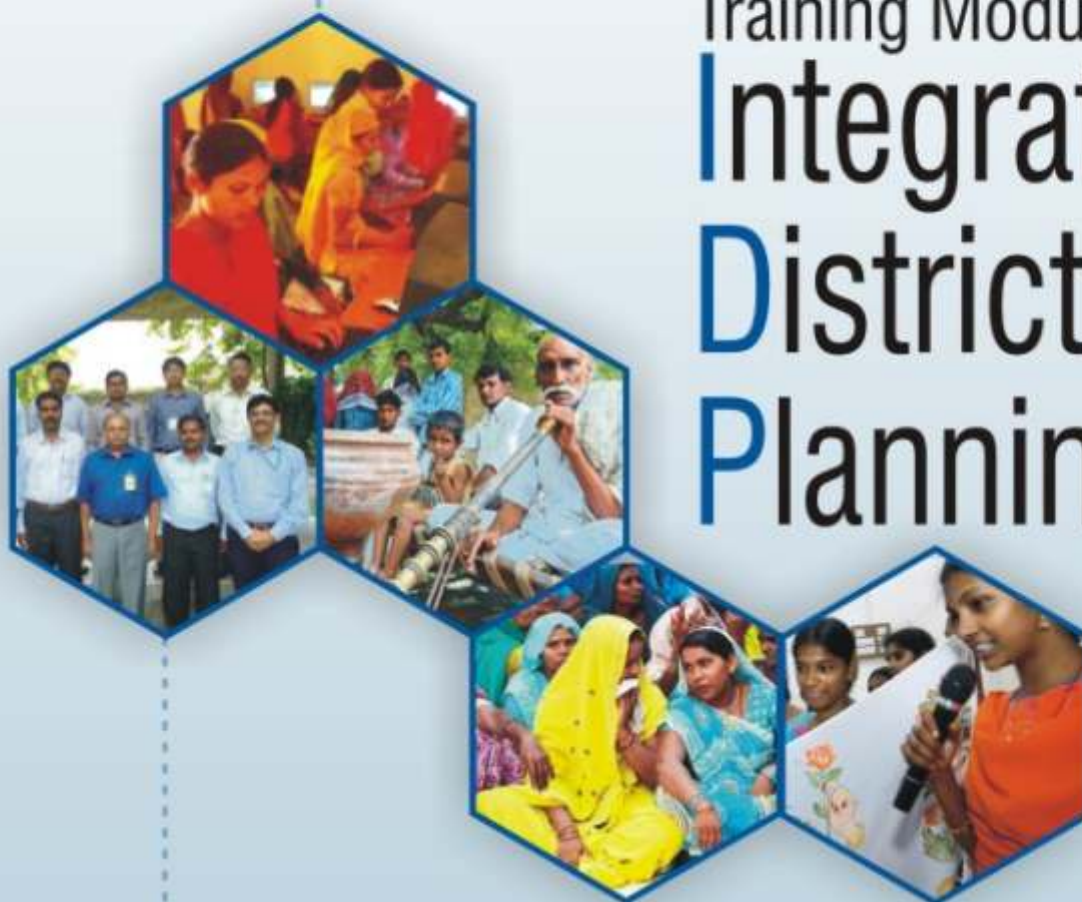




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Training Modules on Integrated District Planning

Gol-UNDP Project on Capacity Development
for District Planning

Planning Commission
New Delhi



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Resilient nations.*

TRAINING MODULES ON INTEGRATED DISTRICT PLANNING (IDP)

Capacity Development for District Planning Project,
Gol-UN Joint Programme on Convergence

Planning Commission
New Delhi

2012

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Foreword

Balanced socio-economic and human development with a perspective of inclusive growth is the way to go as was emphatically put forth in the 11th Five Year Plan. One of the principal strategies to achieve this is to institutionalise decentralised and integrated district planning and implementation in the country. The district planning guidelines issued by the Planning Commission in August, 2006 laid out the institutional design. However, it quickly became clear that the concepts and methodology associated with district planning were differently understood and practiced by different stakeholders. Hence, the Planning Commission, in consultation with States, developed and brought out the Manual for District Planning in 2008 as a detailed step-by-step guide delineating the process flow and suggesting instruments and tools to be used at different levels. In the meanwhile, there have been stepped up efforts in many States to focus more on the planning process and build up an institutional system for district planning. A major challenge here is the shortfall in existing capacity at different rungs of the state and local governments. Thus preparing a capacity development perspective, developing modules, materials and setting up institutional arrangements for conducting capacity building interventions are very crucial.

Against this backdrop, the Government of India-UNDP joint project on Capacity Development for District Planning (CDDP) is being implemented in seven States (Bihar, Chhattisgarh, Jharkhand, Madhya Pradesh, Odisha, Rajasthan and Uttar Pradesh) with a view to building capacities and strengthening institutions functioning in the decentralised district planning process. Thus, orientation, sensitisation and training of elected representatives of PRIs/ULBs, members of the district planning committees (DPCs), officials of different line departments is a key cluster of interventions in CDDP.

Therefore, an exercise was initiated to review existing training modules and materials relating to participatory and decentralised planning available with the premier training institutions of the country. Based on the review, a set of training modules were developed for: a) master trainers who can be placed at district/sub-district levels to train and provide hands-on support; b) technical support group members; c) district level officials who would play anchoring roles in the district planning process. The modules, as appropriate to the given categories of participants, seek to deal with capacity gaps relating to: 1) awareness of roles/responsibilities of institutions in district planning and key planning outcomes; 2) Information on key programmes and programme implementation mechanisms in various sectors as relevant to MDGs; 3) Knowledge / skills required to facilitate participatory data collection, situation analysis and planning; 4) Facilitating inclusion of disadvantaged communities in planning and possibly, in ensuing programme implementation. These modules have been tested in field situations. However, given the specific linguistic and contextual specificities of each State, further customisation may be necessary.

I would like to thank the CDDP team for having taken the process forward and Dr. Harish Vashistha who had been involved in the drafting of the modules and materials. Special thanks are due to Mr. T. R. Raghunandan, former Joint Secretary, Ministry of Panchayati Raj, who took a keen interest in the process from the beginning to end and provided inputs and insights in the development process. I am thankful to UNDP India, and Ms. Sumeeta Banerji, Head of Governance Unit, UNDP India for supporting the process and ensuring that the modules become available for implementation.

I strongly believe that the modules would be an important resource to be used and contextualised in taking forward training and capacity building on decentralised district planning. As different State-level training institutions go ahead with the initiative, I expect new learning to be generated which would enrich the process and be integrated into the modules and materials in due course.



(B. D. Virdi)
Adviser (MLP)
Planning Commission

Preface

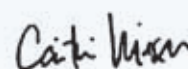
Participatory design and planning is the foundation for efficient and effective implementation of development schemes. There is evidence to show that programmes which have been planned through broad based participation have been more efficient at ensuring last mile delivery. After Constitutional status was accorded to the Panchayati Raj Institutions and the municipal bodies through the 73rd and 74th Constitutional Amendment Acts in 1992, decentralised planning gained a fresh lease of life. There has been greater emphasis on awareness generation and capacity development of representatives of local bodies and government administration at State and district levels. The large-scale centrally sponsored schemes of the Government of India [like Mahatma Gandhi National Rural Employment Guarantee Programme (MGNREGP), National Rural Health Mission (NRHM), Sarva Siksha Abhiyaan (SSA), etc.] are largely based on principles of participatory planning and governance and have improved preparedness for decentralised planning at different levels.

However, the decentralised planning process is far from complete. Three major areas require specific attention. The first relates to participation of deprived and marginalised social groups in the planning and development process. This is essential for addressing inequalities. The second is to make planning outcome-focused so that different programmes and activities can complement each other in yielding desirable results. Third is that of convergence across different sectors, programmes and departments. The District Planning Guidelines (2006) and the Integrated District Planning (IDP) manual issued by the Planning Commission provide an excellent framework addressing these three concerns.

Against this backdrop, Training Modules on Integrated District Planning (IDP) were conceptualised to make district planning integrated and convergent. They were developed under the UNDP supported project on Capacity Development for District Planning (CDDP) which is being implemented as an integral part of the Government of India – United Nations Joint Programme on Convergence (GoI-UNJPC) in seven States (Bihar, Chhattisgarh, Jharkhand, Madhya Pradesh, Odisha, Rajasthan and Uttar Pradesh). Capacity building for integrated district planning is viewed as a systemic intervention to be delivered through a partnership with State level training institutions. It intends to develop sustained institutional capacity at the State and district level involving both the state government officials and the urban and rural local governments at different levels so that a practical agenda can be pursued to make district planning integrated and convergent. The intention is to use the IDP modules, to develop capacities of State level training institutes, their networks and trainers at State/district and sub-district levels who can anchor the district planning process and professionals who are tasked to provide technical inputs to planning at Block and district levels.

Cementing such partnerships for capacity development can provide an enduring bulwark of support to the decentralised planning process not only in terms of pre-planning training and orientation, but also technical support in the implementation and monitoring process.

We would like to take this opportunity to thank the Planning Commission, particularly Mr. B. D. Viridi, Adviser (MLP) Planning Commission and the National Project Director of GoI-UNJPC and Dr. Indu Patnaik, Joint Adviser (MLP) Planning Commission, for avidly guiding the process of developing the training modules. We would also like to thank the Capacity Development for District Planning (CDDP) Project Management Unit for having executed the entire process of developing, testing, disseminating and finalising the modules. It is our intention that these training modules will help to deepen and accelerate decentralised district planning in the country.



Caitlin Wiesen-Antin

Country Director
UNDP India

Acknowledgement

The set of training modules on integrated district planning (IDP) is being published as a result of efforts over a period of time. Thanks are due to Dr. Harish Vashistha, who undertook to analyse different existing training modules in the country and prepare the first draft of the modules and materials. Mr. T. R. Raghunandan, former Joint Secretary, Ministry of Panchayati Raj, Government of India took a lead role from the initial review of the drafts prepared to field-testing and finalisation of the modules. Given his deep insights into decentralised planning in country and his previous involvement in preparation of the Integrated District Planning Manual published by the Planning Commission, his contributions at every stage of the development of these modules were very useful and significant.

A number of people played enthusiastic and important roles in the process of qualitatively improving and validating the IDP modules and materials. Among other things, Ms. Sumeeta Banerjee, Assistant Country Director and Head, Governance, UNDP India provided feedback on roles and contributions of Panchayat Institutions and DPCs to the planning process, various aspects of social inclusion and interlinkage between human development and decentralised planning. Mr. Arndt Husar, Capacity Building Specialist, UNDP and Mr. Amit Anand, State Programme Officer, Madhya Pradesh offered valuable inputs regarding designing sessions and choice of resource materials. Contributions of Mr. G.S.Narwani, a former senior administrator, Govt. of Rajasthan and Dr. P.R. Sharma, an adviser to the Government of Rajasthan were notable. State level resource institutions (i.e. the IGPRS, Jaipur, Rajasthan; Chhattisgarh State Institute of rural development; the Regional Institute of Planning, Applied Economics And Statistics, Odisha; Samarthan, Bhopal, Madhya Pradesh; the A.N. Sinha Institute of Social Studies, Patna, Bihar) brought in their valuable insights through their delegates' participation in the field testing and module writing sessions.

The Capacity Development for District Planning (CDDP) project team played the key role in organising different events, collecting and incorporating inputs from all sources. Mr. Narendra Mishra, programme officer, UNDP reviewed the modules and provided inputs on various quality issues. Mr. Sundar Narayan Mishra, District Planning Specialist, CDDP anchored the whole process, and edited and compiled all modules and materials into a single volume in its present shape.

Support and contributions of UNDP has been crucial all through the process. Apart from the financial support, knowledge inputs have been substantial all along. Finally, a special note of gratitude is due to Ms. Caitlin Wiesen-Antin, Country Director, UNDP India for promoting the intervention, and guiding and appreciating at critical stages which led to the success of the effort.



Dr. Indu Patnaik

Joint Adviser (MLP)
Planning Commission

Abbreviations

CAA	Constitutional Amendment Act
CSOs	Civil Society Organizations
DDP	Decentralized district planning
DPC	District Planning Committee
ERs	Elected Representatives
FGD	Focus Group Discussions
GoI	Government of India
GS	Gram sabha
HD	Human Development
Hr	Hour
ICT	Information and Communication Technology
IDP	Integrated District Planning
JPC	Joint Programme on Convergence
LBs	Local Bodies
LGD	Large Group Discussions
LSG	Local Self Governance
LSGIs	Local Self Governance Institutions
Min	Minutes
PCI	Planning Commission of India
PPT	Power Point Presentation
PRIs	Panchayati Raj Institutions
PRP	Participatory Rural Planning
PUP	Participatory Urban Planning
PRA	Participatory Rural Appraisal
PLA	Participatory Learning and Action
PUA	Participatory Urban Appraisal
SGD	Small Group Discussions
TOT	Training of Trainers
TSGs	Technical Support Groups
ULB	Urban Local Bodies
UNDP	United Nations Development Programme
WC	Ward Committee
WS	Ward Sabha

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Introduction

Integrated District Planning (IDP): Training Modules & Strategies

In keeping with the philosophy and objectives of the Constitution, 'Decentralized Democratic District Planning' has been established as a precondition for formulation of annual and five year plans in India. As such, the Eleventh Five Year Plan has stressed the need for a full fledged participation and involvement of all elected local government representatives in planning, implementing and supervising delivery of essential public services since this is critical for making inclusive growth a reality. It has also been envisaged that each District prepares a District Integrated Plan that incorporates need-based, result-oriented plans for both rural and urban areas through proper sectoral allocations.

The Transition to Decentralised Planning

"Community participation in planning and development" has been part of the conceptualisation of Indian democracy as enshrined in the preamble of the Constitution. It found its first statutory base in the article 40 of the Constitution which established the formation of village Panchayats as units of local self-government endowed with necessary powers and authority. After the first five year Plan, Government of India constituted a number of Committees that led to the establishment of Local Self Government in stages and brought up necessary institutional arrangements for managing all development programmes up to the district level.

The Constitution 73rd and 74th amendments in 1992, envisaged a major reform of governance by giving constitutional right to people to plan for economic development and social justice at local levels. The Eleventh Five Year Plan moved further and suggested a practicable action programme for local level planning in India. It has also suggested in detail, the manner in which national programmes of importance in education, health, employment, poverty alleviation, housing and rural infrastructure could achieve their objectives better if centrality is accorded to Panchayats in working out implementation details.

Thus, through a series of reforms, decentralised district planning has emerged as a dynamic process that gives people the power and authority to articulate their views and make right choices for their own betterment. This is done through a set of institutions established to enable people to participate in the decision making process. Part IX and IX A of the Constitution have provided space for institutions of local governance at the district and sub-district level. Article 243B ordains that "there shall be constituted in every State, Panchayats at the village, intermediate and district levels." Similarly, Article 243Q establishes the roles of Nagar Panchayats, Municipal Councils and Municipal Corporations as institutions for planning in urban areas. Article 243ZD of the Constitution provides sanction for establishing District Planning Committees to prepare development plans for the district as a whole by consolidating and integrating the plans prepared by the Panchayats and the Municipalities, in the district.

District Planning Process

District is the suitable administrative and economic unit for decentralized planning below the state level as it possesses the required heterogeneity and is small enough to facilitate participation of all specified stakeholders. District Planning is the process of preparing an integrated plan for the whole district, taking into account the resources (natural, human and financial) available as well as sectoral activities and schemes assigned to the district level and below, and those implemented through local governments. It incorporates and integrates the plans of Panchayats from all three tiers and the urban local bodies. The preparation of the District Plan follows a bottom up approach with the following key steps:

- *Preparation of Gram Panchayat, Block and District level vision:* Planning starts with the preparation of vision documents by local bodies community level upward. District vision document covers various core and allied sectors for development such as health, education, agriculture, industry, poverty alleviation, gender, children's development, social justice, etc.
- *Preparation of participatory plan involving Gram Panchayat and Gram Sabha, the Panchayat Samiti and the Zilla Parishad.* It involves data collection and stock taking or situation analysis with direct participation of relevant communities.
- *Preparation of plans by Urban Local Bodies:* It also involves data collection and stock taking or situation analysis wherein participation of the community is encouraged.
- *Consolidation and integration of plans* prepared by rural and urban local bodies by the District Planning Committees (DPCs), and approval for implementation.

The Capacity Building Perspective

The need for integrated local area plans based on specific needs of each area was stressed from the beginning of planned development in 1950s. However, since the launch of the Eleventh Five Year Plan, the need for outcomes-oriented and integrated district planning (IDP) linked to the national development goals as well as the Millennium Development Goals (MDGs) has come into prominence. This has also brought to the forefront the need for building up systemic preparedness for IDP involving the local governments and the district /Block level government administration. Hence, there is a need to build up individual capacities of elected representatives and government officials involved in the planning process, and also organizational and institutional capacities for collaborative modes of functioning.

At the individual level, capacities would pertain to knowledge, skills, attitudes and aspirations. Adequate understanding of the concepts related to decentralised planning, development goals and programming (including human development & MDGs), stakeholders and their participation in IDP, and inclusive planning and development is necessary. Further, grasp of the organizational structure for planning both in local governments and district administrations are also required. Similarly, information on relevant acts, rules, government circulars/orders relating to decentralisation and district planning is important. On the other hand, skill development needs to target: facilitation and training skills to engage diverse clientele (PRIs/ULBs of different tiers; govt. officials at various levels; etc.); methods/tools/techniques for participatory and outcomes-oriented planning, implementation and monitoring. By way of congenial attitude and behaviour, sensitivity to people's needs and requirements, respect for local knowledge and capacity and faith in active citizenship and collective action need to be inculcated.

All these components of capacity building can only be useful when these are embedded in a strong aspiration to move towards a dynamic process of planning and service delivery. District

and Block level government officials, DPC members, PRI/ULB representatives of different tiers while playing their roles as planners, implementers, facilitators, negotiators, mediators, and monitors in the district planning process are acting as 'agents of change' towards greater social equity and sustained development. So, sensitizing them and addressing motivational issues are an important part of the capacity building intervention.

At organizational and institutional levels there are several capacity issues and areas to be addressed. PRIs and ULBs need to lead local development planning and determine programme priorities in such a manner that the priorities of the poor and excluded communities are addressed. At the district level there is a host of elaborate and well-resourced schemes with detailed planning and implementation modules, which attempt to reach out to communities down to the level of a village or an urban settlement. The complexity such programmes requires that overlaps in planning and implementation are avoided, programme objectives and strategies complement each other, and duplication of efforts and resources is prevented while people's priorities are addressed. Thus functional capacities are required to facilitate coordination and convergence of efforts across different government departments. Shared clarity about Acts, rules, guidelines and effective institutional norms as well as learning about collaborative practices are needed for smoothening inter-departmental functioning and collaboration at district and sub-district levels.

An agenda for Capacity Building & Technical Support

Considering the challenges in Integrated District Planning, the Capacity Development for District Planning Project, under the GoI-UN Joint Programme on Convergence, has initiated a training intervention to be taken forward in seven UNDAF States (Bihar, Chhattisgarh, Jharkhand, Madhya Pradesh, Odisha, Rajasthan and Uttar Pradesh). The intervention reflects following strategic elements:

- Creating specific mechanism and drive for capacity building on IDP;
- Creating panel of experts at district levels to support IDP processes and preparation of district plans;
- Initiating new alternative mechanisms and innovations for participation of excluded and marginalised sections of people;
- Creating mechanism and structure for awareness building;
- Designing a long term capacitating process rather than a one-off training intervention by creating local level support groups and developing learning support system at the local level.

It is envisaged as a country-wide capacity-building initiative for key actors in the decentralised planning process through: a) preparing master trainers to meet capacity gaps in local bodies and district administration; b) enabling district officials to play anchor to the process; and c) building capacities of members of technical support groups. The IDP modules derived lessons and learning resources from existing training-of-trainers programmes in some of the major training institutions in the country (YASHADA, KILA, etc.). The modules were developed in the light of 73rd and 74th Constitutional Amendments and also focused on operationalising the District Planning manuals issued by the Planning Commission. Both in terms of conceptual framework and learning methodology, the modules have been designed to be broad enough to encompass the diverse planning realities of different states while also being specific to build capacities on crucial areas of decentralised planning. Wider partnerships among training institutions at State and national levels have been envisaged for successful and sustained capacity building of target clientele on IDP.

Developing the IDP Modules

As mentioned above, the first draft of the set of IDP modules was prepared eclectically from an in-depth review of existing modules and learning materials used in some of the major training institutions working on local self governance and decentralised district planning in the country. The next step was the field testing in Udaipur district in Rajasthan during the last week of April 2011. It involved revisiting the modules with a larger group of trainers and orientation of a group of trainers to conduct the field testing at a Gram Panchayat and with government officials. Select sessions of the modules were tested in classroom and field situations, and inputs collected on content, methodology of learning and facilitation. Gathering the inputs from the field-testing, an inter-state group of resource persons (comprising trainers and faculty members of ATIs/SIRDs and some independent experts from the seven UNDAF States) sat in a writing workshop to refashion the modules, their content and stock of resource materials. It led to finalization of the present set of modules and materials.

The IDP training modules set primarily contains three modules: 1) for master-trainers; 2) for officials/elected representatives who would anchor the process at the district level; 3) for resource persons who would be working as technical support groups. The modules include course designs, trainer's guide and a course dossier from which learning materials for different sessions can be prepared.

- **The Master Trainers' Module:** There is a 7-day module to use for training a cadre of Master Trainers (MTs) who can further train facilitators of planning process at the community / Panchayat levels. The course aims to develop shared understanding on decentralized district planning, and enhance training of trainers (ToT) capacities and skills both in rural and urban context. The prospective participants of this training are people who are already or would be working closely with the community at sub-district levels and have gained some experience in community training and development. They can also be existing trainers or resource persons either in government or other agencies. There is also a 4-day variant of this module, which is mainly targeted to situations where there is a scarcity of time and the content needs to be shrunk without sacrificing the key features of the module. The main difference is that the inputs on training methods have been taken away in this one. A course guide has also been included mainly to work as the trainer's reference.
- **Three- day Training Programme for District Anchors/Officials** aims to develop a team of key stakeholders on IDP who will play the role of anchors in facilitating Integrated Planning process at the District level. By learning the significance of comprehensive vision and mutual responsibility to provide strength and support to IDP processes, they would be able to provide necessary linkage between the local level planning and the planning processes going on in different departments. The course is meant for key officials from government departments, DPC members, elected PRI/ULB representatives, and trainers from civil society organisations.
- **Two-Day Orientation Course for Technical Support Group (TSG) Members** aims to sensitize the TSG members about their role in local level planning, build an environment for IDP and develop shared roadmap for facilitating local level planning. Trainees here may include key resource persons from line departments, PRI/ULB representatives, Block level officials, and professionals engaged by various government departments.
- **Two- Day Training course on Training Methodology** is expected to enable participants learn the process of designing a training curriculum, training methodologies and participatory tools/techniques.

- **Course Dossier on Integrated District Planning:** It is a detailed course pack that explains the concept and process of IDP, the significance of local level planning as provided in the Constitution, relevance of IDP for development planning, participatory learning and training methods. It has three main segments. Section A offers an elaborate note on 'Integrated Decentralized District Planning in India'. Section B focuses on understanding and facilitating 'participation' in the context of planning. Section C deals with 'Participatory' Training tools and Techniques.

State level Customization and Use of IDP Modules

The seven UNDAF States present considerable diversity in terms of the reality of decentralised planning: situation of Panchayats, planning structures and roles, actual planning practice, etc. This is, of course, not to say that there are no significant commonalities. The key point is that apart from the difference in language, there are many more differences which detract from use of a standard set of modules. Therefore, it was decided in the writing workshop that instead of further resource material development at the national level, the modules should be customized to the conditions and requirements of each of the States. Following steps were suggested to guide the customization process in the States, which are under progress at the time of going to the press.

- Organising planning meetings/workshops to discuss adaptation and training strategy and identifying modules, sessions, materials that can be adapted to state needs;
- Customising, rewriting and repackaging of these modules to be used at state level with State perspectives and issues with reference to the guidelines developed by the State governments on decentralised district planning as well as the realities obtaining on the ground;
- Orientation of resource persons/trainers on these sessions and modules; and
- Conduct of training programmes for the targeted personnel from the government departments, local government institutions and others.

Expected outcomes of IDP Capacity Building

- a) **Skilled Facilitation of district planning:** The real utility of the modules will be their practical application and adaptation to the IDP process as envisaged in the Eleventh Five Year Plan. Target participants for trainings are Master Trainers, Technical Support Group, and district level officers who represent many levels of governance and are involved in planning. Once equipped with enhanced technical capacities, they would be able to transform the planning process in terms of quality of participation and the products.
- b) **Positive changes in Attitude:** Reorientation of different stakeholders in the planning process is expected to be a key qualitative shift achieved through IDP capacity building. This would not only lead to increasingly inclusive planning process and preparation of more context-sensitive plans, but also to reduced gaps between plans and their actual implementation.
- c) **Linking local planning to MDGs:** Well designed and long term training intervention on IDP will ensure outcomes-orientation in the existing planning process and link district plans to the national development goals and MDGs.

Needless to mention, training is just one part of the overall effort towards facilitating change. However, it is an important part with decided positive influence on proper harnessing of resources for planning, accessing of institutional support, choice of innovative strategies, and addressing social exclusion and regional disparities. The IDP modules and allied capacity building intervention are visualised to contribute significantly in this direction.



PART-1

Course Designs on
Integrated District Planning (IDP)

Chapter 1

IDP Modules for Master Trainers

1. Overview of Module designs and Use

A Training of Trainers (TOT) programme for Master Trainers aims at creating an expanded team of experienced and dedicated trainers-facilitators who can enable a class of workers for certain assignments and also provide hands-on support. The Training of Trainers programme on Integrated District Planning (MTTOT) has also been designed with similar objectives.

1.1 Objectives:

- Build up a cadre of skilled Master Trainers (MTs), who are sensitive to local issues and needs of the community;
- Equip the MTs with knowledge, skills, attitudes and aspirations to facilitate decentralized planning processes at sub-district levels; and enable them to link their efforts to district level objectives and processes;
- Develop capacities of MTs for knowledge and skill transfer to Panchayat/community level volunteers/facilitators engaged in local development planning for sustained efficiency in the planning process; and
- Enable the MTs to work as proactive 'change agents' for development and do the necessary coordination at Panchayat/Block levels.

1.2 Who are to be trained?

MTs selected under the MTTOT programme should comprise a mixed group of men and women so that gender balance is maintained in the teams and their understanding and response to key issues become gender-aware. Prospective MTs, to be trained under this curriculum, may comprise:

- 1.2.1 People who are already working closely with the community at sub-district levels, in both rural and urban areas and have gained some experience in understanding community needs and issues related to social development. They also have some exposure to decentralized planning and are ready to gain professional expertise through capacity building and skill enhancement.
- 1.2.2 Existing trainers or resource persons working at Block or District levels either in government or other agencies can also be trained as MTs due to their practical experience in handling sectoral and departmental issues and processes.

1.3 The MTTOT Modules:

Two sets of modules have been developed each having its own significance and relevance. The approach, strategy and training methodology for both the training curriculum are similar, with slight variation in session plans.

1.3.1 The Seven-day MTTOT Module:

The seven-day training curriculum has been strategically designed to facilitate a gradual and smooth process of skill enhancement through participatory learning techniques. The seven day duration provide the MTs with ample time and space to understand the practical aspects of Integrated District Planning, the steps involved in local level plan formulation, integration and management and to develop their skills and capacities as experts and facilitators. Eventually they get equipped to play their individual and collaborative roles in integrated result based planning and development.

1.3.1.1 Curricular Components

The course has three distinct features with distinct set of methodologies to help participants develop their skills and understanding of key institutions and functions in integrated district planning.

First, it provides an opportunity to understand the perspective, concepts and approaches of Integrated Decentralized District Planning. To begin with, MTs are sensitized about the essence of Decentralized Democratic District Planning in India and its linkage with the national goals, through a journey to its historical overview and constitutional basis. They are also sensitized on the Millennium Development Goals (MDGs) as an integral feature for development planning in India. The difference between decentralized planning at district level and the one at the community level is also explained. The roles of Panchayats, Gram Sabhas, local government officials, CSOs, media, private sector etc. and the challenges faced by them in local level planning process and Consolidation of rural-urban plans are also explained.

Second, decentralized planning at community level is explained through participatory learning techniques. Use of Participatory training techniques help facilitators develop skills required for articulating local issues affecting their every-day life as these are central to community development. Separate sessions have been devoted on direct interaction with key stakeholders at local level (e.g., elected representatives and community leaders) through field visits and group discussions at the community level. These methods provide an opportunity to establish rapport with community members at the grass root level and help in assimilating their views on problems as well as interests that are conflicting or supportive with regard to Participatory Rural Planning (PRP) and Participatory Urban Planning (PUP). Thematic applications of tools and methods in rural and urban setting, Large Group Discussions and interactive lectures are useful in this context. For exposing the facilitators to ground realities, visits to Anganwadi centres, village schools and health centres are also arranged. For stimulating the thought process of facilitators and making them feel proud of the heritage, participants are told how to tell village history and spur the facilitators to have a vision for a dream village. A seminal feature of the module is training on 'Result based planning and management' through case analysis/presentations on district planning, role play etc.

Another important component of the field training is arranging group discussion of women and breast-feeding mothers on health, nutrition, gender and social justice. Similarly, arranging group discussions with marginalized sections of the society regarding their social exclusion, civic rights, social protection and other related issues is another important component of participatory training in this module.

Third, participatory training has been adopted as a key methodology as it provides an opportunity to understand the perspective of participatory learning and develop skills related to designing and learning training events and applying adult learning methods. Simultaneously, participants

are also trained in village mapping, social mapping, situational analysis and vulnerability analysis, besides making them aware of the health and hygiene facilities and infrastructure to manage available resources for better results.

The seven day module is also supplemented by a 'course guide' that serves as a reference guide to enable the trainer better understand the thematic areas covered in each session and training methodologies adopted at every step. The course guide is appended to this module.

1.3.2 The Four-day MTTOT Module:

The objectives and strategy of the four day curriculum is similar to Seven day TOT course, with only slight variation in the process so as to keep pace with limited time and training schedule. The four day module can be used if it is not being possible to provide for a 7-day programme. Despite being a short duration programme, efforts are made to cover all aspects of participatory training on IDP, although some of the subject areas cannot be covered in details as is done in the seven day curriculum. Another variance is that due to short training period, the course does not cover participatory training and adult learning techniques that find place in seven day course.

1.3.2.1 Curricular Components

Considering the fact that an MT must have skills and capacities to effectively deal with ground realities, the module lays emphasis on the perspective, need and role of decentralized planning, including the process, steps, key issues and challenges of integrated district planning. Participants are also apprised about the basics of local self governance and on the human development approach for achieving the Millennium Development goals.

Since the objective of the programme is to build capacities on participatory local level rural and urban planning, sensitizing the participants about the role of Local Self Governing institutions such as the Gram Sabhas, village Panchayats and Urban Local Bodies as well as learning the means to tackle the key issues and challenges involved in community level planning process finds prominent place in the training process. This is done through participatory sessions where listing of priorities for village level planning is done by the participants themselves. Similarly, for participatory urban planning, they are apprised of the role played by Ward Sabhas, Municipal Bodies and local government officials. Such a strategy would enable the participants to understand the grass root processes.

For planning to be effective, participants are told the perspective and approach of a result-based framework of planning, situational analysis and the role of planner in developing, executing and monitoring a district plan. Participants are also trained in organising village level meetings, leading and facilitating group discussions at community level, besides managing stakeholders' interests and conflicts.

1.4 Methodology

Formation of Learning Groups and engaging them in small and large group discussions by providing them a historical perspective of decentralized planning using power point presentation and charts are important steps involved in the training process. Films on Panchayati Raj, case studies, brainstorming and interactive lectures supported by review and reflections on course materials and handouts are other inputs for providing orientation on integrated district planning. There is also a component of field training wherein a meeting is arranged for the participants to meet elected representatives, community leaders and key stakeholders at local level, including visits to Anganwadi, school and health centre, followed by leading and facilitating discussions at community group level at this stage serves to establish an understanding of the ground realities.

Similarly, arranging group discussions with marginalized sections of the society on social exclusion, civic rights, social protection and other related issues is another important component of field training.

Simultaneously, MTs are also trained in village mapping, social mapping, resource mapping, situational analysis and vulnerability analysis and livelihood analysis besides making them aware of the health and hygiene facilities and infrastructure to manage available resources for better results. However, due to short duration of the training programme, field experience is not as extensive as in the seven day curriculum.

1.5 Action Framework for the MTs

- 1.5.1 MTs selected to be trained under the Training of MTs Programme are expected to utilize their skills at the sub-district levels i.e. Gram Sabhas, Gram Panchayats and Block Panchayats in rural areas and Urban Local Bodies e.g. Municipal Councils and Municipalities falling below the district. Once sensitized on community needs and issues of local level planning and development and also trained on mustering the support of the community, they can prove to be effective partners in local level planning and act as 'change agents' for development.
- 1.5.2 Equipped with participatory training techniques, MTs will be able to guide future trainers who work for community level planning. At the Panchayat level, they will train local leaders and Panchayat representatives who will actually facilitate the Panchayat plan preparation, Gram Sabha consultations, etc. They are also expected to provide hands-on support and help the local facilitators efficiently handle emergent troubles and difficulties. At the Block level, they will help in facilitating integration of Gram Panchayat plans for sending off to the district Panchayats (or Zila Panchayats).
- 1.5.3 A sensitized and trained team of MTs will be equipped to work in coordination with existing technical support groups (TSGs) or Block level resource persons who would be supporting them in participatory local level rural and urban planning. They will also be equipped to coordinate with sectoral planning processes of flagship programmes or departments as desired in the mandated planning process in the given district.
- 1.5.4 Last but not the least, a squad of expert MTs can also be deployed at the district levels, if need arises. In this case, they will require some in-depth training support on district level work components.

1.6 Next steps:

Training is just part of the overall process of developing human capacities for effective decentralized district planning. In order to ensure sustained impact of trained capacities and to make them functional in reality, it is essential that all those who are trained need to have defined roles and mandates in the planning process and are structurally linked to the planning process. They should operate in the context of defined organisational framework with a clear-cut monitoring system. They need to develop a rapport with the community and understand the community needs and understand how to facilitate data collection, envisioning and preparing the local level plans (rural and urban).

