CHAPTER 9

THE MODEL
TRAINING STRATEGY
DESIGNED AND RECOMMENDED
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THE MODEL TRAINING STRATEGY DESIGNED
AND RECOMMENDED

PREAMBLE

The training strategy recommended here as the Gandhigram Model for Training Village Panchayat Presidents in Micro Level Planning, has been designed after its several components were field tested.

To determine the training content of the training strategy, ideas were collected from relevant literature and opinions were gathered from academicians and trainers of government and voluntary organisations on the relevant ideas found in (1) books dealing with planning, (2) guidelines prescribed by the Central and the State Planning Commissions, (3) publications of organisations like the UNIDO, UNAPDI and UNESCAP, (4) guidelines provided by donor agencies to NGOs for preparing project proposals, and, (5) training manuals of the government and training institutions. The training content was prepared on the basis of the above-mentioned exercises and beaming in mind the training needs of the VPPs of the study area.

To determine the important components of the training climate, several training manuals were compared and trainers from educational institutions engaged in such training, government organisations, and voluntary organisations were consulted on the suggestions in these manuals. According to their recommendation, the opinions of the Schemes BDOs of Dincligul District, who administer the development schemes of the district and who are in close touch with the VPPs, of a batch of trainee BDOs from Karnataka State, who had participated in several training programmes conducted by many organisations over the past two years, and of experts in training and extension from GR1, who
had been in close touch with the rural people for several years in various ways, were elicited on the desirable components of the training climate and the tentative training design was evolved accordingly.

The tentative training design originally evolved was refined in the light of the experience gained during the process of the training programme, the observations of the independent observers as well as the researcher himself, and, the feedback obtained from the trainees at the close of the training programme. The final training strategy, so designed, was reviewed in discussion with 25 training experts from the SIRD, PR training institutions, educational institutions and NGOs from different States of India. Where the several samples of opinion differed with respect to certain components of the suitable training strategy, the researcher, while refining his tentative training design, was guided predominantly by the principles of expediency and appropriateness in the light of the experience gained from conducting the training programme. The refined model training strategy designed is presented hereunder.

9.1 PRE-TRAINING EXERCISE

9.1.1 The training plan of the training programme must be prepared and presented to the sponsoring agency concerned well in advance. The training programme must be started after obtaining sanction and funds.

9.1.2 One month before conducted the training programme, the VPPs to be trained must be selected and introductory letters must be sent to them, asking for their willingness. The introductory letter must specify that their replies should reach the organiser of the training programme within 10 to 15 days, so dial ho can know their willingness well in advance.
9.1.3 The training programme must be prepared only after finding out from the trainees-to-be, the dates, the time and the duration suitable to them, their pie-training expectations and related matters.

9.1.4 Information on the training programme, the training venue, the training schedule, the regulations to govern the trainees during the training programme, and the expectations of the organiser of the training programme must be sent to the selected VPPs who have agreed to participate at least ten days before the commencement of the training programme, along with the formal letter of invitation. It will be very efficacious if this letter is sent to the VPPs through the officials of the concerned government department.

9.1.5 Reading material relating to the training programme and relevant booklets must be sent to the invited VPPs in advance in order to enable them to prepare themselves to some extent and to motivate them by acquainting them with the aims and the importance of the training programme. Besides, it is quite necessary to meet the VPPs who are going to participate in the training programme either individually or in groups and motivate them through discussions. During these meetings the expectations of the trainees-to-be must be assessed.

9.1.6 An able coordinator must be nominated to coordinate the training programme. Efficient and experienced trainers must be selected in advance to conduct the classes of the training programme and each one of them must be given the subject content material he/she is to teach and each one must be informed of his/her role in the training programme. If a trainer requires any training equipment or audio-visual aids to explain the topic given to him/her, these must be prepared in advance.
9.1.7 One or two days before the commencement of the training programme, a meeting must be convened of the trainers, the training coordinator and others associated with the training programme. At this meeting, all the aspects of the training programme must be explained and the responsibility of each one of those mentioned above must be specified so that everyone will function in accordance with the proposed training plan. The trainers must be acquainted with the profile, the training needs and the expectations of the trainees-to-be.

9.1.8 Everything required for conducting the training programme, including the venue, arrangements for conducting the training classes, the printed material required for the training, OHP transparencies, training implements, equipment, lodging for the trainees, boarding facilities and transport facilities must be prepared in advance of the training programme.

