Rights to Nutrition, Education And Employment that affect Children
A Training Module
Rights to Nutrition, Education and Employment that affect Children

A Training Module
“Strategic steps of the stepwise Model of dialogue promotion and action for child rights”

It is not enough for people to come together in dialogue in order to gain knowledge of their social reality. They must act together upon their environment in order critically reflect upon their reality and hence transform it through further action to critical reflection this we know from the works of Paulo Freire. The reflection and action process is aimed at enabling Sahayak Manchs for developing a critical awareness of one’s social reality and realising their potential of changing the reality by themselves. This action is fundamental to gain self-awareness, about the power they have within themselves to change the reality that surrounds them. Learning by doing will be a critical process in uncovering real problems and actual needs.

The first year of the project cycle will focus mainly on conscientization and empowering Sahayak Manchs, following the stepwise reflection and action process specific to one or two implementation & strengthening of govt. schemes and policies related to children and women in villages affected by ethnic conflicts. This will enable in depth learning and engagement with more focussed achievable goal during the one year project. This process is important to build the self-confidence of the Sahayak Manch leading to self-affirmation and thereby preparing them to take up more challenges in the next following 2-3 years of the project where more activities can be included such as livelihood initiatives and strengthening the implementation of more policies and schemes. At the heart of this exercise, the goal is to enable Sahayak Manch as able community group having the self-confidence, knowledge and skills to take actions to change and solve problems concerning their communities. The project hopes that the skills learnt during the reflection and action process will be transferable and replicable in other projects/programs.

Principles:
1. Participation
2. Empowerment through conscientization
3. Dialogue & Discussion to solve conflicts
4. Problem posing and the search for solutions
5. Reflection and action, learning through action, shaped by reflection and leads to further action
6. Collective action

The following steps will be followed in this reflection and action process -

**STEP 1: PREPARATION**

1.1 CAPACITY BUILDING OF STAFF & SAHAYAK MANCH
Staff and Sahayak Manchs training on the following themes: Rights and entitlements specific to RTE, ICDS and NFSA. Understanding on Child Rights, nutrition and health, Participatory Learning Action, Participatory Rural Appraisal.

1.2 LISTENING AND SOCIAL ANALYSIS IN THE TARGET COMMUNITIES
Gain understanding of issues, attitudes, dynamics, etc. within the communities and establish relationships with stakeholders (especially for stage 1 SMs)

- Identification of motivated children and adults within the community institutions and communities to participate in Sahayak Manch
- Form Sahayak Manch with at least 2 child/adolescent representatives and motivated members from the community and provide them with orientation about the role of Sahayak Manch
- Identification of families with at-risk children who are economically vulnerable.

1.3 PARTICIPATORY DATA COLLECTION INVOLVING SAHAYAK MANCH

**STEP 2: PARTICIPATORY ANALYSIS**

2.1 Do gap analysis using the collected data and document the findings/evidence

2.2 Encourage dialogue on the findings
STEP 3: COMMUNITY ACTION PLANNING
3.1 Prepare plan of action using the findings, present evidence to concerned departments for dialogue and advocacy

3.2 Collectively identify issues for action

STEP 4: ORGANISATION STRENGTHENING
In this fourth stage, the project team will focus on providing institutional strengthening and support to Sahayak Manch in the following ways:

- Clarify their vision
- Determine short and long term goals
- Develop shared leadership skills
- Establish good relationships and co-ordination amongst Sahayak Manch
- Establish relationships with other stakeholders to increase their access and sharing of knowledge, skills and resources. This will include establishing structure links with relevant local institutions, government and non-government organisations.

STEP 5: EVALUATION AND LEARNING

The final stage will be for evaluation and learning. This process will provide the Sahayak Manch with an opportunity to reflect on their efforts during the one-year project. This evaluation will consist of a series of participatory exercises which will try to draw out positive as well as negative experiences, group strengths/weaknesses, the status of internal relationships, links established with other groups or organisations, and changes in the community which are consequence of the groups’ activities. The information obtained in this process will be presented back to each community through the Sahayak Manch and a summary report will be made available to different stakeholders of the project. This exercise is aimed to serve as an opportunity for reflection, primarily for the Sahayak Manchs, but the project team will also gain valuable insights from it than can be applied to future initiatives.
Module on Nutrition
# Training Module

## TRAINING PLAN FOR SAHAYAK MANCH ON NUTRITION

<table>
<thead>
<tr>
<th>Time</th>
<th>Topics</th>
<th>Methodology</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>DAY 1</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8:00am</td>
<td>Breakfast</td>
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</tr>
<tr>
<td>9:00 - 10:00am</td>
<td>Ice breaker&lt;br&gt;Overview of the training, its objectives and expectations</td>
<td>Measuring each other. Height and weight</td>
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<tr>
<td>10:00 – 10:15</td>
<td>Tea&lt;br&gt;Importance of Nutrition&lt;br&gt;Types of Foods</td>
<td>Discussion&lt;br&gt;Exercise on Energy Giving Foods; Body Building Foods&lt;br&gt;Macronutrients&lt;br&gt;Lecture&lt;br&gt;Powerpoint</td>
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<tr>
<td>10:15 to 11:30</td>
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<tr>
<td>11:35 am to 12:15 pm</td>
<td>Growth of a baby: 1000 days concept</td>
<td>Discussion: Slides</td>
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<td>ICDS: Evolution</td>
<td>Lecture – history and NFSA Presentation&lt;br&gt;Group Discussion &amp; Plenary</td>
</tr>
<tr>
<td>4:05 – 5:00 pm</td>
<td>Mid Day Meal: Entitlements &amp; Issues</td>
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<tr>
<td>6:00-7:00pm</td>
<td>Documentary film</td>
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<tr>
<td><strong>DAY 2</strong></td>
<td></td>
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<tr>
<td>9:00-9:30am</td>
<td>Recap of previous day</td>
<td>Sharing/recap of previous day&lt;br&gt;Reflections on the documentary</td>
</tr>
<tr>
<td>9:30 - 10:15am</td>
<td>Introduction to National Food Security Act&lt;br&gt;ICDS, MDMS, Pregnant &amp; Lactating mother</td>
<td>Ppt presentation&lt;br&gt;Discussion</td>
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<td>10:15-10:30 am</td>
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<tr>
<td>10:30-11:30 am</td>
<td>Priority &amp; Non-Priority Household entitlements TPDS &amp; AAY</td>
<td>Discussion and PPT presentation&lt;br&gt;Survey&lt;br&gt;Discussion</td>
</tr>
<tr>
<td>11:35 am -12:15 pm</td>
<td>Telephonic/ Actual Survey in groups of TPDS/ AAY and availability of rations for pregnant women &amp; adolescent girls</td>
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<tr>
<td>12: 20 – 1:00 pm</td>
<td>Presentation of findings</td>
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<td>Lunch</td>
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<td>NFSA : Grievance Redressal Mechanism</td>
<td>Presentation by F &amp; CS Superintendent</td>
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<td>Tea</td>
<td></td>
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<td>Group work &amp; presentation</td>
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MODULE ON NUTRITION

DAY 1

1st Session: Ice Breaker 60 minutes

Material and Equipment Required:
White Board; Markers; Measuring Points well marked with systems for measuring the height and weight of the individual.

Method:
The room has five tables laid out (almost 1 for every 6 participants). All those whose birthdays fall between the 1st and 6th go to the first table; those between 7th and 12th to the second and so on until the last group of participants are seated at a table.

This way all the participants are mixed up. Now, the groups are broken into pairs by asking neighbours to make pairs. Now each pair is to record their buddy’s height and weight at the Measuring Points (at least 2 to 4 points to be made) and then introduce each other by their name, height and weight.

A helper assists the facilitator in noting down the record on an Excel Sheet which is live on screen and calculates the BMI automatically. In each pair the person with the higher BMI will be called Aalu (rounder one!) and the one with the lower one would be his Bhendi (skinnier).

The facilitator then introduces the importance of BMI to talk about low BMI, normal and overweight and obese BMIs. S/he also talks of height and weight in
measurements of nutrition and the importance of Government in helping people maintain good nutrition.

In the end, make sure that:

1. There are 2 people who shall take note of each of the morning and post lunch sessions for both days who shall be expected to help with the recap.
2. Everyone understands that Mobiles must not be in ringing mode and any conversation may be made on it only by leaving the session or between sessions in the breaks.

2nd Session: Importance of Nutrition 45 mins

Material:
All in clear polythene packs to ensure transparent visibility; Approximate quantities
Rice in two packs of 1 kg and 70 gms each approximately;
Atta 1 kg; Potatoes: 500 gms
Mustard Oil: 100 gms (bottle may do); Butter: 100 gms
Dal 200 gms of various types (3 common types); Soyabean chunks: 200 gms
Fresh chicken and fish 250 gms each
A few tomatoes, A bunch of leafy vegetables like spinach, Dhekiya (ferns), etc; carrots, bhendi etc;
A bunch of bananas; a few lemons; and a packet of Iodised Salt

Method:
The facilitator asks the participants whether it is okay to eat whatever one likes or not. If so, why? After the first few people reply, s/he must keep asking a further WHY to whatever reason they give, until the answer links the food that one eats to the ability to grow and to act/move/work.

The facilitator marks 3 circles of almost 3 feet diameter on the ground and marks them with 3 placards saying 1. Energy Giving foods 2. Body Building foods 3. Supportive Foods.
S/he then breaks the group into 3 groups naming them Carbs or Sharkara; Proteins (no local equivalent) and Others.

Now the Carbs group is asked if they would pick up foods that would go into the No 1 Circle of Energy Giving Foods and place them there. Once they are done, the next group is asked to place those food items that would go into the No. 2 circle of Body Building Foods and the last group would be able to pick stuff for the No. 3 circle of Supportive Foods. Each group is permitted to pick up not more than 2 items from the previous group’s circle if they feel that the food items have been wrongly placed.