An arrangement of reviewing and extending technical support to them will be useful at the district level. They need to be provided an understanding on the linkages between the district and sub district levels. Well trained MTs will understand that their training to the next level of support groups has immense value and it will ultimately benefit the entire district planning process.

2. Seven-Day MTTOT on IDP: Course Design

Duration:

7 Day (Residential)

Participants:

The training course is designed for Master Trainers of Decentralized District Planning. The Participants will be master trainers of IDP process.

Course Objectives:

The key objectives of this training course are:

- Building a cadre of trainers to train a cadre of facilitators who will facilitate local level planning process at community level.
- Developing shared understanding and sensitization of course participants on decentralized district planning perspective, processes and steps involved in local level planning.
- Enhancing course participant's capacities/skills to train a cadre of facilitators at local level both in rural and urban context.

Day One: Session # 1

Topic: Introduction to Course and Participants

Total duration	Time	Content	Method	Remark
1 hour 45 min (9.00-10.45)	15 min	Welcome and inaugural speech	Plenary	
	40 min	Introduction	Exercise	
	20 min	Expectations levelling and objective setting	Large group discussion Card sorting	
	15 min	Sharing of course structure and Schedule	Presentation	Prepare course structure in advance for sharing
	25 min	Ground rules and formation of learning groups (LG)	Large group discussion	Assign role to LG
10.45-11.00 am: Coffee break				

Day One: Session # 2**Topic: Decentralized Planning**

Total duration	Time	Content	Method	Remark
2 hours (11.00-1.00pm)	30 min	History of decentralized planning in India	Large group discussion, & inputs using power point presentation or charts	Prepare a historical transect of decentralized planning journey in India
	30 min	Local self governance:73rd &74th CAA	Film & inputs	Film on Panchayati Raj
	30 min	Managing Transition- key shifts in policies and practices	LGD and interactive lecture	
	30 min	Human development approach and Millennium development goals	LGD and interactive lecture Case presentation Status chart of MDG in that state/district	Use reference material from Module 2 of ATI, WB TOT on Human Development

1.00-2.00 pm: Lunch break**Day One: Session # 3****Topic: Decentralized District Planning**

Total duration	Time	Content	Method	Remark
1 hour 45 min (2.00-3.45 pm)	15 min	Perspective and Need for Integrated decentralized district planning	Brainstorming in large group and consolidation on key points	
	25 min	Process and steps of integrated district planning [Consolidated input would include: preparation of district stock taking report, envisioning and perspective planning process, financial resource mapping and allocation of budget envelopes to all planning units, participatory rural planning, participatory urban planning, consolidation of rural-urban plans and concurrent monitoring and social audit of district plans]	LGD and interactive lecture Film show or case presentation may be used	Give reference of IDP manual by PCI and state specific manual if any

	25 min	Consolidation of rural-urban plans [Input would include; process of consolidation of rural-urban plans, inclusive approach-human development and consolidation across institutions and sectors]	LGD and Case presentation [prepare a case using IDP experience]	Prepare an illustration in advance to share an example of consolidation, e.g. drinking water supply; or solid waste management; or from livelihood angle
	20 min	Institutional support mechanism for IDP and overview of the local governance institutions [input would include; IDP structure at district level, role of DPC, role of LSGIs & government departments and Role of other institutions, i.e. CSOs, media, private sector etc]	SGD, LGD and interactive lecture Card sorting/ matching game can be developed	Different states have different structures emerging; one will have to present what that specific State has in mind. If not already done, present what Kerala, Orissa and say M.P are doing
	20 min	Key issues and challenges in integrated district planning	LGD using card sorting method and interactive lecture	Participatory session where listing is done; followed by gap filling by facilitator using existing list of issues

3.30-4.00 pm: Coffee break

Day One: Session # 4

Topic: Review and Reflection

Total duration	Time	Content	Method	Remark
2 hours (4.00-6.00 pm)	30 min	Review and reflections on day's sessions	Reflections in Learning Groups	
	60 min	Review and reflections on course materials/handouts	Guided readings	Prepare set of learning materials in advance
	30 min	Open session for question answers	Open session	Clarifications by the facilitators

Closing of the day

Team assignment: Prepare a short note on the state specific guidelines issues by the respective state planning commissions.

Day Two: Session # 1-A(Optional for Rural and Urban context)

Topic: Participatory Rural Planning

9.00-9.30 am		Recapitulation of the previous day by learning group		
Total duration	Time	Content	Method	Remark
1 hour 15 minutes (9.30-10.45)	30 min	The village/Panchayat level planning process [input would include; situational analysis, vision building, identification of issues in GS and classification of issues into sectors, solution findings, priorities, solutions and fund allocation, finalization of sectoral plan, final plan (perspective and annual), projectization and action planning]	Film show Case presentation LGD and interactive lecture	Use a case study or film on decentralised Planning experiences from the field
	25 min	Key issues and challenges in participatory rural planning (PRP)	Generate list of key issues by brainstorming in large group and consolidate	[highlight; inclusive and equitable planning, mainstreaming the voices of poor, marginalized, women and other disadvantaged groups and transition from wish list to felt needs and infrastructure to soft projects]
	20 min	Role of Panchayat, GS and local government officials in PRP	Large group discussion	

10.45-11.00 am: Coffee break

Day Two: Session # 1B (Optional for Rural and Urban context)				
Topic: Participatory Urban Planning(PUP)				
Total duration	Time	Content	Method	Remark
1 hour 15 minutes (9.30-10.45)	30 min	Steps of PUP [recap/explain general steps of IDP as discussed in the previous session on rural planning context]	Film show LGD and interactive lecture	Focus more on variation of steps in urban context and different methodologies and processes that can/will be used in urban context
	25 min	Key issues and challenges in PUP [highlight, inclusive and equitable planning, mainstreaming the voices of poor, marginalized, vulnerable, women and other disadvantaged groups and transition from wish list to felt needs and infrastructure to soft projects, scale of planning, use of ICT in planning]	Exercise LGD and interactive lecture	Highlight some of the critical issues in urban context
	20 min	Role of ward sabha, municipal body and local government officials in urban planning	LGD and interactive lecture	Case or exemplar may be presented
10-45-11.00 am: Coffee break				
Day Two: Session # 2				
Topic: Result based planning and management				
Total duration	Time	Content	Method	Remark
1 hour 45 minutes (11.15-1.00 pm)	20 min	RBM perspective and approach: Planning in result based framework	Large group discussion and followed by interactive lecture	
	20 min	Situational analysis for identifying result areas	Case analysis in buzz groups	Prepare a case on planning scenario for situational analysis
	35 min	Understanding result chain and intervention logic	Case presentation on experiences of district planning	Prepare an illustration on result chain logic and presentation of plan in result based framework

	30 min	Role of planner in planning, monitoring and execution	SGD and input (Generate list of key issues by brainstorming in large group)	
Day Two: Session # 3				
Topic: Participatory Planning Methods and Techniques				
Total duration	Time	Content	Method	Remark
1 hour 30 min (2.00-3.30 pm)	30 min	Perspective of participation and basket of participatory tools and techniques	Exercise LGD and interactive lecture	
	60 min	Participatory Rural/Urban Appraisal [Explain, Foundation of PRA/PLA, Attitudinal and behavioural change in PRA, Tools and techniques, Thematic applications of tools/methods in rural and urban setting]	Film show Exercise LGD and interactive lecture	Films on PRA/ PUA developed by other organizations, i.e. PRAXIS, SSK etc.
3.30-3.45 pm: Coffee break				
Day Two: Session # 4				
Topic: Managing Meetings and Leading Discussions at Community Level				
Total duration	Time	Content	Method	Remark
1 hour 15 min (3.45-5.00 pm)	30 min	Management of village level meetings	Role play	
	30 min	Leading and facilitating group discussions at community level	Derive lessons from role play and experiences of participants on IDP	
	15 min	Managing Stakeholders interest and conflicts	Case analysis	Prepare a case analysis on conflict of interest in IDP
5.15-5.30 :Break				
Day Two: Session # 5				
Topic: Preparation for Field Work/Exercises				
Total duration	Time	Content	Method	Remark
1 hour 30 min (5.30-7.00 pm)	20 min	Preparation for field work [would include; team formation, sharing of field schedule, assigning roles to different teams and selecting primary methods to be practiced in the field]	Group work and assignments in sub groups	Prepare worksheets in advance for different tasks and tools to be practiced

	10 min	Brief orientation about the community and locations	LGD	Prepare a short note about the area and community in advance
	20 min	DOs and DONTs	LGD and input	
	40 min	Preparatory work by teams for field work	Group work	
Closing of the day				
Day Three: Field Work(day one), Session # 1				
Topic: Rapport Building and Collection of Secondary Information				
Total duration	Time	Content	Method	Remark
3 hours (Forenoon)	1 hr	Meeting with elected representatives, community leaders and other key stakeholders at local level	Visits	Different teams will visit different institutions
	2 hrs	Visit to Anganwadi	Visits	
		Visit to school	Visits	
		Visit to health centre	Visits	
12.00-2.00 pm: Lunch break				
Day Three: Field Work(day one), Session # 2				
Topic: Community Interface and Dream Map				
Total duration	Time	Content	Method	Remark
3 hours (Afternoon)	1 hr	Community meeting for sharing the purpose and schedule of exercises	Meeting Large group discussions	Inform community in advance about this programme
	1 hr	Understanding village history	Time line	With two groups
	1 hr	Vision building- sharing of district vision and creating dream map for the village	SGD and LGD Dream story telling	Do the exercise with different small groups
	Vote of thanks and closing of the day with community			
7.00-8.00 pm: Reflection session				
Review and reflections on the day and exercises facilitated in the field and preparation for the next day				
Day Four: Field Work(day two), Session # 1				
Village Mapping, Vulnerability Analysis and Education				
Total duration	Time	Content	Method	Remark
3 hours (Forenoon)	2 hrs	Situational analysis, Social mapping and Vulnerability Analysis	Mapping FGD	Group 1
	1 hr	Education	Exercise and FGD	Group 2
	[Key issues to be discussed during the sectoral analysis, would include; Human resources, Service quality, Physical infrastructure, Access to all (issue of inclusion and equitable distribution), Community participation]			

12.00-2.00 pm: Lunch break**Day Four:** Field Work(day two), Session #2

Topic: Resource mapping, Livelihood, infrastructure and Health

Total duration	Time	Content	Method	Remark
3 hours (afternoon)	2 hrs	Resource Mapping, livelihood analysis, infrastructure and local innovations for resource management	Mapping Exercise& FGD	Group 1&2
	1 hr	Health and Hygiene	Exercises	Group 3
		Weighing of under 6 children and discussion on mal nutrition	Weighing exercises FGD	Group 4
Vote of thanks and closing of the day with community				

7.00-8.00 pm: Reflection session**Review and reflections on the day and exercises and preparation for the next day****Day Five:** Field Work(day three), Session # 1

FGD with key Stakeholders on Sectoral Analysis

Total duration	Time	Content	Method	Remark
3 hours (Forenoon) Parallel sessions with SHs	2 hrs	FGD with breast feeding mothers and women on health and nutrition	Exercises FGD	Group 1
		FGD with marginalized sections on social exclusion, civic rights and social protection related issues	Exercises FGD	Group 2
		FGD with youth on gender and social justice	Exercises FGD	Group 3
		FGD with ERS on LSG and implementation of development programmes	Exercises FGD	Group 4
	1 hr	Plenary with community for sharing of emerging issues from sectoral discussions and articulation of sectoral issues		

12.00-2.00 pm: Lunch break**Day Five:** Field Work(day three) Session #2

Topic: Prioritization of Sectoral Issue, Solutions and Budgeting

Total duration	Time	Content	Method	Remark
3 hours (afternoon)	1hr	Prioritization of issues	Exercises	
	1hr	Prioritization of solutions	Exercises	
		Sharing of schemes and budget envelop (last year, this year and next year's budget)	LGD and presentation	Prepare list of schemes and budget envelop in advance

	1 hr	Sectoral planning and budgeting	Exercises FGDs	
Vote of thanks and closing of the day with community				
7.00-8.00 pm: Reflection session				
Review and reflections on the day and exercises and preparation for the next day				
Day Six: Field Work(day four), Session # 1				
Topic: Finalization of Village Plan				
Total duration	Time	Content	Method	Remark
3 hours (Forenoon) Parallel sessions with SHs	1 hrs	Finalization of village plan	Exercises FGD	Group 1
	1 hrs	Projectization and follow up responsibilities	Exercises FGD	Group 2
	1 hrs	Wrap up of processes at community level and vote of thanks	LGD Meeting	All teams
12.00-2.00 pm: Lunch break				
Note: Coordinate with local Government and district officials in advance to institutionalize these processes and outcomes				
Day Six: Session #2				
Topic: Participatory Training				
Total duration	Time	Content	Method	Remark
2 hours 30 min (3.30-6.00 pm)	25 min	Participatory training and experiential learning	LGD and interactive lecture	Explain the context of learning for change
	20 min	Adult learning and learning environment	LGD and interactive lecture	Give illustration in the context of learning of marginalised, poor and vulnerable
	05 min	Energizer or break		
	15 min	Process of designing a learning-training event	LGD Consolidation in large group	
	20 min	Training need assessments	Exercise and input	
	15	Objective setting	Exercise and input	
	15 min	Identification and sequencing of contents	Exercise and input	
	15 min	Selection of methods	Exercise and input	
	20 min	M&E of learning-training events	Exercise and input	

Team assignment:

Participants will practice on designing a one or two day training or workshop on select themes from IDP for select stakeholders of IDP at district, block or Panchayat level of all steps of training design.

Day Seven, Session # 1

Topic: Learning-Training Methods

9.00-9.30 am	Song/prayer Recapitulation of the previous day by learning group			
Total duration	Time	Content	Method	Remark
3 hours 15 min (9.30-1.00 pm)	45 min	Preparing a session plan	Practice	Use IDP context, process and stakeholders for designing a learning-training event
	30 min	Basket of training methods and basis for selecting methods	LGD	
	15 min	Coffee break		
	30 min	Interactive lecture	Exercise and input	
	30 min	Case study	Demonstration	
	45 min	Role play	Demonstration	

1.0-2.00 pm: Lunch break**Day Seven: Session #2**

Topic: Methods continue...

Total duration	Time	Content	Method	Remark
1hr 30 min (2.00-3.30pm)	30 min	Learning games	Demonstration	
	45 min	Simulation exercises	Demonstration	
	15 min	Debriefing and experiential learning cycle	LGD and interactive lecture	

3.30-3.45pm: Coffee break**Day Seven: Session #3**

Follow up planning, evaluation and valedictory

Total duration	Time	Content	Method	Remark
1hr 45 min (3.45-5.30pm)	30min	Participants action plan	Coffee m work	
	20	Follow up support mechanisms-peer group learning mentoring and coaching	SGD and LGD	Prepare a worksheet for action planning and peer group learning and support
	30 min	Course evaluation	Questionnaire	Keep the questionnaire ready in advance
	10 min	Certificate distribution	Plenary	Keep the certificates and group photo ready in advance
	15 min	Closing address and vote of thanks		

3. Seven-Day MTTOT on IDP: Course Guide

3.1 Designed for:

The training course is aimed for Master Trainers of Decentralized District Planning. The Participants will be master trainers of Decentralized Integrated District Planning (IDP) process, who will train facilitators at community level.

3.2 Training Objectives:

The key objectives of this training course are:

- Building a cadre of facilitators to facilitate IDP and local level planning process at community level
- Developing shared understanding and sensitization of participants on IDP perspective, processes and steps involved in local level planning
- Enhancing participants capacities to train a cadre of facilitators at local level both in rural and urban setting

3.3 Course Structure:

The course has three distinct features, each helping participants to develop their skills and understanding of integrated district planning;

- 3.3.1 Decentralized District Planning:** provides an opportunity to understand perspective, concepts and approaches of Integrated Decentralized District Planning
- 3.3.2 Decentralized planning at community level:** provides an opportunity to participants to understand the IDP processes at community level and practicing and developing skills of facilitating local level planning process
- 3.3.3 Participatory training:** provides an opportunity to understand the perspective of participatory training and developing skills related to designing learning-training event and applying adult learning methods.

3.4 Schedule and flow of Contents

Day One: Session # 1:	
Topic: Introduction to Course and Participants	
1 hour 45 minutes (min)	Welcome and inaugural speech
	Introduction
	Expectations leveling and objective setting
	Sharing of course structure and Schedule
	Ground rules and formation of learning groups (LG)
Day One: Session # 2 :	
Topic: Decentralized Planning	
2 hours	History of decentralized planning in India
	Local self governance:73rd &74th CAA
	Managing Transition- key shifts in policies and practices
	Human development approach and Millennium development goals
Day One: Session # 3:	
Topic: Decentralized District Planning	
1 hour 45 min	Perspective and Need for Integrated decentralized district planning
	Process and steps of integrated district planning
	Consolidation of rural-urban plans
	Institutional support mechanism for IDP and overview of the local governance institutions
	Key issues and challenges in integrated district planning
Day One: Session # 4 :	
Topic: Review and Reflection	
2 hours	Review and reflections on day's sessions
	Review and reflections on course materials/handouts
Day Two: Session # 1-A(Optional for Rural and Urban context)	
Topic: Participatory Rural Planning	
1 hour 15 minutes	The village/Panchayat level planning process
	Key issues and challenges in participatory rural planning (PRP)
	Role of Panchayat, GS and local government officials in PRP
Day Two: Session # 1B (Optional for Rural and Urban context)	
Topic: Participatory Urban Planning(PUP)	
1 hour 15 minutes	Steps of PUP
	Key issues and challenges in PUP
	Role of ward Sabha, municipal body and local government officials in urban planning
Day Two: Session # 2 :	
Topic: Result based planning and management	
1 hour 45 minutes	RBM perspective and approach: Planning in result based framework
	Situational analysis for identifying result areas
	Understanding result chain and intervention logic
	Role of planner in planning, monitoring and execution

Day Two: Session # 3:	
Topic: Participatory Planning Methods and Techniques	
1 hour 30 min	Perspective of participation and basket of participatory tools and techniques
	Participatory Rural/Urban Appraisal
Day Two: Session # 4:	
Topic: Managing Meetings and Leading Discussions at Community Level	
1 hour 15 min	Management of village level meetings
	Leading and facilitating group discussions at community level
	Managing Stakeholders interest and conflicts
Day Two: Session # 5 :	
Topic: Preparation for Field Work/Exercises	
1 hour 30 min	Preparation for field work
	Brief orientation about the community and locations
	DOs and DONTs
	Preparatory work by teams for field work
Day Three: Field Work(day one), Session # 1:	
Topic: Rapport Building and Collection of Secondary Informations	
3 hours	Meeting with elected representatives, community leaders and other key stakeholders at local level
	Visit to Anganwadi
	Visit to school
	Visit to health center
Day Three: Field Work(day one), Session # 2: Topic: Community Interface and Dream Map	
3 hours	Community meeting for sharing the purpose and schedule of exercises
	Understanding village history
	Vision building- sharing of district vision and creating dream map for the village
Day Four: Field Work(day two), Session # 1:	
Topic: Village Mapping, Vulnerability Analysis and Education	
3 hours	Situational analysis, Social mapping and Vulnerability Analysis
	Education
Day Four: Field Work(day two), Session #2 :	
Topic: Resource mapping, Livelihood, infrastructure and Health	
3 hours	Resource Mapping, livelihood analysis, infrastructure and local innovations for resource management
	Health and Hygiene
	Weighing of under 6 children and discussion on mal nutrition
Day Five: Field Work(day three), Session # 1 :	
FGD with key Stakeholders on Sectoral Analysis	
3 hours	FGD with breast feeding mothers and women on health and nutrition
	FGD with marginalized sections on social exclusion, civic rights and social protection related issues
	FGD with youth on gender and social justice
	FGD with ERS on LSG and implementation of development programmes
	Plenary with community for sharing of emerging issues from sectoral discussions and articulation of sectoral issues

Day Five: Field Work(day three) Session #2 :	
Topic: Prioritization of Sectoral Issue, Solutions and Budgeting	
3 hours	Prioritization of issues
	Prioritization of solutions
	Sharing of schemes and budget envelop (last year, this year and next year's budget)
	Sectoral planning and budgeting
Day Six: Field Work(day four), Session # 1:	
Topic: Finalization of Village Plan	
3 hours	Finalization of village plan
	Projectization and follow up responsibilities
	Wrap up of processes at community level and vote of thanks
Day Six: Session #2:	
Topic: Participatory Training	
2 hours 30 min	Participatory training and experiential learning
	Adult learning and learning environment
	Process of designing a learning-training event
	Training need assessments
	Objective setting
	Identification and sequencing of contents
	Selection of methods
	M&E of learning-training events
Day Seven, Session # 1:	
Topic: Learning-Training Methods	
3 hours 15 min	Preparing a session plan
	Basket of training methods and basis for selecting methods
	Interactive lecture
	Case study
	Role play
Day Seven: Session #2:	
Topic: Methods continue...	
1hr 30 min	Learning games
	Simulation exercises
	Debriefing and experiential learning cycle
Day Seven: Session #3:	
Follow up planning, evaluation and valedictory	
1hr 45 min	Participants action plan
	Follow up support mechanisms-peer group learning mentoring and coaching
	Course evaluation
	Certificate distribution
	Closing address & vote of thanks

3.5 Sessions Guide

Day One: Session # 1	
Session Title	Introduction to Course and Participants
Enabling/ learners objectives	<p>At the end of the session participants will be able to :</p> <ul style="list-style-type: none"> • Relate the different content areas that will be covered during the course • Articulate the course objectives, processes and methodologies • Observe norms agreed upon collectively • Learn about other participants of the course and logistics
Main and Sub topic	<ul style="list-style-type: none"> • Welcome and inaugural speech • Introduction • Expectations leveling and objective setting • Schedule sharing • Ground rules and formation of learning groups (LG)
Time	<ul style="list-style-type: none"> • 1 hour 45 minutes
Method	<ul style="list-style-type: none"> • Plenary • Exercise • Large group discussion • Card sorting • Presentation
Activities/ steps	<ul style="list-style-type: none"> • Registration of the participants • Formal introduction, welcome and inaugural address • Introductory exercise (ice breaker/name games) <p>[Method 1: ask participants to stand in two circle, inner and outer circle should face each other, ask participants to introduce each-other, ask participants to move clock wise unless they introduce to minimum 5 other participants. Depending on time the whole circle can be finished. Method 2: Introduction in Dyads: Form dyads, ask to choose new person from the group, give key questions like name, experience etc to discuss with one another, give some time for interaction, ask the dyad to introduce one –another to large group]</p> <ul style="list-style-type: none"> • Sharing and leveling of expectations-ask participants to write one or two key expectations on the card. Organize the expectations and share the consolidated expectations collected before training • Establish course objectives and present course structure using power point presentation or flip chart • Formulate and validate ground rules • Constitute learning/monitoring/steering groups based on the purpose of this group
Material required	<ul style="list-style-type: none"> • Power point presentation on course objectives, structure and ground rules • Expectation chart/cards, programme schedule. • LCD, meta cards, flip charts, markers etc
Reference material	<ul style="list-style-type: none"> • Course structure, objectives and schedule • Background note on IDP training strategy • Short note on logistics

Day One: Session # 2	
Session Title	Decentralized Planning
Enabling/ learners objectives	<p>At the end of the session participants will be able to :</p> <ul style="list-style-type: none"> • Define decentralization and local self governance, particularly 73rd & 74th CAA, Human development approach and Millennium development goals • Open session for question-answers • Describe perspective and approach that guides decentralization and integrated district planning • Differentiate top down and decentralized planning approach
Main and Sub topic	<ul style="list-style-type: none"> • Decentralization and history of decentralized planning in India • Local self governance: 73rd & 74th CAA • Human development approach • Millennium development goals
Time	<ul style="list-style-type: none"> • 2 hours
Method	<ul style="list-style-type: none"> • Film & input • LGD and interactive lecture
Activities/ steps	<ul style="list-style-type: none"> • Introduce the topic and sub topic • A video film of 15-20 minutes duration introducing the theme may be useful followed by a brain storming session • The participants could be asked to record key points on flip chart or cards. • Stick the flip chart or cards on wall/panel board and work with the participants to cluster the issues into common themes for further discussion • Build on the points emerging from the group and supplement by input on the select themes of the session using power point presentation • Present status chart of MDG and Human Development in that state/district. Facilitator should prepare this information in advance. • Summarize the session and provide space for question answers and observations of the participants • Distribute handouts for the session
Material required	<ul style="list-style-type: none"> • Film, power point presentation on decentralized planning, LCD, meta cards, flip charts, markers, reading/reference material
Reference material	<ul style="list-style-type: none"> • Refer course material section- A • IDP Manual (Hindi) page # 3-8 • Convergence Manual page # 1-10
Day One: Session # 3	
Session Title	Integrated Decentralized District Planning
Enabling/ learners objectives	<p>At the end of the session participants will be able to :</p> <ul style="list-style-type: none"> • Explain the process and steps of integrated district planning, consolidation of rural-urban plans and institutional support mechanism for DDP • Describe the need and type of data required for making district stock taking report/survey report • Identify the different sources and methods of data collection for IDP • Articulate importance of envisioning process for IDP • Define the role of state and DPC in context of IDP • Articulate key issues and challenges in decentralized planning

Main and Sub topic	<ul style="list-style-type: none"> • Process and steps of integrated district planning • Consolidation of rural-urban plans • Institutional support mechanism for IDP • Key issues and challenges in integrated district planning
Time	<ul style="list-style-type: none"> • 1 hour 45 minutes
Method	<ul style="list-style-type: none"> • Film show, Case presentation • Buzz group discussions, LGD and interactive lecture
Activities/ steps	<p>Activity 1:</p> <ul style="list-style-type: none"> • Introduce the topic and sub topic • A video film of 10-15 minutes duration introducing the theme may be useful or presenting a case on integrated district planning process from state or district, followed by a brain storming session • The participants could be asked to record key points on flip chart or cards. Stick the flip chart or cards on wall/panel board and work with the participants to cluster the issues into common themes for further discussion • Build on the points emerging from the group and supplement by input on the select themes of the session using power point presentation <p>Activity 2:</p> <ul style="list-style-type: none"> • Form 3 groups, in each group, participants discuss the following questions. Each group will tackle one question: <ol style="list-style-type: none"> 1. What are the different steps and processes involved in DDP? 2. What kind of data is available at district level and what are the different sources and methods of data collection? 3. What is the current status of DDP in our district/state? • Allocate each group 10 minutes for discussion • Ask participants to present in cards, categories the key points in steps of IDP, processes, data type, source, purpose etc • Present consolidated input, would include: preparation of district stock taking report, envisioning and perspective planning process, financial resource mapping and allocation of budget envelopes to all planning units, participatory rural planning, participatory urban planning, consolidation of rural-urban plans and concurrent monitoring and social audit of district plans <p>Activity 3:</p> <ul style="list-style-type: none"> • Discuss consolidation of Rural- Urban Plans • Prepare a case or illustration in advance using own experiences of district or local level planning process to share an example of consolidation, E.g. drinking water supply; or solid waste management; or from livelihood angle. • Discuss with participants about the scenario in their own state/district and explore possibilities

	<p>Activity 4:</p> <ul style="list-style-type: none"> Ask each participant to prepare a map of key stakeholders in the district. Sort the cards and work with the participants to cluster them into different themes/categories, i.e. Government, NGOs, PRIs and ULBs etc. Stakeholders can also be categorized at state, district and local level basis Supplement with input using power point presentation. Input would include; consolidation of rural-urban, inclusive approach-human development and consolidation across institutions and sectors <p>Activity 5:</p> <ul style="list-style-type: none"> Ask each participant to prepare a list of key issues in buzz groups Ask participants to present in cards, categories the key points in type of issues, i.e. institutional, resources, process of IDP, social, etc. Supplement with input using power point presentation. Input would include; IDP structure at district level, role of DPC, role of LSGs & government departments and Role of other institutions, i.e. CSOs, media, private sector etc Summarize the session and provide space for question answers and observations of the participants Give reference of IDP manual by PCI and state specific manual if any Distribute handouts for the session
Material required	<ul style="list-style-type: none"> Power point presentation, case and film LCD, meta cards, flip charts, markers Reading/reference material
Reference material	<ul style="list-style-type: none"> Refer course material section- A IDP Manual (Hindi) page # 8-11, 13-18, 63-70
Day One: Session # 4	
Session Title	Review and Reflections
Enabling/ learners objectives	<p>At the end of the session participants will be able to :</p> <ul style="list-style-type: none"> Explain the DDP process and steps involved in Clarify their doubts about the concepts and processes Identify and review the course materials
Main and Sub topic	<ul style="list-style-type: none"> Review and reflections on day's sessions Review and reflections on course materials/handouts
Time	2 hours
Method	<ul style="list-style-type: none"> Guided readings, Reflections in Learning Groups Large Group Discussions(LGD) Open session for question answers/clarifications by the facilitators

Activities/ steps	<p>Activity 1:</p> <ul style="list-style-type: none"> • Divide the large group into learning groups • Give the groups 20 minutes to reflect on the day • Suggest to organize their reflection on four categories- contents, methodology, key learning and suggestions for further improvement of the session <p>Activity 2:</p> <ul style="list-style-type: none"> • Divide the large group into learning groups • Give each learning group a set of reading material to review • Ask learning group to present and others to comment on the reflection in terms of addition or correction • Facilitator can give inputs to clarify doubts, confusion or putting things in right perspective. • Facilitate open session for question- answers • Team assignment: Prepare a short note on the state specific guidelines issues by the respective state planning commissions.
Material required	<ul style="list-style-type: none"> • LCD, meta cards, flip charts, markers • Reading/reference material
Reference material	<ul style="list-style-type: none"> • Complete set of learning/reading materials to be used during the course
Day Two: Session # 1A (optional for Rural and Urban planning)	
Session Title	Participatory Rural Planning (PRP)
Enabling/ learners objectives	<p>At the end of the session participants will be able to :</p> <ul style="list-style-type: none"> • Explain the framework, steps and process of IDP at village/ Panchayat level • Articulate key issues and challenges in local level planning process • Define the role of LGIs and government officials in PRP
Main and Sub topic	<ul style="list-style-type: none"> • The village Panchayat level planning process • Key issues and challenges in PRP • Role of Panchayat, GS and local government officials in PRP
Time	• 1 hour 15 minutes
Method	<ul style="list-style-type: none"> • Film show • Case presentation • LGD and interactive lecture

Activities/ steps	<p>Activity 1:</p> <ul style="list-style-type: none"> • Introduce the topic and sub topic • A video film of 15-20 minutes duration introducing the theme may be useful followed by a brain storming session or a case study showing the different steps in PRP can be used • The participants could be asked to record key points on flip chart or cards. • Stick the flip chart or cards on wall/panel board and work with the participants to cluster the issues into common themes for further discussion • Build on the points emerging from the group and supplement by input on the select themes of the session using power point presentation • Support by inputs, would include; situational analysis, vision building, identification of issues in GS and classification of issues into sectors, solution findings, priorities, solutions and fund allocation, finalization of sectoral plan, final plan (perspective and annual), projectization and action planning <p>Activity 2:</p> <ul style="list-style-type: none"> • Ask each participant to prepare a list of key issues and challenges in buzz groups • Ask participants to present in cards, categories the key points in type of issues, i.e. institutional, resources, process of IDP, social, etc. • Supplement with input using power point presentation. Highlight; inclusive and equitable planning, mainstreaming the voices of poor, marginalized, women and other disadvantaged groups and transition from wish list to felt needs and infrastructure to soft projects <p>Activity 3:</p> <ul style="list-style-type: none"> • Ask each participant to write 2-3 key roles of Panchayat and Gram Sabha on cards and prepare a matrix of roles • Supplement with input using power point presentation. Input would include; role and relationship between the Gram Sabha and gram Panchayat in context of local level planning process • Use illustrations of processes and experiences of facilitating DDP • Summarize the session and provide space for question answers and observations of the participants • Distribute handouts for the session
Material required	<ul style="list-style-type: none"> • Power point presentation • LCD, meta cards, flip charts, markers • Reading/reference material
Reference material	<ul style="list-style-type: none"> • Refer course dossier section- A&B • IDP Manual(Hindi) page # 79-111 • Step by step guide • YASHDA facilitators manual

Day Two: Session # 1B (optional for Rural and Urban planning)	
Session Title	Participatory Urban Planning (PUP)
Enabling/ learners objectives	At the end of the session participants will be able to : <ul style="list-style-type: none"> • Explain the framework, steps and process of IDP at ULB level • Articulate key issues and challenges in Urban planning • Define the role of ULBs and government officials in PUP
Main and Sub topic	<ul style="list-style-type: none"> • Steps of PUP • Key issues and challenges in PUP • Role of ward Sabha, municipal body and local government officials in urban planning
Time	• 1 hour 15 minutes
Method	<ul style="list-style-type: none"> • Film show • Case presentation • LGD and interactive lecture
Activities/ steps	<p>Activity 1:</p> <ul style="list-style-type: none"> • Introduce the topic and sub topic • A video film of 15-20 minutes duration on urban/town planning introducing the theme may be useful followed by a brain storming session or a case study showing the different steps in PUP can be used • The participants could be asked to record key points on flip chart or cards. Stick the flip chart or cards on wall/panel board and work with the participants to cluster the issues into common themes for further discussion • Build on the points emerging from the group and supplement by input on the select themes of the session using power point presentation • Recap/explain general steps of IDP as discussed in rural context • Highlight specific steps and variations in Urban context <p>Activity 2:</p> <ul style="list-style-type: none"> • Ask each participant to prepare a list of key issues and challenges in buzz groups in urban context • Ask participants to present in cards, categories the key points in type of issues, i.e. institutional, resources, process of IDP, social, etc. • Supplement with input using power point presentation. Highlight; inclusive and equitable planning, mainstreaming the voices of poor, marginalized, vulnerable, women and other disadvantaged groups and transition from wish list to felt needs and infrastructure to soft projects, scale of planning, use of ICT in planning <p>Activity 3:</p> <ul style="list-style-type: none"> • Ask each participant to write 2-3 key roles of ULBs and Ward Sabha on cards and prepare a matrix of roles • Supplement with input using power point presentation. Input would include; role and relationship between the ward sabha and municipal body in context of urban planning process • Summarize the session and provide space for question answers and observations of the participants • Distribute handouts for the session

