साह लक्ष्य पाकर दिखलाना है,
यदि हो गए उदास....

9.   ले मशालें चल पड़े हैं...

ले मशालें चल पड़े हैं लोग मेरे गाँव के,
अब अंधेरा जीत लेंगे लोग मेरे गाँव के।
पूछती है झोपड़ी और पूछते हैं खेत भी,
कब तलक लुटते रहेंगे लोग मेरे गाँव के।

बिन लड़े कुछ भी यहाँ मिलता नहीं यह जानकर,
अब लड़ाई लड़ रहे हैं लोग मेरे गाँव के।
लाल सूरज अब उगेगा, देश के हर गाँव में,
अब इकट्ठे हो चले हैं, लोग मेरे गाँव के।

चीखती है हर रूकावट ठोकरों की मार से,
बेड़ियाँ खनका रहे हैं, लोग मेरे गाँव के।
देखो यारों जो सुबह लगती थी फीकी आज तक,
लाल रंग उसमें भरेंगे, लोग मेरे गाँव के।
ले मशालें......

10.   मुँह सी के अब जी न पाऊंगी...

मुँह सी के अब जी न पाऊँगी,
ज़रा सबसे ये कह दो—2
बाबा कहे बिटिया पढ़ने न जाना,—2
अपना मैं ज्ञान बढ़ाऊँगी।
जरा सबसे......

अम्मा कहे बिटिया शीश झुकाना,—2
सर को मैं ऊँचा उठाऊँगी।
जरा सबसे......
भईया कहे बहना चौखट न लांघो,—2
अब न गुलामी सह पाऊँगी।
जरा सबसे......

दुनिया कहे मुनिया मन की न करना,—2
अपने मैं सपने सजाऊँगी।
जरा सबसे......
अपना मैं मान बढ़ाऊँगी, जरा सबसे......
अपना मैं ज्ञान बढ़ाऊँगी, जरा सबसे......
सर को मैं ऊँचा उठाऊँगी, जरा सबसे......
अब न गुलामी सह पाऊँगी, जरा सबसे......
मुँह सी के अब जी न पाऊँगी, जरा सबसे......

11. तोड़–तोड़ के बन्धनों को....

तोड़–तोड़ के बन्धनों को देखो बहनें आती हैं,
ओ देखो लोगों देखो देखो बहनें आती हैं।
आयेंगी, जुल्म मिटायेंगी, वो तो नया ज़माना लायेंगी।।

तारीकी को तोड़ेंगी वो खामोशी को तोड़ेंगी,
हां मेरी बहनें अब खामोशी को तोड़ेंगी।
मोहताजी और डर को वो मिलकर पीछे छोड़ेंगी,
हाँ मेरी बहनें अब डर को पीछें छोड़ेंगी।
निडर, आजाद हो जायेंगी,
अब तो सिसक–सिसक के न रोयेंगी।
तोड़–तोड़ के बन्धनों..........

मिलकर लड़ती जायेंगी वो आगे बढ़ती जायेंगी,
नाचेंगी और गायेंगी वो आगे बढ़ती जायेंगी।
हाँ मेरी बहनें अब मिलकर खुशी मनायेंगी,
गया ज़माना पिटने का जी अब गया ज़माना मिटने का।
तोड़–तोड़ के बन्धनों.............

12. तू ज़िन्दा है तो ...

तू ज़िन्दा है तो ज़िंदगी की जीत में यकीन कर,
अगर कहीं है स्वर्ग तो उतार ला ज़मीन पर।

ये गम के और चार दिन, सितम के और चार दिन,
ये दिन भी जायेंगे गुजर, गुजर गये हजार दिन।
कभी तो होगी इस चमन पे भी बहार की नजर,
अगर कहीं है स्वर्ग तो उतार ला ज़मीन पर।

सुबह और शाम के रंगे हुए गगन को चूमकर,
तू सुन जमीन गा रही है, कब से झूम–झूमकर।
तू आ मेरा सिंगार कर, तू आ मुझे हसीन कर,
अगर कहीं है स्वर्ग तो उतार ला ज़मीन पर।

हमारे कारवां को मंजिलों का इंतजार है,
ये आंधियां, ये बिजलियों की पीठ पर सवार हैं।
तू आ कदम मिला के चल, चलेंगे साथ–साथ हम,
अगर कहीं है स्वर्ग तो उतार ला ज़मीन पर।

बुरी है आग पेट की, बुरे हैं दिल के दाग ये,
न बुझ सके, बुझेंगे ये बनेंगे इन्कलाब ये।
गिरेंगे जुल्म के महल, बनेंगे फिर नवीन घर,
अगर कहीं है स्वर्ग तो उतार ला ज़मीन पर।
तू जिन्दा है.......

13. चल पड़े कदम अब तो

चल पड़े कदम अब तो, राहों की ओर।
गाँवों की ओर चलें
गाँवों की ओर।

खेतों में उगती हैं, अब यहाँ इमारतें,
दबकर धुंधलाती हैं, गाँव की इबारतें।
किसको फुर्सत देखें, घावों की ओर।
चल पड़े कदम .....

पगडण्डी लिखेगी, अब नई कहानियाँ,
रोक नहीं पायेंगी, भ्रष्ट राजधानियाँ,
विकसित होते झूठे, दावों को छोड़।
चल पड़े कदम .....

हीरा मन, धनियां और होरी का गाँव,
जिन्दा हर कबिरा से, कविता का गाँव।
चलें क्रान्ति की उगती फसलों की ओर।
चल पड़े कदम .....

पर्वतों में उत्तर का, जलता है जल,
'हल' में है छुपा हुआ, प्रश्नों का हल।
चलें भूख से मरे, गवाहों की ओर।
चल पड़े कदम .....

सदियों से दबी हुई चिंगारी छेड़ दे,
जनमत के आँगन को, 'सूरज' के पेड़ दे।
सुबह की उजियारी बाहों की ओर।
चल पड़े कदम .....