Now the facilitator introduces the concept of different food items providing some types of nutrients which may be classified as Carbohydrates (Sharkara), Protein, Fats (Charbi) and Vitamins & Minerals.

S/he gives examples of each type and then tries to correct the placements by placing Carb-dominant and Oily foods in the 1st Circle, Proteins in the second Circle and the vegetables and fruit and salt etc in the 3rd circle. Care should be taken to explain that most food items in nature would have more than one type of nutrients in it.

The concept of Recommended Daily Allowances, varying needs at various times in the age groups for different types of growth, and connecting these concepts to how the intestines and liver would process them to make different parts of the body, need to be discussed.

3rd Session: Growth of a Baby: 1000 days concept 40 mins

Materials required: A short 3.44 minute video (Baby Process, Ovulation, Ejaculation& Fertilisation) on the growth of a baby from fertilisation to a foetus to birth to a toddler. LDC projector Screen Laptop
Method:
The video is shown with repeated pauses and explanation in the local language. Comparison is made of the egg of a hen and how it is the largest cell of the Body that when in meets the sperm, starts life, just like in humans too! It is emphasised to compare here that though the stuff inside the hen’s egg is enough to grow the chick to a size when it can come out, the human egg being very small can only feed the new baby only for the first few weeks following which a placenta and an umbilical cord has to form to feed it blood from the mother.

This is followed by talking about the first 1000 day period in a child’s life (and comparing it with a building) when a human body’s foundation is laid and how crucial it is to growth not just on the outside in terms of weight and height, but also in the brain, the heart and the blood and the systems too. The facilitator talks about how if the nutrition is not okay in the first 1000 days [(9 months in the mother’s womb (9x30=270) + 2 years (2x365= 730) = 1000], the child would not only get stunted by and weigh less, but the lack of nutrition would also affect the systems in such a manner that if the baby is starved in the first 2 years and then tried to improve later in life, it cant handle the extra nutrition and may land up with heart disease and diabetes.

The baby should be given only mother’s milk and nothing else for the first 6 months. After this, gradually, may be given and once the teeth come out fully, solid may also be given.
The baby may be given everything the parents eat, though mashed and semi-solid. The feed must not be very watery and a spoon of khichdi or porridge must flow down with differently. The baby stomach is small and she may require to eat 5-6 times every day. In the beginning, the baby may reject sharp tastes like spicy or sour, so care must be taken.

Mother’s care and stimulation of the baby during this time, the need for father to help in the house and the importance of sanitation and hygiene so that the child doesn’t lose any of the nutrition to illness in an already nutrition-poor environment also need to be stressed.

4th Session: Growth of children above 2 years 40 mins

Materials:
PPT with graphs of the ant’s study on nutrition amongst 0 to 2 years and of 3-5 year old children in Assam. Slides about ‘What should be the diet of children and what else is needed to supplement health of the baby.’

Method:
Show the slides of what the ant found when it measured children aged 0 to 2 years and 2 to 5 years old in different parts of Assam.
Discuss what they think are the reasons for so much of a gap between the world standard height & weight and those of the children in Assam.

Do they think children are given lesser quantity of food, inferior quality of food, food given less frequently, food started later in life than is necessary, getting more diseases and less protection or treatment from the diseases? Could there be only one reason or more than one reason?

Discuss the need for more frequent meals for small children, the need to give semi-solid foods shortly after 6 months of age (not fluids!), the need to give the same food as everyone else gets to eat, albeit a wee bit fluid (the food should flow slowly from the spoons, rather than simply pour out); the importance of washing hands by the mother or caregiver while feeding the child, and about household members helping the mother to raise the child well!

5th session: Anganwadis 30 mins

Materials: Chart Papers; Permanent markers/ Sketch pens

Methods: Ask the participants if they have heard of the Anganwadis? Have their children been sent to the Anganwadi. Discuss.

Break the participants into 3 groups and tell them to discuss:
1) What are the good things that Anganwadis and their workers have done, that helped their children to grow?
2) What are the activities that are conducted and responsibilities of an Anganwadi Centre
3) What are the grievances of parents regarding the Anganwadi Centre?
4) What can be done to improve the food, the quality and the quantity?
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6th Session: ICDS: Evolution 45 mins

Material Required:
PPT on ICDS, LCD projector, Screen
Excel Chart of Nutritive Value of common foods

Method:
The facilitator informs the participants about the Integrated Child Development Scheme, which is well known all over the world for its wide scope and effectivity. The ICDS was started with an idea to reduce the birth rate of India with the understanding that couple would give birth to more children because they weren’t sure of them surviving in the first 5 years of life, where in those days, as many as 25% or 1 in 4 children used to die before the age of 5!
An Integrated Child Development Scheme had 4 major activities that were supposed to reduce the Under-5 Child deaths:

1. Antenatal Care
2. Immunisation
3. Supplementary Nutrition
4. Early Childhood (Pre-School Education)

This session only deals with Nutrition of Children, we shall look at how much nutrition is authorised for the children. After the Supreme Court's intervention, and now as part of the National Food Security Act, even pregnant women, breastfeeding mothers and adolescents get supplementary food based on the standards given below.

The Rate of providing the foods to children and women that each Anganwadi Management Committee can provide is supposed to be revised based on common Indian foods providing such nutrition. Currently (June 2017) the rate is Rs. 6.00 per child per day (age 6 months+ upto 72 months), while for a severely underweight child it is Rs 9.00 per child per day. For Pregnant and breastfeeding mothers and for adolescent girls it is Rs 7 per person per day!
As per Schedule II of the National Food Security Act, the Mid Day Meal should ensure that every child in Government Schools must get the following nutritional entitlement.

<table>
<thead>
<tr>
<th>Serial No.</th>
<th>Category</th>
<th>Type of meal</th>
<th>Calories (Kcal)</th>
<th>Protein (g)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Children (6 months to 3 yrs)</td>
<td>Take Home Ration</td>
<td>500</td>
<td>12-15</td>
</tr>
<tr>
<td>2</td>
<td>Children (3+ to 6 years)</td>
<td>Morning Snack and Hot Cooked Meal</td>
<td>500</td>
<td>12-15</td>
</tr>
<tr>
<td>3</td>
<td>Children (6 months to 6 years) who are Malnourished</td>
<td>Take Home Ration</td>
<td>800</td>
<td>20-25</td>
</tr>
<tr>
<td>4</td>
<td>Pregnant women and lactating mothers</td>
<td>Take Home Ration</td>
<td>600</td>
<td>18-20</td>
</tr>
</tbody>
</table>

The food has to be provided for at least 300 days a year and private for-profit contractors are NOT allowed to provide such nutrition. Two locally resident women, an Anganwadi Worker who teaches and manages the Centre’s activities and an Anganwadi Helper who is supposed to cook the meals & feed the children have to work for 3-4 hours a day.

The facilitator also makes the participants understand a tabular chart to understand the “nutritive values” earlier in the day, so that they can help the Anganwadi and the Schools prepare nutritious food and advise their neighbours about the food values.

**7th Session: Mid Day Meal: Entitlements & Issues 55 mins**

**Material Required:**
PPT on MDMS, LCD projector, Screen
Excel Chart of Nutritive Value of common foods
Method:
The facilitator divides the participants into two halves to initiate a debate on the merits and demerits of the Mid-Day Meal Scheme from what they have seen or heard of. While one group should defend the scheme, the other group shall speak every possible thing that can be said against it. No person of a team can say more than a sentence, and his/her chance can’t be repeated unless all others have already spoken.

Once this is done, the facilitator introduces the logic of the Mid-Day Meal scheme and its reason for success in increasing enrolment and of nutritional status of children over the years all over India.

Though Tamil Nadu was the first state to launch it, the Supreme Court ordered it as a mandatory duty of the State for all students going to Government or Government aided schools. Now it forms part of the National Food Security Act.

As per Schedule II of the National Food Security Act, the Mid Day Meal should ensure that every child in Government Schools must get the following nutritional entitlement.

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<tbody>
<tr>
<td>1</td>
<td>Lower primary classes</td>
<td>Hot Cooked Meal</td>
<td>450</td>
<td>12</td>
</tr>
<tr>
<td>2</td>
<td>Upper primary classes</td>
<td>Hot Cooked Meal</td>
<td>700</td>
<td>20</td>
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While the PDS system provides 100 and 150 gms of rice/ atta respectively for Primary (Class 1 to 5) and Upper Primary/Middle (Class 6 to 8), a cooking cost of Rs 4.13 per Primary School child and Rs 6.18 per Upper Primary School child per day has been added since July 2016. Some states have added more money to this amount or provided items like daily or bi/triweekly eggs to each child. Assam and northeast states are expected to pay only 10% of such costs.
Mid Day Meal is expected to be provided for at least 200 days. This may be exceeded in case of droughts/ natural calamity or as per the individual State.

There is a provision of 1 cook cum helper for 25 children, and another cook may be hired between 25 to 100 children. Every hundred more children or part thereof authorises the school to hire yet another cook cum helper. Each of them is expected to earn Rs. 2000 per month.

Food handlers are expected to be inspected by the local medical authority. The food is expected to be cooked in hygienic surroundings, and the children are supposed to be given a meal NOT at the end of the day, but mid-day as many children coming from poor families often don’t get any food to eat since the last night dinner!

**End Day Documentary:**
Assam Dee Dee Yates film on “Do the first 1000 days determine the rest of your life” may be shown and explained in local language to understand the role of 1000 days in our lives better and for the science behind it.

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**DAY 2**

**Session 1: Recap 30 mins**

The facilitator asks the volunteer-presenters to present the key learnings from each of the sessions on the previous day. Everyone is asked if there are any important points that have been left out or any corrections need to be made.

**Session 2: NFSA 45 mins**

**Material required:**
Chart Paper; Sketch Pens
PPT on NFSA; LCD Projector and Screen
**Method:**
The facilitator introduces the need for a consolidated National Food Security Act and how the pre-existing schemes like ICDS and MDMS were brought under it. S/he also talks about the changes in the PDS that were made under the NFSA.