Material required	<ul style="list-style-type: none"> • Power point presentation on steps and methodology, LCD, meta cards, flip charts, markers, Reading/reference material
Reference material	<ul style="list-style-type: none"> • Refer course dossier section- A • IDP Manual(Hindi) page # • Step by step guide
Day Two: Session # 2	
Session Title	Result based Planning and Management
Enabling/ learners objectives	<p>At the end of the session participants will be able to :</p> <ul style="list-style-type: none"> • Explain the purpose of RBM • Articulate key logic of result chain • Define the role of planner in different phases of IDP
Main topic and Sub topic	<ul style="list-style-type: none"> • RBM perspective and approach: Planning in result based framework • Situational analysis for identifying result areas • Understanding result chain and intervention logic • Role of planner in planning, monitoring and execution
Time	• 1 hour 45 minutes
Method	<ul style="list-style-type: none"> • Large group discussion and by interactive lecture • Case analysis in buzz groups • SGD and input
Activities/ steps	<p>Activity 1:</p> <ul style="list-style-type: none"> • Introduce the topic and sub topic • Brainstorm in large group about the need and importance of result based management • Build on the points emerging from the group • Present the input on RBM methodology using power point presentation <p>Activity 2:</p> <ul style="list-style-type: none"> • Introduce the case • Form 4 groups, in each group • Participants identify the intervention logic and result chain for the given situation • Allocate time for group discussion and presentation • Ask participants to present in cards, categories the key points in result chain and intervention logic • Present consolidated input on result chain and result based management <p>Activity 3:</p> <ul style="list-style-type: none"> • Discuss role of planner • Ask participants to write cards on the roles of planner in DDP process • Organize cards in terms of the roles- during the planning process, implementation of the plan and monitoring and evaluation of execution and impacts • Summarize the session and provide space for question answers and observations of the participants • Distribute handouts for the session

Material required	<ul style="list-style-type: none"> • Power point presentation on RBM • LCD, meta cards, flip charts, markers, Reading/reference material
Reference material	<ul style="list-style-type: none"> • Short note on RBM • Illustration on result chain and intervention logic
Day Two: Session # 3	
Session Title	Participatory Planning and Techniques
Enabling/ learners objectives	<p>At the end of the session participants will be able to :</p> <ul style="list-style-type: none"> • Articulate importance of participatory planning • Explain the steps and process of facilitating PRA/PUA for developing local level plans • Identify the different sources and methods of data collection using participatory methodologies • Differentiate between PRA and PUA applications
Main and Sub topic	<p>Perspective of participation and bucket of participatory tools and techniques</p> <p>Participatory Rural/Urban Appraisal</p>
Time	<ul style="list-style-type: none"> • 1 hour 30 minutes
Method	<ul style="list-style-type: none"> • Film show • Case presentation • Exercises • LGD and interactive lecture
Activities/ steps	<ul style="list-style-type: none"> • Introduce the topic and sub topic • A video film of 10-15 minutes duration on PLA methodologies and tools introducing the PRA theme may be useful followed by a brain storming session • The participants could be asked to record key points on flip chart or cards. Stick the flip chart or cards on wall/panel board and work with the participants to cluster the issues into common themes for further discussion • Build on the points emerging from the group and supplement by input on the select themes of the session using power point presentation • Explain, Foundation of PLA, Attitudinal and behavioral change in PRA, Tools and techniques, Thematic applications of tools/methods in rural and urban setting • Present illustrations and pictorial presentation of different methods and their applications • Facilitate practice on select tools • Summarize the session and provide space for question answers and observations of the participants • Distribute handouts for the session
Material required	<ul style="list-style-type: none"> • Film, Power point presentation on PRA/PUA, LCD, meta cards, flip charts, markers, Reading/reference material
Reference material	<ul style="list-style-type: none"> • Refer course dossier section-B • Convergence TOT manual page # • PRA manual • YASHDA facilitator manual

Day Two: Session # 4	
Session Title	Managing Meetings and Leading Discussions at community level
Enabling/ learners objectives	At the end of the session participants will be able to : <ul style="list-style-type: none"> • Describe the need and importance of meetings and dialogue • State the key issues in facilitating FGDs • Explain the process of managing meetings
Main and Sub topic	<ul style="list-style-type: none"> • Management of village level meetings • Leading and facilitating group discussions at community level
Time	• 1 hour 15 minutes
Method	<ul style="list-style-type: none"> • Role play • LGD and interactive lecture
Activities/ steps	<ul style="list-style-type: none"> • Introduce the topic and sub topic • Form two groups • Conduct role plays in two groups: group 1 on organizing a village level meeting and group 2 on focus group discussion on a situation • Brief about the situations, give role briefs to different participants • Give points for observations to observers of role play and facilitate role play • Undertake debriefing of the role plays by asking questions and processing data generated by role play • Present inputs on stakeholders participation, meeting management and FGD using power point presentation • Summarize the session and provide space for question answers and observations of the participants • Distribute handouts for the session
Material required	<ul style="list-style-type: none"> • Situation brief for role plays • Role briefs for players • Questions for observer • Power point presentation on stakeholders participation, meeting management and FGD • LCD, meta cards, flip charts, markers • Reading/reference material
Reference material	<ul style="list-style-type: none"> • Short note on using role play in trainings • PRIA Manual on multi stakeholder dialogue • Note on managing meetings
Day Two: Session # 5	
Session Title	Preparation for Field Work
Enabling/ learners objectives	At the end of the session participants will be able to : <ul style="list-style-type: none"> • Describe the steps and processes needs to be followed at village/town level • State the key preparation for visits • Prepare materials for village exercises
Main topic and Sub topic	<ul style="list-style-type: none"> • Preparation for field work • Preparatory work by teams for field work

Time	• 1 hour 30 min
Method	• Group work and assignments in sub groups
Activities/ steps	<ul style="list-style-type: none"> • Give an overview of the field work and exercises • Form field teams • Share field schedule • Assign roles to different teams and selecting primary methods to be practiced in the field by different teams • Brief orientation about the community and locations • Explain Dos and DONTs • Share worksheets and assign tasks • Prepare worksheets in advance for different tasks • Prepare a short note about the area and community in advance to familiarize participants with locations and situations
Material required	<ul style="list-style-type: none"> • Worksheets • Field schedule • LCD, meta cards, flip charts, markers • Work book/sheets
Reference material	<ul style="list-style-type: none"> • YASHDA Manual page • Brief note about the village/town
Day Three: Session # 1	
Session Title	Rapport building and collection of secondary informations
Enabling/ learners objectives	<p>At the end of the session participants will be able to :</p> <ul style="list-style-type: none"> • Establish communication with community about the purpose and processes • Collect secondary information about the village/Panchayat
Main and Sub topic	<ul style="list-style-type: none"> • Meeting with elected representatives, community leaders and other key stakeholders at local level • Visit to Anganwadi • Visit to school • Visit to health center
Time	3 hours
Method	<ul style="list-style-type: none"> • Visit to village institutions(Schools, Anganwadi Center, PHC, etc) and • Meetings with community

Activities/ steps	<ul style="list-style-type: none"> • Prepare a checklist for informations and discussions in advance • Meet the key resource persons of the community • Introduce yourself and purpose of the visit • Visit to village schools and interactions with key stakeholders • Visit to Anganwadi Center and interactions with key stakeholders • Visit to PHC and interactions with key stakeholders • Meetings with Panchayat members and community and interactions with key stakeholders • Meetings with government employees, TSGs etc and interactions with key stakeholders • Introduce yourself and visit purpose to all stakeholders and interactions with key stakeholders • Prepare for next day's exercises
Material required	<ul style="list-style-type: none"> • Village information sheets • Contact list • Small note book
Reference material	<ul style="list-style-type: none"> • Refer course dossier section-B&C • YASHDA Manual • PRA manual • Step by step guide
Day Three: Session # 2	
Session Title	Community Interface and Dream Map
Enabling/ learners objectives	<p>At the end of the session participants will be able to :</p> <ul style="list-style-type: none"> • Establish communication with community about the purpose and processes • Community will be able to articulate their vision for their village/town, community • Develop historical understanding of the village
Main and Sub topic	<ul style="list-style-type: none"> • Community meeting for sharing the purpose and schedule of exercises • Understanding village history • Dream map
Time	<ul style="list-style-type: none"> • 3 hours
Method	<ul style="list-style-type: none"> • Meeting • Large group discussions • Time line with two groups • SGD and LGD • Dream story telling

Activities/ steps	<p>Activity 1:</p> <ul style="list-style-type: none"> • Invite the community on a common place • Introduce yourself, purpose and details of schedule and processes of the visit <p>Activity 2:</p> <ul style="list-style-type: none"> • Facilitate time line exercise with elders • Facilitate exercise with two group • Prepare questions in advance • Refer PRA manual for conducting/facilitating time line exercise <p>Activity 3:</p> <ul style="list-style-type: none"> • Introduce the dream map exercise and the purpose of the exercise • Share district vision • Facilitate formation of small groups of different composition to get inclusive and diverse perspective • Give key question for dreaming and give time to come out with their dream for the village • Share the dreams in large group • Highlight the important issues emerging in the dreams • Share district vision • Wrap up the discussion <p>Activity 4:</p> <ul style="list-style-type: none"> • In the evening reflect on the days processes and outcomes • Prepare for next day's exercises
Material required	<ul style="list-style-type: none"> • Material for exercises- colors, charts, markers, multi color chalks and other locally available materials
Reference material	<ul style="list-style-type: none"> • Refer course dossier section-B&C • YASHDA facilitator manual • IDP manual
Day Four: Session # 1	
Session Title	Social Mapping, Vulnerability analysis and Education
Enabling/ learners objectives	<p>At the end of the session participants will be able to :</p> <ul style="list-style-type: none"> • Facilitate development of social map and vulnerability analysis by the village community • Facilitate situational analysis of the education sector • Develop understanding of the educational scenario
Main and Sub topic	<ul style="list-style-type: none"> • Social map • Vulnerability analysis • Education
Time	<ul style="list-style-type: none"> • 3 hours
Method	<ul style="list-style-type: none"> • Mapping • FGD • Exercise and • FGD

Activities/ steps	<p>Activity 1:</p> <ul style="list-style-type: none"> • Introduce social mapping exercise and its purpose • Divide the large group into smaller groups for facilitating mapping exercise • Assigned task of facilitator, recorder and observer • Facilitative exercises separately, if parallel then in different locations • Follow the steps as discussed in the PRA Manual/YASHDA Facilitators manual <p>Activity 2:</p> <ul style="list-style-type: none"> • Introduce vulnerability exercise and its purpose • Divide the large group into smaller groups for facilitating exercise • Ask key questions who are most vulnerable and why? • Consolidate understanding of different groups • Build shared understanding on the vulnerability and the most vulnerable community in the village/town • Visit the vulnerable community and area following transect <p>Activity 3:</p> <ul style="list-style-type: none"> • Introduce exercise and its purpose • Invite community on a common place • Facilitate two three exercise with the kids on understanding their level of understanding and abilities • These exercises can be adapted from educational tests • Then follow large and focus group discussions around education sector and its analysis • Prepare in advance key questions for focus group discussions • Wrap up the discussion <p>Activity 4:</p> <ul style="list-style-type: none"> • In the evening reflect on the days processes and outcomes • Prepare for next day's exercises <p>[Key issues to be discussed during the sectoral analysis, would include; Human resources, Service quality, Physical infrastructure, Access to all (issue of inclusion and equitable distribution), Community participation]</p>
Material required	<ul style="list-style-type: none"> • Material for mapping exercises- colors, charts, markers, multi color chalks and other locally available materials
Reading/ Reference material	<ul style="list-style-type: none"> • Refer course dossier section-B&C • YASHDA facilitator manual • PRA manual
Day Four: Session # 2	
Session Title:	Resource Mapping, Livelihood, Infrastructure and Health
Enabling/ learners objectives	<p>At the end of the session participants will be able to :</p> <ul style="list-style-type: none"> • Facilitate development of resources map and vulnerability analysis by the village community • Facilitate situational analysis of the Livelihood, Infrastructure and Health • Develop understanding of the analysis of the Livelihood, Infrastructure and Health scenario

Main and Sub topic	<ul style="list-style-type: none"> • Resource Mapping • Livelihood analysis • Infrastructure • Health and Hygiene
Time	3 hours
Method	<p>Activity 1:</p> <ul style="list-style-type: none"> • Introduce resource mapping exercise and its purpose • Divide the large group into smaller groups for facilitating mapping exercise • Assigned task of facilitator, recorder and observer • Facilitative exercises separately, if parallel then in different locations • Follow the steps as discussed in the PRA Manual/YASHDA Facilitators manual <p>Activity 2:</p> <ul style="list-style-type: none"> • Introduce livelihood analysis exercise and its purpose • Divide the large group into smaller groups for facilitating exercise • Ask key questions related to livelihood sources and status • Build shared understanding on the livelihood • Poverty analysis tools can also be used here <p>Activity 3:</p> <ul style="list-style-type: none"> • Introduce the concept of infrastructure • Divide the large group into smaller groups for facilitating exercise • Introduce exercise and its purpose • Ask key questions related to infrastructure and their status • Build shared understanding on the infrastructure sector <p>Activity 4:</p> <ul style="list-style-type: none"> • Invite under 6 children's with their parents • Start weighing of under 6 children • Analyze the data with community and facilitate discussion on mal nutrition, health and hygiene • See input on health and nutrition sector in learning pack • If needed take help of local health worker • Wrap up the discussion <p>Activity 5:</p> <ul style="list-style-type: none"> • In the evening reflect on the days processes and outcomes • Prepare for next day's exercises <p>[Key issues to be discussed during the sectoral analysis, would include; Human resources, Service quality, Physical infrastructure, Access to all (issue of inclusion and equitable distribution), Community participation]</p>
Material required	<ul style="list-style-type: none"> • Material for mapping exercises- colors, charts, markers, multi color chalks, • other locally available materials
Reading/ Reference material	<ul style="list-style-type: none"> • Refer course dossier section-B&C • YASHDA facilitator manual • PRA manual

Day Five: Session # 1	
Session Title	FGD with Key Stakeholders on Situational Analysis
Enabling/ learners objectives	<p>At the end of the session participants will be able to :</p> <ul style="list-style-type: none"> • Present village profile to community • Share the perspective of different stakeholder on the situation of the village, key issue and problems as well as their solutions for village/town development • Identify the resources available in the village and their status • Triangulate the data gathered and to necessary corrections • Articulate issues of different sections of the local community
Main and Sub topic	<ul style="list-style-type: none"> • FGD with breast feeding mothers and women on health and nutrition • FGD with marginalized sections on civic rights and protection • FGD with youth on gender and social justice • FGD with ERS on LSG and implementation of development programmes
Time	3 hours
Method	<ul style="list-style-type: none"> • Exercises • Focus group discussion and • Plenary with community
Activities/ steps	<p>Activity 1:</p> <ul style="list-style-type: none"> • Divide the large group into smaller groups - breast feeding mothers and women, marginalized sections, youth and elected representatives of the local body • Facilitate focus group discussions with select group • Prepare list of questions and issues to be discussed in advance. • Refer thematic learning pack for flow and issues of discussions <p>Activity 2:</p> <ul style="list-style-type: none"> • Organize data into three section- background information's, situational analysis • Present the data to audience • Use different chart, maps etc developed during the exercises • Triangulate the data with community to validate findings • Incorporate suggestions • Follow the steps as discussed in the YASHDA Facilitators manual • In the evening organize the reflection session for the participants to review the day and plan for the next day • Provide need based input on frame work, analysis and presentation
Material required	<ul style="list-style-type: none"> • Questions and exercises • Charts ready with data and information • Charts, markers, multi color chinks etc
Reference material	<ul style="list-style-type: none"> • Refer course dossier section-C • YASHDA facilitator manual page # 43, 57-90 • PRA manual • PRA Manual

Day Five: Session # 2	
Session Title	Prioritization of Sectoral Issues, Solutions and Budgeting
Enabling/ learners objectives	<p>At the end of the session participants will be able to :</p> <ul style="list-style-type: none"> • Identify and prioritize the key problems of the village/town across sectors • Articulate issues of different sections of the local community • Facilitate problem analysis and find solutions for prioritized problems
Main and Sub topic	<ul style="list-style-type: none"> • Prioritization of issues • Prioritization of solutions • Sharing of schemes and budget envelop(last year, this year and next year's budget) • Sectoral planning and budgeting
Time	<ul style="list-style-type: none"> • 3 hours
Method	<ul style="list-style-type: none"> • Group Exercise • LGDs and FGD
Activities/ steps	<p>Activity 1:</p> <ul style="list-style-type: none"> • Divide the large group into smaller groups • Facilitate problem and solution tree exercise • Ask participants to write a one problem on one card or take help of the literate person from community to write card • Explain cause effect relationship • Ask participants to build a problem tree • Facilitate discussion on criterion • Allow participants of the exercise to prioritize the problem • Construct a problem tree with cause effect relationship • Convert problem tree into solution tree • Prioritize and Articulate problem statements and identify solutions for prioritized problems <p>Activity 2:</p> <ul style="list-style-type: none"> • Facilitate budget discussions • Share schemes and budget envelop(last year, this year and next year's budget) • Discuss sectoral priorities and budge available • Prepare budget envelop in advance • Wrap up the discussion <p>Activity 4:</p> <ul style="list-style-type: none"> • In the evening reflect on the days processes and outcomes • Prepare for next day's exercises <p>[Key issues to be discussed during the sectoral analysis, would include; Human resources, Service quality, Physical infrastructure, Access to all (issue of inclusion and equitable distribution), Community participation]</p>
Material required	<ul style="list-style-type: none"> • Material for exercises- colors, charts, markers, multi color chalks, other locally available materials, Meta cards

Reference material	<ul style="list-style-type: none"> • Refer course dossier section-B • IDP Manual • YASHDA facilitator manual • PRA manual • Step by step guide • Concept note of UNICEF-YASHDA on approaches to bottom up planning
Day Six: Session # 1	
Session Title	Finalization of Village Plan
Enabling/ learners objectives	<p>At the end of the session participants will be able to :</p> <ul style="list-style-type: none"> • Enumerate the action plan and budget for identified projects • Develop a charter of commitment and responsibility chart for project implementation
Main and Sub topic	<ul style="list-style-type: none"> • Finalization of village plan • Projectization and follow up responsibilities • Wrap up of processes at community level and vote of thanks
Time	<ul style="list-style-type: none"> • 3 hours
Method	<ul style="list-style-type: none"> • FGD • Ranking and scoring
Activities/ steps	<p>Activity 1:</p> <ul style="list-style-type: none"> • Present the project summary developed in the previous session • Divide the large group into smaller groups to develop action plan and budgeting of projects • Share worksheets to develop action plan and budget • Share the possible budget envelop and locally available resources • Consolidate action plan together <p>Activity 2:</p> <ul style="list-style-type: none"> • Explain project component to the community members • Follow the steps logically • Develop responsibility chart <p>Activity 3:</p> <ul style="list-style-type: none"> • Wrap up the community processes • Express you gratitude and vote of thanks <p>Activity 4:</p> <ul style="list-style-type: none"> • Reflection session on the field processes and outcomes • Follow up required
Material required	<ul style="list-style-type: none"> • List of projects on cards • Worksheets • Charts, markers, multi color chalks, • Meta cards
Reference material	<ul style="list-style-type: none"> • Refer course dossier section-B&C • IDP Manual • PRA manual • Concept note of UNICEF-YASHDA on approaches to bottom up planning

Day Six: Session # 2	
Session Title:	Participatory Training
Enabling/ learners objectives	<p>At the end of the session participants will be able to :</p> <ul style="list-style-type: none"> • Explain the meaning and purpose of training design • Identify the different component of a training design • Articulate key steps and process of designing a training
Main and Sub topic	<ul style="list-style-type: none"> • Process of designing a learning-training event • TNA • Objective setting • Identification and sequencing of contents • Selection of methods • M&E of learning-training events
Time	<ul style="list-style-type: none"> • 2 hours 30 minutes
Method	<ul style="list-style-type: none"> • LGD • Consolidation in large group • Exercise and input
Activities/ steps	<ul style="list-style-type: none"> • Introduce the topic and sub topic • Form dyads and participants discuss the following questions- what is your two important considerations while designing a learning training event. Each dyad will write 4 cards. Ask to present one card by each dyad and follow the process till all cards are finished • Organize the cards on the board or wall following the sequence of training steps and key consideration of those particular steps. • The sequencing of the step would be- need assessment, training objective, key contents, sequencing of the contents, methods, monitoring and evaluation and follow up • Provide input on the steps using power points • Encourage small exercises during the different steps • Summarize the session and provide space for question answers and observations of the participants • Summarize the session and provide space for question answers and observations of the participants • Distribute handouts for the session
Material required	<ul style="list-style-type: none"> • Power point presentation on methods • LCD, meta cards, flip charts, markers • Reading/reference material
Reference material	<ul style="list-style-type: none"> • Refer course dossier section-C • TOT manual on participatory training

Day Seven: Session # 1	
Session Title :	Learning-Training Methods
Enabling/ learners objectives	<p>At the end of the session participants will be able to :</p> <ul style="list-style-type: none"> • Describe perspective and approach that guides selection of methods in adult learning • Articulate key steps and process of preparing a session plan • Define different experiential learning-training methods • Differentiate between methods, techniques and training aids • Articulate basis of selecting methods for a select sessions • Able to define and use Interactive lecture, Case study and Role play method in trainings
Main and Sub topic	<ul style="list-style-type: none"> • Preparing a session plan and • Basket of training methods and basis for selecting methods • Interactive lecture • Case study • Role play
Time	<ul style="list-style-type: none"> • 3 hours 15 minutes
Method	<ul style="list-style-type: none"> • Exercise • Interactive lecture • Case study • Role play
Activities/ steps	<p>Activity 1:</p> <ul style="list-style-type: none"> • Introduce the topic and sub topic • Share frame work of a session plan and worksheet for preparing a session plan • Give time for practice on a select topic • Give clarifications and input if needed <p>Activity 2:</p> <ul style="list-style-type: none"> • Brain storm in large group to generate list of methods, tools and techniques • Categorize the data in method, techniques and aids category and support the discussion with input on selection of methods <p>Activity 3:</p> <ul style="list-style-type: none"> • Demonstrate an interactive lecture • Use multiple aid in one session • Explain the key elements of lecture, its merit and limitations <p>Activity 4:</p> <ul style="list-style-type: none"> • Demonstrate case study execution • Explain the key elements of a case study, its merit and limitations • Explain how to write, collect or use the case study in training context <p>Activity 5:</p> <ul style="list-style-type: none"> • Demonstrate role play execution • Explain the key elements of a role play, its merit and limitations • Explain how to write role briefs, debriefing questions

Material required	<ul style="list-style-type: none"> • Power point presentation • LCD, meta cards, flip charts, markers • Reading/reference material
Reference material	<ul style="list-style-type: none"> • Refer course dossier section-C • KILA TOT LM • Convergence TOT LM on Training • TOT manual on participatory training
Day Seven: Session # 2	
Session Title :	Learning-Training Methods continues.....
Enabling/ learners objectives	<p>At the end of the session participants will be able to :</p> <ul style="list-style-type: none"> • Articulate basis of selecting methods for a select sessions • Able to define and use Interactive lecture, Case study and Role play method in trainings • Define the debriefing cycle in experiential learning methods
Main and Sub topic	<ul style="list-style-type: none"> • Learning games • Simulations • Debriefing and experiential learning cycle
Time	<ul style="list-style-type: none"> • 1hr 30 min
Method	<ul style="list-style-type: none"> • Exercise • Learning games • Simulation exercise
Activities/ steps	<p>Activity 1:</p> <ul style="list-style-type: none"> • Introduce the topic and sub topic • Facilitate learning game • Debrief the game • Give input on the difference between energizer, exercise and learning game • Give clarifications and input if needed <p>Activity 2:</p> <ul style="list-style-type: none"> • Facilitate simulation exercise or simulation game • Debrief the exercise • Explain the process and issues in facilitating the simulations • Give clarifications and input if needed <p>Activity 3:</p> <ul style="list-style-type: none"> • Demonstrate the debriefing cycle using the previous exercises • Explain the key elements of experiential learning and importance of debriefing in using structured experiences
Material required	<ul style="list-style-type: none"> • Power point presentation • LCD, meta cards, flip charts, markers • Reading/reference material
Reference material	<ul style="list-style-type: none"> • Refer course dossier section-C • KILA TOT LM • Convergence TOT LM on Training • TOT manual on participatory training

Day Seven: Session # 3	
Session Title	Follow up Planning, Evaluations and Valedictory
Enabling/ learners objectives	<p>At the end of the session participants will be able to :</p> <ul style="list-style-type: none"> • Explain the need and importance of follow up of training • Develop an action plan for the follow up of this training • Reflect on their participation in the programme
Main and Sub topic	<ul style="list-style-type: none"> • Follow up support mechanisms-peer group learning mentoring and coaching • Course evaluation • Certificate distribution • Closing address and vote of thanks
Time	1 hour 45 minutes
Method	<ul style="list-style-type: none"> • Plenary • Evaluation questionnaire • LGD
Activities/ steps	<ul style="list-style-type: none"> • Form organization or department wise team • Share the follow up plan of this training • Ask participants to develop their action plan using a worksheet- highlighting key activity, duration, participants, venue, support needed etc • Ask participants to write their plans on flip charts • Stick flip charts on the walls • Ask everyone to go around and look at the plans, share their comments and observations • Summarize the course content and share objectives set at the first day • Distribute evaluation form • Do an evaluation game for personal reflection- using musical chair or lottery with music, where each participant will pick up a card where small question is written. • Help to clarify if answer is not appropriate • Share follow up plan and reporting of the event • Ask guests to join valedictory • Distribute certificates • Closing speeches and vote of thanks
Material required	<ul style="list-style-type: none"> • Worksheet for action planning • LCD, meta cards, flip charts, markers
Reference material	<ul style="list-style-type: none"> • Other training materials and manuals • Short note on training strategy

How to Use the guide:

The guide organized into days and sessions, which build upon each other in terms of information and are sequenced in logical presentation order for an actual training workshop. Each session has the following components:

Title - identifies the main topic of the session

Enabling/Learner Objectives - describe what the participant will be able to do by the end of the session to demonstrate increased knowledge, improved skills, or attitudinal change

Time - indicates the approximate amount of time the session will take

Main Topic and sub topic - provides a breakdown of the session into sub-topics, including the time allocation for each sub-topic

Methods: Identifies the key methods for the sessions

Activity/Steps - Provide specific instructions to the trainer about how to conduct the session and flow of the content and processes

Materials - list all the materials that will be required for the session.

Handouts - indicate all the handouts that will be required for the session. Handouts are included separately.

Remarks - They may included expected or possible responses to a question, definitions, or other key points that the trainer should try to elicit during the session.

4. Four-Day Alternative MTTOT Course on IDP: Course Design

Duration:

4 Days (Residential)

Participants:

The training course is designed for Master Trainers of Integrated District Planning. The Participants will be master trainers of IDP process.

Course Objectives:

The key objectives of this training course are:

- Building a cadre of trainers to train a cadre of facilitators who will facilitate local level planning process at community level.
- Developing shared understanding and sensitization of course participants on integrated district planning perspective, processes and steps involved in local level planning.
- Enhancing course participant's capacities/skills to train a cadre of facilitators at local level both in rural and urban context.

Day One: Session # 1

Topic: Introductory Plenary

Total duration	Time	Content	Method	Remark
	15 min	Welcome and inaugural speech	Plenary	
	40 min	Introduction	Exercise	
	20 min	Expectations levelling and objective setting	Large group discussion Card sorting	
	10 min	Sharing of course structure and Schedule	Presentation	Prepare course structure in advance for sharing
	20 min	Ground rules and formation of learning groups (LG)	Large group discussion	Assign role to LG

10.45-11.00 am: Coffee break

Day One: Session # 2

Topic: Decentralized Planning

Total duration	Time	Content	Method	Remark
2 hours (11.00-1.00pm)	30 min	History of decentralized planning in India	Large group discussion, & inputs using power point presentation or charts	Prepare a historical transect of decentralized planning journey in India
	20 min	Local self governance:73rd &74th CAA	Film & inputs	Film on Panchayati Raj
	30 min	Managing Transition	LGD and interactive lecture	
	30 min	Human development approach and Millennium development goals	LGD and interactive lecture Case presentation Status chart of MDG in that state/ district	Use refrence material from Module 2 of ATI, WB TOT on Human Development
	10 min	Open session for question-answers	LGD	

1.00-2.00 pm: Lunch break

Day One: Session # 3

Topic: Integrated Decentralized District Planning

Total duration	Time	Content	Method	Remark
1 hour 45 min (2.00-3.45 pm)	15 min	Perspective and Need for Integrated decentralized district planning	Brainstorming in large group and consolidation on key points	
	25 min	Process and steps of integrated district planning [Consolidated input would include: preparation of district stock taking report, envisioning and perspective planning process, financial resource mapping and allocation of budget envelops to all planning units, participatory rural planning, participatory urban planning, consolidation of rural-urban plans and concurrent monitoring and social audit of district plans]	LGD and interactive lecture Film show or case presentation may be used	Give reference of IDP manual by PCI and state specific manual if any

	20 min	Consolidation of rural-urban plans [Input would include; consolidation of rural-urban plans, inclusive approach-human development and consolidation across institutions and sectors]	LGD and Case presentation [prepare a case using BASIX experience]	Prepare an illustration in advance to share an example of consolidation, e.g. drinking water supply; or solid waste management; or from livelihood angle
	20 min	Institutional support mechanism for IDP and overview of the local governance institutions [input would include; IDP structure at district level, role of DPC , role of LSGIs & government departments and Role of other institutions, i.e. CSOs, media, private sector etc]	SGD, LGD and interactive lecture Card sorting/ matching game can be developed	Different states have different structures emerging; one will have to present what that specific State has in mind. If not already done, present what Kerala, Orissa and say M.P are doing
	20 min	Key issues and challenges in integrated district planning	LGD using card sorting method and interactive lecture	Participatory session where listing is done; followed by gap filling by facilitator using existing list of issues
	5 min	Open session for question-answers	LGD	

3.30-4.00 pm: Coffee break

Day One: Session # 4

Topic: Review and Reflection

Total duration	Time	Content	Method	Remark
2 hours (4.00-6.00 pm)	30 min	Review and reflections on day's sessions	Guided readings	
	60 min	Review and reflections on course materials/handouts	Reflections in Learning Groups	Prepare set of learning materials in advance
	30 min	Open session for question answers	Large Group Discussions(LGD)	Clarifications by the facilitators

Closing of the day

Team assignment:

Prepare a short note on the state specific guidelines issues by the respective state planning commissions.

Day Two: Session # 1-A (Optional for Rural and Urban context)				
Topic: Participatory Rural Planning				
9.00-9.30 am		Song/prayer Recapitulation of the previous day by learning group		
Total duration	Time	Content	Method	Remark
1 hour 15 minutes (9.30-10.45)	30 min	The village/panchayat level planning process [input would include; situational analysis, vision building, identification of issues in GS and classification of issues into sectors, solution findings, priorities, solutions and fund allocation, finalization of sectoral plan, final plan (perspective and annual), projectization and action planning]	Film show Case presentation LGD and interactive lecture	
	25 min	Key issues and challenges in participatory rural planning (PRP) [highlight; inclusive and equitable planning, mainstreaming the voices of poor, marginalized, women and other disadvantaged groups and transition from wish list to felt needs and infrastructure to soft projects]	LGD and interactive lecture	Generate list of key issues by brainstorming in large group
	20 min	Role of panchayat, GS and local government officials in PRP	Large group discussion	
10.45-11.00 am: Coffee break				
Day Two: Session # 1B (Optional for Rural and Urban context)				
Topic: Participatory Urban Planning(PUP)				
Total duration	Time	Content	Method	Remark
1 hour 30 minutes (9.30-11.00)	30 min	Steps of PUP [recap/explain general steps of IDP as discussed in the previous session on rural planning context]	Film show LGD and interactive lecture	Focus more on variation of steps in urban context and different methodologies and processes that can/ will be used in urban context

	25 min	Key issues and challenges in PUP [highlight, inclusive and equitable planning, mainstreaming the voices of poor, marginalized, vulnerable, women and other disadvantaged groups and transition from wish list to felt needs and infrastructure to soft projects, scale of planning, use of ICT in planning]	Exercise LGD and interactive lecture	Highlight some of the critical issues in urban context
	20 min	Role of ward sabha, municipal body and local government officials in urban planning	LGD and interactive lecture	Case or exemplar may be presented
	15 min	Open session for question-answers	LGD	

10-45-11.00 am: Coffee break

Day Two: Session # 2

Topic: Result based planning and management

Total duration	Time	Content	Method	Remark
1 hour 45 minutes (11.15-1.00 pm)	20 min	RBM perspective and approach: Planning in result based framework	Large group discussion and followed by interactive lecture	
	20 min	Situational analysis	Case analysis in buzz groups	Prepare a case on planning scenario for situational analysis
	30 min	Understanding result chain and intervention logic	Case presentation	Prepare an illustration on result chain logic and presentation of plan in result based framework
	30 min	Role of planner in planning, monitoring and execution	SGD and input	Generate list of key issues by brainstorming in large group
	5 min	Open session for question-answers	Open session	

Day Two: Session # 3

Topic: Participatory Planning Methods and Techniques

Total duration	Time	Content	Method	Remark
1 hour 30 min (2.00-3.30 pm)	20 min	Perspective of participation and basket of participatory tools and techniques	Exercise LGD and interactive lecture	

	60 min	Participatory Rural/Urban Appraisal [Explain, Foundation of PRA/PLA, Attitudinal and behavioral change in PRA, Tools and techniques, Thematic applications of tools/methods in rural and urban setting]	Film show Exercise LGD and interactive lecture	Films on PRA/PUA developed by other organizations, i.e. PRAXIS, SSK etc.
	10 min	Open session for question-answers	LGD and interactive lecture	
Coffee break: 3.30-3.45 pm				
Day Two: Session # 4				
Topic: Managing Meetings and Leading Discussions at Community Level				
Total duration	Time	Content	Method	Remark
1 hour 15 min (3.45-5.00 pm)	30 min	Management of village level meetings	Role play	
	30 min	Leading and facilitating group discussions at community level	Case analysis SGD	
	15 min	Managing Stakeholders interest and conflicts	Anecdotes	
	15 min	Open session for question answers	LGD	Clarifications by the facilitators
5.15-5.30 :Break				
Day Two: Session # 5				
Topic: Preparation for Field Work/Exercises				
Total duration	Time	Content	Method	Remark
1 hour 30 min (5.30-7.00 pm)	20 min	Preparation for field work [would include; Coffee m formation, sharing of field schedule, assigning roles to different Coffee ms and selecting primary methods to be practiced in the field]	Group work and assignments in sub groups	Prepare worksheets in advance for different tasks
	10min	Brief orientation about the community and locations	LGD	Prepare a short note about the area and community in advance
	20 min	DOs and DONTs	LGD and input	
	40 min	Preparatory work by Coffee ms for field work	Group work	
Closing of the day				

Day Three:				
Field Work(day one), Session # 1				
Total duration	Time	Content	Method	Remark
4 hours (Forenoon)	2 hr	Meeting with elected representatives, community leaders and other key stakeholders at local level	Visits	Different teams will visit different institutions
		Visit to Anganwadi	Visits	
		Visit to school	Visits	
		Visit to health center	Visits	
	2 hrs	Community meeting for sharing the purpose and schedule of exercises	Meeting Large group discussions	Inform community in advance about this programme
		Understanding village history	Time line	With two groups
		Vision building- Creating dream map for the village	SGD and LGD Dream story telling	Do the exercise with different small groups
12.00-2.00 pm: Lunch break				
Day Three:				
Field Work(day one), Session # 2				
Total duration	Time	Content	Method	Remark
4 hours (Afternoon)	2 hours	Situational analysis, Social mapping and Vulnerability Analysis	Mapping FGD	Group 1
		Education	Exercise and FGD	
		Resource Mapping, livelihood analysis and infrastructure Local innovations for resource management	Mapping Exercise& FGD	Group 2
	2 hours	Health and Hygiene	Exercises	
		Weighing of under 6 children and discussion on mal nutrition	Weighing exercises FGD	
	Key issues to be discussed during the sectoral analysis, would include; Human resources, Service quality, Physical infrastructure, Access to all (issue of inclusion and equitable distribution), Community participation]			
	Vote of thanks and closing of the day with community			
7.00-8.00 pm: Reflection session				
Review and reflections on the day and exercises facilitated in the field and preparation for the next day				

Day Four:				
Field Work(day two), Session # 1				
Total duration	Time	Content	Method	Remark
4 hours (Forenoon)	2 hours	FGD with breast feeding mothers and women on health and nutrition	Exercises FGD	
		FGD with marginalized sections on social inclusion, civic rights and social protection	Exercises FGD	
		FGD with youth on gender and social justice	Exercises FGD	
		FGD with ERS on LSG and implementation of development programmes	Exercises FGD	
		Plenary with community for sharing of emerging issues from sectoral discussions and articulation of sectoral issues	LGD	
	2 hours	Prioritization of issues	Exercises	All teams
		Prioritization of solutions	Exercises	
		Sharing of schemes and budget envelop (last year, this year and next year's budget)	LGD and presentation	Prepare list of schemes and budget envelop in advance
		Sectoral planning and budgeting	Exercises FGDs	
Day Four:				
Field Work(day two), Session #2				
Total duration	Time	Content	Method	Remark
2 hours (afternoon)	2 hrs	Finalization of village plan	Exercises FGD	
		Projectization and follow up responsibilities	Exercises FGD	
		Wrap up of processes at community level and vote of thanks	LGD Meeting	
	Vote of thanks and closing of the day with community			
Travel back to training centre				

Day four:				
Session #3: Follow up planning, evaluation and valedictory				
Total duration	Time	Content	Method	Remark
2 hours (5.00-7.00pm)	30 min	Participants action plan	Coffee m work	
	30 min	Follow up support mechanisms- peer group learning mentoring and coaching	SGD and LGD	Prepare a worksheet for action planning and peer group learning and support
	30 min	Course evaluation	Questionnaire	Keep the questionnaire ready in advance
	10 min	Certificate distribution	Plenary	Keep the certificates and group photo ready in advance
	20 min	Closing address and vote of thanks		

IDP Training Module for District Anchors/Officials

1. Overview of Three-Day Module for District Anchors/Officials

The three-day Training Course has been designed to build up a team of key stakeholders who will work as anchors and facilitators of Integrated District Planning (IDP) by playing their focal role of strengthening IDP processes and creating a facilitative environment for IDP at the district level.