9.1.9 For the purposes of field visits by the trainees during the training programme, a successful development project and a model panchayat must be identified and selected in advance. The training organiser must personally visit the place(s) concerned in advance and determine what the trainees should observe, what they should learn and which officials they should meet there.

9.1.10 It is necessary to arrange in advance a suitable person to inaugurate the training programme on the first day. Getting a person of importance in society or a high level government official administering panchayats to inaugurate the training programme is advisable.

9.1.11 One day before the commencement of the training programme, everything should be checked once again and kept camera-ready.
9.2 MAIN COMPONENTS OF THE TRAINING STRATEGY

9.2.1 NATURE OF THE TRAINING

The training should be full-time, residential, continuous, semi-structured and in-service in nature.

9.2.2 TRAINING CONTENT

The 14 subject contents shown hereunder are recommended for training the VPPs in MLP:

1) Environment Building and Motivating the Trainees
2) Micro Level Planning in Village Panchayats: An Overview
3) Steps and Process of Preparing Micro Plans in Village Panchayats
4) Project Identification and Selection of Viable Projects
5) Setting Goals and Objectives
6) Technical and Economic Analysis
7) Preparation of Work Plan
8) Resource Planning
9) Financial Planning
10) Planning for Monitoring and Evaluation
11) Final Appraisal
12) Triangular Model of Plan Appraisal
13) Preparing the Draft Panchayat Plan
14) Practically Preparing a Model Plan

The topics selected for training given above include only subject contents relating to preparation of development plans for village panchayats at micro level. The relevant general orientation and management orientation have not been included. These may be imparted through another and separate training programme. Figure 19 portrays the subject contents of training in preparing village panchayat plan.
FIGURE 19
Subject Contents of Training in Preparing Village Panchayat Plan
In order to provide a combination of theory and practice, the training programme must be so designed that the trainees, after being taught the theory relating to MLP in the first four days of the training programme in the classroom, can be taken, on the fifth day, to a village to prepare a model plan through the PRA method.

9.2.3 SEQUENCE OF THE TRAINING CONTENT

While arranging the selected subject contents and while teaching each of them, the instructional approach must always be from the known to the unknown, from the simple to the complex, from the general to the specific, from stimulation to reflection and from theory to practice, every subject content must be given optimum emphasis. The subject content under each topic should be so prepared that it can be covered within the time allotted for the session.

9.2.4 TRAINEES

The training programme must be made compulsory for all VPPs. All the VPPs selected for the training programme must participate in it on all the days of the training programme. The training batch should be so composed as to include both male and female VPPs. The number of trainees in a batch may range from 11 to 30. A batch consisting of 25 trainees is advisable.

The following are expected of each trainee participating in the training programme: active participation, transparency, emotional control, freedom from family burden, sharing of experience, freedom from bias, freedom from inhibitions, participation in team work, admitting differences, tolerating ambiguity, listening to others, and, attitude of acceptance.
The following must be avoided by each trainee participating in the training programme: excessive shyness, anger, leaving the classroom frequently during classes, suspicion, dysfunctional behaviour, group deviation, domination, and, accusing others. The trainees, in addition to undergoing training during the training programme, may participate in the following other activities: the process of problem solving, sharing of experiences, promoting team work, decision-making, programme planning, concurrent and end evaluation, and, coordination. The trainees must not be involved in looking after the day-to-day arrangements, evaluating the trainers and managing the trainees.

The trainees should be given suitable monetary support for participating in the training programme. At the close of the training programme, the trainees must be given a certificate of participation.

9.2.5 TRAINERS

The trainers selected for the training programme must possess knowledge and experience, use local and colloquial language, use audio visual-aids, be able to communicate, be committed, involve the trainees, understand the trainees, possess flexibility, be unbiased, adopt stimulative teaching, give suitable illustrations while teaching, possess good character, and, have a helping attitude.

It is advisable to select the trainers from among experienced and suitable persons in educational institutions, NGOs, government organisations related to panchayats, DPC, banks and training institutions. If trainers who are knowledgeable in the subject content of the training programme and experienced in the respective fields are selected, they will be able to provide practice-oriented instruction by combining the field reality with the theory.
The trainers must play the roles of guides, catalysts, and coordinators and, to some extent, the roles of teachers, facilitators and information providers.

9.2.6 TRAINING METHODS

Of the various training methods available, group discussion, lecture-cum-discussion, demonstration, observation visit, learning by doing, case study, PRA, RRA, form and home visit, brainstorming, field placement and role play are particularly desirable. More than one training method must be used to teach a point for reinforcement. The training methods should be so selected as to address the trainees’ faculties of listening, seeing and doing.