14. संकल्प

सजाओ कर्म के रथ को,
घुमाओ लक्ष्य के पथ पर।
यही संकल्प हो अपना,
धरा पर स्वर्ग लाना है।

क्षितिज के पार है मंजिल
अभी तो दूर जाना है।
भरो उत्साह पंखों में,
कि सागर पार जाना है।
यही संकल्प हो अपना,
धरा पर स्वर्ग लाना है।

कहा सागर की लहरों ने,
भंवर की बात मत सोचो।

कि गहरे डुबते जाना,
कि चुनकर रत्न लाना है।
यही संकल्प हो अपना,
धरा पर स्वर्ग लाना है।

15.   गीत गा रहे हैं...

गीत गा रहे हैं आज हम रागिनी को ढूँढ़ते हुए,
आ गये यहाँ जवाँ कदम ज़िन्दगी को ढूँढ़ते हुए।
है बुरा दहेज का रिवाज़, आज देश में समाज में,
है तबाह आज आदमी लूट पर टिके समाज में।
हम समाज भी बनायेंगे जिंदगी को ढूँढ़ते हुए,
गीत गा रहे.....

फिर न रो सके कोई दुल्हन ज़ोर–जुल्म का न हो निशा,
मुस्कुरा उठे धरा गगन हम रचेंगे ऐसी दास्ताँ।
हम वतन को यूँ सजायेंगे, रोशनी को ढूँढ़ते हुए,
गीत गा रहे.....

इन दिलों में ये उमंग है, इक जहाँ नया बसायेंगे,
जिंदगी का दौर आज से दोस्तों को हम सिखायेंगे।
फूल हम नया खिलायेंगे ताजगी को ढूँढ़ते हुए,
गीत गा रहे.......

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Annexure

PARTICIPATORY ASSESSMENT AND PLANNING TOOLS AND FORMATS

The following are the contents of this annexure:

1. Profile of the Gram Panchayat

2. Entitlements

3. Sample formats for SHG functioning

4. Planning format for GP2RP

5. Livelihoods and Social Security Register for VO/CLF

6. Livelihoods and Social Security Plan VO/CLF

7. Gram Panchayat Poverty Reduction Plan (GP2RO)

SHG - Livelihoods And Entitlement Register

The following formats have to be used by different stakeholders.

Gram Panchayat Poverty Reduction Plan (GP2RP)

The GP2RP is a comprehensive demand plan for local development through qualitative improvement in the livelihood of the most vulnerable community. It is a consolidated demand for various livelihoods, healthsanitation and social security along with resource development and basic infrastructure development prepared by the poor families who are members of the Self-Help Groups (SHGs)formed as part of the National Rural Livelihoods Mission. This document will serve as the mission document around which the Gram Panchayat and the Community Organization network working together to address the needs of the poor in the village.

The GP2RP will be seen asthe basis for the resource allocation decisions of the GP, from the various sources of funds/resources, that it has access to. This includes the Fourteenth Finance Commission grants and funds from schemes such as MGNREGS, Swachh Bharat Mission, social security/pension schemes, food and nutrition related schemes etc. At the same time the process through which this document is prepared, will capacitate the CBO network to prepare a comprehensive poverty reduction document working closely withGram Panchayat and to take appropriate steps to address the poverty.

1. Profile of the Gram Panchayat

Name of the SHG:

Name of the Ward:

Name of the VO/CLF:

Name of the Gram Panchayat:

Block:

District:

State:

Contact Number of SHG:

Date of SHG Formation:

Registration/Affiliation Number:

Name of the Bank:

Bank Account Number:

SHG Members Summary				
SC	ST	OBC	General	TOTAL

List of Members

Sl. No.	Name	Contact Number	Signature

Social Inclusion
- Can we identify the people who are poor like us or poorer than us in our village and who are left out of the SHG network?
- Can we identify the major socio-economic-cultural parameters of vulnerability in our village? (refer to the .the list)
- Can these identified people be incorporated into the existing SHGs or formed as new SHGs?

Indicative list of Vulnerable Category
1. Particularly Vulnerable Tribal Group (PVTG)
2. Elderly
3. Person with disability
4. Released Bonded labour
5. People engaged in unhygienic occupation
6. Victims of human trafficking
7. HIV/AIDS patients
8. Others

Name of the persons who are left out of SHGs	Address of the person

2. Entitlement Register

Through Participatory Assessment of Entitlement, we were able to successfully identify the entitlement gap of each member in our SHGs. Here we will list down the demands from each of us for different schemes that we have considered for PAE and 'Entitlement Access Plan'.

2.1 MGNREGS

This part will be started with the basic discussion on the employment opportunities available in the village and that how NREGS can be a different opportunity. It comprises of the demand for job card for all households in the SHGs and demand for job for those who are interested in working for the coming year. This plan component will be used for preparation of Action Plan and Labour Budget for MGNREGS.

I. Job Card and Job

Name of SHG Member	Having a Job Card (✓)	Number of members whose name needs to be added to the Job Card	Ready to work (✓)	No. of days job required as per Entitlement Access Plan			
				Apr-Jun. 2017	Jul-Sept. 2017	Oct-Dec. 2017	Januar- March 2018
TOTAL							

Beyond an employment guarantee scheme, MGNREGS can be used for the development of various community resources and infrastructure. Can we try to identify such opportunities around us? An indicative list of works is given below.

Admissible works can be taken up under MGNREGA
- Water conservation and water harvesting
- Drought proofing including afforestation and tree plantation
- Irrigation canals
- Provision of irrigation facility, dug out farm pond, horticulture, plantation, farm bunding and land development on land, owned by households specified in paragraph
- Renovation of traditional water bodies
- Land development
- Flood control and protection works
- Rural connectivity to provide all weather access, including the roads within a village, wherever necessary
- Agriculture related works
- Livestock related works
- Fisheries related works, such as, fisheries in seasonal water bodies on public demand
- Works in coastal areas
- Rural drinking water related works
- Rural sanitation related works

II. Public Works that could be undertaken for MGNREGS:

Name of the work	Details of the Work

III. Individual Works that could be undertaken for MGNREGS:

Name of the Member	Details of the Work

2.2 **Swachh Bharat Mission**

This part will be started with a discussion on sanitation, especially individual sanitation. SBM is the available scheme that provides financial support for poor households to build toilets. Can we identify SHG members who are not having toilets or those who have but are not using it?The data collection will be followed by a discussion on the reasons for not having toilets and for not using toilets.