1.1 Who are to be trained and why?

Individuals selected for training represent areas in the district that are invariably linked to the district planning process. They may be officials from government departments, District Planning Committee members, elected representatives from Panchayati Raj Institutions and Urban Local Bodies, members of civil society organisations, and other key stakeholders of decentralized district planning as described below:

- 1.1.1 District officials selected from all the important government departments at the district level involved in district planning covering areas of health, education, nutrition, livelihood, infrastructure, revenue etc. Their sensitization on IDP processes/mechanisms will enable them develop shared understanding, vision and solutions on core and sector wise issues related to district planning. Officials from NABARD and Lead Bank may also be selected for training as they are nodal points for financial situation analysis and stock taking in the district.
- 1.1.2 District Planning Committee members who are the focal point in district planning process. As experts at plan formulation, consolidation, integration and convergence, they prepare the 'draft development plan' for the district through integration of rural and urban plans. As such, their capability to strike a balance on matters of common interest between the Panchayats and the Municipalities must be chiselled and their skills to assess resources to carve out an integrated plan for the district must be enhanced.
- 1.1.3 Selected Elected Representatives from Panchayati Raj Institutions ((Gram Sabha, Gram Panchayat, Intermediate & District Panchayats) and Urban Local Bodies (Area Sabha, Ward Sabha, Municipality, etc.). They have a key role in envisioning, situation analysis and synthesis of local level needs in the planning process. Trained and sensitized on converging local level/ community needs and aspirations and linking these with the District plan will facilitate the bottom up approach of IDP. They will also be equipped to develop a facilitative environment for IDP at the local level.
- 1.1.4 Representatives and members of civil society organizations, institutions and private sector can serve as agents of social change by addressing common issues and by feeling responsible about linking plans to aspirations and advocating for according due prominence to social entitlements and social equity in the District Plan through collective action.

1.2 Course Objectives:

From the above rationale, it is apparent that the module on training of District officials/ anchors is developed to achieve the following objectives:

- Developing shared understanding and sensitization of key stakeholders on IDP at district level
- Strengthening stakeholdership and environment for IDP processes at district level
- Identifying key anchors/facilitators of IDP process in the district
- Building capacities of district level planners for undertaking relevant steps in IDP
- Enumerating a shared charter of steps, process and responsibilities of different stakeholders in IDP.

1.3 Training Strategy

The training curriculum has been methodically designed to integrate the following main aspects in the training sessions:

- Sensitize the participants on the need for Integrated District Planning by providing them an overview and perspective of IDP, besides telling them about various processes and steps required for district planning such as rural/urban planning and balanced allocation of resources and utilization of services.
- Sensitise the participants of regional imbalances, district planning and decentralized district planning and linking it with the targets set by the State.
- Train the participants in the art of collating, analysing and data management, besides envisioning and stock taking at district level, these being critical inputs for vision building at district level for both short term and long term planning.
- Apprise them of the specific roles and responsibilities of different institutions, namely, PRIs; government departments; district planning committee; civil society and private sector.
- Similarly, make them aware about opportunities for convergence in sectoral planning, learning from current practices, strengthening institutional roles and achieving concrete results.

1.4 Training Methodology

Participatory learning techniques that enable easy understanding of core issues by the participants make this training tool handy and suitable. Large group discussions; small group work; buzz group participation; Focus Group Discussions; power point presentations; film shows; case presentations on budget, opportunities and resource integration; interactive lectures have proved to be the most effective way of imparting training in an interactive ambience.

Brain storming, role plays and envisioning exercises with worksheets wherein participants are asked to write holistic and sectoral vision for the district and prepare handouts on special-need areas of the district, are the other methods which have been used for imparting training to district anchors and officials.

1.5 Expected Outcome:

The three day training course is expected to develop a team of key stakeholders on IDP who will play their essential roles as anchors in facilitating Integrated Planning process at the District level. Theirs is a key role of bridging the distances in terms of perceptions, perspectives and priorities between the rural/urban local governments (PRIs/ULBs) and the government departments.

By ensuring a shared vision and joint responsibility towards providing institutional strength and unified support, they will be able to play a pivotal role in converting local aspirations to sustainable programmes and policies that ensure equitable growth.

2. Three-Day Module for District Anchors/Officials: Course Design

Duration: 3 days (non residential)

Participants:

DPC members, district officials, peoples' representatives and selected ERs from PRIs and ULBs, civil society organizations, and other key players/stakeholders of Decentralised District Planning at the district level

Course Objectives:

- Developing shared understanding and Sensitization of key stakeholders on IDP at the district level
- Strengthening stakeholdership and environment for IDP processes at district level
- Identifying key anchors/facilitators of IDP process in the district
- Building capacities of district level planners for undertaking relevant steps in IDP
- Enumerating a shared charter of steps, process and responsibilities of different stakeholders in IDP

Day One: Session # 1

Topic: Introductory Plenary

Total duration	Time	Content	Method	Remarks
9.30-10.45 am (1.15 hrs)	15 min	Welcome and inaugural speech	Plenary	
	25 min	Introduction	Exercise in dyads; name chain; two circle game	
	20 min	Expectations sharing and objective setting	Large group discussion	Use card sorting method
	15 min	Schedule sharing and ground rules	Power point presentation	

10.45-11.00 am: Tea break

Day One: Session # 2

Topic: Perspective, Overview and Need for IDP

11.00 am- 1.00 pm (2.00 hrs)	30 min	Decentralized participatory planning	Film show Case presentation Interactive lecture	
	30 min	Process and steps of district planning	Small Group Discussion Interactive lecture	Present a case highlighting steps and process
	30 min	Regional imbalances and district planning	Buzz Group Discussion; Interactive lecture	
	30 min	Targets and goals of State government	Power point presentation on status	Present a comparative analysis of the status

1.00-2.00 pm: Lunch break

Day One: Session # 3				
Topic: Data Management & Stock Taking at District level				
2.00-3.45 pm (1.45 hrs)	1.00 hr	Collating and analysing data <ul style="list-style-type: none"> Census and other district statistics District Human Development Reports (DHDRs) Other available reports and documents 	LGD Power point presentation	LGD Power point presentation
	45 min	Use of ICT in data generation, analysis and management <ul style="list-style-type: none"> Current ICT systems in use Issues of functioning & capacity 	LGD; Power point presentation	
3.45-4.00 pm: Tea break				
Day One: Session # 4				
Topic: Vision Building at District level				
4.00-5.30 pm (1.30 hrs)	20 min	Envisioning process at district level- short term vis-à-vis long term planning (including sectoral vision building)	Visioning exercise; Large group discussion; Role play	Ask participants to write holistic and sectoral vision for the district
	40 min	Stakeholders in the Envisioning process	Role Play	
	30 min	Focus on special needs & priorities	Power point presentation; Brain storming	Hand out on special needs areas in the district
Day Two: Session # 1				
Topic: Institutional mechanisms and support for district planning				
9.30-11.00am (1.30 hrs)	20 min	Roles and responsibilities of different institutions	Interactive lecture; Buzz/ Small Group Discussion	
	40 min	<ul style="list-style-type: none"> PRIs (Gram Sabha, Gram Panchayat, intermediate & District Panchayats) ULBs (Area Sabha, Ward Sabha, Municipality, etc.) Government departments DPC Civil Society & Private sector 	Power point presentation; FGD	Use handouts on institutional roles and responsibilities
	30 min	Current situation of institutional functioning- Issues & Concerns	Exercise with worksheets Large group discussion	

11.00-11.15 am: Tea break**Day Two: Session # 2**

Topic: Participatory Rural-Urban planning by Local Governments

11.15am-1.00pm (1.45 hrs)	30 min	Planning process and steps involved in rural/urban planning	Film show Case presentation Power point presentation Interactive lecture	Conduct parallel sessions on rural & urban local planning
	45 min	Understanding local development plans <ul style="list-style-type: none"> • Participation & Exclusion • Integration of Plans at intermediate & district levels • Emerging priorities 	Interactive lecture; Checklist for appraisal; small group work	Continue parallel sessions; Adapt sample plans from previous years for use in groups
	30 min	Issue and challenges in participatory local planning – Plenary discussions	Brain storming in large group	

1.00-2.00 pm: Lunch break**Day Two: Session # 3**

Topic: Sectoral Planning by different departments/agencies

2.00-3.30 pm (1.30 hrs)	40 min	Planning Processes and Stakeholders	LGD; Interactive lecture	Use handouts on different sectoral plans
	50 min	Linkages & Convergence across different plans – Mapping out current practices <ul style="list-style-type: none"> • Use of data & diagnoses • Outcomes-based Programming • Programme Implementation 	Exercise using worksheet	Adapt sample plans from previous years for use in groups

3.30-3.45 pm: Tea break

Day Two: Session # 4				
Topic: Convergence in Sectoral Planning & Programming				
3.45-5.30pm (1.45 hrs)	30 min	Understanding convergent planning	Power point presentation; Discussions	Make the presentation States-specific
	45 min	Learning from current practices	Film show/Case presentation; Group work	
	30 min	Opportunities for convergence in sectoral planning	Brainstorming	
Day Three: Session # 1				
Topic: Resource Mapping and allocation of Financial resources				
9.30-11.15am (1.45 hrs)	30 min	Budget mapping and analysis	Power point presentation Interactive lecture	
	45 min	Sectoral budgeting and budget integration	Power point presentation Interactive lecture	Prepare budget profile and envelop in advance
	30 min	Allocation of budget to different planning units	Case presentations on budget opportunities and resource integration	Panel discussion can also be used
11.15-11.30 am: Tea break				
Day Three: Session # 2				
Topic: Consolidation of Rural Urban plans				
11.30am-1.00pm (1.30 hrs)	30 min	Consolidation of rural-urban plans	LGD; Interactive lecture	
	30 min	Priority areas for consolidation and sectoral consolidation	Exercise using worksheet	
	30 min	Strengthening institutional roles for consolidation of plans	Exercise using worksheet	Prepare a check list in advance
1.00-2.00 pm: Lunch break				

Day Three: Session # 3				
Topic: Monitoring System in District Planning process				
2.00-3.30 pm (1.30 hrs)	30 min	Monitoring & Accountability Systems	Power Point Presentation; Interactive lecture; reflection	Use diagrams/ Charts to depict monitoring relationships
	40 min	Attaining MDGs through District Plan – Tracking Results <ul style="list-style-type: none"> • Status of MDGs at the district level • Linking MDGs to programme outcomes • Results-based monitoring 	Power Point Presentation; Spider diagrams on programme results; Participatory preparation of monitoring templates	Prepare hand outs on MDG status in the district concerned
	20 min	Social Audits & District Plans	Case presentation & LGD	
3.30-3.45 pm: Tea break				
Day Three: Session # 4				
Topic: Follow up and action planning				
3.45-5.30pm (1.45 hrs)	30 min	Action planning	Exercise using worksheet	
	30 min	Stakeholder responsibility chart	Exercise using worksheet	
	45 min	Valedictory, evaluation & closing	Plenary	

Chapter 3

IDP Training Module for Technical Support Groups (TSGs)

1. Overview of Two-day Training Module for TSGs

The two-day Orientation Course has been designed for members of Technical Support Group who play a significant role in the planning process at the local and community level. The TSG members are key resource persons from line departments, elected representatives from the community, village level officials and extension workers etc. functioning at sub district level. The module has been specifically designed to orient them on decentralized planning process, sensitize them about their central role in local level planning and to equip them with necessary skills that ensure their value-added participation and facilitation of the local level planning process.

1.1 Who are to be trained?

The Technical Support Group selected for the orientation programme may comprise the following:

- 1.1.1 **Elected representatives from Rural and Urban Local Bodies (e.g Panchayat members, Sarpanches, Municipal councils etc.)** with proven track record of efficiently working for the community in their respective areas and are committed to planned growth and development. As members of Local Self Governing Institutions, they are not only experienced in grass root governance and planning but are also the links to the government machinery above the sub district level. Trained Elected Representatives will be better equipped to link local level planning to larger perspective of IDP.
- 1.1.2 **Selected people who have been closely working with the community at sub district levels, in both rural and urban areas** and have gained rich experience in understanding community needs and issues and who are also committed to social development. These may be members of various civil society organizations, local level legal forums, community organizations, village level functionaries, extension workers etc. They are a rich source of information on ground realities required at the initial stage of local level planning.
- 1.1.3 **Experienced professionals from various government departments and line agencies** at should be trained as TSGs due to their practical experience in handling sectoral and departmental issues and processes and these can easily be understood and addressed by them during local level plan formulation. Trained on decentralized planning, they get equipped with greater professional expertise and sensitivity to integrate local vision and plans to IDP. Secondly, the Technical Support Group members coming from various line departments are a direct link between the Government and the community and are better placed to represent sectoral issues in the district plan.
- 1.1.4 **Individuals who represent different sections of the society** are a rich resource pool of information on community needs. Key people representing various cultural, ethnic, socially and economically backward classes and also those upholding issues of the marginalized and excluded must be equally represented so that all these issues are reasonably addressed during stock-taking, envisioning and planning.

1.2 Why train the TSG?

With technical expertise in their respective areas of operation, an experience of working closely with the PRIs/ULBs, exposure to local level needs and aspirations, their role is crucial in not only providing the necessary inputs but in helping facilitate local level plans that address people's needs and aspirations in realistic terms. Orienting and training them on Integrated District

Planning will ensure cohesiveness and uniformity in vision building and plan preparation at the village and town levels and in establishing linkage with the district level goals and objectives.

1.3 Course Objectives:

- Sensitization of TSG members on the importance and role of technical support group in local level planning
- Developing a cadre of technical facilitators to facilitate local level planning process at community level
- Building environment for integrated district planning processes at local level
- Developing shared roadmap for facilitating local level planning with shared charter of responsibilities.

1.4 Learning Components and Strategy:

The two day orientation programme is designed to explain the perspective and the need for integrated decentralized planning and inform the TSGs of decentralized participatory district planning processes, steps, key issues and challenges that occur at the local level. During the orientation programme, participants are prepared for shared vision building for their respective areas and are sensitized on their respective roles as TSGs in the envisioning process. They are also trained on data collation and analysis for short term as well as long term planning. Situational analysis and Envisioning for Sectoral level is also an important part of the orientation process. Through participatory learning techniques and methods, participants are encouraged to learn to be a part of the IDP process as agents of change at the community level. In order to emphasize on their crucial role as TSGs in Panchayat/ULB level planning process, training also focuses on-

- Informing TSGs about the roles and responsibilities of different departments and organisations in local level planning.
- Sensitising them of their own roles in planning process at the level of Panchayats and Urban Local Bodies.
- Making them understand the difference between ward and sectoral prioritization of plans and their approval by Gram Sabhas/ Municipal Councils.
- Preparing them for local level planning at community level by sharing with them the methods and techniques of sectoral prioritization, consolidation, monitoring and integration.
- Issues/tasks involved in integrating plans with existing government schemes and locally available resources.

1.5 Training Methodology

Participatory learning methods, such as large group discussions, buzz group discussions, power point presentations, films and interactive lectures along with case presentations, role plays, dreaming exercise on worksheets and matrix building exercise are the proven methods for imparting orientation and training to TSGs members in respective districts.

1.6 Expected Outcome:

It is expected that the two day Orientation Course will be instrumental in developing a resource group of individuals well equipped in participatory planning techniques. A team of trained TSG is not only a resource pool of enhanced knowledge, technical skills and capacity in community level planning but is also able to facilitate transformation of local level goals into reality through their integration with the District Plan. Through Their enhanced knowledge and sensitivity to community needs and aspirations, they are able to integrate the dream of a villager with the larger goal envisaged in a district plan.

2. Two-Day Training of TSGs: Course Design

Duration:				
2 days (non residential)				
Participants:				
Members of TSG, Key resource persons from line department, ERs from community, other village level officials, extension worker etc				
Course Objectives:				
<ul style="list-style-type: none"> Sensitization of the TSG members about the importance and role of TSGs in local level planning Developing a cadre of technical facilitators to facilitate local level planning process at community level Building stake and environment for IDP processes at local level Developing shared road map for facilitating local level planning with shared charter of responsibilities 				
Day One: Session # 1				
Topic: Introductory Plenary				
Total duration	Time	Content	Method Activity	Remarks
45 min (10.00-10.45 am)	10 min	Welcome and inaugural speech	Plenary	
	15 min	Introduction	Exercise Introduction in dyads, name chain game	
	10 min	Expectations leveling and objective setting	Large group discussion	Use card sorting techniques
	10 min	Schedule sharing and Ground rules	Power point presentation	
10.45-11.00 am: Tea break				
Day One: Session # 2				
Topic: Perspective and Need of IDP				
60 min (11.00-12.00 noon)	20 min	Decentralized participatory district planning	Film & inputs	
	20 min	Process and steps of local level planning	Buzz group Lecture	
	20 min	Key issues and challenges in local level planning	LGD	Listing of challenges and consolidation
Day One: Session # 3				
Topic: Situational Analysis and Vision Building				
1 hr 30 min (12.00-1.30 pm)	30 min	Preparing village file	LGD Interactive lecture	
	20 min	Data needed, analysis and presentation of data	LGD Interactive lecture	

	20 min	Envisioning process at village level for -short term vis a vis long term planning	Dreaming exercise LGD Interactive lecture	
	20 min	Sectoral vision building at village/ town level	Exercise and input	
1.30- 2.00 pm: Lunch Break				
Day One: Session # 4				
Topic: Roles and Responsibilities of Different Institutions				
2 hrs (2.00-4.00 pm)	40 min	Roles and responsibilities of different departments/ organizations in local level planning	Small group discussion Interactive lecture	Role play can also be used
	40 min	Role of TSGs in Panchayat/ULB level planning process	Buzz group discussion Interactive lecture	
	30 min	Anchoring of the local level planning process	Case analysis	Prepare a role chart in advance
	10 min	Open session for question-answers	LGD	
Day Two: Session # 1				
Topic: Planning Process and Methodology at Local Level				
2 hrs (10.00-12.00 noon)	15 min	Recap of the previous day		
	30 min	Situational analysis of planning unit	Exercise	
	30 min	Steps involved in facilitating local level planning process	Case presentation	Small film can also be used to share the others experiences
	15 min	Tea break		
	30 min	Methods and techniques of local level planning	Buzz groups; Interactive lecture	
Day Two: Session # 2				
Topic: Preparation for Local Level Planning at Community Level				
1 hr 30 min (12-1.30)	30 min	Support in actual planning exercises	Exercise using worksheets	

	30 min	Consolidation of sectoral plans at planning unit	Case presentation from others/past experiences	
	30 min	Support in monitoring and consolidation of plan	Buzz group discussion Interactive lecture	Prepare check lists
1.30-2.00: Lunch Break				
Day Two: Session # 3				
Topic: Prioritization of Plans and Approval in Gram sabha /Municipal Councils				
1 hr 30 min (2.00-3.30 pm)	25 min	Ward priorities and prioritization	Exercise using ranking and scoring	
	25 min	Sectoral prioritization and consolidation	Matrix building exercise	
	40 min	Integrating plans with existing government schemes and locally available resources	Exercise Buzz group discussion Interactive lecture	Prepare list of schemes and budget envelop in advance
3.30-3.45 pm: Tea Break				
Day Two: Session # 4				
Topic: Follow up, Valedictory and Closing				
45 min (3.45-4.30 pm)	30 min	Action planning and stakeholder responsibility chart	Group work	Prepare action planning worksheet in advance
	15 min	Valedictory, evaluation and closing	Plenary	Prepare evaluation questionnaire in advance

Optional Module on IDP Training Methodology

1. Overview of the Two-day Module on Training Methodology

All the Training Modules included in this package have adopted participatory training and experiential learning techniques in their curriculum. As such, briefing the participants on the concept of participatory learning techniques, steps involved in designing a training curriculum and methodologies adopted with special focus on integrated district planning is the objective of this two day training course.

The purpose of including an optional module in the IDP Modules Set on training methodology is twofold:

- In some cases, certain section of the targeted clientele may need focused capacity building in addition to the main trainings. For instance, some facilitators may need a more thorough grounding on participatory planning skills. In such cases, this module can be used on top of other modules.
- Similarly, if only participatory planning/research skill development is the requirement in some cases, this module can be used in exclusion to others (It may so happen in cases, where knowledge-based trainings on district planning have already been imparted).

1.1 Contents

The course content is broadly divided into three main segments with key aspects covered under each part as follows:

1.1.1 Understanding the concept of 'Participatory Training':

At the outset, participants are made to understand the concept and significance of participatory training and its application in training for capacity building on IDP. The need for systematic approach to training and capacity building is explained through presentation and interactive lectures. Concepts of experiential learning, adult learning and facilitative learning environment are also explained at the initial stage.

1.1.2 Learning about 'training design':

Process and methods for designing a learning-training event through worksheet exercises and practices sessions on select themes are assigned to each group in order to enable them understand the techniques through classroom experience.

1.1.3 Learning the 'Steps of training design':

The most significant part of a training programme is the steps involved in conducting the training. As such, this module serves to train the participants on sequential steps and methods applied in training. The primary step is assessment of training needs, objective setting, identification of content followed by M&E of learning-training events and selecting the right plan and methodology for each session. Participants are then trained on various training methods that befit a particular objective and these include role plays, games, case studies, simulation exercise and experiential learning etc.

2. Two-Day Module on Training methodology: Course Design

Day one : Session # 1				
Topic: Participatory Training				
Duration	Time	Content	Method	Remark
1 hours 30 min (9.30- 11.00 pm)	30 min	Need for trainings and national capacity building framework Systematic approach to training	LGD and presentation	Share strategy and guidelines by DoPT
	30 min	Participatory training and experiential learning	exercise and interactive lecture	
	30 min	Adult learning and learning environment	Exercise	
11.00-11.30 am: coffee break				
Day one: Session # 2				
Topic: Training design				
1 hours 30 min (11.30 – 1.00pm)	05 min	Energizer or break		
	25min	Process of designing a learning-training event- process and methods	LGD Consolidation in large group Practice	Prepare worksheets in advance for exercises and practice
	1 hour	Team assignment: Participants will practice on designing a two day training or workshop on select themes of their interest and practice all steps of training design.		
1.00-2.00: Lunch break				
Day one, Session # 3				
Topic: Steps of training design				
Duration	Time	Content	Method	Remark
1 hours 30 min (2.00 – 3.30pm)	30 min	Training need assessments	Exercise and input	
	30 min	Objective setting	Exercise and input	
	30 min	Identification and sequencing of contents	Exercise and input	
3.30-4.00 pm: coffee break				
Day one, Session # 4				
Topic: Steps of training design (continue)				
1 hours 30 min (4.00-5.30 pm)	30 min	Selection of methods	Exercise and input	
	60 min	M&E of learning-training events	Exercise and input	

Day two: Session # 1				
Topic: training Methods				
Total duration	Time	Content	Method	Remark
	30 min	Basket of training methods and basis for selecting methods	LGD	Listing of methods in large group
	90 min	Preparing a session plan	Practice	Prepare worksheet in advance
11.00-11.30 am: coffee break				
Day two: Session # 2				
Topic: training Methods continue...				
1.5 hours (11.30 – 1.00 pm)	30 min	Interactive lecture method	Exercise and input	
	45 min	Case study method	Demonstration	
1.00-2.00: Lunch break				
Day two: Session # 3				
Topic: training Methods continue...				
Duration	Time	Content	Method	Remark
1.5 hours (2.00 - 3.30pm)	45 min	Learning game method	Demonstration	
	45 min	Role play	Demonstration	
3.30-4.00 pm: coffee break				
Day two: Session # 4				
Topic: training Methods continue...				
1.5 hours	1 hour	Simulation method	Demonstration	
(4.00-5.30 pm)	30 min	Debriefing and experiential learning cycle	LGD and interactive lecture	
5.30-6.00 pm	Consolidation			



PART-2

Course Dossier on Integrated District Planning (IDP)

Chapter 5

Course Dossier on Integrated District Planning in India

The course dossier that follows attempts to provide all information on key issues, training techniques and methodology dealt with in the IDP training modules simply and comprehensively. It is a thematic learning pack that provides technical inputs on the subject as well as guidelines on content and methodology, orientation, learning and facilitation. The dossier is expected to be used in developing varied resource materials for different sessions: power point presentations, hand outs, charts and other illustrations, etc. Trainers and other readers are invited to use it freely and innovatively as per their own requirements of style, content and purpose.

Besides providing an elaborate and coherent description of the key issues, objectives and processes involved in 'Integrated District Planning', the dossier also contains a course pack on principles and practices of participatory training-learning and participatory training techniques/tools that are used in course of different steps of planning. A selection of tools/techniques is presented here without intending to be exhaustive. The objective is to present those tools/techniques which are commonly and widely used for planning purposes. However, it is not to say that other tools/techniques from a rapidly expanding PRA/PLA repertoire are not useful for execution of different planning tasks. These are presented in a easy to use manner and are expected to come in handy while planning relevant training sessions on IDP. There are three main sections in the dossier which are introduced below:

Section A comprises of an elaborate note on "Integrated Decentralized District Planning in India" and brings forth the significance of IDP as a precondition to achieve the goal of inclusive growth incorporated in the Eleventh Five Year Plan. It also provides information on the institutional set up and key stakeholders of the local self-governance system, who are linked to the IDP processes. Steps involved in plan formulation, implementation and convergence in making grassroots development a reality are explained in this segment. There is also a brief note on Millennium Development Goals (MDGs) to highlight the fact that economic growth must be perceived in consonance with human development and this is made possible by according priority to health, education and other social entitlements in planning for development. The MDGs adopted by the United Nations in 2000 represent commitments by governments worldwide to design development plans with a human face and focus on poverty alleviation, access to quality education and health of communities. The MDGs along with their measurable targets and indicators provide our country as well as the international community with a framework for planning, policy interventions and benchmarking monitoring of progress. Hence, it is extremely important to sensitize and train planners and implementers involved in IDP on prioritizing MDGs in District Planning.

Section B enriches the course dossier with simple explication of theory and practice of 'Participation'. 'People's participation' is viewed as the first step in democratic decentralisation and development planning and therefore, is a core aspect of the IDP curriculum. In fact, the Human Development Report published by UNDP commented as early as in 1991 that: "People's participation is becoming the central issue of our times". After the Constitutional 73rd and 74th Amendments, the Governments, both in the Centre and in the states, are focussing on participative development as people are now perceived not only as 'beneficiaries' but also as stakeholders in the process of development. They are the real 'change makers' and hence the entire process of planning for development must occur in consonance with people's participation at all levels.

Section B also provides details on methods/tools of 'Participatory Learning and Action (PLA). Since IDP percolates down to the micro/village level and involves participation of the community at various stages of planning such as data collection, stock taking of situations and resources, envisioning and plan formulation, Participatory Rural Appraisal and Participatory Learning and Action (PRA/PLA) has evolved as a very useful methodology for appraisal, analysis and action by local people themselves. It enables them to be involved as partners with District officials and TSG members in assimilating requisite information since they have ideas and a rich storehouse of local knowledge which are essential ingredients of local level planning. Some of the key PRA/PLA techniques are semi-structured interviewing, Mapping, Matrix Ranking, Scoring exercises and Trend analysis. Due to their significance in the above context, the PRA/PLA techniques are therefore included in the IDP training Modules.

The last section, **Section C**, focuses on 'Participatory Training Techniques and Principles of Adult Learning'. Participatory training believes that people develop themselves through their own actions and reflections. Principles of Adult learning state that: '*Adults Learn, Adults Grow and Adults Change*'. Adult Learning occurs best in an environment that values learners' experiences, facilitates sharing of learning, promotes openness and ensures psychological comfort during the training process and builds in conditions for feedback. Finally, an evaluation process of Participatory Training is explained for use in assessing changes in the learners/ trainers and of the overall effectiveness of the programme. Such an assessment is apparent not only within the programme but also after the programme is over.

As explained in the general introduction in the beginning, this set of IDP modules is being customised by different UNDAF States for imparting trainings in their own linguistic, cultural and policy contexts. From that perspective, this dossier may be taken as a basic compilation of resources which can be added to, modified, adapted and transposed as per concrete learning needs of targeted stakeholders.



SECTION-A:

Integrated and Decentralized
District Planning in India

Integrated and Decentralised District Planning

This section, in the sub-section 1 provides information on decentralised planning systems, institutions and processes in the country. It is followed by a brief narrative on the human development approach to development and the MDGs (including a progress update on achievement of MDGs in India).

1.1 Decentralized Planning and the Constitution

Decentralized democratic district planning is now a precondition for formulation of annual and five year plan proposals in India. The Eleventh Five Year Plan has stressed that it is absolutely critical for the inclusiveness of our growth process that the large numbers of elected local government representatives are fully involved in planning, implementing and supervising the delivery of essential public services¹. It has also been envisaged that each district prepare a District integrated plans of both rural and urban areas through proper sectoral allocations. It further suggests the need for inter-related plans over three timeframes: (i) perspective or structure plans (20-25 years), (ii) short-term integrated infrastructure development plans co-terminus with the National Five Year Plans and (iii) plans of specific projects and schemes.

This concept is not new and the phrase “community participation in planning and development” has been the core philosophy of India’s freedom struggle that was best expressed by the term Swaraj or Self Rule. In the preamble of the Constitution it is stated that,

“WE, THE PEOPLE OF INDIA, having solemnly resolved to constitute India into a SOVEREIGN SOCIALIST SECULAR DEMOCRATIC REPUBLIC² and to secure to all its citizens:

JUSTICE, social, economic and political;

LIBERTY of thought, expression, belief, faith and worship;

EQUALITY of status and of opportunity; and to promote among them all

FRATERNITY assuring the dignity of the individual and the [unity and integrity of the Nation.³”

Further, article 40 of the Constitution states that, “The State shall take steps to organize village Panchayats and endow them with such powers and authority as may be necessary to enable them to function as units of self-government”.

The constitutional promise was articulated in the First Five Year Plan which says that, “Planning in a democratic State is a social process in which, in some part, every citizen should have the opportunity to participate. To set the patterns of future development is a task of such magnitude and significance that it should embody the impact of public opinion and the needs of the community.⁴” The First Plan further clarifies that, “The fulfillment of the Five Year Plan calls for

¹Para 1.147 of the 1st chapter of the Eleventh Five Year Plan document

²Subs. by the Constitution (Forty-second Amendment) Act, 1976, s. 2, for “SOVEREIGN DEMOCRATIC REPUBLIC” (w.e.f. 3-1-1977).