The participants are divided into 4 groups. 2 groups each are given 20 minutes each and asked to make a list of questions that may need to be answered for all SahayakManch members. They are asked to combine the list and make a list of Frequently Asked Questions that may be answered by the team and made into booklets on each scheme.

**Session 3: NFSA Priority & Non-Priority Household entitlements TPDS & AAY 60 mins**

**Material required:**
PPT on NFSA; LCD Projector and Screen

The facilitator initiates a discussion with the participants as to what kind of rations are available to them and at what rates they are getting them, what are the quantities, etc?

After the discussion, a PPT is shared with the participants highlighting the Antyodaya, Priority and Non-Priority Households concepts and the rates of availability of food grains and the costs at which they are made available to the general public.
Session 4: Survey on ICDS/ MDMS and PDS (incl Antyodaya) services received by friends of the participants. 40 mins

Materials required:
Exercise notebook and Pen; Chart papers and sketch pens

Method:
All participants shall be divided into pairs. Each Pair shall be asked to contact at least 5 beneficiaries to record their experience of ICDS/ MDMS/ PDS/ Antyodaya. Though a choice may be allowed to the pairs, the facilitator must ensure there are at least 2 pairs on each topic so that different experiences can be collated. For Anganwadi some parents with children below 3 and those above 3 must also be included.

ICDS/ MDMS
Name of respondent? Age? Village? Relationship with ICDS / MDMS beneficiary?
When was the last benefit taken?
Has the service been regular and continuous in the past 3 months?
Is the food grain / food sufficient in quantity?
Have cooked meals been provided?
Any quality issues?

PDS
Name of respondent? Age? Village? What category Antyodaya/ Priority / Non-priority Households?
How much rice was collected? For how many people? For how many days? What rate was charged?
Any regularity issues?
Quantity issues?
Rate of rice/ kerosene?
Categorisation issues?
Session 5: Presentation on findings of survey on ICDS/ MDMS and PDS (inclAntyodaya) services received by friends of the participants. 40 mins

Method:
Let all pairs present their findings in groups of 4 pairs each. One of them has to be a rapporteur to note down common issues or important issues learnt from the survey. 20 minutes

Each rapporteur will then present her/his findings in front of all the participants. The facilitator shall facilitate the discussion.

Session 6: Grievance Redressal System in District Chirang and Assam State (to be presented by member from the F & CS department) 60 mins

Material required:
LCD projector, Screen/ Whiteboard

Method:
The facilitator will make an Talk Show/ Interview format so that the lessons can be captured the best.

Questions to be asked:
What does a person do to get his ration card?
How does she apply for a Priority Household card?
How does she get a name added to or deleted from her card?
What if she doesn’t have money to buy the entire 15 days or 1 month supply together?
What are the different materials available in the PDS shops and at what rates are they available?
What if she comes to know she is not being charged the right rates?
What if she doesn’t get the correct amount that she has learnt from us/ papers?
Who does she complain to? What are the time limits for escalation of the complaint?
What are the kinds of actions that one must expect from the FCS Dept if a person is proven to have supplied inadequate quantity or overcharged money?
Training Module

Who is the grievance redressal officer in the different Blocks of Chirang and what are their phone numbers?
For how long can a PDS dealer keep a person’s ration card?
Can one file a police complaint against the PDS dealer for overcharging or undersupplying?

Session 7: Action Plan 60 mins

Materials required
Chart Paper; Sketch Pens

Method:
Participants of the same SahayakManch will sit together and will get 30 minutes to make an action plan for the next 3 months. At the end each SahayakManch shall present their detailed action plans for the next three months.

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<td>Mid Day Meal: Entitlements &amp; Issues</td>
<td>Group Discussion&amp; Plenary</td>
</tr>
<tr>
<td>6:00-7:00pm (1 hour)</td>
<td>Assam Dee Dee Documentary film</td>
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</tr>
<tr>
<td>Time</td>
<td>Activity</td>
<td>Notes</td>
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<tr>
<td>------------------</td>
<td>--------------------------------------------------------------------------</td>
<td>--------------------------------------------</td>
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<tr>
<td>9:00-9:30 am</td>
<td>Recap of previous day</td>
<td>Sharing/recap of previous day</td>
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<tr>
<td></td>
<td></td>
<td>Reflections on the documentary</td>
</tr>
<tr>
<td>9:30 - 10:15 am</td>
<td>Introduction to National Food Security Act ICDS, MDMS, Pregnant &amp; Lactating mother</td>
<td>Ppt presentation</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Discussion</td>
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<tr>
<td>10:15 - 10:30 am</td>
<td>Tea</td>
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</tr>
<tr>
<td>10:30-11:30 am</td>
<td>Priority &amp; Non-Priority Household entitlements TPDS &amp; AAY</td>
<td>Discussion and PPT presentation</td>
</tr>
<tr>
<td>(1 hour)</td>
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<tr>
<td>11:35 am -12:15 pm</td>
<td>Telephonic/Actual Survey in groups of TPDS/ AAY and availability of rations for pregnant women &amp; adolescent girls</td>
<td>Survey</td>
</tr>
<tr>
<td>(40 min)</td>
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<tr>
<td>12: 20 pm - 1:00 pm</td>
<td>Presentation of findings</td>
<td>Discussion</td>
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<tr>
<td>(40 min)</td>
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<tr>
<td>1:00 pm -2:00 pm</td>
<td>Lunch</td>
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<tr>
<td>2:00 -3:15 pm</td>
<td>NFSA : Grievance Redressal Mechanism</td>
<td>Presentation by F &amp; CS</td>
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<tr>
<td>(1.15 hour)</td>
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<td>Superintendent</td>
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<td>3:15 - 3:25 pm</td>
<td>Tea</td>
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<tr>
<td>3:25 - 4:10 pm</td>
<td>Plan of Action</td>
<td>Group work &amp; presentation</td>
</tr>
<tr>
<td>(45 min)</td>
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<tr>
<td>4.10pm-4.30pm(20 min)</td>
<td>Feedback from participants about the training and conclusion</td>
<td>Verbal/ Written feedback</td>
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<tr>
<td>Name of Foodstuff</td>
<td>Edible portion</td>
<td>Moisture (%)</td>
</tr>
<tr>
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<td>----------------</td>
<td>--------------</td>
</tr>
<tr>
<td>Barley Pearl</td>
<td>1.0</td>
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<td>Biscuits service</td>
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</tr>
<tr>
<td>Bread, whole</td>
<td>1.0</td>
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<tr>
<td>Corn flakes</td>
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<td>Mezite dry</td>
<td>1.0</td>
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<td>Rice flour</td>
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<td>Samosa (suij)</td>
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<tr>
<td>Wheat flour refined</td>
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<tr>
<td>Pulses and Legumes</td>
<td>1.0</td>
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</tr>
<tr>
<td>Bengal gram dalda</td>
<td>1.0</td>
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<tr>
<td>Black gram dhali</td>
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<td>23</td>
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<tr>
<td>Amaranth tender</td>
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<td>Name of Foodstuff</td>
<td>Edible portion (%)</td>
<td>Moisture (%)</td>
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<tr>
<td>Cabbage</td>
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<td>Grapes, pale green variety</td>
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<td>Mango,pe</td>
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<td>9.18</td>
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<td>Melon water</td>
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<td>Pineapple</td>
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<td>Juices</td>
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<td>Lime, lemon, sweet lime</td>
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<td>Hake</td>
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<td>71.8</td>
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<td>Katla</td>
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<td>Mackerel</td>
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<td>Pomfret, black</td>
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<td>Rohu</td>
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<td>Other Fish food</td>
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<td>3</td>
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<tr>
<td>Beef Muscle</td>
<td>743</td>
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<td>Duck</td>
<td>723</td>
<td>21.6</td>
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<td>Eggs, Hen</td>
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<td>Fowl (Chicken)</td>
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<td>Goat Meat</td>
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<td>Mutton muscle</td>
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<td>Name of Foodstuff</td>
<td>Na (mg)</td>
<td>Mg (mg)</td>
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<td>Pork Muscle</td>
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<td>Milk Butter (sk)</td>
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<td>Milk Cow's milk</td>
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<td>Egg</td>
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<td>Fish (salmon)</td>
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<td>Cheese</td>
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<td>Butter</td>
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<td>Cereal, all</td>
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<td>Macronutrient Foodstuff</td>
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<td>Biscuits, wheat</td>
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<td>43</td>
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<tr>
<td>Cane Sugar</td>
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<td>43</td>
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<tr>
<td>Honey</td>
<td>100</td>
<td>43</td>
</tr>
<tr>
<td>Jaggery (Jaggery)</td>
<td>100</td>
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Module on RTE
## Training Module

### Training Plan for Sahayak Manch on RTE

<table>
<thead>
<tr>
<th>Time</th>
<th>Topics</th>
<th>Methodology</th>
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<tbody>
<tr>
<td>DAY 1</td>
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<tr>
<td>8:00am</td>
<td>Breakfast</td>
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</tr>
<tr>
<td>9:00am - 10:00am (1 hr)</td>
<td>Ice breaker Overview of the training, its objectives and expectations</td>
<td>Introducing your other half</td>
</tr>
<tr>
<td>10:00am - 10:45am (45 min)</td>
<td>Importance of Education Education for all (R.1.1)</td>
<td>Discussion Brainstorming</td>
</tr>
<tr>
<td>10:45am - 11:30am (45 min)</td>
<td>Difference between educated &amp; uneducated persons (R.1.2)</td>
<td>Group work</td>
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<tr>
<td>11:30am - 1:00pm (1.30 hour)</td>
<td>Identifying the benefits of education</td>
<td>Sharing experiences Plenary</td>
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<tr>
<td>1:00pm - 2:00pm (1 hour)</td>
<td>Lunch</td>
<td></td>
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<tr>
<td>2:00pm - 2:30pm (30 min)</td>
<td>Rights of Children as mandated in the Right of Children to Free and Compulsory Education Act, 2009</td>
<td>Ppt presentation</td>
</tr>
<tr>
<td>2:30pm - 3:00pm (30 min)</td>
<td>Use coloured cards to identify entitlements in Right to Education Act</td>
<td>Group work</td>
</tr>
<tr>
<td>3:00pm - 3:45pm (45 min)</td>
<td>Importance of community involvement in RTE</td>
<td>Group discussion Presentation</td>
</tr>
<tr>
<td>3:45pm - 4:30pm (45 min)</td>
<td>School management committee - composition, roles and responsibilities</td>
<td>Ppt presentation</td>
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<tr>
<td>6:00pm - 7:00pm (1 hour)</td>
<td>Documentary film</td>
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## Training Module