Swachh Bharat Mission

(State specific features)

Sl. No.	Name of SHG Members who are not having a pakka toilet	Remarks

2.3 ocial Security Pensions

Social security pensions provide crucial support for most vulnerable people like old ages, widows and disabled. The SHG members or family members who are eligible for such pension schemes but are not getting them need to be recorded here.

The components covered under National Social Assistance Programme (NSAP) and other state specific schemes need to be analysed. Here only the eligible members who are not getting pensions are looked after.. The information about SHG members should be recorded first and then the details of the eligible SHG members need to be captured.

Social Security Pensions

(State specific features)

Name of the eligible SHG Members or family members who are not getting pension	Name of the SHG members (if the beneficiary is not an SHG member)	Pension Category (✓)			
		Old Age Pension	Widow Pension	Disability Pension	Any other state specific pension

2.4 ICDS

Anganwadi provides various services to ensure health, nutrition and early childhood education. Pregnant and lactating women, children between 0 to 6 age group and adolescent girls are major targeted beneficiaries of Anganwadi. In this part, the number of people in such category from SHG families need to be mapped.

The discussion will be followed by the functioning of Anganwadis in our locality and various reasons for not getting services from Anganwadis. The importance of ensuring the benefits from Anganwadis should be discussed as it is very vital for a nutritious and healthy community.

Integrated Child Development Scheme

(State specific features)

(State specific features)

Sl. No.	Name of the eligible SHG Member or Family member who wants benefit from Aanganwadi	Name of the SHG member (if the beneficiary is not SHG member)	Beneficiary Category (✓)				
			Pregnant women	Lactating women	Children between the age of 0-3	Children between the age of 3-6	Adolescent girls

2.5 Financial Inclusion and Others

There are various entitlements SHG members are entitled to, as citizens of this country. Such entitlements provide specific access to different institutions or services. As a collective, it is the responsibility of SHGs to ensure the availability of such benefits to all members. Here the access of SHG members to various entitlements like Health Card, Ration Card, Bank Account and Aadhaar card needs to be recorded.

For Health card (RSBY Card) only the valid cards which are not expired should be looked atAvailability of Health card and Ration Card will be considered as one for a household and Bank Account and AadhaarCard will be considered as one for each member.

Name of SHG Member	Financial Inclusion and Others			
	Need a valid Health Card (✓)	Need Ration Card (✓)	No. of persons who need Bank Account	No. of persons who need Aadhar Card

3. Sample formats for SHG functioning

3.1 SHG - Livelihoods Register

The livelihood of the SHG families can be improved through various income generation activities. Main activities are farming, animal husbandry and non-farming activities like Micro Enterprises and skilled employment.

Farming

The members who are interested in farming need to be recorded here. Their preference for agriculture in their ownl and or lease land and the kinds of support needed also looked at.

Mahila Kisan Sashaktikaran Pariyojana (MKSP)

- Primary objective is to empower women in agriculture by making systematic investments to enhance their participation and productivity, as also to create and sustain agriculture based livelihoods for rural women.
- SHG members can form as an activity group for collective farming through their Federations.
- A blend of agriculture and allied sector activities as well as post harvest value additions is included in the scheme, eg. horticulture, agro-processing, food-processing, storage, value addition, preservation, seed growing etc.

Name of the SHG members who are interested in farming	Farming			Support needed (agriculture inputs, loan etc.)
	Individual/ Group	Land (✓)		
		Own	Lease	

3.2 Animal Husbandry

The members who are interested in animal husbandry need to be recorded here. The type of activity they are looking for and the kind of support needed also needs to be looked into.

Animal Husbandry – Support Schemes

(State specific features)

Names of the SHG members who are interested in Animal Husbandry	Animal husbandry Item (poultry, goat rearing, piggery etc.)	Support needed (loan, other support etc.)

3.3 Micro - Enterprises

MEs are small scale enterprises that can be run with minimal capital and skill along with their day to day life. SHG members can start MEs by utilising various financial resources available through their SHGs as well as those available from other financial institutions. This can be done individually or jointly with any other SHG members.

This part will be started with a discussion on the scope of Micro EEnterprises for reducing poverty and available government schemes to support micro entrepreneurs.

Micro Enterprise – Support Schemes

(State specific features)

Name of the SHG members who are interested to start MEs	Micro Enterprises	
	Description of ME (Production, Trading and Service)	Individual/Group

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3.4 Skill Training and Placement

SHG members or their family members can enhance their employment and income generation opportunities through necessary skill upgradation. Better skilled people will have better employment opportunities in public and private sectors.

Deen Dayal Upadhyaya Grameen Kaushalya Yojana (DDU-GKY)

It is designed to equip unemployed youth (age group of 15-35) from rural poor households with employable skills that enable them to secure employment with regular monthly wages.

- Ensuring that all trainees are from poor rural households.
- Ensuring that trainees are able to access skilling and placement services free of cost.
- Adopting a Gram Panchayat (GP) saturation approach to enrolment to enable better mutual support.
- Providing financial assistance for transport/ lodging and food during training.
- Providing post placement support for six months.
- Providing post-placement counselling, facilitation and tracking for one year.
- Providing training in a number of trades that do not require formal education.
- Working with GP and Self Help Groups (SHGs) to authenticate performance.
- Encouraging exemplary performance in skill development by various stakeholders by instituting awards by State Governments.