9.2.7 AUDIO-VISUAL AIDS

To supplement the primary training methods selected, audio-visual aids like television, reading material, charts and posters, chalk and board, songs, audio-cassettes, diagrams and maps, OHP transparencies, video films and drama must be used.

9.2.8 FIELD VISITS AND PRACTICAL WORK

In addition to the theoretical classroom learning, visits to a model panchayat and a successful development project must be arranged. Preparing a model plan in the actual field setting must be included in the practical part of the training programme.

9.2.9 HOMEWORK

The trainees must be given homework to be done in the late evening hours after class work. During these hours video films for creating awareness must be screened and the trainees must be made to hold group discussions on these. Alternatively, on those days when the trainees go on field visits, the
homework should consist of holding group discussions on what was seen and heard during the field visit and preparing a summary of what they learnt during the field visit. During these exercises the trainees must be allowed to think and speak independently and freely.

9.2.10 TRAINING AGENCY

Experienced, committed and specialised training institutions must be identified and chosen to conduct the training programme.

9.2.11 TRAINING VENUE

It is advisable to conduct the training programme in a village easily accessible to the trainees and the trainers and situated in a central place within the jurisdiction of the trainees' panchayats. Urban locales must be avoided.

9.2.12 CLASSROOMS

The theory classes of the training programme can be conducted in classrooms. Conducting theory classes in the open place must be avoided. The practical sessions must be arranged in villages. The classroom must be located in a calm place conducive to learning and must be clean, airy, well-lighted and spacious. Besides, the classroom must have electricity supply and equipment used in teaching.

9.2.13 SEATING ARRANGEMENT

Chairs must be arranged in a semi-circle for seating the trainees. The row system, wherein trainees sit in rows one behind another, must be avoided.
9.2.14 FACILITIES REQUIRED AT THE TRAINING VENUE.

The venue selected for the training programme must have all facilities, including boarding, lodging, medical facilities, communication facilities and transport facilities.

9.2.15 TRAINING DURATION AND TIMINGS

The minimum duration of the training programme can be 3 to 5 days and the maximum duration may be 6 to 10 days. However, since the plan is to conduct a training programme in MLP under 14 selected topics and using specified training methods, a 5-day duration will be quite appropriate for the training programme. When selecting the days for the training programme, it is advisable to avoid days of government functions, elections, important festivals and holidays.

The training programme should be so organised that everyday the trainees receive at least 5 to 6 hours of training and, in addition to this, undergo allied exercises like field visit and homework. The training classes must begin between 9.30 a.m. and 10.00 a.m. and end between 4.30 p.m. and 5.30 p.m. On those days on which the trainees do not go out on field visits they may be rested from 5.30 p.m. to 7.30 p.m. Homework should be taken up from 8.30 p.m. to 10.00 p.m. Lunch may be scheduled for 1.00 p.m. to 2.00 p.m. and dinner for 7.30 p.m. to 8.30 p.m. everyday. A short break may be allowed between sessions in the forenoon as well as in the afternoon for the trainees to have coffee/tea everyday. The observation visits should be scheduled in the evenings after class hours.

The classroom work must be so planned that there are 3 to 4 sessions per day. The training sessions should be so planned that each can be completed in 75 to 90 minutes. There can be two sessions in the forenoon, and,
in the afternoon, there can be one session on clays of field visit and two sessions on the other days. The daily allotment of time could be 60 to 120 minutes for listening activities, 60 to 90 minutes for discussion, and, 0 minutes each for group work, lunch and dinner. For coffee/tea breaks 15 minutes may be allotted.

9.2.16 TRAINING MONTHS

The training programme can be organised in April-May, September-October or any lean season months from the point of view of the trainees. Since, according to the recommendation of the Planning Commission of the Tamil Nadu Government, each panchayat has to prepare its annual plan and submit it by July of that year to the panchayat union for further action, if this training programme is conducted in April-May, it will prove very useful to the VPPs because they will be able to prepare the annual plan for their villages soon after having participated in the training programme.

9.2.17 MONITORING AND EVALUATION

The means suggested for monitoring and evaluating the training programme are: summarising of the day’s learning by the trainees every day; recording the lectures on audio-cassettes and checking; reviewing of the theoretical learning by the trainees on the last day; SWOT analysis; making the trainees prepare a model plan; and, end evaluation.