### DAY 2

<table>
<thead>
<tr>
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<th>Activity</th>
<th>Description</th>
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</thead>
<tbody>
<tr>
<td>9:00am - 9:30am</td>
<td>Recap of previous day</td>
<td>Sharing/recap of previous day</td>
</tr>
<tr>
<td>(30 min)</td>
<td></td>
<td>Reflections on the documentary</td>
</tr>
<tr>
<td>9:30am - 10:15am</td>
<td>Introduction to ASER</td>
<td>Ppt presentation</td>
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<tr>
<td>(45 min)</td>
<td>Discussion on ASER report</td>
<td>Group discussion</td>
</tr>
<tr>
<td></td>
<td>Findings of children's learning levels - Bengtoli, Chirang District</td>
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<tr>
<td>10:15am - 11:00am</td>
<td>Introduction to ASER Testing tools</td>
<td>Ppt presentation</td>
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<tr>
<td>(45 min)</td>
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<tr>
<td>11:00am - 1:00pm</td>
<td>Visit a school to do ASER test</td>
<td>Conduct ASER in Primary school</td>
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<td>(2 hours)</td>
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<tr>
<td>1:00pm - 2:00pm</td>
<td>Lunch</td>
<td></td>
</tr>
<tr>
<td>(1 hour)</td>
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<td></td>
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<tr>
<td>2:00pm - 3:00pm</td>
<td>Improving children's learning - What can teachers, parents and community do to improve children's learning?</td>
<td>Group discussion</td>
</tr>
<tr>
<td>(1 hour)</td>
<td></td>
<td>Presentation</td>
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<tr>
<td>3:00pm - 4:00pm</td>
<td>Choose one problem in regard to the school in your community that you want to address</td>
<td>Group work and presentation</td>
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<tr>
<td>(1 hour)</td>
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<tr>
<td>4:00pm - 5:00pm</td>
<td>Advocacy - What do we need to know</td>
<td>Ppt presentation</td>
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<td>(1 hour)</td>
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<tr>
<td>6:00pm - 7:00pm</td>
<td>Documentary film (optional)</td>
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### DAY 3

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<td>Sharing/recap of previous day</td>
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<td>(30 min)</td>
<td></td>
<td>Reflections on the documentary</td>
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<tr>
<td>10:00am - 10:30am</td>
<td>How to write an effective application?</td>
<td>Ppt presentation</td>
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<td>(30 min)</td>
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<tr>
<td>10:30am - 12:00am</td>
<td>Action plan</td>
<td>Group work and presentation</td>
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<td>(1.5 hour)</td>
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<tr>
<td>12:00pm - 12:45pm</td>
<td>Feedback from participants about the training and conclusion</td>
<td>Verbal feedback</td>
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<td>12:45pm - 1:45pm</td>
<td>Lunch</td>
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<tr>
<td>(1 hour)</td>
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TRAINING MODULE ON RIGHT TO EDUCATION

On Children

Your children are not your children.  
They are the sons and daughters of Life’s longing for itself.  
They come through you but not from you,  
And though they are with you, yet they belong not to you.

You may give them your love but not your thoughts.  
For they have their own thoughts.  
You may house their bodies but not their souls,  
For their souls dwell in the house of tomorrow,  
which you cannot visit, not even in your dreams.  
You may strive to be like them, but seek not to make them like you.  
For life goes not backward nor tarries with yesterday.

You are the bows from which your children as living arrows are sent forth.  
The archer sees the mark upon the path of the infinite,  
and He bends you with His might that His arrows may go swift and far.  
Let your bending in the archer’s hand be for gladness;  
For even as He loves the arrow that flies,  
so He loves also the bow that is stable.

By Kahlil Gibran
Training Module

This may be read out some time in the training to understand the philosophy of the RTE in toto. Points to highlight are that children are not the parents property, much less the teachers’ property (“from us and not of us”), and we are just a medium to bring them forth as our duty or responsibility towards life. That we are not to treat them as we please, but give them a loving environment to get them ready for the future (“give them our love but not our thoughts”). That as parents and teachers, we must ourselves be flexible and yet bold and stable for them to be able to access their future (Let your bending in the archer’s hand be for gladness; For even as He loves the arrow that flies, so He loves also the bow that is stable)

Session 1

Activity 1: Introducing your other half

Materials required: Black/white board for presentation, illustrated introduction cards, large piece of paper and marker for the facilitator.

Step 1
Greet the class and introduce yourself to them.
Give a brief outline of the 3 days program and the topics you will be covering.

Step 2
Hand out the illustrated cards (each picture has been split in two). Each person gets one-half of a picture.

Each illustration is cut in half (or can be drawn as two separate halves). Each participant receives half a picture and has to find the person who has the other half of that picture to form a pair. Each person introduces him/herself to their ‘other half’ as described in the activity. The pictures can be very simple, for example, pictures of animals, a sad face, a happy face or other pictures that are relevant to the village setting. The idea of the picture is just a way of bringing two participants together.
Instruct participants to find the person with the other half of their illustrated card.

Participants then introduce themselves to their partners and share three pieces of information about themselves, for example:

Their name and village

One positive thing about themselves

**Their expectations for participating in this training**

Allow **five minutes** for discussion in pairs then participants should introduce their partner to the rest of the group and mention what their partner hopes to gain by participating in the training.

Write the participants’ expectations of the training on a large piece of paper and stick it up on the wall of the training room if possible.

**Step 3**

With the group, develop some ground rules for the training programme and ask for a volunteer participant to write these on a large sheet of paper as they are identified and agreed on by the group. These may include:

We are committed to attending all the sessions and arriving on time. We will listen to everybody when they are speaking.

We will try to contribute to the session.

We will respect each other’s opinions even when they are different from our own.

**Step 4**

Outline the aim of the training.
Activity 2: Importance of Education

Materials: Chart paper, markers, white board

Part 1 - Education for All

Step I: Ask the participants to silently read the resource material R 1.1

Step II: Ask them if they agree/disagree with the material. Initiate a discussion on the issue.

Step III: Ask them why everybody should be educated. Let them come out with as many reasons as possible

Part 2 - Difference between educated and uneducated

Step I: Distribute resource material R 2.1 to the participants and ask them to make a list of differences between an educated and uneducated person

Step II: Divide them into groups of 4-5 and ask them to compare their points

Part 3 - The benefits of education in day-to-day life

Step I: Make the participants sit in a circle. Ask them to share their experiences on how education has been beneficial to somebody they know.

Step II: Ask them to give examples and let them come up with the reasons thereof. Conclude the session by briefly going over the main points.
Progression of the community from literacy to development

* Literacy is not the simple reading of words or a set of associated symbols and sounds, but an act of critical understanding of the situation in the world.
* Literacy is not an end in itself but a means of extending individual efforts towards education, involving overall interdisciplinary responses to his problems.
* Literacy leads to education and results in empowerment with the acquisition of the essential knowledge and skills, which enable one to engage in activities, required for effective functioning of the individual in his group and community and use these skills towards his own and his community’s development.

Educated families -

1. Are more empowered and confident
2. Have fewer children
3. Have fewer of their children die in infancy
4. Have healthier and better educated children
5. Are better equipped to enter the paid labour force, which is particularly important to the survival of female-headed households
6. Enjoy higher levels of economic productivity
7. Experience a longer and healthier life
Resource Material R 1.1

Education For All (EFA)- Framework for Action
The purpose of the World Declaration on Education for All was to make the right to education, a right enshrined in the Universal Declaration of Human Rights, a reality for every person - child, youth and adult - by meeting their basic learning needs. The Framework for Action to Meet Basic Learning Needs identifies six main areas of action:

1. Expansion of early childhood care and developmental activities
2. Universal access to and completion of primary education
3. Improvement in learning achievement
4. Reduction of adult illiteracy
5. Expansion of basic education and training for youth and adults
6. Increased acquisition by individuals and families of knowledge, skills and values for better living.

In addition, five principles for promoting basic education were endorsed:
(i) Universalising access and promoting equity
(ii) Focusing on learning
(iii) Broadening the means and scope of basic education
(iv) Enhancing the learning environment
(v) Strengthening partnerships

The World Declaration on Education for All (EFA) was adopted in Jomtien, Thailand in March 1990.
Resource Material R 1.2

Educated Women (insert picture)  Uneducated Women (insert picture)


Resource Material R 1.3

Maya lives in Amguri village in Chirang with her husband, Munna and their five children. She was married very young. She got pregnant at an early age. All through her pregnancy, her mother-in-law always told her what to do. But her baby boy died only three days after he was born. She said that she did not blame her mother in law, and that sometimes, there are things that happen, which one doesn’t understand. However, looking back she knows that there were things she did not know about childbirth which may have made a difference. Her mother-in-law had given the baby a cold bath right after it was born.

Maya lived silently with her grief while she got pregnant again and again. Now she has five children, all of whom were born with very low weight. Vegetables and milk are luxury for her. Recently Naresh, her only surviving son, did not start walking although he was over a year old. Maya got especially worried. Was there something wrong with her son? Her husband spent most of his earnings on himself, smoking and drinking, he didn’t bother to take their son to the doctor.