Name of the SHG member or Family member who needs skill training	Name of the SHG member (if the demand is not from SHG member)	Preference for placement (✓)		
		Within district	Within State	Outside State

3.5 **SHG - Credit Register**

(For Intensive Blocks)

Assessment of Financial Activities and Discussion
- Members who availed Internal Loan:
- Members having outstanding Internal Loan:
- Amount of present outstanding Internal Loan
- Members who availed Linkage Loan
- Members having outstanding Linkage Loan:
- Amount of present outstanding Linkage Loan
- Reasons for not paying different loans
- Members who met their financial needs from any other external source other than SHG
- What kind of supports are available for SHG through VO/CLF and what did SHG receive so far?
- What is RF/VRF/CIF/Livelihood Fund and eligibility for getting them?

After the discussion over given points, the financial requirement of each member for the forthcoming year will be recorded along with the purpose, amount needed and the month. The source of fund from where the support is needed could be noted in the 'Remarks' column, if the members have any understanding about that.

CREDIT PLAN (April, 2017 to March, 2018)

Name of the member	Purpose (Consumption, Income Generation etc.)	Amount needed	Month	Remarks (Source of Credit)

3.6 SHG - Credit Register

(For Non-Intensive Blocks)

Assessment of Financial Activities and Discussion
- Whether SHG is graded or not
- Number of members who availed Internal Loan:
- Number of members having outstanding Internal Loan:
- Amount of present outstanding Internal Loan
- Number of members having outstanding Linkage Loan:
- Amount of present outstanding Linkage Loan:
- What are the reasons for not paying different loans?
- What are the supports availed so far from SRLM:
- Number of people who met their financial needs from any other external source other than SHG

After the discussion over given points, the financial requirement of each member for the forthcoming year will be recorded along with the purpose, amount needed and the month.

CREDIT PLAN (April 2017 to March, 2018)

Name of the member	Purpose (Consumption, Income Generation etc.)	Amount needed	Month	Remarks (Source of Credit)

Poverty Reduction Pledge

(Please write the pledge with your participante in the local language and share with the community

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4. Planning format for GP2RP

SHG - Livelihoods and Entitlement Plan Gram Panchayat Poverty Reduction Plan (GP2RP)

Name of the SHG:

Name of the Ward:

Name of the VO/CLF:

Name of the Gram Panchayat:

Contact number of SHG:

Number of SHG Members:

4.1 Social Inclusion

Name of the persons who are left out of SHGs	Address

4.2 Entitlement Plan

MGNREGS

a) Number of members who need to be added into the existing Job Card:

b) Number of members who need a fresh Job Card:

c) Number of members who are ready to work:

d) Demand for Job:

No. of days job required			
Apr-Jun	Jul-Sept.	Oct-Dec.	Jan-March.

e) Works that could be undertaken for MGNREGS:

Name of the work	Details	Public/ Individual

4.3 SBM, Health Card, Financial Inclusion and Others

Name	SBM		Health Card (RSBY), Ration Card, Bank Account, Aadhar Card			
	Not having pakka toilet (✔)	Remarks	Valid Health Card (✔)	Ration Card (✔)	No. of persons who need Bank Account	No. of persons who need Aadhar Card

4.4 ICDS

Name of the eligible SHG member or family member who wants benefit from Aanganwadi	Name of the SHG member (if the beneficiary is not SHG member)	Beneficiary Category (☐)				
		Pregnant women	Lactating women	Children between the age of 0-3	Children between the age of 3-6	Adolescent girls

4.5 Social Security Pensions

Name of the eligible SHG Members or Family members who are not getting pension	Name of the SHG member (if the beneficiary is family member	Pension Schemes			
		Old Age Pension	Widow Pension	Disability Pension	Any other state specific pension

4.6 Livelihoods Plan

Farming

Number of persons who are interested in individual farming		
Number of persons who are interested in group farming		
Number of persons who are interested in own land		
Number of persons who are interested in lease land		
Major support needed	Kind of support	Number of needy persons

4.6 Animal Husbandry

Number of persons who are interested in Animal Husbandry	Category of Animal Husbandry	Number of persons interested

Major Support needed	Kind of support	Number of needy persons

Number of persons who are interested in individual ME	
Number of persons who are interested in group ME	

Number of persons who are interested in Animal Husbandry	Category of Micro Enterprise	Number of persons interested

Major Support needed	Kind of support	Number of needy persons

4.8 Micro - Enterprises

(Please write a brief outline of the micro-enterprises that have been developed for excluded households)

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4.8 Skill Training and Placement

Number of interested persons	
Number of persons who prefer placement within District	
Number of persons who prefer placement within State	
Number of persons who prefer placement outside State	

4.9 Credit Plan

Purpose (Consumption, Income Generation etc.)	Number of members needed	Amount needed	Month	Remarks

5. Livelihoods And Social Security Register VO/CLF

Gram Panchayat Poverty Reduction Plan (GP2RP)

5.1 Profile

Name of the VO/CLF:

Name of the Gram Panchayat:

Block, District:

State:

Contact number of VO/CLF:

Registration/ Affiliation Number:

Date of Formation:

Name of the Bank:

Bank Account Number:

Number of SHGs:

SHG Members				
SC	ST	OBC	General	TOTAL

5.2 VO/CLF Members – Register

Sl. No.	Name of the SHG	Number of members	Signature of the President/Secretary	Contact Number

5.3 Social Inclusion

- SHGs have identified people who are not part of SHGs but can be brought within SHG network. Can we scrutinise the list based on major socio-economic-cultural parameters of vulnerability in our village?
- Can we utilise available records in the village also to identify such people?
- Those who are automatically included and those with deprivations in SECC List need to be given priority.
- Can these identified people be incorporated into the existing SHGs or be formed as new SHGs?

Major Documents to identify the people who need to be brought into SHGs
9. Socio Economic Caste Census (SECC)
10. BPL List
11. Population register available with the Gram Panchayat
12. Registers available in Anganwadi, primary schools, PHC etc.
13. ??
14. ??