9.2.18 FOLLOW-UP ACTIVITIES

After the training programme, the following follow-up activities must be taken up to ensure that the elected VPPs utilise the learning from the training programme for the welfare of the villagers who elected them: periodical evaluation and guiding of the trainees; improving subsequent
training programmes in the light of the feedback; and, organising refresher courses.

9.3 THE PROCESS OF THE TRAINING PROGRAMME

9.3.1 PREAMBLE

This 5-day training programme has been designed to comprise 14 theoretical sessions, in addition to the inauguration and the valediction, and, for practice purposes, two half-day field visits and one full-day visit to a village to prepare a model plan. Two days of the training programme are to be devoted exclusively to classroom training, another two days are to be divided between classroom training and field visit and the fifth and final day is to be devoted exclusively to field practice in a village.

9.3.2 FIRST DAY

On the first day, the VPPs invited as trainees to the training programme must come to the venue and register themselves as participants before 10.00 a.m. The training kit required for the training programme must be given to all the trainees at the time of registration.

The inaugural session must commence at 10.00 a.m. with prayer. The coordinator of the training programme must welcome everyone present and briefly explain the training programme and its principal aim. The trainees must introduce themselves. The inaugural session must close with the chief guest delivering the inaugural address.

After a break of about 15 minutes for coffee/tea, the second session must begin with a brief warm-up exercise. At the very beginning of the second session the expectations of the trainees with regard to the training programme must be found out, and, if necessary and feasible, the training schedule must be modified to meet these expectations, and, the training schedule for all the 5
days of the training programme must be finalised with the consent of the trainees. After this has been done the second session should be continued on the specified subject and completed before the lunch break.

The two sessions of the training programme scheduled for the forenoon of the first day are preparatory sessions meant to prepare the trainees for the training programme. At the close of these two sessions, the trainees should be clear in their minds, to a certain extent, about the 5-day training programme and what they are going to learn about MLP in the training programme so that they are prepared to participate zealously in the subsequent sessions.

After the lunch break, the third session must begin at 2 p.m. The third and all the subsequent sessions of the training programme are formal business sessions intended to teach the trainees about MLP and related subject contents. At the end of the third session, there must be a break of 15 minutes for tea. The fourth session must begin after tea and it must end by 5.30 p.m. This being the first day of the training programme, it is advisable to let the trainees rest from 5.30 p.m. to 7.30 p.m.

After dinner, from 8.30 p.m. onwards, awareness video films on the 73rd Constitutional (Amendment) Act of 1992 must be screened and the trainees must be made to hold a group discussion on what they have viewed and also to summarise what they have learnt from it, as part of the homework for the day, so as to provide them with an opportunity to think and speak independently.

9.3.3. SECOND DAY

On the second day of the training programme, at 9.45 a.m., the trainees must first be made to present a summary of what they learnt on the first day of the training programme. Then the fifth and the sixth sessions must be
conducted. After lunch the seventh session of the training programme must be conducted from 2.00 p.m. to 3.30 p.m.

The classroom training of the second day closes with the seventh session. From 3.30 p.m. to 6.30 p.m. the trainees must be taken on a field visit to observe a successful development project in progress in a village, which has already been identified and selected. The trainees must be taken on this visit after acquainting them with what they are to observe and learn on this visit.

The trainees must be brought back to the training venue by 7.30 p.m. After dinner, from 8.30 p.m. to 10.00 p.m., the trainees must be involved in a group discussion on what they observed, heard and learnt during the field visit so that they can, by sharing, clarify those things which they did not understand during the visit. Then the trainees must be made to write a summary of all that they saw and learnt during the field visit.

9.3.4 THIRD DAY

The third day's training must begin at 9.45 a.m. with a summation, by the trainees, of all that they learnt on the previous day in the classroom and during the field visit. Then the eighth and the ninth sessions must be conducted with a coffee break of 15 minutes in between. After the lunch break from 1.00 p.m. to 2.00 p.m., the tenth session of the training programme must be conducted. The classroom work on the third day closes at 3.30 p.m. with the tenth session.

From 3.30 p.m. to 6.30 p.m. the trainees must be taken on a field visit to observe a model panchayat already identified and selected. The trainees must be taken on this visit after acquainting them with what they are to see and learn during this visit.
The trainees must be brought back to the training venue by 7.30 p.m. After dinner, Iron. S.30 p.m. to lo.00 p.m., the trainees must be involved in a group discussion on what they saw, heard and learnt during the field visit. They must also be made to write a summary of all that they saw and learnt during the field visit.