³Subs. by s. 2., ibid., for “unity of the Nation” (w.e.f. 3-1-1977)

⁴Chapter one fist five year plan, GOI

nation-wide co-operation in the tasks of development between the Central Government and the States, the States and the local authorities, with voluntary social service agencies engaged in constructive work, between the administration and the people as well as among the people themselves.”⁵ Thus the First Five Year Plan pointed out that:

- (i) Public co-operation and public opinion constitute the principal force and sanction behind planning
- (ii) A democracy working for social ends has to base itself on the willing assent of the people and not the coercive power of the State
- (iii) In the process of conceptualizing any programme and also during the implementation of such programmes, action by the agencies of the government must be inspired by an understanding of the role of the people and supported by practical steps to enlist their enthusiastic participation. Where the administration and the people feel and act together, the programme gains in vitality and significance

Panchayats and Municipalities are the institutions to promote and institutionalize democratic decentralized planning in India.

1.2 Constitution and District Planning

Although the concept and details of district planning was discussed in great detail but the institutional structure for district planning was defined through 74th amendment to the constitution. Article 243ZD asks for Committees to be constituted for district planning in every district and it explains the responsibility of the committee as

- (1) There shall be constituted in every State at the district level a District Planning Committee to consolidate the plans prepared by the Panchayats and the Municipalities in the district and to prepare a draft development plan for the district as a whole.
- (2) Every District Planning Committee shall, in preparing the draft development plan, have regard to -
 - (i) matters of common interest between the Panchayats and the Municipalities including spatial planning, sharing of water and other physical and natural resources, the integrated development of infrastructure and environmental conservation;
 - (ii) the extent and type of available resources whether financial or otherwise;
- (3) The Chairperson of every District Planning Committee shall forward the development plan, as recommended by such Committee, to the Government of the State.

1.3 Local Planning and it's linkage with State and National level Planning

The first plan explains this link beautifully through following statement:

“While a general appreciation of national aims and programmes is essential, the average citizen is able to see more vividly and to contribute far more to work that lies near him or touches his life and well being more closely. It is, therefore, of the highest importance that the process of breaking up the National and State Plans into local units based on district, town and village, which has already been begun, should be completed speedily. It is only in terms of local programmes

⁵ ibid.,

that local leadership and enthusiasm can play their part. The Plan can then become a medium and a focus of constructive activity in every part of the country and can be further strengthened and developed by the effort of the people themselves. Thus, the people become partners in the Plan, and are associated closely with its formulation as well as its implementation from stage to stage. If obstacles are encountered and things go wrong anywhere, it would be helpful in every sense if information is imparted candidly and the people are acquainted with the steps being taken to set things right. It is an error to belittle the capacity of the common man to find out and accept what is good for him.”⁶ The local plans are the base of district, state and national plan and such a planning process will not only guide national planners to understand the issues faced by communities at local level it will also provide an opportunity, for local planners to understand the constraints of resources and technology faced by states and the Indian nation.

1.4 Steps after first five year Plan

In 1957 Government of India constituted the famous Balwant Rai Mehta Committee which suggested establishment of Panchayats at three levels namely the village, block and district level. It led to the establishment of first generation Panchayats in several States. Ten years later the first Administrative Reform Commission suggested the need to initiate meaningful planning at local level for addressing local variations in development. Two years later, in 1969, Planning Commission of India issued the guidelines for district planning. In 1977 Ashok Mehta Committee again reiterated the need of strengthening Panchayat and devolving powers to Panchayats. In 1978 Dantwala committee recommended to strengthen the function of block to act as critical link between village and district. A major change came in 1985 when G.V.K. Rao Committee suggested necessary institutional arrangements at the district level for managing all development programmes at district level. This led to the establishment of DDA in all the districts. 1992 was a major milestone in the history of giving people constitutional right to plan for economic development and social justice at local level by providing constitutional status to Panchayats and Urban Local Bodies or Municipalities.

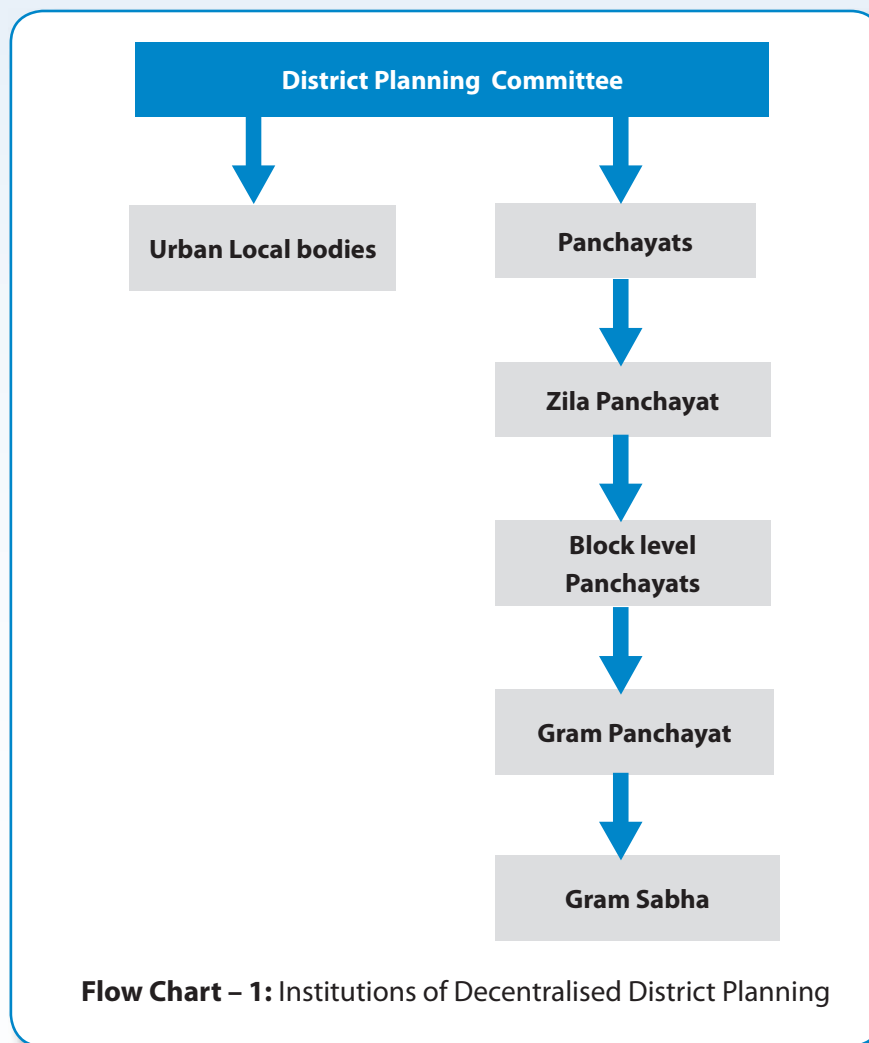
1.5 Institutional Set-Up for District Planning

Decentralised district planning is a process where people have the power and authority to articulate their views and choose the best for betterment of their own lives. This is done through set of institutions established to facilitate people to participate in the decision making process. This section briefly describes about institutions and their functions.

Part – IX and IX A, of the constitution, have provided constitutional space for establishment of institutions for local governance at district and sub-district level. Article 243B, explains that “there shall be constituted in every State, Panchayats at the village, intermediate and district levels.” Similarly Article 243Q explains that in every State, following institutions shall be constituted for urban areas

- (a) a Nagar Panchayat (by whatever name called) for a transitional area, that is to say, an area in transition from a rural area to an urban area;
- (b) a Municipal Council for a smaller urban area; and
- (c) a Municipal Corporation for a larger urban area,

⁶ Para 4, Chapter 8: PUBLIC CO-OPERATION IN NATIONAL DEVELOPMENT, First Five Year Plan, Government of India



1.5.1 Institutions of Planning For Rural Areas

The local bodies constituted in districts are primarily institutions of self governance in their respective areas, and being the institution of local self governance their prime responsibility is to undertake planning for economic development and social justice. This has been clearly expressed in article 243G that defines powers, authority and responsibilities of Panchayats. Thus it is very clear that Panchayats, at all levels have to undertake planning process for growth with social justice.

1.5.1.1 Gram Sabha

The basic institution of governance, in rural areas, is Gram Sabha which owes its existence to the article **243 (b)** and **243A** of the constitution of India and the Provisions of the Panchayats (Extension to the Scheduled Areas) Act (PESA), 1996.

1.5.1.2 Gram Sabha in Non- Scheduled Areas

The powers and responsibility of Gram Sabha has been left to the discretion of State legislature in non- scheduled areas of the country through article 243A which says, “A Gram Sabha may exercise such powers and perform such functions at the village level as the Legislature of a State may, by law, provide”.

1.5.1.3 Gram Sabha in Fifth Schedule Areas

The power and responsibility of Gram Sabha in scheduled five areas of the country differs greatly due to the powers and authority given to the Gram Sabha through the Provisions of the Panchayats (Extension to the Scheduled Areas) Act, 1996. According to this act, Gram Sabha, in schedule five areas, has power to safeguard and preserve the traditions and customs of the people, their cultural identity, community resources and the customary mode of dispute resolution. The Gram Sabha also has authority to approve the plans, programmes and projects for social and economic development with specific powers for identification or selection of persons as beneficiaries under the poverty alleviation and other programmes.

1.5.2 Gram Panchayat

Constitution of Gram Panchayat for a village is mandatory for all the states except the states/ area under sixth scheduled areas of the country.

1.5.3 Block Level Panchayat

Constitution of Panchayat at intermediate level is mandatory for states with more than 20 lakh population. Constitution of Panchayat at intermediate level is at the discretion of state legislature in the states with less than 20 lakh population.

1.5.4 Zila Panchayat or Parishad

Constitution of Zila Panchayat or Parishad for a district is mandatory for all the states except the states under sixth schedule areas of the country.

1.5.5 Institutions of Planning for Urban Areas

Municipalities are institutions of self governance within their own rights which is clearly stated in article 243W of the constitution. State legislature is supposed to provide power and authority to municipalities with respect to -

- (i) the preparation of plans for economic development and social justice;
- (ii) the performance of functions and the implementation of schemes as may be entrusted to them including those in relation to the matters listed in the Twelfth Schedule;

1.5.5.1 Nagar Panchayat

Nagar Panchayats are transitional areas from rural to urban. Decision to constitute a Nagar Panchayat is at the discretion of State legislature. As such, it is possible that there may not be any Nagar Panchayat in a district.

1.5.5.2 Municipal Council or Nagar Palika Parishad

Municipal Councils are small towns of the district.

1.5.5.3 Municipal Corporation or Nagar Palika Nigam

Usually a Municipal Corporation is constituted for larger urban areas.

1.5.6 Institutions for Integration: District Planning Committee

Article 243ZD of the constitution provides institutional space for establishing a District Planning Committee. The specific responsibility of district planning committee is to prepare a draft development plan for the district as a whole by consolidating the plans prepared by the

Panchayats and the Municipalities, in the district. It is expected that every District Planning Committee while preparing the draft development plan shall have to consider-

- (i) matters of common interest between the Panchayats and the Municipalities including spatial planning,
- (ii) sharing of water and other physical and natural resources,
- (iii) the integrated development of infrastructure and environmental conservation;

1.5.7 Role of Institutions

Task of district planning cannot be undertaken by local bodies alone. It requires active cooperation and support of various other institutions at the State level as well. The level, name of the institution and role has been explained in the chart below.

Decentralised District Planning		
Level	Institutions	Specific Role
State Level	Planning Department and Planning Board/ Commission	(i) Coordination with district planning committees of the districts (ii) communication of resource envelop to the DPC (iii) Coordination with other State Level institutions of various administrative departments
	Finance Department	(i) Assisting Planning Department in calculating resource envelop for districts of the state (ii) Initiating and strengthening the concept of district budget
	Department of Panchayat Raj	Bringing institutional reform to ensure consistency in planning cycle of Panchayats, DPC and State
	Department of Urban Development and administration	Bringing institutional reform to ensure consistency in planning cycle of Municipalities, DPC and State
	Department of Welfare of Scheduled Tribe	(i) working with Department of planning and department of Panchayat to ensure better planning in fifth schedule areas
District Level	District Planning Committee	(i) establishing proper coordination with all line departments and financial institutions (ii) calculation of resources envelop for Panchayats and municipalities (iii) Providing support to Panchayats and Municipalities on specific demand (iv) initiating and completing district stock-taking and envisioning exercise (v) preparation of draft development plan of the district through integration of rural and urban plans
	Panchayats under the leadership of Zila Panchayat or Zila Parishad	(i) Stock taking and envisioning (ii) calculating resource envelop (iii) undertaking planning (iv) Integration of Plans

	Municipalities	(i) Stock taking and envisioning (ii) calculating resource envelop (iii) undertaking community level planning (iv) ensuring participation of poor, marginalized and women in all the steps and process
	Line Departments	(i) Assisting DPC in calculation of resource envelop for each tier of local government (ii) assisting sub-district level offices, of the department, to enable them to support block level Panchayat and municipality of the sub-division
	Nabard	(i) Acting as nodal point for financial situation analysis of the district and sub-district
	District Lead Bank	(i) Support DPC and Local Bodies in financial stock taking and financial planning
Block	Line Departments	(i) Assisting Block Level Panchayat in calculation of resource envelop for each tier of local government (ii) assisting sub-district level offices, of the department, to enable them to support block level Panchayat and municipality of the sub-division (iii) Guide sub district level units for formulation of plan schemes

1.6 Steps for Decentralized District Planning

People often articulate issues affecting their lives such as shortage of water, difficulty in getting agricultural inputs for harvesting, and poor access to institutions of animal health. Planning is an iterative process which gives space to communities to articulate such issues and then requires institutions to prepare a strategy and a set of actions to address these issues. The draft development plan of the district is a document of proposed action on important issues affecting the quality of lives of people living in urban and rural areas. Thus the plan and planning process both depend on people and various institutions working for enhancement of quality of life in their district. A Decentralised District Plan is then prepared by consolidating the plans of Panchayats and Municipalities. The exercise of preparing such a plan requires support and help of many institutions. These institutions may include government department, banks and financial institutions working in the district, civil society organizations working in the district and many other cultural and ethnic groups. Each institution has a role to play in the entire process. This section explains the important steps required for carrying out decentralized district planning.

There are different stages for planning under which each step fall. These stages are

- (a) Background data collection and analysis
- (b) Participation that has three sub – components which are:
 - (i) Participation of Institutions
 - (ii) Participation of Community and
 - (iii) Participation of Representatives
- (c) Consolidation and integration of plans

The manual on district planning, released by Planning Commission of India, has listed following steps as important steps for initiating and completing decentralized district planning:

S. No.	Steps	Stages
1	Stating Purpose and Objectives of Planning	Background Preparation: data collection and analysis
2	Identification of capacities and skills of the institution concerned	
3	Making appropriate changes within institutions	
4	Identification of appropriate institutions and individual as resources pool	
5	Launch of district planning process and fixing responsibility of each institutions and each local government	
6	Stock taking or situation analysis	
7	Envisioning	
8	Calculation of Resource envelop	
9	Community level planning in rural and urban areas	Participation
10	Consolidation of habitation (village level) plan	Consolidation and Integration
11	Converting village plans into technical and financial proposals	
12	Consolidation of Rural Plans at the level of Zila Panchayat	
13	Consolidation of Urban Plans at the level of DPC	
14	Preparation of Draft Development Plan of district by Integrating both rural and Urban Plans	

The table above lists out important steps for district planning exercise. Step 1 to 5 has been mentioned very briefly in the manual in chapter three of volume 1. This chapter talks about institutional and other support for district planning.

1.6.1 Understanding the Work Involved in Completing the Steps

There are certain dos and don'ts with all the important steps. All steps specify the role of institutions and people working with these institutions. Understanding these steps is critical for completing the exercise of preparing decentralized district plans. This section provides details about each step and how to start and complete each step.

1.6.1.1 First Step: Stating Purpose and Objectives of Planning

The process of district planning is complex because the final output depends on the output of multiple institutions. Therefore it is very important to initiate the process with clarity about purpose and objective of the overall exercise. This can be done within DPC's along with the help of subject specific committees of the DPC.

1.6.1.2 Identification of capacities and skills of the institution concerned

The issue of capacity is critical for the process of district planning. The status of decentralization is different in different states. Therefore it is very important that all the institutions should assess their own capacities vis-à-vis participative decentralized planning. This exercise will help in determining the nature of support required for each institution. The manual talks about capacity building of representatives and officials which is explained in box 8 presented in chapter 3 of volume 1.

1.6.1.3 Making appropriate changes within institutions or Re-organizing Institutional set-up at district and sub-district level

The institutions of planning are there and the manual on district planning defines the role of each institution. We need to remember that each of these institutions, Panchayat and Municipalities, are not one person institution. There are members other than the chairperson elected as members of these institutions. Apart from the chairperson there are standing committees within these institutions and it is expected that the Panchayats and municipalities will distribute responsibilities to other elected members- so that voices of all sections are represented within the institution. This segment briefly talks about reorganizing institutions so that the strength of the institutions is used to the full extent.

The third step towards district Planning is to re-arrange the institutional set-up at the level of DPC, Panchayats and Municipalities. The functional meaning of this step is to:

- (a) assess the existing status of DPC and its standing committees or subject specific committee
- (b) Similarly assess the existing status of Panchayats and their standing committees or subject specific committee
- (c) Constitute necessary standing committees or subject specific committee if they are not constituted. In case these committees already exist, they could be reactivated.

The First Plan document had also outlined the importance of such institutional set-up to strengthen the community participation in achieving the goals and targets of planning. The document even in 1951, proposed a vision regarding the participation of local government both rural and urban towards activity plan formulation commensuration to local needs.

1.7 Institutional set-up for consolidation of Plan within DPC

1.7.1 **Sector Consolidation Committees:** The District Planning Committee can constitute Sector-wise Consolidation Committees; each comprising at least one elected District Planning Committee member, one departmental representative, and one external technical resource person. The elected representative can be the chairperson of the sector consolidation committee.

1.7.2 **The Integration Committee:** The District Planning Committee can also constitute an Integration Committee comprised of chairperson of the District Planning Committee, chairpersons of all the sector consolidation committee and the member-secretary of the District Planning Committee. The chairperson of the District Planning Committee can be the chairperson of the integration committee.

1.8 Responsibility of committees of consolidation and integration

1.8.1 **Sector Consolidation Committees:** Each sectoral consolidation committee will scrutinise the sectoral plans submitted by Panchayats and municipalities using the checklists. Following screening, schemes/projects that require consolidation and integration will be identified. As far as issues relating to the question of inter-sectoral dependencies are concerned, the sector consolidation committee shall identify those projects/schemes, with such dependencies and submit their recommendations to the integration committee.

1.8.2 The Integration Committee: The Integration Committee shall consider all the recommendations submitted by the sector consolidation committees on inter-sectoral dependencies and finalise these recommendations, making appropriate modifications.

While sectoral and integration committees could identify projects, either fresh or co-opted, that will be implemented by the District Planning Committee, this need not necessarily be so. The committees could also choose to monitor projects that are being implemented by Panchayats and municipalities, for reasons of inter-sectoral dependencies, size and outlays involved, or technical complexity. The duration of the exercise of consolidation at the District Planning Committee level for both sectoral committees and the integration committee should not exceed six weeks.

1.9 Identification of appropriate institutions and individuals as a resource pool

After rearranging the institutional set-up it is important for the DPC and other institutions to decide the nature of support they need to complete the task. In certain places DPC, Panchayats and Municipalities may decide that they require technical support to ensure that the voices of SC, ST's, and Minorities are included in the village and habitation plan. In some other districts, DPC's might think that they need professional assistance in calculating resource envelop for next financial year. It is important for DPC's, and local bodies, to decide the nature of professional support they need and then go for hiring Technical Support Institutions or the TSI.

1.10 Launch of District Planning Process

Next step is to formally launch the process in a district level workshop. All the important stakeholders should be invited to this workshop and the agenda of the workshop should focus around the following issues:

- Sharing the stated objectives of district planning
- Clarifying the role of various institutions in the process
- Ensuring commitment of each institution
- Clarifying doubts of different stakeholders
- Finalizing the deadline for each step with institutions involved in each step

1.11 Step 2: Stock Taking or Situation Analysis

The stock taking should be carried out by the DPC, Panchayats and municipalities. The task of stock taking has to be divided among the subject specific committees of the DPC, Panchayat and Municipalities.

The basic objective behind undertaking extensive stock taking is to

- Assess the level of human development,
- Assess the availability and status of natural, financial resources
- Assess the status of present infrastructure
- Preparing strategy for formulating sectoral plans

This should be based on the district human development report (DHDR), wherever available. Relevant data from various sources can be compiled, assessed and simple descriptive report can be prepared. This report would contain:

- (i) A brief introduction to the district's history, social structure, geography, economy, demography and natural resources;
- (ii) Details of available infrastructure and services for the public in the district. This would also include a description of the administrative set up, particularly of the local government structure;
- (iii) Data regarding key development areas, broken down to the smallest planning unit level possible;
- (iv) A brief assessment, highlighting any significant features of development or lack of development, also focusing on progress and shortfalls, and gaps in outcomes in implementing the previous plan, spillover works and funds required for their completion;
- (v) a description of all financial resources available in the district for planning, such as government funds, credit, corporate investments, interventions by charitable institutions, NGOs, corporate social responsibility etc. As far as possible, the data should be disaggregated to the level of individual planning units; and
- (vi) Brief of areas where there exists potential for accelerated growth.

Data Inventory	
Broad Areas for stock taking	Important Indicators for data collection
Basic facts of the district, including natural resources	Geographical area, agro-climatic conditions, flora and fauna, land use, water availability, minerals, demographic data and occupations.
Infrastructure and services for the public	Transport and communication network, irrigation, electricity, housing and basic amenities, drainage and sanitation, food supply and nutrition services, health delivery system, education, employment and self-employment, industry and trade, technical training, professional education etc.
Data on important indicators and assessment of development	maternal death, neonatal and infant death, child death, immunisation, malnutrition, acquired disabilities, morbidity and linked mortality, literacy, age at marriage, family planning, economic status with regard to the poverty line, access to adequate housing and basic amenities etc.
The local administrative set up	The number and statistics regarding rural and urban local governments (Panchayats, urban local bodies, autonomous councils etc.), line departments attached to local governments, state line department offices, missions and other parastatals operating in the district.
Financial information	District government budget allocations source-wise and sector-wise, actual receipt and expenditure in previous years, own revenues of local governments and district credit plans.
New areas for accelerated growth; potential 'lead sectors'.	New areas of economic growth such as new industries, tourism and crop diversification.
Wherever possible, data should be in time series so that trends can be analyzed.	

1.11.1 Source of Data for Stock Taking

Stock taking depends on the availability of data for assessing the present status of each sector. The table in annexure 1 and 2 provides details about sources of data for each sector

1.11.2 Coverage and scope of Stock taking or situation Analysis

One of the basic objectives behind stock taking is to assess the existing status of standard of living within the geographical area of a particular DPC, Panchayat or Municipality. The manual on decentralized district planning suggests undertaking the exercise on following thematic lines

- (i) Sectoral situation analysis for major sectors like:
 - Education
 - Health and Family Welfare
 - Food and Nutrition Security
 - Natural Resource Management and water security
 - Livelihoods
 - Energy
 - Infrastructure that includes: Housing and road
- (ii) Stock-taking of government funds and other financial resources such as resources from bank, UN agencies, bilateral donors and other non-government organizations working in the area

1.11.3 Stock-taking of government funds and collecting scheme details:

The stock-taking should also contain a detailed sector-wise listing of current central and state schemes and programmes, stating their broad goals and major outcomes. This can be compiled side by side with national and state norms for minimum standards of public service provision. When this is seen along with the district's development data, it will enable a quick assessment of the gaps and shortfalls and the funds available for making up the gap. Finally the stocktaking exercise must answer few key questions such as:

- (a) What are the key sectors of the districts?
- (b) Within sectors what is the strength and what are the areas of weakness?
- (c) What are the causes of weakness?
- (d) What kind of opportunities exists to overcome weaknesses?

1.11.4 Stock Taking: DPC Level

District Planning Committee has to undertake comprehensive stocktaking of all the aspects affecting the quality of life in the district. Standing Committees of DPC should initiate a process of stock taking in following manner:

- (i) identification of issues related with the subject assigned to the standing committee
- (ii) mapping of institutions working in the particular thematic area
- (iii) collection of base data for situation analysis
- (iv) collection of report on the issue prepared by other agencies

A template for data collection is presented below

Thematic area or the subject	Important Indicators to monitor progress	National targets for each indicator	State Level targets for each indicator	Status in the year of last census	Status in the year of last Five Year Plan	Status in the current year
Education						
Health						
Infrastructure						
Food and Nutrition Security						
Natural Resource Management						
Livelihoods						
Energy						

Apart from collecting quantitative data it is important to collect qualitative data in terms of documenting community perception on each indicator. This explains the issue of access of poor, marginalized and women to the development initiatives.

1.11.5 Stock Taking: Institutions in Rural Areas

Stock taking in the rural areas of the district is not very different from what has already been suggested for the DPC's. The important point here is that:

- DPC's should assist Zila Panchayat to take lead in stocktaking of existing situation in rural areas,
- Specific issues of rural life should be highlighted in the exercise carried out by ZP.

1.11.6 Zila Parishad or Zila Panchayat

Zila Panchayat must develop a strategy to provide assistance to block level Panchayats and Gram Panchayats.

1.11.7 Block Level Panchayat

Block level Panchayat has to adopt similar exercise of stock taking to assess the quality of life in the villages of the block. Additionally the stocktaking exercise must identify critical issues and factors affecting the development and progress in their area. It would be better if block undertakes this exercise dividing blocks into different cluster based on the natural and geographical divisions within block.

1.11.8 Gram Panchayat

Stock taking at the level of Gram Panchayat is most challenging job because traditionally Gram Panchayat have been working on limited issues and there has been little coordination among the line departments working in the villages. Hence first step for undertaking the stocktaking exercise will involve following steps at the level of Gram Panchayat:

- Collect information about agricultural production in last 5 years and analyze the causes of good harvest or poor harvest in a particular year
- Collect information about status of education. Enrollment in village school, children who do not go to school, drop-out at various levels and reasons for dropping studies

- (iii) In education one need to focus on education level of women, enrolment of girls and regularity in attending school and reasons for drop out
- (iv) The issues of higher education should also be probed by getting hard data about number of villagers who have crossed high school level, 12th standard, graduate, post graduate and people with technical and commercial education
- (v) In health the village need to compile information about occurrence of various diseases and issues related to accessing health services
- (vi) Issues of sanitation, water supply and waste management should also be discussed
- (vii) Similarly the stock taking exercise should map natural resources, common property and the issues linked with access to natural resources and common property
- (viii) It is important to classify households on the basis of their major occupation. Collect information about supplementary sources of occupation within each household
- (ix) Prepare a list of infrastructure available in village such as school building, health infrastructure such as sub-centre or PHC building, building for Aanganwadi centre, infrastructure related irrigation such as pond, canal, well, public tube wells and private tube wells

1.11.9 Stock Taking: Institutions for Urban Areas

Stock taking in urban areas will address the basic issues raised in the beginning of this section. The stocktaking exercise must assist the concerned municipality in identifying following:

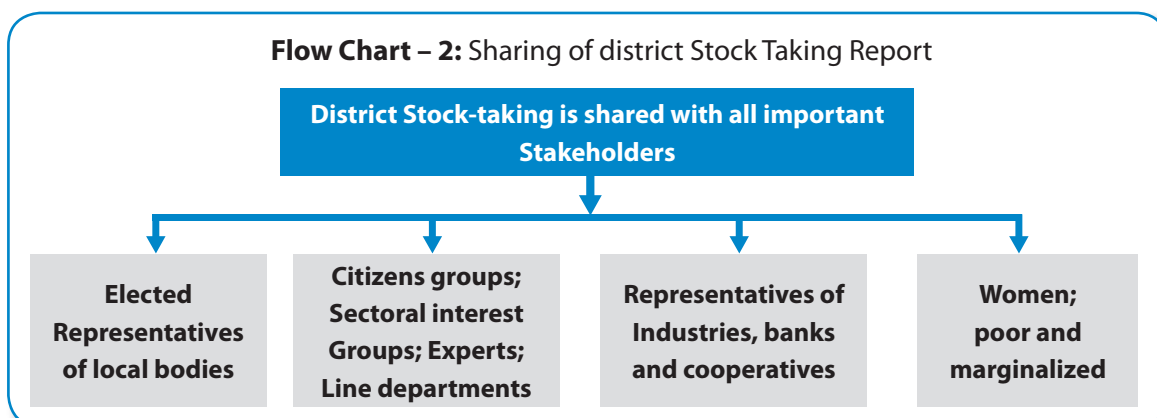
- (a) existing status of urban area vis-à-vis national and state level targets
- (b) special issues and problems of urban area not covered under any national and state level target and indicator

1.12 Step 3: Envisioning for Development

Vision is an achievable dream of any individual, group or society. The addition of term achievable requires hard work by concerned individual, group or society. Vision basically links dream with the capacity to achieve the dream. This explains the importance of envisioning in planning process and that is why the stocktaking exercise precedes envisioning exercise because it provides necessary information about the existing status of capacities.

Step	What to be done	Responsibility	Target Audience
Envisioning	Process of sharing the sector wise stock taking with target audience	Standing Committees and officials of DPC, ZP, BP, GP and ULBs concerned	General Assembly of each: DPC, ZP, BP, GP and ULBs concerned

Flow Chart – 2: Sharing of district Stock Taking Report



One of the objectives of the district envisioning process should be to identify certain 'lead sectors' of development. Each district is unique in its own way and conscious efforts are required to identify and optimize relative strengths and advantages. Trying to develop all districts identically can prove not only futile but even counter-productive. The vision exercise has to be based on key questions such as:

- (a) Where do we want to see our district/ block/ village or municipality in next ten to fifteen years?
 - (b) Can that be achieved in next ten to fifteen years?
 - (c) Why do we want to achieve a certain level in subjects specified in goals?
 - (d) What changes will be required to achieve the stated goals and objectives?
 - (e) What kind of resources and efforts will be required to achieve the stated goals and objectives?
- Finally, envisioning exercise involves certain processes to be followed rigorously. These are as follows:
- (i) Sharing the findings of stock taking with all important stakeholders. Flow chart below indicates the possible stakeholders in the process.
 - (ii) Identification of Lead Sectors for development.
 - (iii) Examining resources for potential lead sector
 - (iv) Final 15 year district vision and five year perspective plan
 - (v) Presentation of five year perspective plan at each local government level (optional)

1.12.1 Vision Development: Institutions in Rural Areas

The issue of linking local plans to state and national plan is the key while undertaking envisioning exercise at the level of Panchayats and Municipalities. Hence the visioning at the level of Panchayats and municipalities begin with following activities:

- (i) sharing district vision with all stakeholders and
- (ii) sharing stocktaking report with all stakeholders

The vision of the local bodies should be based around the district vision. This will help in developing organic linkage between national, state and district level planning. It would be better if Panchayats and Municipalities undertake comprehensive visioning exercise on the basis of stock taking for their own institution.

1.12.2 Zila Parishad or Zila Panchayat

Vision development at the level of Zila Panchayat requires two steps. The first step is to distribute the district vision to standing committees of Zila Panchayat for screening, comment and checking the relevance of district vision vis-à-vis rural areas of the district. The second step should be to frame sector wise leading questions linked with important issues. The third step should be to organize a larger meeting with all important stakeholders to share the questions and possible alternatives to address these questions.

Event	Task	Responsibility
Workshop – 1	(a) Presentation of district vision for fifteen year to the Zila Panchayat and other important stakeholders	DPC Secretariat
	(b) Presentation of stocktaking report for the rural areas of the district	

The fourth step should focus on finalizing 15 year targets for rural areas of the district and finally the 15 year long term vision should evolve from the process.

1.12.3 Block Level Panchayat

Envisioning at the level of block Panchayat should also focus on developing their own vision which may have a connection with District and ZP vision. The first is to organize a meeting of elected representatives of Block level Panchayat. The second step is related to organize a larger meeting with all important stakeholders to share the district vision for rural areas.

Event	Task	Responsibility
Workshop – 2	(c) Presentation of district vision for fifteen year to the Block Level Panchayat and other important stakeholders of the blocks	Zila Panchayat or the Standing Committee of ZP
	(d) Presentation of stocktaking report for the villages and Gram Panchayats of the block	

The third step for visioning is to develop lead questions for undertaking independent visioning exercise at the level of Block level Panchayat. The fourth and final step is to finalize 15 year targets and vision on the basis of these targets.

1.12.4 Gram Panchayat

Vision development at the level of Zila Panchayat requires two steps. The first is to organize a meeting of ZP for sharing the district vision with elected representatives. The second step is related to organize a larger meeting with all important stakeholders to share the district vision for rural areas.

Event	Task	Responsibility
Workshop – 3	(e) Presentation of Block Level Panchayat's vision for fifteen year to the Gram Panchayat and other important stakeholders of the village	Gram Panchayat or the Standing Committee of GP
	(f) Presentation of stocktaking report for the village or the villages of the Gram Panchayat	

The third step for visioning is to develop lead questions for undertaking independent visioning exercise at the level of Zila Panchayat. The fourth and final step is to finalize 15 year targets and vision on the basis of these targets.

1.12.5 Envisioning: Institutions for Urban Areas

The district level vision for urban areas needs to be shared with each municipality of the district. While sharing the district vision it would be helpful to share the findings of sectoral situation analysis with the people present in the meeting.

Event	Task	Responsibility
Workshop – 1	Presentation of district vision for fifteen year to the Municipality and other important stakeholders	DPC Secretariat
	Presentation of stocktaking report for the concerned municipality	Standing Committee of the Municipality

1.13 Resource Envelope

1.13.1 Calculating Resource Envelop

Calculation of resource envelope is key for stocktaking, envisioning and preparing a perspective plan. The resources envelop presents the capacity of the institutions in terms of financial and other resources.

Step	What to be done	Responsibility	Target Audience	Example
Resource Envelop	Calculation of Resource envelope	Concerned Planning Unit and Unit One step above the unit	Planning Unit concerned	Zila Panchayat will calculate it's own resource envelop and DPC and other State Level Departments will also inform ZP about tentative flow of resources to ZP for next financial year

There may be different types of resources that need to be mapped. It is important to remember that calculation of resources envelope does not mean calculating resources flowing to the district or particular institution in the district from centre or state or from any other agency. Resource mapping is much more than mapping the availability of funds.