Names of the persons who are left out of SHGs	Address	Remarks

- Total number offt out people verified by VO/CLF:
- Number of persons who can be incorporated into existing SHGs:
- Number of persons who can be incorporated into new SHGs:
- Number of new SHGs that can be formed to accommodate left out persons:

5.4 Entitlement Register

MGNREGS

Consolidate the demand from each constituent SHGs

Demand for Job Card and Job

Name of the SHG	No. of members having Job Card	No. of members who need to be added into existing Job Card	No. of members who need fresh Job Card	No. of members who are ready to work	No. of work days required as per Entitlement Access Plan			
					Apr-Jun. 2016	Jul-Sept. 2016	Oct-Dec. 2016	Jan-Mar. 2017
TOTAL								

b) Verify the proposed list of work and finalise it based on the given list

(Ref. State specific guideline of MGNREGS)

Admissible works can be taken up under MGNREGA
• Water conservation and water harvesting
• Drought proofing including afforestation and tree plantation
• Irrigation canals
• Provision of irrigation facility, dug out farm pond , horticulture, plantation, farm bunding and land development on land owned by households specified in paragraph
• Renovation of traditional water bodies
• Land Development
• Flood control and protection works
• Rural connectivity to provide all weather access, including the roads within a village, wherever necessary
• Agriculture related works
• Livestock related works
• Fisheries related works, such as, fisheries in seasonal water bodies on public demand
• Works in coastal areas
• Rural drinking water related works
• Rural sanitation related works

Works identified	Description	Individual/ Community Work

5.5 Swachh Bharat Mission

Use criterion for Individual Household latrine (IHHL) under SBM and SBM Baseline to check the possibility of getting toilet for needy SHG members. The possibility of eligible members who were left out of Baseline Survey also needs to be explored.

Community Toilet and Rural Sanitary Mart

A **CommunityToilet** is a facility which is built when there is no space available or when there are financial constraints for constructing an IHHL. It is used, owned and maintained by community members. It is mostly located within the community, where people reside. A community toilet may also have other utilities such as a bathing facility or a place for washing clothes, depending upon the needs of the community.

The **Rural Sanitary Mart (RSM)** is an outlet dealing with the material, hardware and designs required for the construction of sanitary latrines, soakage and compost pits, vermi-composting, washing platforms, certified domestic water filters and other sanitation and hygiene accessories etc. The main aim of having a RSM is to provide materials, services and guidance needed for constructing different types of latrines and other sanitary facilities for a clean environment at a place near the residence of the beneficiaries.

Name of the SHG	Number of SHG Members who are not having a pakka toilet	Number of SHG Members who can be given (IHHL) as per SBM Baseline Survey	Number of SHG Members who can be updated to SBM Baseline Survey

a) Number of SHG members who can't avail toilet under SBM:

b) Whether there is a need for Community Toilet? (Y/N):

c) Areas where Community Toilets are needed:

d) Whether VO/CLF is ready to maintain Community Toilet? (Y/N):

e) Whether VO/CLF is ready to run Rural Sanitary Mart? (Y/N):

5.6 Social Security Pensions

Consolidate the demand from each constituent SHG.

Name of the SHG	Number of Persons who need Social Security Pension			
	Old Age Pension	Widow Pension	Disability Pension	Any state specific pension

5.7 ICDS, Financial Inclusion and Others

Consolidate the demand from each constituent SHG.

For the ICDS components, see the number of beneficiaries who may need services in the forthcoming year.

Name of the SHG	ICDS (Number of persons who need service)					Financial Inclusion and Others (No. of persons who need various cards)			
	Pregnant women	Lactating women	Children between the age of 0-3	Children between the age of 3-6	Adolescent girls	Valid Health Card	Ration Card	Bank Account	Aadhar Card

5.8 Livelihoods Register

Farming and Animal Husbandry

Consolidate the demand from each constituent SHG.

Name of the SHG	Number of members who are interested in Farming				Animal Husbandry
	Individual	Group	Own	Lease	

5.9 Micro – Enterprises, Skill Training and Placemen

Consolidate the demand from each constituent SHG.

| Name of the SHG | Micro Enterprises | | | Preference for placement | | | | | Skill Training and Placement | | |
	Production	Number of needy persons	Trading	Service	Individual	Group		Within district	Within State	Outside State
TOTAL										

5.10 Credit Register

(For Intensive Blocks)

Assessment of Financial Activities and Discussion

(As on today from the formation of VO/CLF)
• Number of SHGs who availed Linkage Loan:
• Number of SHGs having outstanding Linkage Loan:
• Number of SHGs who are eligible and who availed VRF:
• Number of SHGs who are eligible and who availed CIF:
• Number of SHGs who are eligible and who availed Livelihood Fund:
• Number of SHGs who availed *any other fund :*

Three banks of poor women facilitated by NRLM	
CBO Unit	Financial Support
CLF	Community Investment Fund @ Rs. 3000/member to Cluster Level Federations
VO	Vulnerability Reduction Fund @ Rs. 1,500/SHG member Livelihoods fund to SHG Federation @ Rs. 1,500/member to SHG Federations
SHG	Revolving Fund to SHGs @ Rs. 1,500/ member (not exceeding Rs. 15,000/SHG)

Name of the SHG	Amount needed under various category					
	RF	Linkage Loan	VRF	CIF	Livelihood Fund	Any other fund
TOTAL						

6. Livelihoods And Social Security Plan VO/CLF Gram Panchayat Poverty Reduction Plan (GP2RP)

6.1 Profile

Name of the VO/CLF:

Name of the Gram Panchayat:

Block, District:

State:

Contact number of VO/CLF:

Registration/ Affiliation Number:

Date of Formation:

Number of SHGs:

SHG Members				
SC	ST	OBC	General	TOTAL

6.2 Social Inclusion

Names of the persons who are left out of SHGs	Address	Remarks

- Total number of left out persons verified by VO/CLF:
- Number of persons who can be incorporated into existing SHGs:
- Number of persons who can be incorporated into new SHGs:
- Number of new SHGs that can be formed to accommodate left out persons:

6.3 Entitlement Register

MGNREGS

Consolidate the demand from each constituent SHGs

a)   Demand for Job Card and Job

No. of members having Job Card	No. of members who need to be added into existing Job Card	No. of members who need fresh Job Card	No. of members who are ready to work

b)   Demand for Job

Items	Apr-Jun. 2016	Jul-Sept. 2016	Oct-Dec., 2016	Jan- March, 2017
No. of work days required				

c)   Works identified

Works identified	Description	Individual/ Community Work

6.4 Swachh Bharat Mission

Number of SHG Members who are not having a pakka toilet	Number of SHG Members who can be given (IHHL) as per SBM Baseline Survey	Number of SHG Members who can be updated to SBM Baseline Survey

a) Number of SHG members who can't avail toilet under SBM:
b) Whether there is a need for Community Toilet? (Y/N):
c) Areas where Community Toilets are needed:
d) Whether VO/CLF is ready to maintain Community Toilet? (Y/N):
e) Whether VO/CLF is ready to run Rural Sanitary Mart? (Y/N):

6.5 Social Security Pensions

Number of Persons who need			
Old Age Pension	Widow Pension	Disability Pension	Any state specific pension:

6.6 ICDS, Financial Inclusion and Others

S.N.	Name of the SHG	ICDS (Number of persons who need service)					Financial Inclusion and Others (No. of persons who need various cards)			
		Pregnant women	Lactating women	Children between the age of 0-3	Children between the age of 3-6	Adolescent girls	Valid Health Card	Ration Card	Bank Account	Aadhar Card

6.7 Livelihoods Plan

Farming

Number of persons who are interested in individual farming		
Number of persons who are interested in group farming		
Number of persons who are interested in own land		
Number of persons who are interested in lease land		
Major support needed	Kind of support	Number of needy persons

6.8 Animal Husbandry

Number of persons who are interested in Animal Husbandry	Category of Animal Husbandry	Number of persons interested
Major Support needed	Kind of support	Number of needy persons

Number of persons who are interested in individual ME	
Number of persons who are interested in group ME	

Number of persons who are interested in Animal Husbandry	Category of Micro Enterprise	Number of persons interested
Major Support needed	Kind of support	Number of needy persons

Prepare your sample plan for Micro-Enterprises

6.9 Skill Training and Placement

Number of interested persons	
Number of persons who prefer placement within District	
Number of persons who prefer placement within State	
Number of persons who prefer placement outside State	

6.10 Credit Plan

Purpose (Consumption, Income Generation etc.)	Number of members needed	Amount needed	Month	Remarks

6.11 Village Basic Infrastructure Development Plan

Description of the demand for Public Amenities/Public Sanitation/Connectivity	Location

6.12 Village Resource Development Plan

a. Available barren land in your area (Hectare):
b. Areas where land preparation is needed for agriculture purpose:
c. Areas where Public Ponds are needed:
d. Number of ponds that need to be renovated:
e. Areas where Public Wells are needed:
f. Number of Public Wells that need to be renovated:
g. Areas where Public Tube Wells are needed:
h. Number of Public Tube Wells that need to be renovated:
i. Areas where Rain Water Harvesting Systems are needed (Household):
j. Areas where Rain Water Harvesting Systems are needed (Public):
k. Areas where protection/renovation of existing water sources are needed:
l. Areas where Canalsare required for agriculture purpose:
m. Areas where Canals need to be renovated for agriculture purpose:
n. Number of plants needed for afforestation:
o. Areas where existing plants need to be protected:

7. Gram Panchayat Poverty Reduction Plan (GP2RP)

7.1 Register

Profile

Name of the VO/CLF:

Name of the Gram Panchayat:

Block, District:

State:

Contact number of VO/CLF:

Registration/ Affiliation Number:

Date of Formation:

Name of the Bank:

Bank Account Number:

Number of SHGs:

SHG Members				
SC	ST	OBC	General	TOTAL

7.2 CBO – Register

Sl. No.	Name of the VO/CLF	Number of SHGs	Number of members	Signature of the President/ Secretary	Contact Number

7.3 Social Inclusion

Prepare the list of persons verified and recommended by VO/CLF for inclusion into SHGs.

Name of the VO/CLF	Number of the persons identified to be brought into SHGs	Remarks

- Total number of left out people verified:
- Number of persons who can be incorporated into existing SHGs:
- Number of persons who can be incorporated into new SHGs:
- Number of new SHGs that can be formed to accommodate left out persons

7.4 Entitlement Register

MGNREGS

Consolidate the demand from each constituent SHGs

Demand for Job Card and Job

Name of the VO/ CLF	No. of members having Job Card	No. of members who need to be added into existing Job Card	No. of members who need fresh Job Card	No. of members who are ready to work	No. of work days required as per Entitlement Access Plan			
					Apr-Jun. 2016	Jul-Sept. 2016	Oct-Dec. 2016	Jan-Mar. 2017
TOTAL								

Verify the proposed list of work and finalise that based on the given list

(Ref. State specific guideline of MGNREGS)

Admissible works can be taken up under MGNREGA
- Water conservation and water harvesting
- Drought proofing including afforestation and tree plantation
- Irrigation canals
- Provision of irrigation facility, dug out farm pond , horticulture, plantation, farm bunding and land development on land owned by households specified in paragraph
- Renovation of traditional water bodies
- Land Development
- Flood control and protection works
- Rural connectivity to provide all weather access, including the roads within a village, wherever necessary
- Agriculture related works
- Livestock related works
- Fisheries related works, such as, fisheries in seasonal water bodies on public demand
- Works in coastal areas
- Rural drinking water related works
- Rural sanitation related works

Works identified	Description	Individual/ Community Work

7.5 Swachh Bharat Mission

Use criterion for Individual Household latrine (IHHL) under SBM and SBM Baseline to check the possibility of getting toilet for needy SHG members. The possibility of eligible members who were left out of Baseline Survey also needs to be explored.

Community Toilet and Rural Sanitary Mart

A **CommunityToilet** is a facility which is built when there is no space available or when there are financial constraints for constructing an IHHL. It is used, owned and maintained by community members. It is mostly located within the community, where people reside. A community toilet may also have other utilities such as a bathing facility or a place for washing clothes, depending upon the needs of the community.