9.3 5 FOURTH DAY

On the fourth day of the training programme, the training must begin at 9.30 a.m. with a brief warm-up exercise, followed by a summation, by the trainees, of what they learnt on the previous day in the classroom and during the field visit. Then the eleventh, twelfth, thirteenth and fourteenth sessions, of the training programme must be conducted according to the interning schedule with a coffee break, a lunch break and a tea break intervening. With the fourteenth session ending at 4.45 p.m., all the theoretical subject contents stand taught.

After a brief break, from 5.00 p.m. to 6.00 p.m., the trainees must be made to review all that they learnt in the classroom and in the field over the past 4 days. In this review each trainee must be given an opportunity to spell out what he/she learnt over the past 4 days and to clarify doubts, if any. Then a SWOT analysis for operationalising the learning in the backhome situation must be conducted with full participation by all the trainees and the findings and conclusions thereof must be summarised. After this, the trainees may be allowed to rest till dinner time.

After dinner, from 8.30 p.m. to 10.00 p.m., the trainees must be oriented on the preparation of a model plan in a village on the next day, on PRA methods, and, on what the trainees should and should not do in the village in this regard the next day.
On the fifth day of the training programme, as per the training schedule, all the trainees must be taken to the selected village by 9.00 a.m. It will be useful to take along as many of the trainers as possible.

The model plan preparation can be carried out in the very village in which the training venue is located or, if the trainees so desire, it can be conducted in another suitable village. Since the model plan is to be prepared using PRA methods, it is advisable to enlist the services of an experienced PRA practitioner to coordinate this exercise. In preparing the model plan, the trainees must be made to do everything by themselves with the help of the villagers. The trainers should function as observers and, if so needed by the trainees and the villagers, act as catalysts. The exercise in preparing the model plan must become an opportunity for the trainees to give concrete shape to what they learnt in the classroom over the past four days. It is to be a learning by doing exercise for the trainees.

The model plan thus prepared must be submitted to the trainers by the trainees and its merits and defects should be analysed and appraised through group discussion. The hindrances experienced in preparing the model plan should be spelt out and solutions should be found for them. Then, with the day's experience being summarised by the trainees, the practical session must be concluded and the trainees must be brought back to the training venue by 6.00 p.m. Back at the training venue, the end evaluation schedule must be administered to the trainees to elicit their assessment of the training programme.

At 6.30 p.m. the valedictory session must begin with prayer. After the coordinator of the training programme sums up the 5-day-long training,
willing trainees must be given opportunity to express their opinions. Then the chairperson of the valedictory session must distribute certificates to the trainees and deliver the valedictory address. Following a vote of thanks, the 5-day training programme can be concluded auspiciously with the national anthem.

9.4 MISCELLANEOUS

9.4.1 At the beginning of each session printed synoptic material relating to the topic of the training session is to be handed out to the participants, who are to be given five minutes to read the material. To reinforce the knowledge derived from this reading, an OHP transparency of the same synoptic material is to be available to be displayed as and when needed. After five minutes, the trainer of the particular training session is to explain the contents of the topic in detail, basing himself on a detailed training write-up provided by the training organiser, referring, wherever expedient, to the OHP transparency in order to reinforce points, and, taking 30 to 45 minutes. Next, the trainees are to share their experience and clarify doubts, if any, related to the topic of the training session. The final step is to be a group discussion on the topic among the trainees, with the trainer acting as moderator.

9.4.2 It will be very expedient, if, before beginning the classroom sessions in the forenoon and in the afternoon, or whenever necessary, the trainees are given a brief warm-up exercise, thereby preparing them for learning.

9.4.3 The trainees should be divided into small groups and made to think collectively, thereby generating team spirit.

9.4.4 It will be expedient to interweave screening of short and useful demonstration video films relevant to the village panchayat and minor games into the training programme at opportune moments. These exercises can also
be used for filling gaps at the end of short sessions and to release built-up tension after lengthy sessions.

9.4.5 Once the training programme is on, careful watch should be maintained to check if the training is proceeding as planned. If any defects are observed, they must be rectified immediately.

9.4.6 Two-way communication, transparency and flexibility are essential in the course of the training programme. Non-threatening situation, prejudice-free atmosphere, and, provision for follow-up to the training programme are also essential.