Maya thought her son had polio. She took him to the village doctor. When, to her relief, the doctor confirmed that it was not polio and ‘prescribed some medicines for a few months, Maya felt better. But when she found that the treatment was too
expensive, Maya got that old feeling of helplessness again. Maya joined an Anganwadi Centre on the insistence of her village headman. She felt that knowing a little more would help her in life. She says that the things she learnt at the Centre have helped her to make life better for her children. She does not know if her son will ever be fully healthy - but there was a time when he did not walk, and now he joins the other children who run around at the Anganwadi Centre.

Session 2

To understand Rights of Children as mandated in the Right of Children to Free and Compulsory Education Act, 2009

Materials required: White board, markers, and projector
Trainning Module

Information for Presentation

Rights of Children as mandated in the Right of Children to Free and Compulsory Education Act, 2009

- Every child of the age of six to fourteen years shall have the right to free and compulsory education in a neighborhood school till completion of elementary education.

- In case of admission up to class – V, the limit of neighborhood shall not exceed 01 KM and in case of admission from VI to VIII, the limit of neighborhood shall not exceed 03 KMs.

- The child failing to complete his / her elementary education shall be admitted in a class appropriate to his / her age.

- Every child shall have the right to get admitted in any Govt. and Govt. aided school on the strength of transfer certificate.

- No child of the age of 6-14 shall be subjected to any screening procedure while admitting in the school.

- No capitation fee shall be required to be paid to any school or person by the child or his / her parents or guardian.

- Admission of at least 25% children (class – I) belonging to weaker section and disadvantaged group (as notified by the Govt.) in a privately managed un-aided neighbourhood school.

- No child of the age of 6-14 shall be held back in any class or expelled from school till completion of elementary education.

- Every child shall have the right to get elementary education without physical punishment or mental harassment.
| Training Module |
|-----------------|--------------------------------------------------|
|                 | In case of need, students are entitled to additional instruction in classrooms by the Teachers. |
|                 | Every child of the age of 6-14 years reading in Govt. and Govt. aided schools shall get mid-day-meal on every working day. |
|                 | No child shall be denied admission for lack of age proof. |
|                 | In case of violation of any of the rights mentioned in the RTE Act, 2009, every child or his / her parents or guardians shall have the right to lodge complaint to the Local Authority concerned seeking redressal. |
|                 | The complaint (s) shall be disposed of within 3 months by the Local Authorities. |
|                 | If not satisfied with the decision of any Local Authority, the complainant concerned shall have the right to refer appeal to state Commission for Protection of Child Rights (SCPCR) or the Right to Education protection Authority (REPA). |
|                 | Every child shall get one certificate from the head of the institution (Headmaster / Headmistress) after completing his/ her education upto class – VIII. |
Training Module

Step 2
Write down on coloured cards about entitlements under RTE and those not under RTE and ask participants to segregate. 1. Entitlements under RTE 2. Entitlements not under RTE

Activity 2.1
* 6-14 age group of children is covered by the The Right of Children to Free and Compulsory Education Act, 2009
* Under The Right of Children to Free and Compulsory Education Act, 2009, children have the right to vote
* The distance of Middle Schools should be at 3 km
* Primary School the minimum class hour should be of 4 hours
* Severely malnourished children under six years should be given supplementary food of 600 calorie and 18-20 grams protein per day
* The Act targeted the coverage of population 75% of the rural population and 50% of the urban population
* Every child of the age of 6-14 years reading in Govt. and Govt. aided schools shall get mid-day-meal on every working day.
* No child of the age of 6-14 shall be subjected to any screening procedure while admitting in the school.
* The objective of RTE is to Strengthening participatory local governance by empowering Gram Panchayats to plan and implement works
Session 3

To explore ideas and understanding about the importance of community involvement in strengthening RTE implementation

Materials required: White board, Markers, Projector, Chart papers, markers

Step 1: Ask participants how does the school looks like in their village where their children go to school? Ask participants to list down the challenges faced by children in schools? (eg. quality of learning, infrastructure, corporal punishment, etc). Divide participants in group of 4-5 and ask them to discuss.

Step 2: Following this ask the participants to draw on chart paper a school from their village/nearby village. List down what the school has and what it doesn’t have that affects the quality of learning of children in school.

Once completed ask groups to present and talk briefly about their drawings
What kind of school does the picture depict?
What factors led to the situation of the school depicted in the picture?

Give a short presentation about School Management Committee covering the information in the “Information for Presentation” box below
### Information for Presentation 3.1

#### Why School Management Committee (SMC)?

- Sarva Shiksha Abhiyan (SSA) is an effort to universalize elementary education by community ownership of the school system.

- The SSA programme is also an attempt to provide an opportunity for improving human capabilities of all children, through provision of community–owned quality education in a mission mode.

- Community participation would be a central and overarching factor in planning, implementation and monitoring interventions for universal elementary education.

#### Composition of School Management Committee.

- 9 members parents/guardians of which 3 disadvantaged/weaker sections & 1 disabled
- President/VP - one of these 9; one has to be woman
- 1 member VCDC/GP
- 1 member school teacher/ASHA/AAWW
- 1 member GB/headman/community nominee
- 1 member Head Teacher/Head Master - secretary

- 50% of members of the SMC would be women.
- Teachers can be parent-members but not in school where they teach; never a President/VP
**Office Bearers of SMC**

* President and Vice chairperson from among the parent members.

* Member-Convener shall be the Headmaster/ or in his absence the senior most teacher of the school to be nominated by the Inspector of Schools.

**Time Period For SMC**

* To be reconstituted after every three years

* The SMC shall meet at least once every month and the minutes and decisions of the meeting shall be properly recorded and made available to the public.

* 50% of the SMC shall form the quorum

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**Information for Presentation 3.2**

**Roles and Responsibilities of School Management Committee**

* Monitor education, teachers, RTE, funds

* Make School Development Plan every year

* Approval necessary for “Absentee Statement”

* SMC must meet one day before last working day “to approve Dates absent, Late for duty dates and Left Early dates” based on which the salary of the month.

* Application of C/L to be endorsed by SMC or else not to be accepted by BEO/DIO
* Any resolution by more than 50% to report about teachers/standards – DEO duty-bound to take cognizance of complaint

* Identify all children of 6 to 14 years age group from the neighborhood of the school, enrol them and ensure their retention till they complete elementary education.

* Monitoring whether all children of the neighborhood come to school regularly at the right time and whether they take lessons everyday up to the designated school hours.

* Meeting the parents / guardians of each enrolled child at regular intervals and discuss about the performance, developments and problems of their children / wards in the field of education.

* Making people of the neighborhood aware of the rights of children in the field of receiving education up to the elementary level.
* Bringing to the notice of the local authority, if there is any deviation from the rights of children as mentioned in the RTE Act, 2009 and the State Rules.

* If any child of the area is not enrolled in school even after attaining 6 years of age, then enroll him / her in a class appropriate to his / her age and arrange for his / her special training, if required. If required, arrange for completion of education upto elementary level for any such child who has not completed education upto elementary level even after attaining 14 years of age.

* Supervising the process of identification of children with special needs of the neighborhood and ensure completion of their elementary education.

* Explaining everybody of the neighbourhood, the roles and responsibilities of the State Government, Local Authority, Schools, parents / guardians in successful implementation of the RTE Act, 2009.

* Monitoring the utilization of grants received from the Appropriate Government or Local Authorities or any other sources.

* Preparing an annual account of receipts and expenditure of schools and submit it to the local authority after getting it signed by the President and the Convener of the SMC within one month of its preparation.

* Monitoring whether teachers come to school at the right time and whether the school functions upto the designated hours every day.

* Ensuring that no teacher engages himself / herself in private tuitions or private teaching activities.
* Ensuring that teachers are not burdened with non-academic duties other than decennial population censuses, disaster relief duties or duties relating to the elections to the Local Authorities or to the State Legislatures or to the Parliament.

* To see whether the school has the minimum required number of teachers, classrooms, kitchen shed for Mid-Day-Meal, boundary wall / fencing, drinking water facilities, separate toilets for boys and girls, playground and play materials, teaching learning equipments, library, barrier-free environment for children with special needs.

* Monitoring the implementation of Mid-Day-Meal in the school.

* Monitoring the construction and repair works of the school.

Session 4
Introduce ASER report and tools to Sahayak Manch so that they are able to assess and understand learning levels of children and recognise the needs of children.

Activity 1: Discussion on ASER report
Materials required: Whiteboard, markers, handouts

Direction:
Step 1: Give a presentation based on the ‘Information for Presentation’ box below. This information highlights findings of the learning levels of children.
### Information for Presentation

ASER, Bengtol & Bengtol Serphang 2016

<table>
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<th>Alphabet</th>
<th>Word</th>
<th>Sentences</th>
<th>Paragraph</th>
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<td>23</td>
<td>5</td>
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<td>6</td>
<td>13</td>
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<td>11</td>
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<tr>
<td>VIII</td>
<td>5</td>
<td>19</td>
<td>29</td>
<td>43</td>
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</table>

Each row shows the variation in children’s reading levels within a given grade. For example, among children in Std V 18% cannot even recognise letters, 17% can recognise letters but not words, 23% can read words but not sentences, 41% can read sentences but not Paragraph.

<table>
<thead>
<tr>
<th>Std</th>
<th>Not even numbers</th>
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<th>Subtraction</th>
<th>Multiplication</th>
<th>Division</th>
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<td>16</td>
<td>17</td>
<td>24</td>
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</tbody>
</table>

Each row shows the variation in children’s reading levels within a given grade. For example, among children in Std V 9% cannot even recognise numbers, 22% can identify numbers but not addition, 12% can do addition but not subtraction, 21% can do subtraction but not multiplication, 28% can do multiplication but not division and 8% can do division.
Training Module

**Step 2:** Divide the participants into groups of 4-5 and ask each group to list all the factors that contribute to poor learning levels of children in school (based on their observation and experience). What can we do as parents, teachers, communities to help children to improve learning? One participant in each group records the factors identified by the group.