The **Rural Sanitary Mart (RSM)** is an outlet dealing with the material, hardware and designs required for the construction of sanitary latrines, soakage and compost pits, vermi-composting, washing platforms, certified domestic water filters and other sanitation and hygiene accessories etc. The main aim of having a RSM is to provide materials, services and guidance needed for constructing different types of latrines and other sanitary facilities for a clean environment at a place near the residence of the beneficiaries.

Name of the VO/CLF	Number of SHG Members who are not having a pakka toilet	Number of SHG Members who can be given (IHHL) as per SBM Baseline Survey	Number of SHG Members who can be updated to SBM Baseline Survey

a) Number of SHG members who can't avail toilet under SBM:

b) Whether there is a need for Community Toilet? (Y/N):

c) Areas where Community Toilets needed:

d) Whether CBO is ready to maintain Community Toilet? (Y/N)

e) Whether CBO is ready to run Rural Sanitary Mart? (Y/N)

7.6 Social Security Pensions

Consolidate the demand from each constituent VO/CLF.

Name of the VO/CLF	Number of Persons who need			
	Old Age Pension	Widow Pension	Disability Pension	Any state specific pension

\7.7 ICDS, Financial Inclusion and Others

Consolidate the demand from each constituent VO/CLF.

For the ICDS components, see the number of beneficiaries who may need services in forthcoming year.

Name of the VO/ CLF	ICDS (Number of persons who need service)					Financial Inclusion and Others (No. of persons who need various cards)			
	Pregnant women	Lactating women	Children between the age of 0-3	Children between the age of 3-6	Adolescent girls	Valid Health Card	Ration Card	Bank Account	Aadhar Card

7.8 Livelihoods Register

Farming and Animal Husbandry

Consolidate the demand from each constituent VO/CLF.

Name of the VO/CLF	Number of members who are interested in Farming				Animal Husbandry
	Individual	Group	Own	Lease	

7.9 Micro – Enterprises, Skill Training and Placemen

Consolidate the demand from each constituent VO/CLF.

Name of the VO/ CLF	Micro Enterprises				Preference for placement			Skill Training and Placement			
	Production	Number of needy persons	Trading	Service	Individual	Group		Within district	Within State	Outside State

7.10 Credit Register

(For Intensive Blocks)

Assessment of Financial Activities and Discussion

(As on today from the formation of VO/CLF)
- Number of SHGs who availed Linkage Loan:
- Number of SHGs having outstanding Linkage Loan:
- Number of SHGs who are eligible and who availed VRF:
- Number of SHGs who are eligible and who availed CIF:
- Number of SHGs who are eligible and who availed Livelihood Fund:
- Number of SHGs who availed *any other fund :*

Three banks of poor women facilitated by DAY-NRLM	
CBO Unit	Financial Support
CLF	Community Investment Fund @ Rs. 3000/member to Cluster Level Federations
VO	Vulnerability Reduction Fund @ Rs. 1,500/SHG member Livelihoods fund to SHG Federation @ Rs. 1,500/member to SHG Federations
SHG	Revolving Fund to SHGs @ Rs. 1,500/ member (not exceeding Rs. 15,000/SHG)

Name of the VO/CLF	Amount needed under various category					
	RF	Linkage Loan	VRF	CIF	Livelihood Fund	Any other fund
TOTAL						

7.11 VO/CLF - Credit Register

(For Non-Intensive Blocks)

Assessment of Financial Activities and Discussion
(As on today) • Number of SHGs graded: • Number of SHGs not graded: • Number of members having outstanding Linkage Loan: • Amount of present outstanding Linkage Loan: • What are the supports availed so far from SRLM: • Number of people who met their financial need from any other external source other than SHG:

Name of the VO/CLF	Amount needed under various category		
TOTAL			

7.12 Village Basic Infrastructure Register

(For Non-Intensive Blocks)

Methodology: *'Dream Mapping Exercise'*

The pictorial demonstration of the vision of the CBO about the infrastructure development of their village i.e. their vision reflected in visual form.

List down the demands in the table given

Indicative list for Dream Mapping Exercise

Public Amenities:

Panchayat Bhavan, Health Centre, Health Sub-Centre, Anganwadi, Mini-Anganwadi, Agriculture Office, Primary School, High School, Higher Secondary School, Community Centre, Animal Shelter, Public Library, Veterinary Centre, Bus Waiting Centre, Office for VO/CLF, Children Park, Market shed, Warehouse/storage house for agricultural needs, Public Recreation Centre (eg. gym), Cremation Ground.

Public sanitation:

Community toilet, Drainage, Dust bin, Public well/pond.

Connectivity:

KachaRoad, Pakka Road, Electricity, Drinking water connection, Irrigation, Street light.

Description of the demand for Public Amenities/Public sanitation/ Connectivity	Location	Demand is for new infrastructure (✓)	Demand is for repairing of the existing infrastructure (✓)

7.12 Village Resource Register

Methodology: *'Dream Mapping Exercise'*

The pictorial demonstration of the vision of the CBO about the resource development of their village i.e. their vision reflected in visual form.

Identify the existing resources and discuss the possible development need of those resources for the sustainable development of the community.