1.13.2 Mapping external resources

External Resources are basically coming from different known sources such as:

- (a) Central government funds
- (b) State government funds
- (c) Local government's own revenues
- (d) Bank credit
- (e) Private sector funds

After identification of sources, of external funds, it is necessary to identify who spends resources under each source. The Planning unit should:

- (a) First identify and calculate resources spent by the institutions itself,
- (b) Map the funds spend by institution working in the geographical and administrative jurisdiction of the planning unit,
- (c) Undertake the exercise of mapping resources needed to calculate the amount flowing to the area through banks, NGOs and other bilateral institutions.

1.13.3 Mapping Internal Resources

Panchayats and Municipalities are institutions of local governance and they have their own sources of revenue mobilization. These are primarily through the following:

- (i) Taxes imposed by Panchayat or Municipality.
- (j) Fees charged for providing services.
- (k) User charges.
- (l) Cess.
- (m) Royalty or share of royalty received from state government.
- (n) Penalty.

It is important to calculate average annual receipts from all such sources. The internal sources provide untied funds and hence ensure the autonomy of the local institutions. It is important to mention that the resource mapping should jointly be done by local bodies and other institutions

operating in the area. Hence the greater responsibility lies on DPC, ZP and other district level institutions. It is important for the DPC to:

- (a) Organize a workshop at district level to share the idea and importance of democratic decentralized planning with all important institutions.
- (b) Define the role of all institutions in the process of district planning.
- (c) Clearly identify the tier-wise linkage of all institutions including the line departments and the banks.

1.13.4 Step 1- Taking stock of all funding streams and schemes:

A census must be taken of all budget heads under which funds flow to the district. No single document contains all the basic information for budget analysis. The following documents provide sufficient information for stock-taking of schemes and funding streams.

- (a) State Budget documents: Where states have provided for a separate budget window for Panchayats and Urban local governments, this can be easily used. In other states, a more detailed department-wise check has to be undertaken to cull out district-wise data.
- (b) Central government documents: The central government budget contains scheme-wise allocations. State-wise and district-wise data is usually available on websites of central ministries. If these are not available, central government ministries and departments may be requested to make these available.
- (c) Budgets and plan documents of district missions: The health and SSA missions, societies, and other parallel bodies contain details of schemes handled by them. They also contain details of fund sub-allocations further down the line to planning units below.

1.13.5 Step 2 - Breaking up scheme information planning unit-wise:

The planning units list which is already compiled (see Para 1.2), should be put together with the scheme census to separate the budget allocations, by culling out and listing, for each planning unit, its budget allocation for the year. A statement must be prepared for each Planning unit in the format given in table below.

Statement of budget allocations for each planning unit					
Planning unit name and description					
Financial year					
A: Funds being credited to planning unit's account and directly spent by them		B: Funds being credited to other planning units below the planning unit, but functioning in the same area		C: Funds being spent in the planning unit jurisdiction by outside agencies, such as parastatals, missions, public sector undertakings, state level line departments etc.	
Scheme	Allocation	Scheme	Allocation	Scheme	Allocation
1.		1.		1.	
2.		2.		2.	
3.		3.		3.	

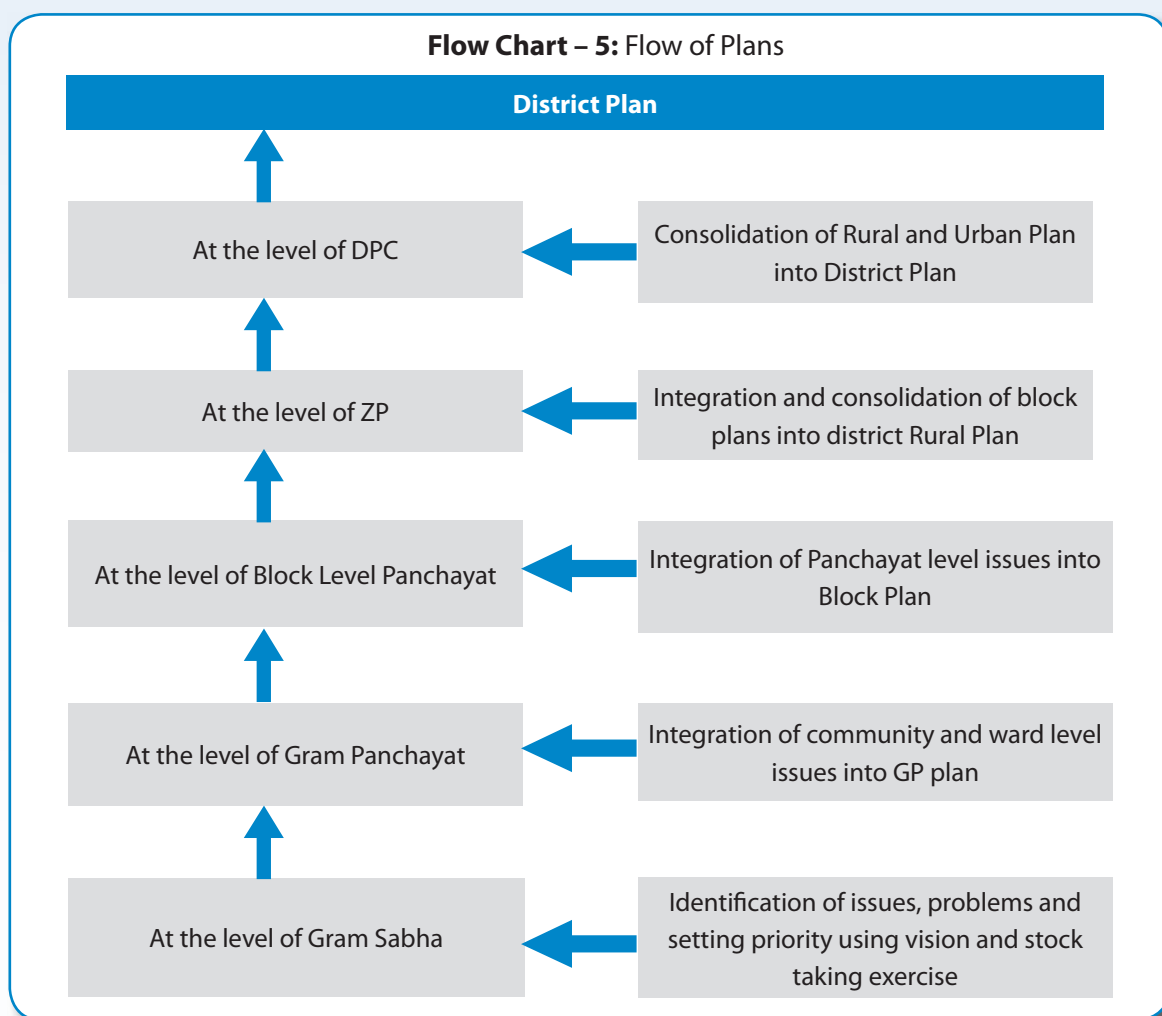
Columns B and C are particularly relevant for local governments, which are often told to coordinate and monitor other sub-agencies working in their areas. Sometimes, these agencies also work independently on responsibilities that are legitimately within the scope and responsibility of the local government. In such cases, it is very important for a local government to know what these agencies are doing.

Planning unit name and description				XY Gram Panchayat	
Financial Year					
A: Funds credited to Panchayats account and directly spent by it		B: Funds credited to other planning units, but functioning in the same area		C: Funds spent in the Panchayats' jurisdiction by outside agencies such as parastatals, missions, public sector undertakings, state level line departments etc.	
Scheme	Allocation	Scheme	Allocation	Scheme	Allocation
NREGA		SSA			
(managed by VEC)		Electricity board, electricity distribution companies			
Twelfth Finance Commission grants		Mid-day Meals Programme (managed by VEC)		State irrigation department, CADA	
State Finance Commission grants		NRHM (Managed by Village Health Committee)			
Own revenues		Village Watershed Committee/ User Group			

1.14 Community Level Planning

All that we have discussed till now is basically preparatory work for initiating district planning, and hence we have discussed only about instruments needed for facilitating decentralized democratic district planning. The stage is now set for community involvement in the planning process. Community has to use various platform and institutions to analyze it's own situation, prepare a vision for long term development, and identify issues and priorities for social change and development. The manual on district planning assumes that the vision sharing exercise will percolate down to the level of community in both rural and urban areas. The flow chart below explains the process.

Steps	Responsibility	Target Audience	Example
Community level planning in rural and urban areas	Planning Unit, Ward Members and Standing Committees	Community, Planning Unit and Planning Unit One step Above the concerned planning unit	Gram Panchayat will assign the responsibility of Planning to Standing Committees and elected ward members



1.14.1 Community Level Planning in Rural Areas

The manual suggest that Gram Panchayat will organize envisioning exercise at the level of Gram Sabha which means ensuring participation of community in the process of planning. The Gram Panchayat has to organize consultation in different wards and it has to interact regularly with Gram Sabha. Ultimately the Gram Panchayat has to follow following steps:

- (i) Identification of issues by Gram Sabha;
- (ii) Determination of solutions by working groups/standing committees of the Village Panchayat;
- (iii) Prioritization of solutions and fund allocation by standing committees/sectoral working groups; and
- (iv) Finalization of the draft Village Panchayat plan.

1.14.2 At the level of Block Panchayat and Zila Panchayat

- (a) Determine whether the consolidation of village micro plans should be done for the block as a whole, or for clusters of Village Panchayats
- (b) Once this is determined, the Intermediate Panchayat can put in place special arrangements to aggregate and priorities demands emerging from micro plans, in the same manner as is expected from the Village Panchayat standing committees
- (c) It can also aggregate common themes and priorities of development, following a cross-check of priorities emerging from village wish-lists with the status of key infrastructure, services and human development indicators

- (d) The Intermediate Panchayat can also assess the technical feasibility of these requests and solutions suggested through the village micro plans, and generate technical and financial projects from the village micro plans.

1.14.3 Community Level Planning in Urban Areas

Urban areas are different from villages because they have a different system of service delivery and very different sources of livelihoods. While ensuring community involvement in planning, in urban areas, it is important to keep in mind that urban areas differ greatly from villages on following accounts:

- (a) Access to services,
- (b) Housing Facilities,
- (c) Livelihood Pattern, and
- (d) Access to Educational Institutions.

The stock taking exercise will clearly identify the basic nature of each ULB and the planning must focus around these issues.

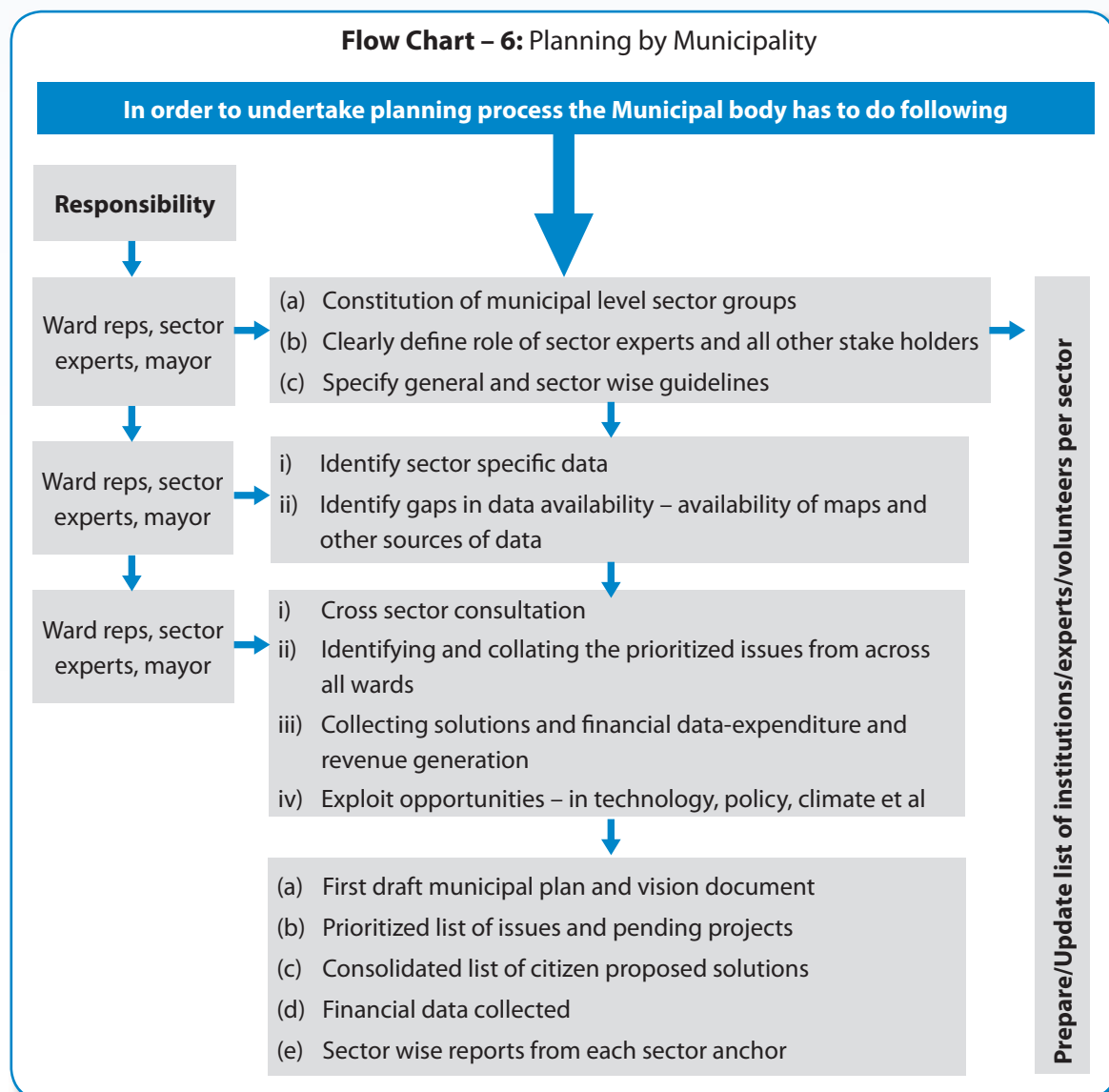
- (i) There are few preconditions before undertaking community mobilization process for each ULB. It is important to ensure that:
 - (a) standing committee of the ULB is constituted and it is functional (active means that the committee meets regularly and discharges its legal responsibility),
 - (b) detailed stock – taking exercise has been undertaken and the findings have been shared with all the important stakeholder,
 - (c) exercise of envisioning or development of the vision has been undertaken and 15 year vision of ULB has been finalized,
- (ii) During the phase of community mobilization it is important to ensure that the standing committees are organizing ward wise and class wise discussion with community.

In ward level meetings following steps should be followed:

- (a) The findings of the stock taking document is shared with community,
- (b) The presentation of stock taking must present findings on issues such as the status of ULB in the field of education, vocational education, poverty and employment, status of infrastructure etc.,
- (c) 15 year vision is shared with the community,
- (d) The problem areas for ULB, on the basis of stock-taking document, are identified and presented,
- (e) Community level issues, challenges and problems are documented properly,
- (f) These issues are classified on the sectoral thematic lines such as issues related to health, education, poverty and infrastructure etc.,
- (g) Identified issues are linked with vision statements such as poor access to health institution is linked with vision for improving the existing status of mother and child death,
- (h) The community is asked to suggest or choose activities or steps to be undertaken in the next financial year. Communities can choose various options available to them,
- (i) The standing committee will now workout the cost for each activity selected by the community,

- (j) The cost implication plan will be presented to the community with the information about plan ceiling calculated on the basis of resource envelope. The gap in the demand, and the resource envelope will also be presented,
- (k) Thereafter, the community shall priorities issues into two categories. The first category will belong to the important issues and priorities of the community, and those that can also be undertaken within available resources. The second category will also belong to important issues, which can not be undertaken due to the shortage of funds,
- (l) The final approved list from wards will be consolidated at the level of the ULB.
- (m) The final consolidated plan will be presented to PIC or MIC for approval, and finally the plan is approved in the general assembly of the ULB.

The ULB has to identify and priorities works within its exclusive functional domain, based upon the district stock-taking document and vision. The ULB should undertake an additional exercise of 'co-opting' ward committee or ward level works after considering the outputs of ward committees or the ward's draft vision and plan, as also its own plan (This is a negotiated back and forth exercise, which is facilitated by Plan Plus).



1.15 Consolidation of Plans

The Constitution, in Article 243ZD provides for the 'consolidation' of plans prepared by the Panchayats at all levels and municipalities in the district into the draft development plan of the district by the District Planning Committee. However, so far the practice of rural and urban planning has been carried out quite differently. While Panchayat level planning generally follows a socio-economic and sectoral approach, Urban Master Plans focus on spatial planning aspects such as land use and zoning, largely ignoring sectoral or social planning. Each of these approaches is insufficient to fully capture the true meaning of planning. Rural plans, by focusing purely on socio-economic development with an emphasis on sectoral planning, lose the advantage of the spatial planning approach. Therefore, location of facilities is overlooked, thus resulting in inefficient use of resources. Similarly, in urban areas, driven by the sheer density of population and the complexity of providing public services, the focus on spatial planning pushes aside any sectoral or socio-economic planning.

Steps	Responsibility	Example
Consolidation of habitation (village level) plan	Planning Unit which is one level above the Actual planning unit	Gram Panchayat will consolidate ward plans and village plans into GP plan
Converting village plans into technical and financial proposals	Block Level Panchayat	the demand related to water and water pond, of 10 neighboring villages, can be converted into a comprehensive watershed plan by Block Level Panchayat with details of physical and financial resources
Consolidation of Rural Plans at the level of Zila Panchayat	Zila Panchayat	Aggregation of sector-wise activities and plans of BP and GP into sectoral rural Plan. Converting some of the activities into technical proposal

Consolidation goes beyond compilation and implies value-addition through integration of local plans. Given the rapid urban expansion throughout the country, planning of space is critical, particularly when there is a significant urban presence in the district, with strong pulls on infrastructure and resources. With large scale migration of rural poor into urban areas seeking better livelihood opportunities and quality of life, there is a need to adopt a sectoral approach to urban planning that is sensitive to the needs of this migratory population. The erosion of boundaries between urban, peri-urban and rural areas results in greater dependencies between urban and rural local governments on common resources, meeting the challenges of providing livelihood opportunities and infrastructure and mitigation of environmental impacts. Lastly, the constitutional imperative of preparation of district plans cannot be achieved unless rural and urban local governments work together.

An integrated district planning exercise would link plans of local governments and other planning units and would provide a platform for mutual consultation and negotiations between them. It would also provide the framework for integrating the sectoral and spatial aspects of urban and rural plans. Three steps are important for consolidation of plans:

- (i) Identification of priority areas for consolidation,
- (ii) Identifying questions to be addressed during the consolidation process,
- (iii) Explore the possibility of 'intermediate consolidation' or 'cascading consolidation'.

1.15.1 Consolidation of Rural Plans

1.15.1.1 At the Level of Gram Panchayat

The first consolidation will be done at the level of Gram Panchayat. The gram Panchayat will consolidate the issues, problems and suggestion discussed at the level of ward in following lines:

- (e) GP plan for SC.
- (f) GP plan for ST.
- (g) General GP plan.

Each of these plans will have separate section for issues pertaining to women of the community and Issues and Problems specific to the children of the community. This is explained in the following table.

S. No.	Sub – head of the Plan	Common Issues	Issues and problems affecting Women	Issues and Problems specific to the children
(a)	GP plan for SC			
(b)	GP plan for ST			
(c)	General GP plan			

The overall Plan of village can be presented a format shown in the table below:

Thematic sector or issues affecting the quality of life	Specific issue and problem related to sector	Proposed Solution for addressing the issue	Tentative cost	Sources of Funding	
				Contribution of Village	Resources Required from Outside
Education					
Health and Family Welfare					
Food and Nutrition Security					
Natural Resource Management and water security					
Livelihoods					
Energy					
Infrastructure that includes: Housing and road					

1.15.1.2 At the Level of the Block Panchayat

Block level Panchayat has the responsibility of consolidating the plans received from Gram Panchayats and at the same time it has the responsibility of preparing its own plan. Planning at the level of block depends on information from line departments, its own officials and through the plans of Gram Panchayats. Thus the plan of the Gram Panchayat is a necessary input to the planning exercise at the level of the block.

Now many people would ask why one level of Panchayat is consolidating the plan of another tier or level? The answer lies in understanding the linkage among the institutions of local self governance in rural areas. Originally, the constitution asked to constitute Panchayat's only at the level of a village, but later government and experts realized that in a federal system like India there needs to be a relationship among the institutions of governance at all levels. This necessitated the need to evolve a system of governance for rural India that develops organic linkage between the Panchayats, State and the National Government. Therefore the block level Panchayat and the District level Panchayats are institutions to ensure the flow of voices from community to the government at the state and national level.

Keeping this in mind, if we try to understand the role of the block level Panchayat, it appears clearly that it should make all efforts to ensure that all section of society, at the village, and rural habitation level,

- (i) are able to articulate its voices through annual and five year planning process,
- (ii) their voices are properly documented and finding proper place in official system, and
- (iii) Are communicated in letter and spirit to the institutions at the appropriate level.

It is also important to note that all the institutions have definite role in the system of governance. All then institutions plan for:

- (i) Resources that they are going to spend directly, and
- (ii) Resources that are given to other institutions for execution of various works.

The central Government has few subjects on which it spends directly and these are defense, finance communication etc. In rest of the cases centre is giving resources to state governments, Panchayats and autonomous councils. So Central Government plans for works related to their own direct execution and resources to be given to other institutions. A similar principal applies to Block Level Panchayats. While preparing their own plan the block level Panchayat will plan for activities directly implemented by block and will consolidate information to be implemented by Gram Panchayat. Thus when the block is consolidating the Plan of Gram Panchayats it will look into following issues:

- (i) What type of activities have been planned and demanded at the level of village?
- (ii) What portion of total plan will be implemented by the Gram Panchayat from its own resources?
- (iii) What activities can be funded from the resources available at the level of the block level Panchayat, and other line agencies working at the level of block?
- (iv) What activities will not get any resource allocation from block?

The block is supposed to examine the nature of solutions proposed in the village plan. For example, in a cluster of villages, all the villages have identified water as a problem and all of them have proposed a pond and tube well, to address the issue. The Block Panchayat, with their team

of expert can assess the feasibility of the proposal and may find that integrated watershed is a better answer for the particular cluster.

1.15.1.3 At the level of Zila Parishad or Panchayat

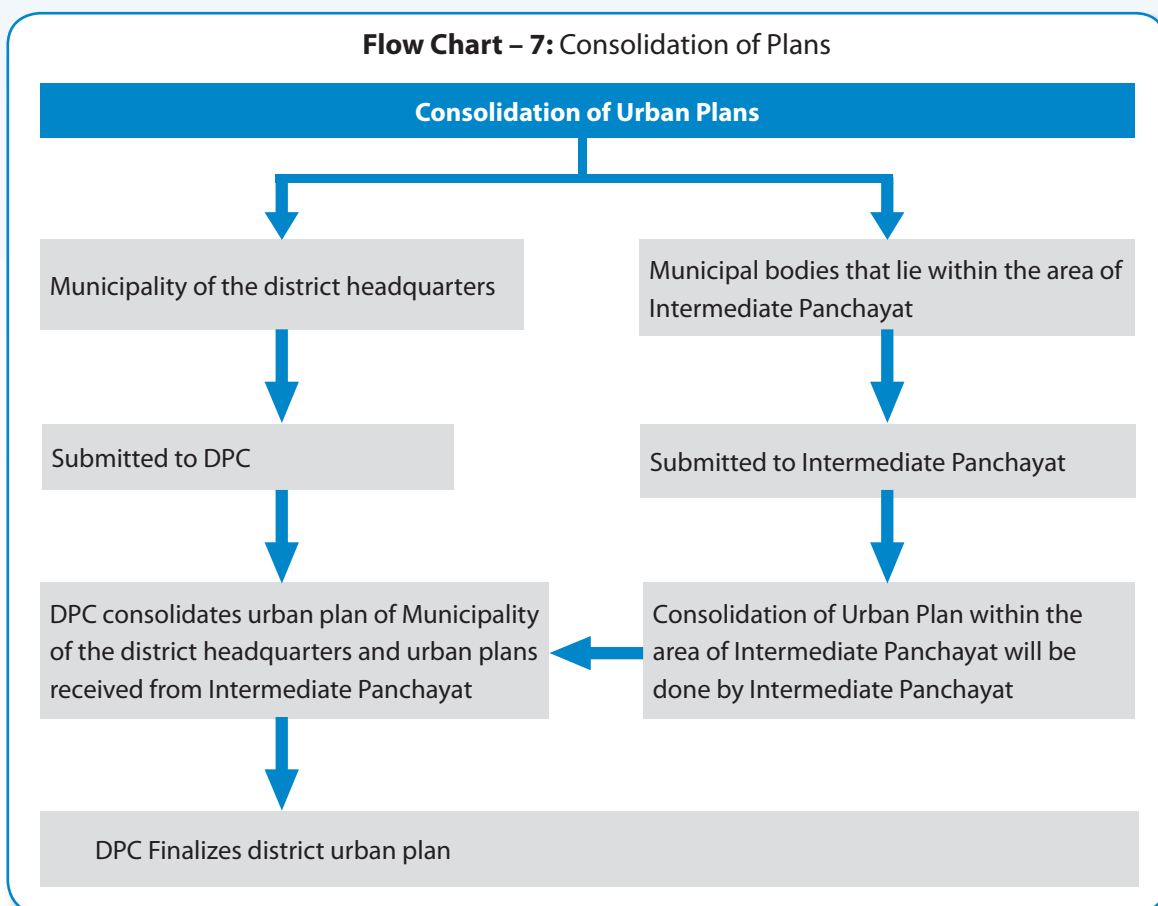
Zila Panchayat also has the responsibility of preparing plan for the rural areas of the district by consolidating the plans of block level Panchayat. Following steps need to be followed by Zila Panchayat:

- (i) divide block plans into sector wise thematic plans;
- (ii) give thematic plans to subject specific standing committees;
- (iii) standing committee will look in to the plans and activities proposed under each theme and sub-theme;
- (iv) standing committee will categories activities into two sections:
 - (a) Activities that will be funded and implemented either by the GP of Block Level Panchayat, and
 - (b) Activities that will be funded by ZP or the line departments working at the district level. These activities can either be implemented by district level agencies or can be handed over to GP or block level Panchayat for implementation;
- (v) The final integrated plan will be submitted to ZP by standing committee.
- (vi) ZP will assess the proposal and will approve the draft plan for the district which should be presented in the following format

Activities that will be undertaken by Gram Panchayat from it's own funds	Activities that will be funded by BLP and will be implemented by GP	Activities funded by BLP and will be implemented by BLP	Activities funded by ZP	Activities funded by line departments with due approval by ZP	Activities funded by line departments without approval of ZP

1.15.2 Consolidation of Urban Plans

Urban Plans are prepared for urban institutions. These urban local bodies are situated are often part of revenue sub-division of districts. There are no hierarchical tier vis-à-vis urban local bodies and all the urban institutions are independent and autonomous institutions. Therefore the issue of consolidation, for urban local bodies, found no mention at sub-district level. However the manual on decentralized planning suggest two ways of integrating urban plans which are as follows:



The Manual suggests that DPC can constitute a Sub-District level Planning Committee to facilitate the process of consolidation.

1.15.3 Preparing Draft Development Plan for the District

Steps	Responsibility	Example
Consolidation of Urban Plans at the level of DPC	DPC	ULBs will submit their Plan to DPC. DPC will aggregate of sector wise activities and plans of ULBs into sectoral Urban Plan. DPC should also convert some of the activities into technical proposal
Preparation of Draft Development Plan of district by Integrating both rural and Urban Plans	DPC	Aggregation of sector wise activities and plans of Panchayats and ULBs into sectoral Draft Development Plan of the district. Converting some of the activities into technical proposal

1.15.4 The District Planning Committee consolidated plan

Once this process is completed, the Integration Committee then prepares the draft District Planning Committee Consolidated Plan for approval of the District Planning Committee, which includes the following sections:

- (a) **The rural local government plan:** Either consolidated by the Zila Parishad for all rural local governments or put together by the District Planning Committee itself (each plan to contain its spatial element).
- (b) **The urban local government's plans:** Individually prepared by each urban local government.
- (c) **The District Planning Committee plan:** Giving the projects co-opted by the District Planning Committee, as recommended by the sectoral committees and the integration committee.

Apart from the government element of the plans, these plans would also contain the spatial element, the private sector element and the credit element.

2. Human Development (HD) and Millennium Development Goals (MDGs)

Human Development (HD) has, in recent times, replaced economic growth (EG) as the central objective of human activity. It has been defined as enlarging people's choices in a way which enables them to lead a longer, healthier and fuller life. Economic growth is considered potentially a very important instrument for advancing it. While EG fulfils the necessary condition for HD, if distribution of income is unequal and if social expenditures are low or distributed unevenly, the quality of life may not improve significantly, despite rapid growth of gross national product (GNP).

There is no automatic mechanism interlinking EG and HD. While some developing countries have been very successful in managing growth to improve human conditions, others are less so. Advances in HD can make a critical contribution to EG. Thus, improved health and increased life expectancy raise the returns for all types of investment. Higher levels of HD, besides being an end in themselves, affect the economy by enhancing people's capabilities and consequently their creativity and productivity. Health and education status of a population represent one of the main determinants of the composition and growth of output and exports.

According to the UNDP's Global Human Development Report (HDR) 2007-08, in spite of the absolute value of the human development index (HDI) for India improving from 0.577 in 2000 to 0.619 in 2005, the relative ranking of India has not changed much. The HDI rank indicates that the country has done better in terms of per capita income than in other components of human development. The other indicators related to Health and Education reinforces this and highlights the need for greater focus on this area in our planning for development. It is this concern that is reflected in the Eleventh Plan which seeks to reduce not only poverty but also the various kinds of disparities across regions and communities by ensuring better access not only to basic physical infrastructure but also to health and education services for all. In consonance with the commitment to faster social sector development under the National Common Minimum Programme (NCMP), the Government of India has launched new initiatives.

The benefits of such enhanced expenditure largely depend on the proper implementation of the programmes with a human face. The performance of these initiatives, be it poverty, health or

education related, reinforce one another. While sensitizing the policy makers at the national and sub-national level for designing development plans with a human face is extremely important, the sensitization of the implementers at the grass root level is also crucial.

The Millennium Development Goals (MDGs) adopted by the United Nations in 2000 represent commitments by governments worldwide to do more to reduce poverty and hunger and to tackle ill-health, gender inequality, lack of education, lack of access to clean water, and environmental degradation and also commitments to reduce debt, increase technology transfers and build development partnerships. The MDGs were translated into targets that can be measured through verifiable and internationally comparable indicators. The first step to take forward the MDGs is to assess the status the country stands in relation to MDGs and also review various issues and challenges that will be critical in achieving the goals.

The MDGs and related targets and indicators provide our country as well as the international community with a framework for planning policy interventions and benchmarks for monitoring progress in reducing the many dimensions of economic and social poverty. The Table below shows the progress on Millennium Development Goals in India.

Goal 1: Eradicate extreme poverty and hunger		1993-1994	2004-05
1	Poverty Headcount ratio (%)	45	37
2	Poverty Gap Ratio (rural)	8.5	5.7
3	Poverty Gap Ratio (urban)	8.1	6.1
4	Share of poorest quintile in National Consumption (rural) (%)	9.6	9.5
5	Share of poorest quintile in National Consumption (urban) (%)	8	7.3
		1998-99	2005-06
6	Prevalence of underweight children under 3 years of age (%)	42.7	40.4
Goal 2: Achieve universal primary education		2007-08	2009-10
7	Net Enrolment Ratio (%)	95.9	98.3
		1999	2008-09
8	Proportions of pupils starting Grade 1 who reach Grade 5 (%)	62	76
		2001	2007-08
9	Literacy rate of 15-24 year olds (male) (%)	76.7	91
10	Literacy rate of 15-24 year olds (female) (%)	54.9	80
Goal 3: Promote gender equality and empower women		2004-05	2007-08
11	Gender Parity Index (Primary)	0.95	0.98
12	Gender Parity Index (Secondary)	0.79	0.85
13	Gender Parity Index (Tertiary)	0.71	0.7
		2001	2007-08
14	Ratio of literate women to men, 15-24 years old	0.8	0.88
		1999	2011
15	Proportion of seats held by women in parliament (%)	9.6	10.96
Goal 4: Reduce child mortality		2005	2009
16	U5MR (per 1000)	74.3	64
		2006	2009
17	IMR (per 1000 live births)	57	50
		1993-93	2009
18	Proportion of one year olds immunized against measles (%)	42.2	72.4

Goal 5: Improve maternal health		2004-06	2007-09
19	Maternal Mortality Ratio (MMR) (per 1,00,000 live births)	254	212
		1992-93	2007-08
20	Proportion of Births attended by skilled Health professionals (%)	33	52
Goal 6: Combat HIV/AIDS, malaria and other diseases		2004	2008
21	HIV Prevalence among pregnant woman aged 15-24 (%)	0.86	0.48
		2006	2010
22	Incidence rate of Malaria (%)	1.67	1.47
23	Deaths per 100 due to malaria	0.1	0.06
		2008	2010
24	Prevalence of TB per 100000 population	248	256
25	Mortality due to TB per 100000 population	23	26
Goal 7: Ensure Environmental Sustainability		2003	2007
26	Proportion of Land area covered by forest (%)	20.64	21.02
		2009	2011
27	Ratio of area protected to maintain biological diversity to surface area	4.83	4.9
		2007	2009
28	CO emissions per capita (Metric Tons)	1.21	1.37
		2003	2007
29	Consumption of Ozone depleting CFC (ODP tonnes)	2608	998.5
		2005-06	2008-09
30	Proportion of population with sustainable access to an improved water source (%)	88	91.4
		2005-06	2007-08
31	Proportion of population with access to improved sanitation (%)	40.6	42.3
			2001
32	Slum population as percentage of urban population		23.1
Goal 8: Develop a global partnership for Development		2009	2011
33	Telephone lines and cellular subscribers per 100 population	47.88	73.97

Source: The Ministry of Statistics and Programme Implementation, Government of India, *Millennium Development Goals India Country Report 2009 and 2011*



SECTION-B:

Participation and Participatory Learning and action (PLA)

1. Understanding Participation

Development is being understood as empowerment, as the enhancement of human capability to intervene in policy and decision –making in the public sphere. Participation in developmental decision-making is being viewed both as a matter of right as well as a step towards democratization. With the passage of the Constitution 73rd and the 74th Amendments in 1991 we in our country have also taken some major steps towards ensuring people's participation in development. It is against this background that proper clarification; understanding and internalization of the concepts of participation and development have become so much crucial.