9.4.7 On all the days of the training programme, careful monitoring should be done to check if all the components of the training climate are maintained as planned and, if anything is not in order, it should be corrected immediately.

9.5 TRAINING PLAN

9.5.1 Training content: The training content includes fourteen topics in which the YTPs need to be trained and equipped to formulate micro level plans under the village panchayats. The topics are given hereunder.

1) Environment Building and Motivating the Trainees  
2) Micro Level Planning in Village Panchayats: An Overview  
3) Steps and Process of Preparing Micro Plans in Village Panchayats  
4) Project Identification and Selection of Viable Projects  
5) Setting Goals and Objectives  
6) Technical and Economic Analysis  
7) Preparation of Work Plan  
8) Resource Planning  
9) Financial Planning  
10) Planning for Monitoring and Evaluation  
11) Final Appraisal  
12) Triangular Model of Plan Appraisal  
13) Preparing the Draft Panchayat Plan  
14) Practically Preparing a Model Plan
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<tr>
<th>Section</th>
<th>Description</th>
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<tbody>
<tr>
<td>9.5.2</td>
<td>Nature of training: Full-time, Residential, Semi-Structured, Periodical and In-Service</td>
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<td>9.5.5</td>
<td>Training agency: Specialised training agency</td>
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<td>9.5.4</td>
<td>Training venue: An easily accessible central place in a village</td>
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<td>9.5.5</td>
<td>Medium of instruction: Vernacular</td>
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<td>9.5.6</td>
<td>Trainees: Village Panchayat Presidents</td>
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<tr>
<td>9.5.7</td>
<td>Number of trainees: 25 per batch</td>
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<td>9.5.8</td>
<td>Composition of trainee batch: Mixed (Male and Female)</td>
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<tr>
<td>9.5.9</td>
<td>Trainers: Resource persons and trainers from educational institutions, government, panchayat union, DPC, Banks, training institutions and NGOs</td>
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<tr>
<td>9.5.10</td>
<td>Training months: April-May</td>
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<td>9.5.11</td>
<td>Number of training days: 5</td>
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<tr>
<td>9.5.12</td>
<td>Number of daily sessions: 3 &amp; 4</td>
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<tr>
<td>9.5.13</td>
<td>Duration of each session: 75 to 90 minutes</td>
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<tr>
<td>9.5.14</td>
<td>Daily time of starting &amp; closing classwork: 9.30 a.m to 10.00 a.m and 4.30 p.m to 5.30 p.m</td>
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<tr>
<td>9.5.15</td>
<td>Daily closing time of training: 10.00 p.m</td>
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<tr>
<td>9.5.16</td>
<td>Training methods: i) Lecture-cum-discussion ii) Question-and-answer iii) Sharing experience iv) Group discussion v) PRA and RRA vi) Observation visit vii) Learning by doing</td>
</tr>
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9.5.17 Supplementary audio-visual aids

- i) Topic synopsis and reading material
- ii) OHP Transparency
- iii) Chalk and board
- iv) Demonstration video films on relevant development projects
- v) Motivation and awareness generation video films

9.5.18 Seating and seating pattern: Chairs in semi-circle pattern

9.5.19 Field visit

- i) Visit to a successful development project
- ii) Visit to a model panchayat

9.5.20 Practical

- Preparing a model plan in a village

9.5.21 Ice-breaking and warming-up mechanism

- i) Small games
- ii) Warm-up sessions
- iii) Screening video films

9.5.22 Homework

- i) Organising group discussion on field visits and summarising of the learning by the trainees
- ii) Screening video films and arranging sharing of opinion about it by trainees

9.5.23 Monitoring and evaluation methods

- i) Periodical summarising of the learning by the trainees
- ii) Audio-recording the lectures and checking
- iii) Review at the end of the classroom training phase
- iv) SWOT analysis
- v) End evaluation
- vi) Making the trainees prepare a model plan

9.5.24 Follow-up activities

- i) Periodically evaluating and guiding the trainees
- ii) Improving the training in the light of feedback
- iii) Offering refresher course(s)

9.5.25 Budget estimate: Rs.45,000/ per batch (approximate)
9.6 SESSION-WISE TRAINING PLAN

9.6.1 Reporting and registration of the trainees

9.6.2 Inauguration

Prayer: Trainee(s)
Welcome: By training coordinator
Inaugural address: By chief guest

9.6.3 Training Session 1

Topic: Environment Building and Motivating the Trainees
Trainer: Training programme coordinator-cum-expert in the new PR system
Objectives: To make the trainees understand the process of organising the planning team and subject committees and motivating them to undertake the task of planning