Allow 10 minutes for the groups to complete this task.

Ask a representative from each group to present their discussions. Write each points on the board, ignoring duplicate points.
Training Module

What can Teachers?

1. Identify a group of children in a school or in the community. (They can be children from 3rd, 4th and 5th standard)

2. Find out if they can read and do basic arithmetic. You can use the ASER tool.

3. Group children by their learning level. Teach them using methods and materials for that level. Try to ensure that they can at least at std 2 level and do basic arithmetic.

4. We hope that with extra efforts and encouragement in a few months these children will be reading and doing basic arithmetic.

Things to remember

- Encourage children to talk more and express their views
- Give extra support to weaker students
- Share the learning progress of children with their parents
- Set a goal for yourself

Track children’s progress over time using the same tool used before. Witness the change you are creating

(Source - ASER comprehensive guide, Pratham)
What can parents do to improve the children’s learning?

(1) Send your child regularly to school

(2) Visit the school from time to time. Talk to the teachers about how your child is doing. Ask what you can do to help at home.

(3) Ask your child what she did in school. Ensure that she studies at home regularly

(4) Sit with your child when she does her homework

(Source - ASER comprehensive guide, Pratham)
What can the community do to improve the children’s learning?

(1) Talk to the parents of children not going to school and encourage them to send their children to school regularly.

(2) Build awareness on learning levels by frequently speaking to parents. Show them how to use the tool also.

(3) Organize frequent education related activities for children, like drawing competitions and science fairs, where the whole community can take part.

(4) Volunteer to teach children who need extra support.

(Source - ASER comprehensive guide, Pratham)
Training Module

Activity: Introduction to ASER tools

Materials Required: Handouts of ASER tools, whiteboard, markers

Directions: Step 1

Give a presentation on ASER tools based on the “Information for Presentation’ box below.

Information box
Insert the handouts on How to Test Arithmetic and How to test reading…..3 pages in this section.

Activity 2: Choose one problem in regard to the school in your community that you want to address.

Divide the participants into 4-5 per group and ask them to discuss and identify a problem in the nearest schools where they live. It could be that some of their children are studying there and have been facing this problem for a while. Ask the group to specify the problem and discuss for a possible solution.

Ask the groups to present the problem and the solution they have identified.
**Activity:** Introduction to how to file RTI/Petition.

**Information box**
The schooling system is one of the main ways that the gap between the rich and the poor continues to grow in India. The poor can generally only access government schools which are overcrowded and under-sourced. The middle class can send their children to English-medium private schools, where the class sizes are smaller and teaching is better. From there, those students often go to college, whereas few government-school educated students do so. The measures below aim to improve the quality of education for the poor.

**Relevant Department**
Directorate of Elementary Education

**Entitlement**
Under Right to Education Act
All children (includes disabled) have right to Free elementary (up to 8) education at a local school from the age of 6-14
Training Module

All parents/guardians must admit their children in a local school.

**All schools (government & private) must:**

* Not make a child repeat class, be expelled, or pass any board exam until completion of class 8.
* Not do any physical punishment or mental harassment.
* Transportation arrangements for children with disability.
* Special training for children with special needs, special learning and support material.
* Meet minimum infrastructure requirements (All-weather building, separate classrooms for each teacher, ramp, playground, library, separate boys’/girls’ toilets, drinking water, play/sports equipment.
* Have all teachers attend school regularly & punctually & complete the curriculum on time.
* Have a minimum of two teachers and then maintain a Teacher-student ratio of 1:30 at primary (Class 1-5) & 1:35 for Class 6-8.
* NB:
  1. No govt or private school teacher can conduct any private tuitions.
  2. All non-govt school must reserve 25% seats for children from disadvantage groups starting from class I.

**Application Procedure for Admission**

a) Admission in Government Schools

* Try for admission by taking child to a nearby school. Admission into each class up to 6 months after start of academic area. Normally, you only need the child’s Birth Certificate or if you don’t have the birth certificate then an affidavit by guardian, anganwadi record, horoscope, certificate by GB/VCDC, but under the RTE Act, no child shall be denied admission for any reason such as not having birth certificate/transfer certificate/proof of age/seeking admission late during school year.

* If child is more than 7 years old, then he/she should be put in an age appropriate grade and given special classes to get him/her up to standard of the others.
b) Admission in Private schools
* If Private school / Sainik School / Kendriya Vidyalaya / Navodaya – the 25% weaker section children “shall not be discriminated from the rest of the children in any manner pertaining to entitlements and facilities such as text books, uniforms, library and ICT facilities, extra-curricular and sports.”
* Apply directly to the school in which admission is desired.

4. Advocacy (if application doesn’t succeed)
   I. Initially approach the SMC of the school; complain to the District Level Board then
   II. Report your grievance to Right to Education at the website, then
   III. Lodge RTI to Directorate of Elementary Education

**Activity:** Introduction to how to file RTI/petition

**Writing Effective Applications**

In your letter be sure to include the following:
1. A clear statement of your problem. For example, there is no drinking water facility in the school

2. The right you have to this scheme and the relevant law. For example under the RTE Act every school shall Meet minimum infrastructure requirements (All-weather building, separate classrooms for each teacher, playground, library, separate boys’/girls’ toilets, drinking water, play/sports equipment

Your request that is specific and clear. What do you want by when? For example you want drinking water facilities by the end of June 2017

Next Steps: If you don’t get this action what you will do. For example if you don’t get the drinking water facilities by the end of June 2017, you’ll lodge an RTI.
NB Copy your application to the state government office responsible for this scheme so the local officer is more likely to respond to you.
Example of the letter may look like this -

To
The Block Elementary Education Officer,
Borobazar Block,
Chirang District, BTAD
Assam

29th April, 2017.

Subject: Drinking water for children in primary school

Dear sir,

I live in Serphanguri village in District Chirang. We have one primary school in our village. I respectfully state the following:-

The school doesn’t have drinking water facilities and it is difficult for the children.

Under the RTE Act every school shall provide drinking water for the children. There are 30 children attending the school, I would like to request you to kindly make arrangements for drinking water facilities in the school by 30th June 2017.

I understand that if this is not done, I have the right to lodge an application under the RTI Act 2005 to know what action has been taken on my application.
Training Module

Kind regards,
Joseph Soren
Serphanguri village, Bengtol
Chirang District
Tel 9750 478598
cc Mission Director

Activity: Action plan

Materials required: Chart papers, markers, whiteboard.

Sahayak Manch members work in group from each cluster together on a selected theme and draft an action for three months.

Group presents the action plan, takes feedback and incorporate it in the action plan

Activity: Feedback from participants about the training.
Quick round of verbal feedback about the training.

“Many can wait. The children cannot. Today their bones are being formed, their blood is being made, and their senses are being developed. To them we cannot say “tomorrow.” Their name is today.”

Gabriela Mistral

References:
Module on MGNREGA
# TRAINING PLAN FOR SAHAYAK MANCH ON NREGA

<table>
<thead>
<tr>
<th>Time</th>
<th>Topics</th>
<th>Methodology</th>
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<tr>
<td><strong>DAY 1</strong></td>
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<tr>
<td>9:30am - 10:30am (1 hour)</td>
<td>Ice breaker</td>
<td>Introducing your other half</td>
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<tr>
<td>10:30am – 10:45 am (15 min)</td>
<td>Tea Break</td>
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<td>10:45am – 11:30 am (45 min)</td>
<td>Expectation</td>
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<td>Brainstorming</td>
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<td>Vision of NREGA</td>
<td>Group work</td>
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<td>2:00pm - 2:30pm (30 min)</td>
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<td>Presentation</td>
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<td>6:00pm-7:00pm (1 hour)</td>
<td>NREGA Film</td>
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<tr>
<td><strong>DAY 2</strong></td>
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<tr>
<td>9:30am-10:30am(1 hour)</td>
<td>Recap of previous day</td>
<td>Sharing/recap of previous day</td>
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<td>Reflections on the documentary</td>
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<tr>
<td>10:30am - 10:45am (15 min)</td>
<td>Tea Break</td>
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<tr>
<td>10:45am-11:45am (1 hour)</td>
<td>Job Application; Muster Roll</td>
<td>Ppt presentation</td>
</tr>
<tr>
<td>11:45am -1:00pm (1.15 hours)</td>
<td>Shelf of Work</td>
<td>Group Discussion ; PPT Presentation</td>
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<tr>
<td>1:00pm-2:00pm</td>
<td>Lunch</td>
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<tr>
<td>2:00pm - 3:00 pm (1 hour)</td>
<td>Negative Shelf of work</td>
<td>Group discussion</td>
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<td>Presentation</td>
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<tr>
<td>3:00pm - 4:00pm (1 hour)</td>
<td>Problem solving</td>
<td>Group work; Presentation</td>
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<tr>
<td>4:00pm - 5:00pm (1 hour)</td>
<td>Social Audit</td>
<td>Ppt presentation</td>
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<tr>
<td>6:00pm-7:00pm (1 hour)</td>
<td>Documentary film (optional)</td>
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### DAY 3

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
<th>Notes</th>
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<tbody>
<tr>
<td>9:30am - 10:00am (30 min)</td>
<td>Recap of previous day</td>
<td>Sharing/recap of previous day Reflections on the</td>
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<tr>
<td>10:00am - 10:30am (30 min)</td>
<td>How to write an effective application?</td>
<td>Ppt presentation</td>
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<tr>
<td>10:30am - 12:00am (1.5 hour)</td>
<td>Action plan</td>
<td>Group work and presentation</td>
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<tr>
<td>12:00pm - 12:45pm (45 min)</td>
<td>Feedback from participants about the training and conclusion</td>
<td>Verbal/ Written feedback</td>
</tr>
<tr>
<td>12:45am-2.00pm (1.15 hour)</td>
<td>Lunch</td>
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Session 1

ICE BREAKER
After welcoming all participants, ask all participants to get into pairs by choosing a new friend whom they know the least about. Encourage cross gender pairs and cross community pairs. Ask all of them to learn more about each other including some facts about themselves, their families or backgrounds that they think would be amusing or interesting to everyone else, like food liked, hero/heroine they like, song of choice, etc. No one is allowed to take any notes. Now ask them to share their knowledge about each other by turns. Keep the mood light so that an easy ambience is created.