1.1 Meaning of Participation

1.1.1 Conventional Meaning

If you have been in the administration for a sufficiently long period of time, you must have seen that participation is usually interpreted as people (i) Contributing cash or free labour for developmental schemes sponsored by government, or (ii) identifying would-be beneficiaries of developmental projects, or (iii) offering some suggestions in respect of some programmes. Cash or in-kind services are recommended as ways to create a sense of ownership on the part of the poor. It is also an obvious way to cover part of the project cost. This usually takes place at the implementation stage. People do not have the right to participate either in the planning stage or in the stage of project formulation. Their participation at the implementation stage is also not real. They are not called upon to monitor, review or evaluate the scheme. Then what is participation?

1.1.2 Operational Meaning

Participation can be interpreted in various ways. It may be viewed as a matter of right. This means all policy and decision-making in the public sphere and all expenditure incurred must have an in-built and direct system of public participation. It may also be considered as an essential part of the process of democratization. This means all administrative decisions and actions must be subjected to public control and scrutiny. Participation may also be viewed as empowerment. In other words it means enabling the people to influence public policy and to take decisions in matters concerning them. For some, participation is the essential feature of freedom and human development. It is also one of the conditions. This means participation is both the means and the end of development because it enhances the capabilities of human beings and helps them take control of their own lives.

All these meanings are valuable to us. But we still need to define participation in more concrete terms, because as a practicing administrator you will have to put the participative principles into practice. For our purpose, we define participation as a process through which the stakeholders in a project or activity influence and share control over decisions, which affect their lives. If development means capacity building of the poor so that they can voice their choices and exercise their options, which are essential conditions of democracy and freedom, then participation becomes an inherent component of development. But participation is also necessary for very practical reasons. You must have noticed that much of the effort going into 'development' is not always producing the desired results. So far as distribution of resources and benefits are concerned, the record is often discouraging. Development programmes have not been able to change the living conditions of the poor in most cases. They have then favoured the rich. Why this is so? There has been a general belief that the poor illiterate villagers are incapable to think and organize themselves for their development. They have neither the required knowledge nor the capacity. So it has to be sponsored and directed from outside by experts and implemented through the government agencies.

Under this system there is little scope for involvement of the rural people in the planning process. It has generally been assumed that decisions in this respect are the sole preserve of the government officials and the elected representatives. Now it is being realized that one of the major reasons of the development activities not providing the desired results is non-involvement of people.

1.2 Stakeholders

Stakeholders are those who are affected by the outcome – negatively or positively, or, those who can affect the outcome of a proposed scheme. You may well ask why do we use the word stakeholder in the context of participation. Let us explain. By popular participation we usually mean participation of the poor and the disadvantaged, either defined in terms of wealth, education and social status, or ethnicity and gender, or even in terms of physical incapacity. They are in most cases the intended beneficiaries. They are invariably the voiceless in the development process and in general are the major stakeholders. But all of them may not be the direct stakeholders. Take the case of any water supply project in the arid parts of Rajasthan. If you have observed the life of the poor in the villages, you must have noticed that management of water in the household family is generally a woman's job. It is the women who collect water against all kinds of odds and allocate it among alternative uses, viz. drinking, cooking, washing, cleaning, feeding the domestic animals, and so on. But everyone in the family uses water. So in this particular project of water supply, women among the poor households are the primary stakeholders and others are secondary stakeholders. There are other kinds of stakeholders as well. They include individuals and parties or even institutions that are likely to be affected directly and indirectly. Stakeholders also include the community based organizations (CBO), the non-government organizations (NGO), and even the local government and representative organizations in a significant way because they are also participants in the development initiatives. The government departments are also the stakeholders of a different kind.

1.3 Forms of Participation

At one extreme we have an absolutely **non-participatory** mode. Here the whole institutional arrangement is such that there is little scope for participation of the people. Here the state is the only actor and the whole process of development is driven from a state centre. Power and decision-making is centralized and the responsibility of formulating and managing development programmes rests on the bureaucracy. There is little transparency and hardly any accountability to the people. Next comes the **manipulative** mode. Here participation is encouraged only in a very limited manner, mostly to reduce cost through raising resources from people. The third mode is called **incremental**. Here the situation is ambivalent. In some cases people are consulted in planning and implementation but not as a general matter of policy. Here the bureaucratic control is still there, but at the same time the value of participation is recognized. But this recognition does not lead to any institutional change. The type of participation that we are trying to promote however is of a very different nature. It has to be real both in form as well as in content. Let us take an example. When you take part in the election to choose your candidate either for the Lok Sabha or the Vidhan Sabha or for the Panchayat you are participating in the process of government formation. But once you have selected your representative your role ends. Henceforth your representatives will take decisions on your behalf. Once the government is formed, it becomes the legitimate authority. So basically you act as an instrument of legitimating. The decision making process remains distant, removed from you and is closed. The formation of the Panchayat does not materially change the situation. Because of the nature of government and the structure of administration that we have in our country, which were basically created and shaped during the colonial days, there is no direct link between the people and the Panchayats on the one hand and the administration on the other at the local level. Over and above, you

must have noted that the power of the Panchayats is limited and they have little material and financial power. They mostly act as agents of higher levels of government and implement central or state government projects. As a result, people have become increasingly sceptical about them because they cannot relate with them. Even the local level schemes are also designed at the top without any reference to the locality in which they are to be implemented. The type of participation that we are trying to promote on the other hand is very different from this. To distinguish it from instrumental participation we shall call it **developmental participation**. In the former the people are the targets of development. In the latter however they are the real actors. The former treats the beneficiaries as passive. The latter on the other hand treats them as agents. The former dis-empowers. The latter empowers.

In the latter mode the goal is not just the successful implementation of schemes, but also the enhancement of the capability of the people in a progressive manner. As such involving the user group or setting of beneficiary committees, although useful, still falls far short of the participative mode, which we are trying to promote. In the ideal participative mode of development there is no power differential between the donor and the receiver, between the administrator, the representatives of the people and the people themselves who can freely come forward to air their choices and preferences. It provides the means for joint learning and action. Participation to be meaningful must lead to joint production of knowledge and strategy of action. Participation to be really effective must create a situation in which cooperative decision- making is possible.

1.4 Advantages of Participation

We have already enumerated some of the advantages of participation. In this section we will discuss them farther together with the objectives and the processes of participation. First let us take up the objectives of participation. The major objective of participation is to involve the people in planning, project formulation, implementation, monitoring and review of local level developmental initiatives. Once the process starts, it leads to involvement of local people, which in turn facilitates the process of social acceptance. When development projects are thrust from outside, they in most cases remain non-integrated with the local social system. People do not develop a sense of ownership about them. It is because of this that we find that when a tube well goes out of order people do not come forward to mobilize their resources to repair it but wait for the concerned department to do the job. On the other hand, when people are involved, they take direct initiative for the operation, maintenance and repair of a facility, which benefits them. Thus participation leads to the building of beneficiary capability. Again, as we have seen above participation means sharing of information not just about needs and deficiencies but also about possible means of solution. This brings an additional resource of local knowledge and expertise, which leads to better planning. The advantages of the participative mode get clearer at the implementation stage. First, it facilitates mobilization of local resources in a significant manner because of the sense of collective ownership that is generated. These resources may be of various natures – material, human or financial. These may also come as local level experiences and expertise, which are particularly relevant in disaster management programmes. Involving the people at the implementation stage also ensures direct and regular monitoring of the project, which ensures timely completion. Thus the possibility of time and cost overrun is minimized. After the project is completed people tend to take initiatives to develop ways and means for operation and maintenance of the new facility. When the people participate in the implementation stage usually the possibility of leakage is minimized in comparison to departmental or agency runs projects. As such it ensures maintenance of quality. The process also tends to eliminate what is known as ‘contractor raj’ with all its problems. Last but not the least it ensures transparency and accountability, because the project work is always under the critical gaze of the local stakeholders. Participation makes a right balance between technical and local expertise. It is

only the local people who can finally say whether the technologies and methods being followed are sufficiently effective and efficient. They can also provide proper feedback for mid-stream corrections, if necessary.

Participation also creates a condition of looking forward and backward. It is a process by which the participants relate an ideal future vision with the realities of today and list the key events and factors where interventions are necessary as per their priorities.

1.5 Preconditions of Participation

It is obvious that the major precondition for creating an enabling environment for participation would be to remove these obstacles. Apart from these some other steps are required to be taken.

First and foremost among them is a proper environment. We feel that the 73rd and 74th Constitution Amendments have created this environment. But this to be really effective would need enabling legislations by the state governments in accordance with article 143G and Article 143W where two lists have been provided identifying areas where powers can be devolved to the local self governing bodies. The Constitution has also called for involving the gram sabha or people's assemblies in planning of development projects.

Apart from the legal provision, processual and procedural reforms are necessary by which development comes out of the straitjacket and truncated developmental approach, which prevails now and which puts the departmental priorities above people's perceptions. Hierarchically arranged departmentalism makes local level integration of functions all the more difficult. Obviously these are beyond your ambit of powers. And it would also be wrong to expect that all these changes would come out all of sudden and change the scenario within a short time. A changeover from a top-down to bottom-up approach will necessarily have to go through several obstacles and many meandering courses. But we need not be afraid of that as long as the objective is held sincerely. On your part what is necessary, and for which you are solely responsible, is a change of attitude on your part. You will have to take a new approach in handling developmental projects. You will have to reorient your understanding of development as a process of empowering the people by enthusing and helping them to participate as active agents in the formulation, implementation, monitoring and review of the development projects. Only then as a responsible administrator you would be fulfilling your duty.

However, at the end of the day, participation would not be meaningful unless resources are transferred to the appropriate level. By resources here we mean financial and administrative resources. As you know, at present, Panchayats get very little unattached funds. The funds, which they can spend, are almost without exception pre-allocated against identified projects. To really enthuse people to plan for themselves, we have to place our confidence on them and as a first step unattached funds will have to be made available to them. The appropriate unit for this is the Gram Panchayat. It is at this level that participative planning can be really effective. But the starting point will have to be the Gram Sabha.

At the Gram Sabha level appropriate field level administrative functionaries should actively associate in the participative planning process and help the people to develop their plans. They can provide necessary information and expertise, which are vitally needed for local level planning. The different departments should collaborate with the people and with one another to help them formulate blue prints of integrated plans and project designs. The administrators must also be willing to involve the people in the implementation and monitoring of the project. Only then participation would be meaningful.

1.6 Participation in Different Phases of a Project Cycle

Participation to be really effective has to be concurrent with all the different phases of the project cycle. If you analyse these phases you will be able to immediately identify the limitations of the present mode of participation. Very broadly, a project cycle has four identifiable phases. These are (i) identification or formulation of a project, (ii) planning or preparation of the project, or project design, (iii) implementation of the project, and (iv) evaluation. It would be instructive to examine the level of participation, as it exists now in each of the phases of the project cycle. Generally, it is only at the implementation stage that people's participation is sought for cash contribution or in-kind services. Sometimes some participative steps are taken in project design. Examples are micro-watershed projects. But these are more exceptions than the rule. However identification and formulation stage is mostly beyond the participative ambit. Least participation is in the evaluation stage. There is almost no popular involvement in monitoring the progress of the project. This is because administration responsible for the project is never answerable to the people.

They are answerable to the government, more specifically to the department. Moreover, you must have noted that at present there is no system of impact evaluation, particularly the long-term impact. These are mostly done by outside agencies to which the implementing agencies are not at all answerable. In the non-participatory form of development therefore accountability is one of the major problems. To whom would the project managers be accountable - to the department, to the government as a whole, to the funding agencies, or to the people? To you the answer should be obvious. You must understand that participation to be really meaningful and effective should run all through the major phases of the project cycle – from identification through design and implementation to evaluation. But often identification of projects depends on earlier policy framework or information collected mechanically. Ideally, therefore, the poor should also be consulted and involved in the formulation of a project or in the formulation of policies regarding local development.

1.7 Top-down to Bottom-up Approach

It should be clear to you by now that participation demands that you place yourself inside the local social system in which you are working. It means that you work in a way, which creates a willingness among the different types of stakeholders to work jointly in planning and implementing development programmes. On your part it will need a changeover from the 'external expert' role to a 'participative role'.

To be more specific, the characteristics of the participative approach demand that you as a field level functionary follow a strategy along with other government officials so that the stakeholders, particularly the primary ones, can influence and share control over all the decisions that are taken concerning them. This approach stands in sharp contrast to the role you have been taking so far in which the administrative functionaries stand outside the local system in which they are working. Sometimes you as an administrator do collect information and opinion from the different groups of stakeholders, using the information provided by them as inputs for reports or feedback to the higher authorities. While this, by itself, is a welcome step, this is very far from the type of participation that we are talking about. There is no doubt that consultation and listening are essential prerequisites of participation, but what is still more important is learning about the local situation from the people. Under the present system, there is a general assumption that presenting the people with a plan or a project design or information is good enough for ensuring social change. That it is not good enough unless the people are involved has been proved time and again by the family planning programme in many states in India. According to official statistics the numerical targets of various types of contraception has been achieved without any material change in the behaviour pattern of the population.

Development experience has shown that when external experts alone acquire, analyse and process information social development as desired, does not usually take place. On the other hand, participatory development generates a durable form of social learning and commitment. In the participative mode the stakeholders internalise both the purpose as well as the means of a jointly developed strategy of development planning and implementation. This leaves a long lasting and stable impact on the people and the social system. The social learning, which is generated through the process of participation usually, leads to a collective endeavour towards problem solving. This in its turn leads to social invention in which the participants, with the help of external actors, creatively assess and employ their own knowledge and practice for tackling their problems as identified by them. The stakeholders also invent the new practices and institutionalised arrangements they are willing to adopt. In the process they individually and collectively develop insight and understanding of the new behaviour required to attain the objectives determined collectively. Having all stakeholders' work, learn and invent together reduces the risk of failures.

Moreover, when people willingly participate the possibilities and opportunities that come naturally to them and which they can creatively build upon are often missed by outsiders even if they are experts.

The commitment on the part of the people also increases substantially. This is so because through the participatory process people can make commitments on the basis of concrete and internalised information. If the process, which produces a project or a development plan, is participatory from the start it creates a network of support and commitment as well as a sense of ownership, which remain unattainable in any non-participatory mode.

1.8 Evidences of People's knowledge and Skill

People are not as dumb and ignorant as they are made out to be. Field researchers and non-government and voluntary agencies engaged in development projects have come out with evidences of success stories showing that common people have ideas and skills as well as a rich storehouse of local knowledge which are essential components of local level planning. Even ordinary villagers have rich resources, both material and human, to contribute to the development process. They can significantly contribute to the implementation of the projects. There are also evidences of a few successfully implemented departmental schemes where the field level administrators showed initiative to directly involve the people. The joint forest management project at Arabari in West Bengal is one such evidence. The Arabari experience has greatly contributed in the realization that without people's participation development remains an empty dream.

The International Funding Agencies like the World Bank, UNDP and UNICEF, as well as bi-lateral and multilateral funding agencies like DFID, are nowadays insisting on peoples' participation in development projects. In fact the Human Development Report published by UNDP commented as early as in 1991 that,

"Peoples' participation is becoming the central issue of our times". After the Constitutional 73rd and 74th Amendments, the Governments, both in the Centre and in the states, are showing interest in participative development. The Universal Primary Education programme of the Government of India is an instance to the point. Emphasis is placed on locally rooted, participatory micro development organizations with scope for involving voluntary and non-governmental organizations. In our country the micro-watershed projects have put a lot of emphasis on local level participation. Participation in these cases is seen as a socially vibrant grassroots process whereby people identify the development activities as their own.

2. Participatory Methods: PRA & PLA

There are various participatory methods, which have been used over the last few decades. Some of these are: the Beneficiary Assessment Method (BA), SARAR and Participatory Rural Appraisal (PRA). BA is a systematic investigation of the perceptions of the beneficiaries and other stakeholders. SARAR stands for five attributes, namely – self-esteem, associative strength, resourcefulness, action planning and responsibility for follow through, which are considered to be critically important for achieving full and committed participation in development programmes. PRA has evolved from Rapid Rural Appraisal (RRA), which is a process of appraisal, analysis and action by local people themselves. To emphasize on the learning part sometimes the anagram PLA, which means Participative Learning and Action, is used. However PRA is the most commonly used word. It is also the method, which is mostly used to encourage and ensure people's participation.

2.1 Participatory Rural Appraisal

PRA can be described as a method that enables people to express and analyse the realities of their lives and conditions, to plan what action to take, and to monitor and evaluate the results. PRA emphasizes the process which empowers local people, whereas its predecessor RRA was mainly used as a means for outsiders to gather information.

You are aware that now the objective of the development activities is not only to deliver goods and services to the people but also to develop their capabilities. In this PRA plays a significant role. This is a method of collaborative decision-making and it is community-based. There are five key principles that form the basis of any PRA activity.

Participation: PRA relies heavily on participation by the communities. This method is designed to enable local people to be involved, not only as sources of information, but as partners in gathering and analyzing the information.

Flexibility: You can select a technique or a combination of techniques based on the size and skill of the PRA team, the resources available, and the nature and location of work.

Teamwork: Generally, a PRA is best conducted by local people in which your role is that of an **initiator** and **facilitator**. You need to ensure significant representation of women and downtrodden people.

Optimal information: To be efficient in terms of both time and money, PRA work intends to gather just enough information to make the necessary recommendations and decisions.

Reliability: PRA generated data are not always conducive to statistical analysis due to their qualitative nature and relatively small sample size. But being generated from the people themselves the data has in-built support to ensure validity and reliability of the findings.

2.2 PRA Techniques

PRA offers a basket of techniques from which you can select one or a combination of them, as are appropriate to your development activity. The central part of any PRA is semi-structured interviewing. While sensitive topics can be better addressed in interviews with individuals, other topics of more general concern are amenable to focused group discussions and community meetings.

During these interviews and discussions, several diagrammatic techniques are frequently used to stimulate debate and find out the results. Many of these visuals are not drawn on paper but on

the ground with sticks, stones, seeds and other local material and then transferred to paper for a permanent record. Some of the key PRA techniques are:

- Mapping techniques
- Ranking exercises
- Trend analysis

Visual-based techniques are important tools for enhancing a shared understanding between government officials and the people. These are likely to hide important differences of opinion and perspective when drawn in group settings. They, therefore, need to be complemented by other techniques, such as careful interviewing and observation, to crosscheck and supplement the results of diagramming.

2.3 Mapping Techniques

Mapping exercises as used in a PRA activity will not only provide you with information about the physical characteristics surrounding the community, but can also reveal much about the socio-economic conditions and how the participants perceive their community. The maps are usually drawn by a group of villagers either on the ground using stick or chalk or on a large sheet of paper. The exercise often attracts much attention and generates useful debate among the mapmakers and the onlookers. The final map is then recorded by the PRA team to use in subsequent discussions. You can develop various thematic maps depending on the focus of your activity.

Social Maps illustrate the individual households that make up the community. Different symbols can be used to show particular characteristics of the households - relative wealth, resources used, and social standing.

Census Maps provide information about all units - be it about individual or household. This is used to put together easily quantifiable information received from the participants. The household information like – number of adults (men and women), number of children (boys and girls), education, literacy, employment, resource ownership, health problems etc. can be recorded using this method. Another type of mapping exercise is an institutional map, sometimes called Venn or chapati diagrams.

Institutional maps are visual representations of the different groups and organizations within a community using the available institutions and their relationships and importance for decision-making. You can use this technique either as part of a group discussion, to generate a consensus view about the community's social infrastructure, or can be undertaken by individuals to illustrate the different perspectives of, for instance, men versus women.

2.3.1 Social Mapping

A Social Map is a visual representation of a residential area containing relevant social information. It gives the physical boundaries of a given area, the settlement pattern, physical infrastructure, social, cultural and religious institutions and similar other information. Such a map is to be drawn first on the ground with the direct participation of the local residents and then transferred on paper with appropriate legends and colours. This technique may be used at the earliest stage of your interaction with the community. Mapping generates a lot of enthusiasm among local people and acts as a good icebreaker.

Steps:

- Select an open space where a map can be drawn on the ground.
- Ask the local people to prepare the map of their settlement that can help others to have a visual picture of their locality.
- Ask the group to show all the features of the settlement that they can think of, such as, rivers, hills, roads, tanks, bamboo groves, forests, wells, schools, health centres, clubs, temples, and so on. The clusters of huts, buildings and residential places are also to be noted and marked on the map.
- Labels and symbols are to be used to identify different facilities, features and infrastructure.
- Allow the participants to select the symbols.
- Any additional information that the facilitator wants to be included in the map should be introduced only at the end, after the group has finished preparing the map, and after consultation with the group.
- Once the map is ready, you may ask questions about the findings as required.

2.3.2 Transect Walks

A transect is a structured walk through the locality identified by you. This walk is best carried out with a group of people who live there and know the area well. These local people should act as guide in the walk showing and discussing all the features that exist within the area. Transect walk will be very effective if the social map of the area has already been prepared. This will help verification of the social map. It also helps the facilitator to focus on some key areas or issues.

Focus Points

- Once the features such as hats (market place) or the schools or club are identified the facilitator may visit these places for maximum interaction with different segments of the population.
- During the transect walk the facilitator is directly exposed to the physical and topographical features which may open up discussion on various subjects for development intervention, such as water conservation, change in land use or crop rotation pattern.
- It may help in locating the settlements of socially and economically deprived/background people. Direct interaction with them would help him/her to identify their special problems calling for attention.

2.3.3 Census Mapping

Census means collecting information about all units - be it about individual or household. Census mapping is used to put together easily quantifiable information received from the participants. The household information like – number of adults (men and women), number of children (boys and girls), education, literacy, employment, resource ownership health problems etc. can be recorded using this method. For such a census either the social map or cards may be used.

Steps:

- Start with a discussion on the need to put together some quantitative information about the locality (e.g. determination of number of children in the age group 5 to 13 for whom education needs to be arranged)
- Decide whether the census will be carried out using cards or the social map.
- Ask the group to first prepare the household list. The number or the name of one representative for each household should be written on the card or on the household depicted on the map. This makes it easy to identify the household for reference.

- The group decides which variables to select. You as facilitator can give an example of human population to start with, but for each indicator (that is subject), quantified information is recorded on the card or in the house on the map.
- At the end, ask the group to aggregate the information for all the variables preferable in tables. Some simple analysis can also be carried out with the same group.
- Allow the participants to select the other variables. In case you have any specific issue in mind, which has not been included by the group, it can be introduced at the end, after the group has finished its work.

2.4 Venn Diagrams

Venn Diagrams help in understanding the roles the different institutions play in a community, their mutual relationships, and the relative importance they play in people's lives. These are also known as Chapati Diagrams because of the circular paper cut-outs used in this analysis. The whole exercise is directed to understand how the people perceive these institutions vis-à-vis their own lives. This method is best effective when the respondents interact within a group. It is expected that a lot of discussion and debate may follow. The facilitator without trying to stop the debate should try to help them to come to a conclusion.

Steps:

- First you can prepare a large circular paper, which represents the community. Smaller circles of various sizes should also be kept handy. These small circles would represent different institutions.
- The size of the circle represents the importance of an institution to the community. (The bigger the shape the more important is the institution).
- The proximity to or distance of an institution from the community is denoted by the closeness or distance of the circle representing the institution from the centre of the main circle (representing the community).
- Institutions placed inside the main circle are institutions the people feel close to.
- The circles touching or overlapping each other show a close link between them.
- Similarly distance between circles represents absence of links between them.

2.5 Ranking Exercises

There are two types of ranking techniques commonly used in participatory appraisal: problem and preference ranking (which are also separately indicated sometimes) and wealth ranking.

Problem and preference ranking

You can use several different techniques to elicit local people's perceptions of the most important problems they face. One simple method is to ask participants to list five or so main problems. This could be a general question, or one focused on a particular problem area. Then ask them to rank these problems in order of importance.

A more systematic technique called pair-wise ranking uses cards to represent the different problems. The facilitator shows the "problem cards" two at a time, each time asking, "Which is the bigger problem?"

As the participants make the comparisons, the results are recorded in a matrix. Matrix is basically a table in which different values may be put against different criteria. Counting the number of

times that each problem “won” over the others and arranging them in appropriate order obtain the final result.

Similar to problem ranking, preference ranking involves participants assessing different items or options, using criteria that they themselves identify. A common form of preference ranking uses a matrix with items/options along the horizontal axis and the elicited criteria along the vertical axis. This technique works well as an introductory exercise in a group discussion as it can reveal interesting differences among group members. You can explore these discrepancies later during the discussion or subsequent interviews with individuals. Gender differences are particularly worth exploring, as men and women often have quite different preferences and criteria for those preferences.

2.5.1 Ranking and Scoring

This technique is most useful in analysing people’s preferences in the decision-making process. You may use ranking and scoring in any situation where different choices are to be weighed against different options. The method brings out the criteria on the basis of which a particular group of respondents evaluate the options available and how their choices and preferences are made.

STEPS

- Start with a discussion of the problem or issue or event.
- Once the participants have mentioned some of the options available, ask them to prepare a list of all the possible options. This list can be prepared on the ground using chalk, by using symbols or by writing on slips of paper, which are placed on the ground. It is also possible to use large sheets of paper for preparing the visual, which can only be used by the literate-respondents.
- Once the list is ready, ask the participants to select the most preferred option. This can be ranked one. The next most preferred option could be ranked two, and so on till the list is exhausted. Your role as facilitator is important here in initiating the discussion and in explaining the technique. Once the participants start doing the analysis, it is best for the facilitator to be an observer and not to interfere with the analysis. Once the ranking is complete, ask the participants to explain the reasons for their preferences.

2.5.2 Matrix ranking and scoring

Often it is necessary to analyse the options on the basis of multiple criteria. In such situations you may use the matrix scoring or ranking method as a most effective tool.

Steps

- A matrix can be prepared on the ground or on a sheet of paper
- In the cells along the top, (that is the horizontal or x-axis), place the different criteria (one in each cell). Along the vertical or y-axis on the left-hand side place each option - one in each cell.
- Each option on the list is evaluated against all the criteria in the matrix. This can be done by using scoring or ranking methods. Counters with pre-identified or given values may be used to fill up each of the cells in the matrix.
- It is important to remember that the scores for the options should not be added in order to arrive at the overall preference. This may be misleading as it assumes that all the criteria have equal weight.
- Even then, the matrix provides an overall view about the scale of preference of the people.

2.5.3 Pair-wise ranking

You can use this method in analysing different options and choices available under one topic by evaluating them, two at a time.

Steps

- The participants prepare a list of the different options they have under the selected topic.
- These are written on slips of paper and placed on the ground. Alternatively, a grid can be prepared on the ground using chalk or on a large sheet of paper.
- The participants are asked to consider the options two at a time and select the one that is more prevalent or more common. Similarly, they may be compared in terms of the difficulty in their use. Again there may be other factors to be considered. Each option is directly compared with all the other options, one by one and so on till all the combinations are exhausted.
- The number of times an option is selected is the score that it gets. The higher the score the more preferred is the option.

2.5.4 Wealth ranking

Wealth ranking involves community members identifying and analysing the different wealth groups in a community. It enables evaluators to learn about the socio-economic stratification of project beneficiaries and local people's definitions and indicators of wealth.

The most common version of this technique involves a series of individuals or a focus group of community members, ranking the entire community. This may also be done for a particular section of the community if there are too many households to rank say more than 100 or if the participants are familiar with only their own neighbourhood. You can introduce the technique using local terms for wealth and poverty and encourage participants to first discuss how they define these terms and how they would describe a poor household or a rich household.

Wealth ranking has sometimes proved problematic in urban areas, where people tend to be less familiar with their neighbours than in rural settings. Furthermore, in some communities, relative wealth or poverty ranking is a very sensitive topic, and this technique may need to be conducted in a private setting to allow participants to talk freely. In some cases, you may have to avoid this technique altogether.

2.5.5 Well-being ranking

This exercise tries to capture how a community identifies social divisions among its members. It identifies different categories of households within the community and their relative standard of living.

Steps

There are two ways to approach this task. You can first start by asking the group to discuss the criteria on the basis of which they differentiate the households. It may be social. It may be economic. It may be both social and economic. You list them. Then you ask the group to use these criteria to decide in how many categories they would like to divide the households. Then ask them to describe each of these categories.

They can then proceed with the ranking of all the households. In this approach you may ask them to rank straightway. Once this is completed you can ask the group to describe the criteria on the basis of which they differentiate the categories.

The social ranking may be used to classify the households on the map. Separate sheets may be used and the information recorded in tabular forms, with additional explanatory notes, if necessary.

2.6 Time Trends

Some of the visual-based techniques used to conduct community trend analysis are: seasonal calendars, trend analysis and daily activity charts.

2.6.1 Seasonal calendars

Seasonal calendars drawn by the local people are very useful means of generating information about seasonal trends within the community and identifying periods of stress and vulnerability. Best undertaken in the form of a group discussion (to help verify the information obtained), seasonal calendars are often drawn on the ground with the relative trends depicted using stones or seeds, as in a preference-ranking matrix. In other instances, simple line graphs can be drawn to show seasonal increases or decreases. A whole series of seasonal variables can be included in one calendar to give an overview of the situation throughout the year. These variables can include: rainfall, crop sequences, labour demand, availability of paid employment, out-migration, incidence of human diseases, expenditure levels, and so on. Important periods, such as festivals, can also be shown.

2.6.1.1 Seasonality Analysis

- This method is used to analyze the seasonal patterns of some aspects of life or activities, events or problems. There are some problems, which are cyclical in nature. Problems which have a cyclical pattern can be analyzed using this method, including availability of food, prevalence of diseases, indebtedness, relative prosperity, stress in livelihoods etc. as also rainfall, availability of water and so on.
- Ask the participants to decide how they would like to divide the year (months, seasons, quarters, etc.) in relation to their lives. Do not impose your calendar – there can be different forms of local calendars, which the people may be more familiar with.
- Develop the calendar on the ground using chalk, sticks, stones, or any other locally available material. This can also be prepared on large sheets of paper.
- Identify the items or problems with the help of the participants.
- The seasonal variations of the different items are depicted on the calendar, and then the results are compared.
- Once the visual is ready you can ask questions regarding the relationships between different variables and whether there are any other aspects of life that affect or are affected by this seasonality.
- This visual is then used to discuss problems and opportunities.

2.6.2 Trend Analysis

You may use trend analysis as a separate technique to understand people's perceptions and patterns of change regarding selected indicators and topics that are of concern to them. This is a useful tool to initiate the discussion with older people. But ensure that other sections of the people also enter into the discussion. To analyze their perception of changes taking place in their community and in their own lives the following steps may be taken.

Steps

- Start with a discussion on major changes that have taken place in the locality as perceived or identified by them.
- The group is to decide how far back in time they would like to go for this analysis. They should identify the year(s) or period when significant changes were witnessed.
- Ask the group to identify the areas in which they have witnessed these changes. Then draw a diagram showing these changes over the years. This can be shown by line drawings (like graphs).
- Discuss what prompted these changes. Which ones are considered positive and which are negative and why? Ask whether any of the negative changes can be reversed, and how?
- There is every possibility that there would be difference of opinion and debate. Do not interfere. But you may provide necessary information and draw attention to issues, which have not been discussed at the end, so that fresh discussion may be initiated.

2.7 Daily Activity Charts

Daily activity charts are useful as a way for community members to show graphically how they spend their day. The diagrams also make it easy to compare the daily activities of different groups of people, such as women versus men, employed versus unemployed, married women versus widows. In the same way as a seasonal calendar shows the busiest times of the year, a daily activity chart can show the busiest times of the day and can, therefore, be useful in monitoring changes during the course of the project.



SECTION-C:

Participatory Training

1. Participatory Training

In conventional training a learner is looked upon as an empty bottle to be filled up by the trainer. In this methodology, the trainer defines what is to be taught and how to teach that. This approach to training believes that trainers know everything and learners do not know anything. The trainer defines what a particular set of learner's needs to learn and how these learning needs can be met. Learners do not have any other role except passively learning during this process. In this approach, 'learners' participation in the learning process is minimal; they are bound to learn whatever the trainer teaches. Because of this basic belief, this training approach, on the one hand, does not allow learners to participate actively and, on the other, gives total control over the process to the trainer.

Hence the trainer alone does everything in these types of training, from defining the objectives to evaluating the learner. He becomes the central point around whom the entire process moves. So one can say it is a trainer - centered approach, not learner - centered.

1.1 Underlying Assumptions in Conventional Training are:

- The acquisition of subject knowledge by participants leads to action.
- Individual action leads to improvement on the job.
- The participants learn what the trainer teaches. Learning is a simple function of the capacity of the participant to learn and the ability of the trainer to teach.
- Training is the responsibility of the trainer and the training institution. However,

Participatory training believes that people cannot be developed; they develop themselves through their own actions and reflections.

The participatory training approach encourages participants to see themselves as a source of information and knowledge about the real world. Participatory training refuses to accept that people do not know anything. It recognizes the value of popular knowledge and encourages people to participate in their own learning process. When they are encouraged to work with the knowledge they have from their own experience, they can develop strategies together to change their own situation.

The process of learning during participatory training is controlled by the participant, and not by the trainer. The trainer plays the role of a facilitator in this learning process. This process of involving participants in the learning process gives them a sense of empowerment: they start recognizing their existing knowledge and its value. For this methodology, the synthesis of popular knowledge strengthens the educational experience of the participant. As they begin to appreciate what they already know, they are more open to seeking new knowledge, and they actively share in the collective responsibility for seeking new knowledge, which enhances the learning process. Thus they get a feeling of ownership of that knowledge.

1.2 Adult Learning

Participatory training deals with adults and has its theoretical base in principles of adult learning. Various efforts in adult learning and adult development have so far brought in a variety of experiences. Sometimes these experiences are quite encouraging where as some times quite discouraging. The common remarks which we generally hear about adults is, "Oh, these men and women (adults) will never learn - and never change. Leave them alone!"

Adults Learn, Adults Grow, Adults change contrary to the belief that learning is difficult to alter once it has taken place, and learning can only happen with children and adolescents. Adult learning is based on principles and conditions different from the formal set of learning principles. In this context it is important to understand the different aspects and elements of adult learning.