Training methods:
1) Lecture cum discussion
2) Question-and-answer
3) Sharing experience

Supplementary AVAs:
1) Topic synopsis and reading material
2) OHP transparency
3) Chalk and board

Summary of Content: Sharing of expectations by the trainees and finalising the training plan-organising village planning team and subject committees-orienting the trainees on the 73rd Constitutional (Amendment) Act of 1992 and the 29 items of work and the guidelines related to planning

9.6.4 Training Session 2

Topic: Micro Level Planning in Village Panchayat: An Overview
Trainer: An expert in planning, experienced in MLP
Objective: To make the trainees understand the importance of preparing micro plans in the village panchayat

Training methods and Supplementary AVAs: As in Training Session 1

Summary of Content: Rationale behind micro level planning-drawbacks of the existing centralised planning system-main focus and salient features of MLP
.6.5 Training Session 3


Trainer: Academician/NGO/DIC/DPC staff member specialised and experienced in project formulation

Objective: To orient the trainees in the steps and process of preparing micro plans and projects

Training methods and Supplementary AVAs: As in Training Session 1

Summary of Content: Broad outline of the subject content of the training programme-steps in preparing micro plans under the village panchayats-process of preparing projects with people's participation

.6.6 Training Session 4

Topic: Project Identification and Selection of Viable Projects

Trainer: Staff member of training institution/NGO/academician specialised in training and extension

Objective: To orient the trainees in identifying and selecting viable projects

Training methods and Supplementary AVAs: As in Training Session 1

Summary of Content: Ways and means of identifying development projects-classification and selection-initial screening and selection of viable projects-justification for the selected projects-definition of the selected projects

.6.7 Training Session 5

Topic: Setting Goals and Objectives

Trainer: An expert specialised in management and experienced in planning

Objective: To educate the trainees in setting project goals and objectives

Training methods and Supplementary AVAs: As in Training Session 1

Summary of Content: Parameters for setting goals and objectives-difference between goals and objectives-process of setting goals and objectives-setting goals and objectives-firming-up the selected goals and objectives with reference to field realities
6.8 Training Session 6
Topic: Technical and Economic Analysis
Trainer: An expert specialised in economics and experienced in project formulation
Objective: To educate the trainees in assessing project demand potential and in preparing project production plan
Training methods and Supplementary AVAs: As in Training Session 1
Summary of Content: Primary tasks under technical and economic analysis—method of assessing project scope and demand potential—evolving project production strategy—guidelines for selecting various components of production strategy—selection of project beneficiaries—criteria for final selection of the project production strategy—final analysis and selection of appropriate production strategy

6.9 Field Visit: Visit to a successful development project
Objective: To reinforce the learning of the process of planning and implementation of projects by observation and discussion with project implementers

6.10 Training Session 7
Topic: Preparation of Work Plan
Trainer: An expert specialised in management and network analysis
Objective: To inculcate the required knowledge in preparing work plan
Training methods and Supplementary AVAs: As in Training Session 1
Summary of Content: Identifying project milestones, events and activities—classifying and arranging activities—determining relationship among the activities—duration estimation—leveling the work plan with reference to resources—drafting the final work plan
9.6.11 Training Session 8

Topic : Resource Planning

Trainer : An expert specialised in geography and agricultural economics

Objective : To train the participants in estimating project resource requirements

Training methods and Supplementary AV As: As in Training Session 1

Summary of Content: Assessing the types and nature of resource requirements-estimating the required material and manpower requirements-classifying them into non-recurring, standing, and, recurring resources-evolving the total resource requirements-identifying substitutes--identifying local resources and matching them with the project resource requirements-identifying the source of supply-estimating the cost-final appraisal of the resources

9.6.12 Training Session 9

Topic : Financial Planning

Trainer : Bank staff member involved in financial planning and budgeting

Objective : To educate trainees in estimating project financial requirements, identifying sources of funds, and, preparing budget

Training methods and Supplementary AVAs: As in Training Session 1

Summary of Content: Estimating project capital cost and operating cost-estimating project operating benefits and revenue-identifying internal and external sources of funds-appraising financial viability-preparing project budget

9.6.13 Field Visit: Visit to a model panchayat

Objective : To expose to and educate the trainees in the art of planning and managing the panchayats efficiently through observation and discussion with functionaries of the model panchayat
9.6.14 Training Session 10