BROKEN STORY
Now ask everyone in the hall if they had ever been completely broke and found difficult to complete what they wished to do. All those who have been broke, must upturn any of their pockets to indicate they wish to share their story. For some like women, who may not have a pocket, they may out turn their purses, or hold their kerchief in their hands or simply raise hands. Participants may not have their own story, but if they have a similar story about their parents or household members, they may be encouraged to share the same.

Encourage as many as possible to relate their story. Ask how they felt then. Clap….silent claps by each one shaking one of her/his hands.

Link broke-moments to the plight of those who don’t have any work, who don’t have an opportunity to earn. If it was at a time when they had to save some near and dear one’s life, you may link it to right to health care too.
Session 2

EXPECTATIONS

Materials required:
1. 1 Card sheet 4"X 2.5" per participant
2. Sketch Pens
3. Box to collect all the chits.
4. Flip chart

Announce that you wish to collect what the participants expect from you so that either you can clarify the scope of the 3-days workshop or include the topics common to many participants. Distribute 1 card sheet to each participant. Ask them to write down what they expect to do in the next two and more days. They may write their names behind each sheet.

Collect the card-sheets from all participants.

Read out the card sheet. Ask one of the participant to write all the expectations on a flip chart sheet boldly so that it can be read from afar.

You may tear the sheet and paste it on a wall.

Clarify which of the expectations you may not be able to meet. Revise the schedule if you think some topics decided earlier may be substituted by some of the relevant topics expected to be covered by many participants.

**DOs and DON Ts**

Do take the opportunity to ask everyone what they may or may not do to provide the nest learning environment. Note the points on a sheet of a Flip Chart and also paste it clearly on a wall where all can see.

Make sure that silencing and avoiding the mobile phones is surely on the DON Ts list.
Session 3

VISION OF NREGA

Materials Required:
1. White Board
2. White Board Markers

Draw a hut on the Left side of the White Board and a building on the right side of the Board. Ask who would each one of them belong to? Which would belong to a poor person and which to a rich one.

Draw a curved turning road between the two and add some milestones at nearly equal distances on one side of the road. Write the year in numerals starting from this year until the next 5 years or so.

Ask the participants if they know what the minimum unskilled wage rate is for Assam (₹192 as in 2017). Also ask if they know how much population a VCDC (Village Council Development Committee) covers in Assam (7500 to 15,000). Help them to find out the rough number of households such a population would have. Help them divide the population by a family size of 5 or 6. (Averagely a VCDC of 10,000 population would have 2000 households with 5 members each or 1667 HHs with 6 members)
Help the participants understand that if even 80% of all HHs would like or be able to get labour wage for 100 days a month at ‘ 192 per day, each VCDC would get richer by:

For 1667 HHs, if 80% are capable and willing to work in VCDCs (80% of 1667 is approx. 1300 and at ‘ 192 per day for 100 days out of 365 days in a year, this sum comes to a staggering ‘ 1 crore 33 Lakhs a year!! This would mean almost 6.5 crores per VCDC in 5 years from just 1 development scheme.

Write this figure of ‘ 1.33 crores against EACH annual milestone on the road between the hut and the building.

Remind participants if they feel that huts may convert into buildings sooner than later with such an intervention since:

* 1 extra person can get an assured employment in each household compared to earlier..
* Most of the people ready to do unskilled work would be poor and spend most of their money on items like food, vegetables, simple toiletries, etc. that will boost the economy and purchase power of local shops etc.
* As people would get richer, a lesser proportion may like to do manual work later on. Hence, based on demand vs supply dynamics in economics theory, we can safely assume that the demand and hence the price for labour would increase, thus enriching more and more.
Session 4

SALIENT FEATURES OF MGNREGA

Materials required:
1. LCD projector
2. Screen
3. Laptop and PPT presentation / GOI guidelines on NREGA

Ask participants when they have first heard of MGNREGA.

When did they last work on NREGA labour?

Do they have the Job Card with them at their home? DO they have the Bank passbook with them at their home?

What did they like about the work? What difficulty did they find in MGNREGA? Ask if they would like to know more about the details of the programme.

Now with the help of the PPT/ display of NREGA guidelines of the GOI, emphasise about the important features of the Act like:

* MGNREGA is an Act and hence a Right and not a scheme.

* Each rural Household can demand 100 days of paid labour within a short distance of their home as per their own planning in chunks of at least 15 days each time, provided they give at least 15 days-notice to their VCDC.

* As long as a member is more than 18 years old, anyone from the household can work on the MGNREGA job.

* Job cards and Pass books are personal property and if it is taken away by someone else, a police case may be filed about someone wrongfully acquiring
a property that duly belongs to someone else. For updation purposes, the VCDC/ Panchayat may not keep them for more than a day!

* If the VCDC is unable to provide work even after 15 days beyond the period of employment or job for which a written dated application has been filed, the applicant needs to be paid at least 25% of the approved daily wage, and if the job doesn’t appear until another 15 days, the applicant needs to be paid 50% of the daily allowance even without working, until the VCDC can provide the employment as desired.

* Money spent on each project in a VCDC/Block/ District must ensure that at least 60% of money is spent only on labour costs while the balance 40% may be paid for material.

* There is “shelf” of works to choose from in order to
Training Module

provide work for those who wish to earn money by carrying out manual labour. Such a shelf is even available for the old, for women with children, those mentally or physically challenged.

* There is a “Schedule of Rates” for various kinds of work based on the type of soil or terrain or the nature of work, meaning thereby that a schedule of rate based on what a manual labour can do or complete in a day’s work depending on the nature of terrain or soil or of work. This may be different for women, men and the disabled – for instance, a woman or a disabled person may be able to averagely dig less than a man, so the expectations from them may be different, but they MUST be paid the same for 8 hours of work!

* At the worksite, not only must a muster roll be displayed for the work at hand, but there must be a shaded place to rest AND a first aid kit too. If there are women workers – 1/3rd of all workers must be women – with more than 5 children who are under the age of six, another woman may be employed under the project who can take mind the children!

In other words, NREGA consists of these rights and everyone must know these:

1. Right to get a job card
2. Right to demand and receive work within 15 days
3. Right to unemployment allowance
4. Right to prepare shelf of project
5. Right to obtain work within a radius of 5 km
6. Right to work site facilities
7. Right to notified wage rates and right to receive wage within 15 days
8. Right to compensation for delay in payment of wages
9. Right to time bound redress of grievances
10. Right to conduct concurrent social audit
(a trick may be played on the participants by announcing with all seriousness just before lunchtime that there shall be no lunch as the expected funds that were to come have not arrived and that we shall be unable to pay for their food for the next two days. Allow some consternation keeping a straight face. After some time, ask people why it is okay to tolerate a VCDC response of not accepting your rightful application for a job “because of not funds received for NREGA” but they cant tolerate even one or few hours of their right to food and hence of Life. Try to engage in a discussion – is it that they never take the Government seriously or because they are scared of the people in the VCDC)

Session 5

Sharing Experiences of MGNREGA

Materials Required:
Nil

Divide the participants into groups of 5. Ask them to share their own Good, Bad or Ugly experiences about MGNREGA, about their experiences of applying for Work, working for MGNREGA, getting wages participation in any Social Audit, etc. Ask one of each group to take brief notes.

After 30 minutes, call everyone to sit in their groups for the plenary. Ask each rapporteur to present the various experiences of her group members in brief. S/he may encourage group members to add briefly if s/he has missed out anything. Introduce them to the next session where all of them can see whether their Job Card given to them matches what has been reported on the net. Or what a Muster Roll looks like or what all works have been sanctioned in their GP in the past few financial years.
Training Module

Session 6

NREGA WEBSITE

Materials required:
1. Laptop and Smartphones.
2. LCD projector.
3. Internet dongle or hotspot from an Android with at least 2 GB net pack balance.
4. Each participant’s Job Card number (you may have to remind everyone to carry the number on them when they come for the training.)

Connect the LCD projector to the Laptop and switch on the internet data.

Open the Web Browser and google NREGA to find MGNREGA appearing the first and click on it to go the MGNREGA website of the GOI. Or simply type nrega.nic.in in the address bar.

The Home page will look something like this:

On the right edge in the middle, under Transparency & Accountability, go to Job Cards and click.
Look for the state (Assam) in the Table and click.

By clicking on the drop-down boxes, choose Financial Year, District, Block and VCDC/ GP where the person stays whose Job Card you wish to verify if any wrongdoing or corruption has happened. Then click the Proceed button.

Ask any participant for their district/ Block/ GP details and check for the immediate past year. Ask them for their Job Card number as the names of the Job Card holders are listed not alphabetically by the sequence of the Job Card numbers (usually, but not always). Match both the number and the name before opening their Job Card by clicking.
Now click on the correct number and name. On the next Job Card screen, to further verify, check for the Village mentioned on the card and the names of other household members to know it is the same family before checking for other details.

Ask them to look for how many wrong family members have been entered.
Look for dates of work applications – often there are job applications shown for less than 14 days so that they don’t have to give a work as it is mandatory to ask for at least 14 days work in a continuous spell.

Look for work completed – the title code for the Work and the number of muster roll mentioned to the right of the Date tells you if you actually worked for that project or not. Then click on the muster roll number to the right to check who all laboured with you on the Work. Don’t be surprised that there may be payment shown to you which you never received!