- Adult behaviour changes in response to various pressures - both internal as well as external. Therefore, adults can and do learn throughout their lifetime.
- Adults enter learning activities with a perception about themselves that influences the learning process. This perception is based on their past experiences interpreted and valued by them. This, therefore, influences new learning.
- The past experience of adults needs to be valued and nourished during the learning process. Otherwise, adults may feel worthless or threatened by the learning process.
- Adults learn best when the environment is safe, accepting, challenging and supportive.
- Adults enter learning programmes with immediate and personal needs, problems, feelings, hopes and expectations. The 'here and now' feeling must be respected and recognized, if their motivation to learn is to be enhanced.
- Solutions that adult learners seek must come from their own understanding and analysis, and be congruent with their life-style and functioning.
- In skill - oriented learning, there should be active participation on the part of the adult learner in those activities, which use the relevant skills.
- Continuous monitoring of progress on their learning needs to be done by adults. Relevant information and feedback are essential and should be available to the adult learner.
- Success in satisfying the expressed learning needs and achieving a desired objective is a powerful reinforces for further learning. Therefore, this element should be built into the learning process.
- Learning creates several emotional feelings in adults - excitement, agitation, tension, confusion, disorientation, fear, frustration, etc. Stress and anxiety can affect a learning process and should be sensitively tackled.
- Different adults learn differently. The variety of learning styles and preferred modes of learning necessitate a heterogeneous design for learning by adults. This also demands use of diverse set of learning methods to enable the learner and learning process.

1.3 Characteristics of Learning Environment

In the context of learner and learning process, the challenge of building and sustaining an environment that would facilitate both individual and collective learning becomes very crucial. Hence building conducive environment is the pillar of participatory training. Some of the key characteristics of learning environment are described below.

1.3.1 Valuing Learners and their experiences

The fundamental aspect of the learning environment is valuing the learner, valuing his/ her uniqueness, experiences, contributions, knowledge, and capacity to learn, grow and change. Valuing and respecting the learner becomes the hallmark of creating a learning environment, both during formal and informal sessions (outside the training).

1.3.2 Sharing personal experiences

Since adults learn from their experience, conditions have to be created for an easy, open, systematic and effective sharing of their past experience. Sharing of experience doesn't mean endless, open- ended story- telling sessions. Sharing has to be focussed in relation to specific learning objectives. The purpose of sharing is also to promote critical analysis and be challenged to experiment with new ideas, feelings, behaviour and action.

1.3.3 Openness

Another principle of the learning environment is openness- Openness to oneself, openness to others, openness to question, openness to examine, openness to observe. Conditions have to be created so that learners and trainers can be open with their thoughts and their feelings and they can be open with their actions.

1.3.4 Challenging

The **next characteristic of learning environment is that there should be a challenge to the learners.** Conditions need to be created for participants to be stimulated to stretch themselves beyond their immediate capacity, to utilize their potentials creatively, to utilize their capacity, to unfreeze themselves, and to utilize their critical faculties.

1.3.5 Safety

Another key characteristic of the learning environment is psychological safety and comfort. The learner should be challenged but not be dumped upon. The learner should be stimulated and provoked but never undermined. The learner should be questioned, but not demolished. A sense of psychological safety is an essential aspect of the learning environment.

1.3.6 Support

A related aspect, therefore, is support- emotional support, intellectual and behavioural support. Such support should be individually available as also available in small groups. Conditions need to be created so that the learners are supporting each other, as much as the facilitators are supporting the learners.

1.3.7 Feedback

And finally, the learning environment must have conditions built in for feedback for information to come back to the person and to the group. Through mechanisms which are easy and relaxed, and not constrained and difficult for feedback process.

Session Handout: 4**COMPARING PEDAGOGY AND ANDRAGOGY**

	P E D A G O G Y [classroom]	A N D R A G O G Y [adult, non-formal]
LEARNER'S ROLE	Follow instructions Passive reception Receive information Little responsibility for learning process	Offer ideas based on experience Interdependent Active participation Responsible for learning process
MOTIVATION FOR LEARNING	External: Forces of society (family, religion, tradition, etc.) Learner does not see immediate benefit	From within oneself Learner sees immediate application
CHOICE OF CONTENT	Teacher-controlled Learner has little or no choice	Centered on life or workplace problems expressed by the learner
METHOD FOCUS	Gain facts, information	Sharing and building on knowledge and experiences

1.4 Conditions and Context of Adult learning***Is self-directed***

Adults can share responsibility for their own learning because they know their own needs.

Fills an immediate need

Motivation to learn is highest when it meets the immediate needs of the learner.

Is participative

Participation in the learning process is active, not passive.

Is experiential

The most effective learning is from shared experience; learners learn from each other, and the trainer often learns from the learners.

Is reflective

Maximum learning from a particular experience occurs when a person takes the time to reflect back upon it, draw conclusions, and derive principles for application to similar experiences in the future.

Provides feedback

Effective learning requires feedback that is corrective but supportive.

Shows respect for the learner

Mutual respect and trust between trainer and learner help the learning process.

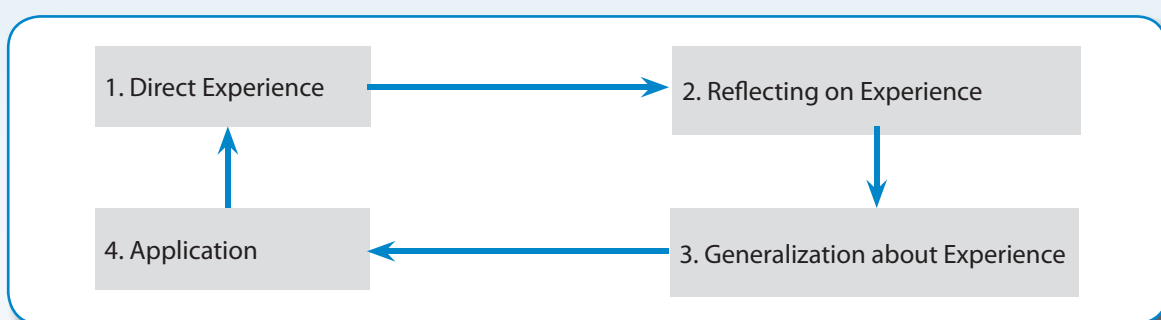
Provides a safe atmosphere

A cheerful, relaxed person learns more easily than one who is fearful, embarrassed, or angry.

Occurs in a comfortable environment

A person who is hungry, tired, cold, ill, or otherwise physically uncomfortable cannot learn with maximum effectiveness.

THE ADULT LEARNING CYCLE



Learning is the transformation of information into useful knowledge

The learning cycle requires the learner to progress through four different phases of the learning process. Effective learning requires the ability to apply the things you learn in phase 3, where you form principles based on your analysis in phase 2 of an experience you had at phase 1. This does not come easily for everyone, especially those who are used to learning from lectures. Adult learning requires the active participation of the learner in the learning process.

The role of the trainer, then, is to help the learner through this process of learning. A good trainer must have the competence to understand what goes on at each phase and to facilitate the learning process.

1.5 Designing a Training Programme

The design is one of the most important blueprints for the conduct of any training programme. The design reflects the philosophy and strategy of the training intervention. A training programme does not operate in isolation; it draws its validity from the organizational mission and its nature of interventions, key programmes and activities, primary tasks etc.

A training design needs to be congruent with the specific objectives of the training, learning needs of the learners and learning styles of a group of learners particularly a group of heterogeneous learners. In the context of the Participatory Training framework, the design of a training programme also reflects the values and principles of learning processes with adult learners. The design of a training programme is the preliminary blueprint, which becomes basis for its actual conduct.

Therefore, a design should contain training objectives, contents and their sequence, training, learning methods, time plan for each session, identification of learning materials and other resources required, ongoing monitoring during the programme, post-programme evaluation and a broad plan for follow-up actions.

1.5.1 Framework for a Session Design

I. Training needs to be addressed

II. Knowledge/skills/attitudes to address needs

Knowledge (facts)

Skills (cognitive and manual)

Attitudes

III. Learner objectives

IV. Activities

Experience
Reflection
Lessons learned
Application

V. Resources

VI. Time

1.5.2 The process of designing

Designing is a systematic process which follows a series of steps. The first step is to identify the learning needs. This provides a basis for the entire design. We need to understand clearly what a group of learners need to learn. On the basis of these learning needs, specific learning objectives are derived. These learning objectives provide the broad framework for the training programme. The contents of training are then derived from these training objectives. An appropriate sequence of training is then made whereby it is determined how to start a programme and how to end it, how to sequence the various contents to develop the pace for learning. Choice of appropriate learning-training methods is then made and a decision regarding time for each content area and session is also made. Therefore, the process can be summarized in the following steps:

- Step I: Assessing learning needs
- Step II: Defining learning objectives
- Step III: Identifying and sequencing contents
- Step IV: Selecting appropriate methods
- Step V: Putting the whole in the time frame

1.5.3 Designing training sessions based on the experiential learning cycle

Set the learning climate

- Gain the learners' attention and interest.
- Create an informal rapport with the learners.
- Recall relevant previous experiences.

Present the objectives

- Provide a link between previous session/s and this one.
- Present behavioral objectives to the learners and check understanding.
- Let the learners know what they will do during the session in order to attain the objectives.

Initiate the learning experience

- Introduce an activity in which the learners "experience" a situation relevant to the goals of the training session. The "experience" might be a role play, case study, simulation, field visit or group exercise.
- The learners will use this experience to draw data for discussion during the next step.
- If you begin this session with a presentation, follow it with a more participatory activity.

Reflect on the experience

- Trainer guides the discussion of the experience.
- Learners share their reactions to the experience.
- Learners participate in problem-solving discussions.
- Learners receive feedback from each other and from the trainer on their work.

Discuss lesson learned from the subject matter

- Learners identify key points that have come out of the experience and the discussion.
- Trainer helps learners draw general conclusions from the experience and reflection.

Discuss how the learner might apply what they have learned

- Based on the conclusions that were drawn during the previous step, the group discusses how the information/skills will be useful in the learners' own lives.
- Learners discuss problems they might expect in applying what they have learned.
- Learners discuss what they might do to help overcome difficulties in applying their new learnings.

Provide closure to the session

- Briefly summarize the events of the training session.
- Refer to the objectives to determine how well they were reached.
- Discuss what else needs to happen for better retention or for further learning in the subject area.
- Provide linkages between this session and the rest of the training program.
- Make sure the learners leave with a positive feeling about the session.

1.6 Choosing Methods

Those learning - training methods are to be used , which address each focus of learning directly.

- **If the focus of learning is knowledge,**

Concept and information, new knowledge and new concept and information can be best provided through what is known as lecture method. For literate participants, reading materials can also be provided. But the quality, level and appropriateness of those materials need to be ensured. One could make use of other aids (like flip charts, posters, transparencies etc.). But essentially the purpose of lecture either by one person or by a panel of persons is to provide additional information, new knowledge and concepts to the group of learners. The other methods of acquiring new knowledge could be demonstration, field visits, etc.

- **When we take the focus of learning on awareness,**

This is where the existing experience of learners needs to be utilized. Methods appropriate for awareness have been called structured experiences because they make structured use of either the past or the present experience of learners or others. Group discussion as a vehicle for learning is one such example. Learners in a small group share their experiences and critically analyse it with a view to developing new insights and appreciation of the issues involved. Exercises and simulations are other examples of structured experiences, which are generated during the

training programme itself. They make use of experience generated during the training itself through those exercises and simulations. Role-play is another example of structured experience: it encourages the learners to re-enact a part of the reality that they have observed or experienced. Therefore, role-play can become another important method in promoting awareness

In situations where other people's experiences have to be brought for the learning of a group of learners, case study method is useful. The case study can be written, it can be oral, it can be audio, it can be audio-visual. The case study essentially means experience of some others, which is brought to the training situation, as it could be helpful in promoting the learning of that group of learners. So if we want to promote awareness-raising as a focus of learning, we must find a combination of methods under structured experience to do so.

- **The third focus of learning, which is learning of skills,**

It requires practice. No skills are learnt without practice. Apprenticeship is a long-standing method of learning skills. Be it playing a sitar or repairing of scooters, in both cases the model of practice is apprenticeship. During training programme itself, it is possible to build methods which allow for practicing the skills by the learners, if they have to learn certain skills in order to play their roles more effectively.

Some other important considerations while choosing the methods are:

- Who are the learners and what is their background?
- How best we can create a conducive learning environment?
- Availability of physical infrastructure, material and other resources.
- Size of the learning group and facilitator.
- What are the trainers' capacities and competence?

1.7 Training Tools/Techniques

1.7.1 Presentation

A presentation is an activity conducted by a resource specialist to convey information, theories or principles. Forms of presentations can range from straight lecture to some involvement of the learner through questions and discussion. Presentations depend more on the trainer for content than does any other training technique.

Uses

- To introduce participants to a new subject
- To provide an overview or a synthesis
- To convey facts, statistics
- To address a large group

Advantages

- Covers a lot of material in a short time
- Useful for large groups
- Can be adapted to any kind of learner
- Can precede more practical training techniques
- The lecturer has more control than in other situations

Things to be aware of before deciding to use a lecture:

- Emphasizes one-way communication
- Is not experiential in approach
- Learner's role is passive
- Lecturer needs skills to be an effective presenter
- Inappropriate for changing behavior or for learning skills
- Learner retention is not as great unless it is followed up with a more practical technique
- A presentation is common in more formal situations

Process

1. Introduce the topic—tell the learners what you're going to tell them
2. Tell them what you want to tell them—present the material using visual aids
3. Summarize the key points you've made—tell the learners what you've told them
4. Invite the learners to ask questions

1.7.2 Demonstration

A demonstration is a presentation of a method for doing something.

Uses

- To teach a specific skill or technique
- To model a step-by-step approach

Advantages

- Easy to focus learner's attention
- Shows practical applications of a method
- Involves learners when they try the method themselves

Things to be aware of before deciding to use 'demonstration'

- Requires planning and practice ahead of time
- Demonstrator needs to have enough materials for everyone to try the method
- Not useful in large groups
- Requires giving feedback to learners when they try themselves

Process

1. Introduce the demonstration—what is the purpose?
2. Present the material you're going to use
3. Demonstrate
4. Demonstrate again, explaining each step
5. Invite the learners to ask questions
6. Have the learners practice themselves
7. Discuss how easy/difficult it was for them—summarize

1.7.3 Case Study

A case study is a written description of real life situation that is used for analysis and discussion.

Uses

- To discuss common problems in a typical situation
- Provides a safe opportunity to develop problem-solving skills
- To promote group discussion and group problem-solving

Advantages

- Learner can relate to the situation
- Involves an element of mystery
- The hypothetical situation does not involve personal risks
- Learners are involved

Things to be aware of before deciding to use a case study:

- The case must be closely related to the learners' experience
- Problems are often complex and multi-faceted
- There is not always just one right solution
- Requires a lot of planning time if you need to write the case yourself
- Discussion questions need to be carefully designed

Process

1. Introduce the case
2. Give learners time to familiarize themselves with the case
3. Present questions for discussion or the problem to be solved
4. Give learners time to solve the problem/s
5. Have some learners present their solutions/answers
6. Discuss all possible solutions/answers
7. Ask the learners what they have learned from the exercise
8. Ask them how the case might be relevant to their own environments
9. Summarize

1.7.4 Role Play

In a role play, two or more individuals enact parts in a scenario related to a training topic.

Uses

- Helps to change people's attitudes
- Enables people to see the consequences of their actions on others
- Provides an opportunity for learners to see how others might feel/behave in a given situation
- Provides a safe environment in which participants can explore problems they may feel uncomfortable about discussing in real life
- Enables learners to explore alternative approaches to dealing with situations

Advantages

- Stimulating and fun
- Engages the group's attention
- Simulates the real world
- Things to be aware of before deciding to use a role play:
- A role play is spontaneous — there is no script to follow
- Actors must have a good understanding of their role for the role play to succeed
- Actors might get carried away with their roles

Process

1. Prepare the actors so they understand their roles and the situation
2. Set the climate so the observers know what the situation involves
3. Observe the role play
4. Thank the actors and ask them how they feel about the role play—be sure that they get out of their roles and back to their real selves
5. Share the reactions and observations of the observers
6. Discuss different reactions to what happened
7. Ask the learners what they have learned and develop principles
8. Ask the learners how the situation relates to their own lives
9. Summarize

1.7.5 Simulation

A simulation is an enactment of a real-life situation.

Uses

- Allows learners to experience decision-making in “real” situations without worrying about the consequences of their decisions
- A way to applying knowledge, develop skills, and examine attitudes in the context of an everyday situation

Advantages

- Practical
- Learners are able to discover and react on their own
- High involvement of the learner
- Immediate feedback

Things to be aware of before deciding to use a simulation:

- Time-consuming
- The facilitator must be well-prepared, especially with logistics
- A simulation is often a simplistic view of reality

Process

1. Prepare the learners to take on specific roles during the simulation
2. Introduce the goals, rules, and time frame for the simulation
3. Facilitate the simulation
4. Ask learners about their reactions to the simulation
5. Ask learners what they have learned from the simulation and develop principles
6. Ask learners how the simulation relates to their own lives
7. Summarize

1.7.6 Small Group Discussion (SGD)

A small group discussion is an activity that allows learners to share their experiences and ideas

Uses

- Enhances problem-solving skills
- Helps participants learn from each other
- Gives participants a greater sense of responsibility in the learning process
- Promotes team work
- Clarifies personal values

Advantages

- Learners develop greater control over their learning
- Participation is encouraged
- Allows for reinforcement and clarification of lesson through discussion

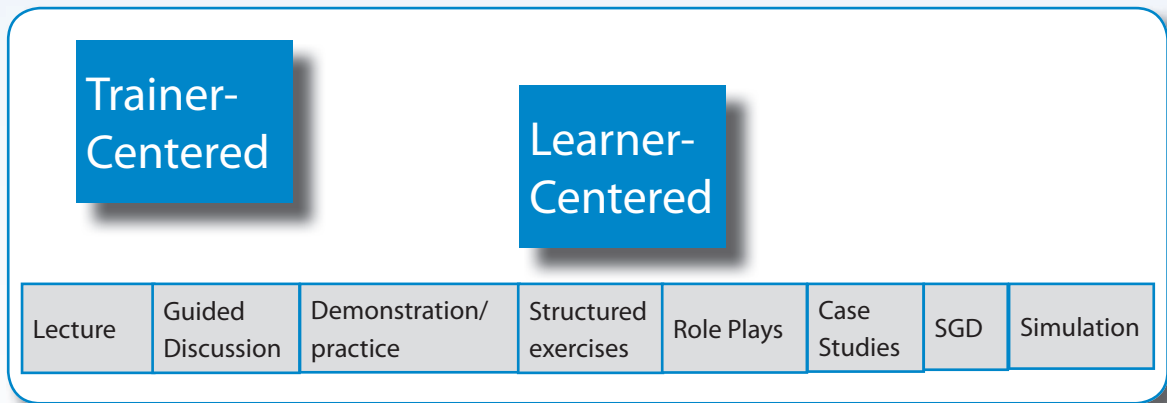
Things to be aware of before deciding to use a SGD:

- The task given to the group needs to be very clear
- The group should be aware of time limits for the discussion
- Participants should be able to listen to each other, even if they don't agree
- Group discussion should not be dominated by any one or two people
- Questions help guide the discussion
- Everyone should be encouraged to participate

Process

- i. Arrange the learners in groups of four to seven
- ii. Introduce the task that describes what should be discussed
- iii. Ask each group to designate a discussion facilitator, a recorder, and a person to present the group's findings to the larger group
- iv. Check to make sure that each group understands the task
- v. Give groups time to discuss—this should not require the trainer's involvement unless the learners have questions for the trainer

- vi. Have one person from each group summarize the findings of the group (this could be a solution to a problem, answers to a question, or a summary of ideas)
- vii. Identify common themes that were apparent in the groups' presentations
- viii. Ask the learners what they have learned from the exercise
- ix. Ask them how they might use what they have learned



1.8 Writing a Training Report

Generally, report writing is considered as a most time consuming and boring job. It is a common feeling that the report is only useful for administrators or researchers. But report writing is a basic tool, which provides basic knowledge about the event in terms of the objectives, content, process and methodology. Report writing is not only important for researching the whole area of training as a human learning process, but from the point of view of keeping a record of an event which later provides new ideas on reflection to the trainer. At the same time it also becomes part of the organizational memory and follow-up strategy.

Report writing is an art, which requires interest and skills for writing, whenever we think of writing a report the writer should have some basic questions in mind like.

- What is the purpose of report writing?
- Who is the audience?
- What will be the mode of presentation?
- What is the availability of resources?

Once we answer these questions, then the next step is developing the structure of report, which will cover various aspects like.

- Objectives.
- About learners.
- About trainers
- Approach of training.
- Main themes and subjects.
- Materials and methods used.
- Process - the happening.
- Evaluation.

1.9 Monitoring and Evaluation at a glance

When?	What?	How?
Daily	<ul style="list-style-type: none"> Content, processes, session flow, logistics, language 	<ul style="list-style-type: none"> Mood meter Recap Large group discussion Steering committee Observations
Mid of the training	<ul style="list-style-type: none"> Pace of learning, groups stages, design 	<ul style="list-style-type: none"> Using questionnaire Large group discussion With different groups of participants
End of the training	<ul style="list-style-type: none"> Achievement of objective Learning Material and logistics Trainers Understanding awareness and skills developed. 	<ul style="list-style-type: none"> Questionnaire Large group discussion Open space and standard consideration
After some time	<ul style="list-style-type: none"> Impact of training Attitudinal and behavioural change Follow-up support 	<ul style="list-style-type: none"> Field visits Impact assessment study Organizing meetings/ workshops

1.9.1 The Evaluation process

In evaluation of Participatory Training we assess changes in the learners, and overall effectiveness of the programme, including the trainers. The assessment is not only within the programme but also after the programme is over.

1.9.1.1 In the context of learners:

Following are some of the important aspects, which we evaluate in the context of learners':

- **Attitudinal change:** Has the training brought about any changes in the attitudes and values of the learner? Does the learner perceive certain significant changes in his/ her orientation to people, work, self, etc.? Is there a feeling of personal growth?
- **Behavioural changes:** Have the learners shown any behavioral changes during the training programme? Have they noticed any behavioral changes back home after the programme?
- **Conceptual Development:** Has knowledge about relevant topics increased? Has that knowledge been useful during transactions at work? Has there been exposure to things/ processes that the learner knew nothing about before the training?
- **Performance Changes:** Has the training contributed to any improved performance? Have there been any distinct changes in the functioning of the individual learner in the field of work?

1.9.1.2 In the context of Training Programme

Following are some of the important aspects, which we evaluate in the context of training:

- **Training Objectives:** Are the objectives realistic, simple and relevant? Have they been achieved? If so, to what extent?

- **Contents and Training Methods:** Is the content covered adequate and meaningful? Are the training methods, appropriate? Are they facilitating or hampering learning?
- **Group Process:** Are the groups functioning effectively? Is the group process contributing to learning or hampering it?
- **Trainers:** Are the trainers keeping pace with the learners? Are they too slow or too fast? Are they sensitive to the learners, needs? Are they competent?
- **Learning Materials:** Are they well organized? Are the learners finding them relevant? Are materials appropriate to the contents?

Physical Equipment: Is the training comfortable? Are the living arrangements all right? Are the food arrangements satisfactory? Does the physical environment facilitate learning, or hamper it?

References

- Manual for Training of Trainers on Human Development, ATI, West Bengal
- Facilitator's Manual on Village Planning – A Participatory Approach, Centre for Community Managed Programming, Yashada, Pune
- Step By Step Guide, Joint Convergence Programme, UNDP, New Delhi and Planning Commission of India, Gol.
- TOT session handouts, PPD, Bamyan
- PTM book of readings, PRIA, New Delhi

Annex - 1

Data Inventory			
	Broad Areas for stock taking	Important Indicators for data collection	Data Source
General information	Basic facts of the district, including natural resources	Geographical area, Forest area, flora and fauna	Census, Commissioner Land Records, Data from Forest Department about plants and their species
		Climatic conditions, Average rainfall	District Meteorological Centre
		Inhabited villages, Gram Panchayat and JP, Villages	Land Revenue Records, Records of Zila and Janpad Panchayat
		Revenue Inspector Circle	Superintendent land record
		Area, Population, Density of population, Change in population and working Population	Census
		Rural and urban Population Sex wise, Age group wise Population, Sex wise population of towns, Population of Sc and ST	Census
		Working and Non working Population	Census
		Distribution of villages as per population	Census
Livelihood	Agriculture and Irrigation	Classification of land, Landholdings and Land use	Superintendent Land records
		Production of crops, Per Hector yield of Crops	Superintendent Land records
		Sources of irrigation and irrigated area	Superintendent Land records
		Agriculture, machinery and equipments	Superintendent Land records
	Livestock and poultry	Livestock Census information	
		Veterinary hospitals, Dispensaries	Veterinary Hospitals and Dispensaries, Deputy Director veterinary
	Industry and mining	Industrial units and Employment	General manager industrial centers
		Economic Census	District Statistical office
		Classification of industries	General manager industrial centers
	Labor and employment	Average Daily employment	Directorate economic and statistics
		Government employees	
		Employment in mining	District Mining Officer
		Registered institutions, shops and commercial organization	District employment officer
	Poverty	economic status with regard to the poverty line, access to adequate housing and basic amenities etc	
		Production and value of major and minor minerals	District mining officer

Infrastructure	Electricity	Consumption of electricity	electricity board
		Rural electrification	electricity board
	Transport and communication	Length of roads,	PWD, PMGSY
		Registered vehicles,	Transport
		Vehicular accidents	superintendent police
		Post and telegraph	superintendent post and telegraph
Health		Number of hospitals and Beds	district medical officers
		Doctors and Paramedical staff	
		Indoor and out door Patients	
		National health programme	
		Maternal death, neonatal and infant death, child death, immunization, malnutrition, acquired disabilities, morbidity and linked mortality, literacy, age at marriage, family planning,	
	Drinking water	Problem villages and drinking water facilities	Executive Engineer
		Availability of safe drinking water, basic sanitation facility, Housing conditions	
	Education	Literacy-rural urban/SC-ST/Male Female	Census
		Number of Educational Institutions	Deputy Director Education
		Students and Teachers in institutions	
The local administrative set up		The number and statistics regarding rural and urban local governments (Panchayats, urban local bodies, autonomous councils etc.), line departments attached to local governments, state line department offices, missions and other Para-stat flora and fauna also operating in the district.	
		Number of ULBs, Population of ULBs and annual income	Respective ULBs
		Number of Gram Panchayat /GS annual income	CEO ZP/JP
Cooperatives and Banking		Number of cooperative societies, membership and capital	deputy registrar cooperatives
		Cooperative banks	deputy registrar cooperatives
		Scheduled commercial banks – deposit and loan distribution	lead banks
Revenue		Annual Financial Provision and Expenditure	All departments
		District government budget allocations source-wise and sector-wise, actual receipt and expenditure in previous years, own revenues of local governments and district credit plans.	

Annex - 2

S. No.	Steps	Sectors for Stock Taking	Source of Data for Stock Taking
1	Stock taking or situation analysis	Education	Annual Work Plan of SSA
2			Annual Report of ASER
3			District Statistical Hand Book
4			Annual Report of District Education Officer
5			Literacy figures – CENSUS
6			Tehsil wise Literacy of SC and ST – CENSUS
7			Annual Expenditure Statement from DEO, SSA office, Assistant Commissioner Tribal
8			School Report Cards – DISE
9			Any study by DIET
10		Health	Annual District Health Plan- Prepared under NRHM
11			Data on performance against plan for each schemes and programme – Status as on March 31 of last three financial Year
12			District Statistical Hand Book
13			Data from other studies and survey such NFHS, District House hold Survey, Data from Fertility table of Census, Data from vital statistics of DES
14		Nutrition	Block wise compiled report about status of children in different grades
15			block wise production of food grains, milk and other nutrients
16			block wise status of lifting and distribution of food grains through PDS system
17		Livelihood	Data about families below poverty line for last two census from Zila Panchayat
18			Agricultural statistics about production and productivity – Agriculture Department and revenue department
19			Annual Credit Plan from Lead Bank
20			Data on industries, employment in industries and investment from trade and industry department; also from PLP of NABARD
21			Production data of different sectors such as fisheries, fruits, milk, minerals, forest and forest produce from concerned departments
22		Infrastructure	Status of roads from PWD and PMGSY
23			Status of Irrigation infrastructure from Water Resources or Irrigation Department
24			Status of small ponds and other water harvesting structures from ZP, forest and Agriculture department
25			Status of connectivity of villages from electricity boards
26			Status of consumption of electricity from district office of SEB
27			Status of connectivity of telephone and internet from BSNL office
28		Natural Resources	Data about forest area from forest Department
29			Data about forest cover from forest department
30			Data about forest committees from forest department
31			data about land and land holdings from Agricultural Census and land revenue

A sample framework of sector-wise schemes* and outcome indicators			
Sector	Key schemes	Broad goals	Indicators and national goals
Public health & family welfare	i) National Rural Health Mission (NRHM) ii) Reproductive and Child Health (RCH)	i) Assured, effective and affordable basic healthcare for all ii) Adequate protection against transmitted diseases and epidemics iii) Access to safe and sure means of family planning iv) Adequate care during pregnancy v) Access to institutional deliveries vi) Assured full coverage of immunization vii) Protection against infant/child mortality	(a) Maternal mortality rate (b) Infant mortality rate (c) Child mortality rate (d) Anemia in women (e) Anemia in children under six (f) Disease prevalence: Malaria, Tuberculosis, HIV/AIDS (g) Reduction of gastroenteritis, diarrhea and other waterborne diseases
Food & nutrition security	(i) Integrated Child Development Services (ICDS) (ii) Mid-Day Meal (MDM) (iii) Anna-purna (iv) Public Distribution System (PDS)	(i) Assured access to adequate food (ii) Assured adequate nutrition during infancy and early childhood	(i) Targeted PDS coverage (ii) Malnourished children (0-6): normal to (iii) Grade IV (iv) Supplementary nutrition coverage
	(i) Sarva Shiksha Abhiyan (SSA) (ii) Ashram Schools (iii) Eklavya Schools (iv) Navodaya Schools (v) SUCCESS (secondary education)	(i) Assured enrolment in school (ii) Assured retention in school for minimum desired years of schooling (iii) Acquisition of basic literacy and minimum educational competencies. (iv) Access to opportunities of continued/life-long education	(i) Enrolment in Class I-IV (ii) Education quality assessment (iii) Sex-wise literacy (iv) Less dropouts in education (v) Improvement in pass percentages
Natural resource management and water security	(i) Accelerated Rural Water Supply Programme (ARWSP) (ii) Accelerated Irrigation Benefits Programme (AIBP) (iii) National Watershed Development Project (NWDP) (iv) Jawaharlal Nehru National Urban Renewal Mission (JNNURM) (v) Rashtriya Krishi Vikas Yojana(RKVY)	(i) Access to adequate and safe drinking water (ii) Adequate water supply for sanitary, household and irrigation purposes	(i) Potable quality of drinking water (ii) Assured access to clean water for domestic use (liters of water per person and domestic animals per day as per national or state norm)

* Some of the schemes have been referred to in an indicative manner. The trainers are expected to include/integrate schemes (also those run at state and district levels) as relevant and desired.

Sanitation	(i) Total Sanitation Campaign (TSC) (ii) JNNURM	(i) Assured and convenient access to clean toilets (ii) Assured and adequate water supply for a hygienic way of life (iii) Adequate environmental sanitation	(i) Coverage of habitations with public toilets (ii) Coverage of households with attached toilets
Roads	(i) Pradhan Mantri Gram Sadak Yojana (PMGSY) (ii) JNNURM	(i) Adequate and all-season access to physical connectivity (ii) All-season dependability on roads	Availability of roads
	Rajiv Gandhi Gramin Vidyutikaran Yojana (RGGVY)	(i) Adequate and assured energy resources for household, economic and public activities (ii) Consumption in kwh/person (electricity)	Electricity connection to each household
Housing	<ul style="list-style-type: none"> Indira Awas Yojana (IAY) Valmiki Ambedkar Awas Yojana (VAMBAY) JNNURM 	(i) Assured, adequate, affordable and all-season housing to every family (ii) Adequate housing for urban poor including slum areas (iii) homeless persons	(i) Families with pucca houses (ii) Dwellers in kachcha houses (iii) Houses at affordable cost for slum dwellers/urban poor/EWS/LIG category
Livelihoods	<ul style="list-style-type: none"> Swarnajayanti Grameen Swarozgar Yojana (SGSY) National Rural Employment Guarantee Act (NREGA) Centrally-sponsored agriculture-based schemes 	(i) Sustained and equitable access to natural resources (ii) Adequate access to, and returns from farm livelihoods (iii) Adequate access to non-farm livelihoods including credit capital, technical support and market linkages (iv) Assured and adequate employment – both skilled and non-skilled with assured minimum wages (v) Adequate access to organized sector employment	(i) Families assisted under agriculture, horticulture, AH, fisheries and allied schemes (ii) Active SHGs (iii) SGSY assistance (iv) NREGA: <ul style="list-style-type: none"> Registered Given job cards No. of man-days (v) Enrolment in employment exchange (vi) Jobs provided

These training modules on Integrated District Planning (IDP) have been prepared eclectically from an in-depth review of existing modules and learning materials used in the country on local self governance and decentralised district planning. The validation of the modules has been done through field-testing sessions in Rajasthan in the presence of trainers from Administrative Training Institutes (ATIs) and State Institutes of Rural Development (SIRDs) of seven States: Bihar, Chhattisgarh, Jharkhand, Madhya Pradesh, Odisha, Rajasthan and Uttar Pradesh. While the modules have been developed for use in these States, wider use is encouraged.

The modules-set contains three primary modules aimed at master-trainers; government officials/elected representatives anchoring the process at district levels; and resource persons working through technical support groups. The modules include course designs, trainer's guide and a course dossier from which learning materials for different sessions can be custom-prepared.

The seven focus States present considerable diversity in terms of practices of decentralised planning: functioning of Panchayats, planning structures and roles, actual planning process, etc. There are, of course, significant commonalities. The key point is that apart from the difference in language, there are many more differences which detract from use of a standard set of modules. Therefore, these modules are but suggestive in nature which can be fleshed out in terms of resource materials and training techniques as culturally and contextually desirable in a particular State.

Needless to mention, training is just one part of the overall effort towards facilitating change. But, it is an important part with decidedly positive influence on proper harnessing of resources for planning, accessing of institutional support, choice of innovative strategies, and addressing social exclusion and regional disparities. The IDP modules and allied capacity building interventions are visualised to contribute significantly in this direction.



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