Topic : Planning for Monitoring and Evaluation

Trainer : Staff member from funding agency/government involved in monitoring and evaluating development projects

Objective : To educate the trainees in choosing and applying measures of project monitoring and evaluation

Training methods and Supplementary AVAs: As in Training Session 1

Summary of Content: Knowledge of the present practice of monitoring and evaluation-types of monitoring and evaluation-tools and techniques of monitoring and evaluation-social audit-selection of monitoring and evaluation methods

9.6.15 Training Session 11

Topic : Final Appraisal

Trainer : An expert from DPC7 DIC/Bank involved in project appraisal

Objective : To impart knowledge of project final appraisal

Training methods and Supplementary AVAs: As in Training Session 1

Summary of Content: Importance of project final appraisal-social cost-benefit analysis-comprehensive appraisal through feasibility matrix

9.6.16 Training Session 12

Topic : Triangular Model of Plan Appraisal

Trainer : Training coordinator along with a staff member from DPC/Lead Bank/ DIC/panchayat union

Objective : To educate the trainees in assessing the feasibility of the plan in consultation with project partners and experts

Training methods and Supplementary AVAs: As in Training Session 1

Summary of Content: Presenting of the projects by panchayat presidents in the triangular meeting-justifying the projects proposed-finalising the accepted projects
9.6.17. Training Session 13

**Topic**: Preparing the Draft Panchayat Plan

**Trainer**: Training coordinator along with an expert specialised in cartography

**Objective**: To familiarise the trainees with the contents and formats of the draft plan and educate them in presenting them in simple form

**Training methods and Supplementary AVAs**: As in Training Session No. I

**Summary of Content**: Contents and formats for presenting the projects --preparation of simple charts and tables for presenting the draft plan--preparation of the final draft panchayat plan

9.6.18 Review

**Objective**: Summarising the training content and presenting the comprehensive picture of the topics covered in the classroom phase

9.6.19 SWOT analysis

9.6.20 Training Session 14

**Topic**: Preparing a model plan in a village

**Trainer**: An experienced PRA practitioner along with a few trainers who handled the theory classes

**Objective**: Making the trainees practically prepare a model plan by applying the theoretical learning in the classroom sessions

**Training method**: i) PRA  ii) Learning by doing

**Summary of content**: Rapport building and mobilising the village people-organising an informal meeting and working out the modalities of the PRA exercise-conducting group discussion and appraising the village situation -identification of problems by applying different PRA menus-soliciting solutions from the people to the identified problems-making the trainees translate the solutions into specific project proposals by appraising technical, economic, financial, managerial and input profiles-consolidating the project proposals and synthesising them into a plan-presenting the plan with the help of tables and charts-review and final appraisal of the plan-finalising the model plan
9.6.21 End evaluation

9.6.22 Valedictory Session

Prayer: Trainee(s)

Presenting the summary of the 5-day training programme by the training Coordinator

Expression of opinions by the trainees: all the trainees who wish to say anything about the training programme should be given an opportunity to do so. It is advisable to persuade every trainee to say at least a few words—the trainees should be encouraged to spell out in detail their opinion on the appropriate follow-up exercise(s) to the 5-day training programme—the trainees may also be encouraged to spell out their opinions on measures of mutual follow-up help and cooperation among themselves independent of the organisers of the training programme to ensure sustained sharing of experience.

Distributing certificates to the trainees by the chief guest

Valedictory address by the chief guest

Vote of thanks: by the organisers

: by the trainees

Closing the training programme with the National Anthem.
<table>
<thead>
<tr>
<th>No.</th>
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9.8 CONCLUSION

The Gandhigram Model for Training Village Panchayat Presidents in Micro Level Planning, presented above, will hopefully prove the key to the realisation of the goals and objectives of decentralised planning at the grassroots. The Mahatma declared that India lives in its villages. It is the resurgence of rural India that will signal the real resurgence of the Indian nation. The prime requisite for a renaissance in rural India is the empowerment of the rural masses, which is the objective of the 73rd Constitutional (Amendment) Act of 1992. If the rural masses are to be empowered in real terms, they and their elected leaders need to be capacitated and equipped in local self-government and participatory planning, particularly in formulating and implementing village development plans. In this context the Gandhigram Model for Training Village Panchayat Presidents in Micro Level Planning meets an important need and holds great promise for the future. Since the government is planning to provide rigorous training on a massive scale to panchayat functionaries, this study is timely.