Ask many others to come and see if someone in the VCDC is responsible for any wrongdoing with your Job card details. Most people would get very charged up to see money shown deposited in their names without having received the money, or to see extra family members on their Job Card!

You may make small groups and show it on a number of laptops or Android mobiles. Job cards may be downloaded in Microsoft Excel and printed and shown as proof! The same training may be given in clusters or SahayakManches to motivate people to know what is going on with their money!

In the end, ask people how they felt when they learnt that money has been shown to have been paid to them against work when they hadn’t even worked or filed an application to work in MGNREGA!

Ask participants to raise their hands if they pledge to take up what they learnt with the VCDC authorities.
Session 7

NREGA Film

Material required:

Please download the World Bank Video from Youtube and play that. This shall reinforce and authenticate most of the points that you have made earlier.

You may also show the Social Audit film as well.

Learn to pause and play the film every now and then to confirm if everyone is understanding the messages in the film correctly.

Session 8

Recap

Material Required: Nil

Ask the team(s) - if you have nominated them the previous day – to read out the report for the previous day.

Listen carefully to catch any errors – if you notice them, take note of them, and then bring them to everyone’s notice at the end of the recap presentation.

Ask the rest if they have missed out anything. Ask everyone to give them a big hand.
Session 9

Job Application

Materials required:
1. Blank papers
2. Pens
3. Formats for single and joint Job Application
4. LCD projector and Laptop

Break the group of participants into groups of 4.

Ask half the groups to make individual Job Applications for work for 30 days at a time in their own language!

Ask the other half of the groups to make joint applications for at least 4 people.

Please make sure everyone of them has filled up their name and Job Card number on their application. Also ensure that each application is for at least 14 days at a stretch and that it MUST have a starting date of your choice. You may also choose the kind of work that you wish to do!
Training Module

Session 10

Muster Roll

Materials Required:

1. 8 to 10 Copies of blank and filled in Muster Rolls.

Pass one copy of each muster roll to each table. Ask everyone to read every bit of it. Now let them explore what all details can be found on a muster roll.

Highlight the fact that Each Muster Roll is specific for each work. Ask groups to fill up the blank muster rolls after discussing what kind of work they would like to work on as a project!

Session 11

Shelf of Works

Material Required:

1. Cards of about 4 X 6 inches in various colours
2. Write down various types of permissible works or non-permissible works in “shelf of works” ON the 6 X 4 inches card sheets.

Show and describe in detail the list of “shelf of works” that are permitted OR NOT permitted under NREGA.

i) water conservation and water harvesting including contour trenches, contour bunds, boulderchecks, gabion structures, underground dykes, earthen dams, stop dams and springshed development;

ii) drought proofing including afforestation and tree plantation.

iii) irrigation canals including micro and minor irrigation works.
iv) provision of irrigation facility, dug out farm pond, horticulture, plantation, farm bunding and land development on land owned by households specified in paragraph 1C of Schedule I;

v) renovation of traditional water bodies including desilting of tanks;

vi) land development;

vii) flood control and protection works including drainage in water logged areas including deepening and repairing of flood channels, chaur renovation, construction of storm water drains for coastal protection;

viii) rural connectivity to provide all weather access, including culverts and roads within a village, wherever necessary;

ix) construction of Bharat Nirman Rajiv Gandhi Sewa Kendra as Knowledge Resource Centre at the Block level and as Gram Panchayat Bhawan at the Gram Panchayat level;

x) agriculture related works, such as, NADEP composting, vermi-composting, liquid bio-manures;

xi) livestock related works, such as, poultry shelter, goat shelter, construction of pucca floor, urine tank and fodder trough for cattleshed, azolla as cattle-feed supplement;

xii) fisheries related works, such as, fisheries in seasonal water bodies on public land;

xiii) works in coastal areas, such as, fish drying yards, belt vegetation;

xiv) rural drinking water related works, such as, soak pits, recharge pits;

xv) rural sanitation related works, such as, individual household latrines, school toilet units, anganwadi toilets, solid and liquid waste management;

(a) construction of anganwadi centres. (b) construction of playfields

xvi) any other work which may be notified by the Central Government in consultation with the State Government.

Also highlight a Negative List of works that are not permissible:
NEGATIVE LIST

Works like boulder, pebble or shrub removal, silt application and similar activities are not permissible as stand-alone activities except when they are part of tasks in projects for converting uncultivable and barren / fallow lands into cultivable lands through one time land development and wherever land development is taken up, it may follow an area approach preferable a micro-watershed and not confined to a few individual holdings.

Normal agriculture operations such as land preparation, ploughing, sowing, weed removal, turfing the soil, watering, harvesting, pruning and such similar operations are not permissible in MGNREGA.

Agriculture operations of any nature are not permitted to be taken up under MGNREGA for foodgrain crops, vegetables, floriculture etc. The material cost for these of inputs (seeds, fertilizers, pesticide) would also not be covered under MGNREGA.

Removal of weeds and watering may be considered for payment under MGNREGA only for forestry plantations and horticulture limited for a duration of 2-3 years. It is envisaged that at the end of this period, the horticulture plants would become fruit bearing and thereafter, weeding, watering etc would become a part of normal operations. Likewise, at the end of the 2-3 years, it is envisaged that the agro forestry plantation would attain sufficient height and should be able to survive with protection from grazing to be provided by ditch cum mound bunds along the periphery or other forms of physical structures. The State Agriculture / Horticulture/ Forest department would prescribe norms in respect of the duration and person-days for which removal of weeds and watering etc for horticulture and forestry may be
Training Module

included as cost of MGNREGA work. However, these norms should be the same as applicable to works taken up under their own departmental programme either from state funds or as part of a CSS.

Bore wells and tube wells will NOT be considered as a permissible activity under MGNREGA, under any circumstances.

ii) Digging of private wells will not be a permissible activity under MGNREGA in areas which have been classified as semi-critical or critical or over exploited according to Central Government Water Board’s (CGWB) latest assessment.

iii) In areas which have been classified as semi-critical or critical or over exploited according to CGWB’s latest assessment, only “group wells” will be allowed where a group of farmers agrees to share the water from such a “group well”. Each such group will comprise at least 3 farmers.

iv) There should be a formal agreement (on Stamp Paper) between farmers for water sharing from a group well. Verification of the agreement within this group will be through the GP.

v) Only one member from one family can be the member of the group. He/she cannot be members of more than one group.

vi) A Group Well should be registered as a Group Irrigation Well in revenue records.

vii) In areas classified as “safe” by the CGWB, individual wells may be considered. Depth and diameter of such wells and well to well spacing must conform to the hydrogeology of the area.

Now, clear up a space where all participants can sit. Now, place on the ground all the card sheets that have correct or incorrect types of works mentioned.
Training Module

Ask people to make a pile of those cards that have invalid works and another pile which has all - the correct entries. Discuss each placard.

Ask why they think that road-building under Rural connectivity is the most commonly work done in most VCDCs and GPs.

Ask if the participants have used MGNREGA personally and what has been their experience.

Session 12

Problem Solving

Materials required:
1. Chart papers – 1 for each group
2. Pens

Divide all children into groups of 6 each.

Give them problems of various kinds and ask them to list down what steps will they take to potentially improve the situation for not just the complainant but also the general public also.

Some of the problems maybe:
1. Despite repeated reminders, Job card hasn’t been issued to a household.
2. Despite Job Application, no employment has been given for over 2 weeks
3. Job application hasn’t resulted into any work, but despite application, MGNREGA hasn’t paid any unemployment allowance.
4. Despite having worked, applicant hasn’t received any wages for over two weeks from the date of employment.
5. Applicant has worked for 30 days but got wages in her/his Bank only for 5 days.
6. Jobcard holder got notice from her Bank that money has been deposited in her Bank though she never worked in the past few months.
7. Social Audit hasn’t been called for in the past 3 years.

Ask each group to announce their steps taken and their response in a plenary session. Take care that they must not take back any knowledge which is false.

Session 13

Social Audit

Material required:
1. Guidelines of MGNREGA by GOI
2. LCD projector

Discuss what participants understand from the term Social Audit. While the word “Social” is easy to understand, the word Audit has a deeper meaning. It comes from the Latin word “auditus” or “audere,” which means to hear. And hence, the closest local Indian terminology which best describes it is Jan Sunvai!

The main principles of social accountability are discussed below:

1. Jankari - Access to information - All relevant information regarding social programmes and public institutions must be proactively displayed. It is mandatory to display such information. The information must also be accessible to all. The relevant information must be displayed at the appropriate level – village, sub-State, State and nation.

2. Bhagidari - Involvement and participation of citizens in the process of decision-making and arriving at a justifiable outcome - As far as possible, all decision-making should be done in public in full view of all interested stakeholders. This is the best way of ensuring that decisions are fair. Committed efforts need to be made to include certain marginalised groups in accessing, availing of and learning about social welfare programmes.
3. **Karyawahi - Time bound action** - The institution responsible for the inaction/lapses needs to take timely action after hearing from the public to rectify mistakes and make amends.

4. **Suraksha - Protection of Citizens** - It is important to have a secure place for free and fair discussion during the Gram Sabha. Obtaining a secure place should be done through liaising with District Administration/Police.

5. **Sunwai - Citizen’s right to be heard** - There should be a mechanism to address the grievances or difficulties faced by the citizens and to take suitable action. Citizens need to be well-informed about the follow-up process.

6. **Janta Ka Manch - Collective Platform** - Presence of collective platform will provide a safe and secure forum for free and fair discussion. It is important that the citizens come together to check corruption and ensure delivery of services and schemes. In order to bring everyone together on a collective platform, it is required that every member of the village is aware about the programme and the meeting is conducted with government officials. For this, wall paintings and posters could be used to display information.

7. **Prasar - Report Dissemination** - The findings of Social Audit should be accessible to the citizens. The report of Social Audit needs to be distributed after conducting the audit.
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