Pointers for Dream Mapping Exercise

h) What are the major natural resources in the village?

i) How these resources are crucial for the livelihood of local community?

j) Area of the Village (hectare):

    Public land: Private land:

    Cultivated and: Barren land: Forest land:

k) Average size of land holdings per person:

l) Number of families who are involved in the farming

    Owned land: Lease land:

m) Number of Public water resources in the village

    Pond: River/Stream:

    Canal: Public Well:

    Drinking Water Tank: Others:

n) Any other natural resources that can be used for livelihood improvement of the community:

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a. Available barren land in your area (Hectare):

b. Areas where land preparation is needed for agriculture purpose:

c. Areas where Public Ponds are needed:

d. Number of ponds that need to be renovated:

e. Areas where Public Wells are neededed:

f. Number of Public wells that need to be renovated:

g. Areas where Public Tube Wells are needed:

h. Number of Public Tube Wells that need to be renovated:

i. Areas where Rain Water Harvesting Systems are needed (Household):

j. Areas where Rain Water Harvesting Systems are needed (Public):

k. Areas where protection/renovation of existing water sources are needed:

l. Areas where Canals are required for agriculture purpose:

m. Areas where Canals need to be renovated for agriculture purpose:

n. Number of plants needed for afforestation:

o. Areas where existing plants need to be protected:

Poverty Reduction Pledge for VO/CLFs

TOOLKIT FOR PRACTITIONERS AND TRAINERS OF SOCIAL INCLUSION

7.14 Gram Panchayat Poverty Reduction Plan (GP2RP) – Plan for GP

Profile

Name of the GPLF:

Name of the Gram Panchayat:

Block, District:

State:

Contact Number of CBO:

Registration/ Affiliation Number:

Date of Formation:

Number of VOs/CLFs:

Number of SHGs:

Number of special SHGs, if any:

SHG Members				
SC	ST	OBC	General	TOTAL

Entitlement Plan

I   MGNREGS:
1. SHG members who need to be added to the existing Job Card (List 1 – Name, Address, Present Job Card Number)
2. SHG members who need fresh Job Card (List 2 – Name and Address)
3. SHG members who are ready to work (List 3– Name and Job Card No.)
4.

No. of work days required			
Apr- Jun. 2016	Jul-Sept. 2016	Oct-Dec. 2016	Jan- Mar. 2017

Works identified for MGNREGS (List 3 - Name, Description and Location of the Work)

II   SBM:
1. Eligible SHG Members who need to build toilet as per SBM Baseline Survey (List 4 – Name and Address)
2. Eligible SHG Members who can be updated to SBM Baseline Survey (List 5 – Name, Category and Address)

3. Whether there is a need for Community Toilet? (Explain):
4. Areas where Community Toilets needed:
5. Whether CBO is ready to maintain Community Toilet? (Explain):
6. Whether CBO is ready to run Rural Sanitary Mart? (Explain):

III Social Security Pensions
1. Persons who need Old Age Pension (List 6 – Name and Address)
2. Persons who need Disability Pension (List 7 – Name and Address)
3. Persons who need Widow Pension (List 8 – Name and Address)
4. Persons who need any state specific Pension (List 9 – Name and Address)

IV ICDS:
1. No. of Pregnant women who need services from Aanganwadi
2. No. of Lactating women who need services from Aanganwadi
3. No. of Children between the age of 0-3who need services from Aanganwadi
4. No. of Children between the age of 3-6 who need services from Aanganwadi
5. No. of Adolescent girls who need services from Aanganwadi

V Financial Inclusion and Others
1. Members who need a valid Health Card (List 10 – Name and Address)
2. Members who need a Ration Card (List 11 – Name and Address)
3. Persons who need Bank Account (List 12 – Name and Address)
4. Persons who need Aadhaar Card (List 13 – Name and Address)

Basic Infrastructure Development Plan

Demand for Public Amenities/Public sanitation/Connectivity (List 14 – Demand and Description)

Resource Development Plan
1. Available barren land (Hectare)
2. Areas where land preparation is needed for agriculture purpose
3. Areas where Public Ponds are need
4. Number of ponds that need to be renovated
5. Areas where Public Wells are needed
6. Number of Public wells that need to be renovated
7. Areas where Public Tube Wells are needed:
8. Number of Public Tube Wells that need to be renovated
9. Areas where Rain Water Harvesting Systems are needed (Household)
10. Areas where Rain Water Harvesting Systemsare needed (Public)
11. Areas where protection/renovation of existing water sources is needed
12. Areas where Canals are required for agriculture purpose
13. Areas where Canals need to be renovated for agriculture purpose
14. Number of plants needed for afforestation:
15. Areas where existing plants need to be protected:

7.15 Gram Panchayat Poverty Reduction Plan (GP2RP) – Plan for DAY-NRLM

Profile

Name of the GPLF:

Name of the Gram Panchayat:

Block, District:

State:

Contact Number of VO/CLF:

Registration/ Affiliation Number:

Date of Formation:

Number of VOs/CLFs:

Number of SHGs:

SHG Members				
SC	ST	OBC	General	TOTAL

Social Inclusion Plan
1. Left out persons from SHGs: (List 1 – Name and Address)
2. Number of persons who can be incorporated into existing SHGs:
3. Number of persons who can be incorporated into new SHGs:
4. Number of new SHGs that can be formed to accommodate left out persons:

LivelihoodsPlan

I **Farming**

Number of persons who are interested in individual Farming		
Number of persons who are interested in group Farming		
Number of persons who are interested in Farming on own land		
Number of persons who are interested in Farming on lease land		
	Kind of support	Number of needy persons
Major Support needed		

II **Animal Husbandry**

Number of persons who are interested in Animal Husbandry	Category of Animal Husbandry	Number of persons interested
Major Support needed	Kind of support	Number of needy persons

III **Micro – Enterprises**

Number of persons who are interested in individual ME		
Number of persons who are interested in group ME		
Number of persons who are interested in ME	Category of Micro Enterprise	Number of persons interested
Major Support needed	Kind of support	Number of needy persons

Skill Training and Placement

Number of interested persons	
Number of persons who prefer placement within District	
Number of persons who prefer placement within State	

Credit Plan

(For Intensive Blocks)

Name of the VO/CLF	Amount needed under various category					
	RF	Linkage Loan	VRF	CIF	Livelihood Fund	Any other fund
TOTAL						

Item	Number of SHGs demanded	Amount Needed	Remarks
Linkage Loan			
VRF			
CIF			
Livelihood Fund			
Any other Fund:			

(Updated from Convergence Manual, Kudumbshree, for futher details and references, visit convergence manual DAY-NRLM and guidelines issued by DAY-NRLM)

Notes