TRAINING MANUAL
for the training of Gram Rozgar Sebaks

STATE INSTITUTE FOR RURAL DEVELOPMENT
Panchayati Raj Department, Govt. of Odisha
Bhubaneswar
TRAINER MANUAL

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Decades of our past efforts in upliftment of the rural poor in our country have produced mixed result. Poverty incidence has seen a decline over the years but the pace of its decline has not been in commensurate with extent of resources spent. In view of this, the National Rural Employment Guarantee Act came into force in the year 2005 which guarantee 100 days of unemployment in a year to any rural household whose adult members are willing to do unskilled manual work.

While the Act and Operational guideline on MGNREGS have several desirable and more effective strategies for removing poverty and providing employment to the rural poor, it is important that frontline workers who are at the cutting-edge of development at the grass-root are clear about the concept, approaches and provisions of the Act, Scheme as well as guidelines issued from Government from time to time. Keeping this in mind a Trainers manual and Resource Material for the Gram Rozgar Sebaks have been prepared by State Institute for Rural Development, Bhubaneswar for use by the trainers and functionaries at the field.

The Trainers manual for the training of GRS contains three parts. Section-A contains details of three days training module while Section-B enlightens on trainers skill and methodology. All the Power Point Presentations have been kept in the Section-C for better appreciation of the Master Trainers and Resource Persons.

It is expected that the manual will be useful for the trainers and field functionaries involved in the implementation of MGNREGS.

Susil Kumar Lohani, IAS
Special Secretary cum Commissioner (Special Project),
Panchayati Raj Department &
Director, State Institute for Rural Development
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* A Demonstration could be organized in Block Computer Lab/nearby computer center having internet connectivity.
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SECTION-A

THREE DAYS TRAINING MODULE
FOR
GRAM ROZGAR SEVAKS
i) **Inaugural Session: (10:00-10:30 AM)**

The inaugural session for the training on GRS is of 30 minutes duration comprising of four parts as follows.

- **Part-A**: Inauguration
- **Part-B**: Welcome to participants by the Course Director
- **Part-C**: Explaining on objective of the training
- **Part-D**: Inauguration by the chief Guest

After registration of the participants, they are to be welcomed by the course Director. The participants are to be explained clearly about the objective of conducting 3 days training programme for GRS.

*The objectives of the training for GRS are as follows.*

1. To sensitize the participants on various aspects of MGNREGS and to equip them properly on implementation process of the scheme.

2. To familiarize the GRS on e-governance initiatives under MGNREGS, application of PRIASOFT and other soft skills such as communication, team building and leadership etc. which will facilitate them on discharging their duties effectively.

After the narration on objective by the Course Director, the participants will introduce themselves. The participants may be requested to touch upon following points during the course of introduction.
I Name of the participants
I GP, Block and District
I Length of Service in Panchyati Raj Department.
I Qualification
I Expectation from the training Programme.

After self introduction of the participants the programme is to be inaugurated by
the local project director, DRDA, BDO or any other senior Govt. officer. The programme
Co-ordinator is to clearly explain about the contents of 3-days module with the participants
and appeal to maintain punctuality and discipline during the training programme with
some ground rules. Following ground rules may be framed for the training programme.

I Keeping the Cell Phone switched off or in silent mode.
I Arriving to the training hall in time.
I No cross talking among the participants.
I Not to ask irrelevant questions to the Resource Person.
I One question at a time.
I Appreciating and allowing others during the training programme.

The inaugural session may be confined within 30 minutes.

ii) Technical Session-I: Three tier PRIs and MGNREGS
(10:30 AM-01:30 PM)

The technical session-I will be on three tier PRIs and MGNREGS of three hours
duration comprising of five parts.

Part-A : Introducing Panchayati Raj Institutions
Part-B : 73rd Constitutional Amendment: Palli Sabha and Gram Sabha
Part-C : Objectives of MGNREGS
Part-D : Registration of job seekers
Part-E : Demand and Allotment for Work

In the beginning of technical session-I on three tier PRIs and MGNREGS, the Resource
Person is to explain clearly about the objective of the session as follows:

I To sensitize the participants on Panchayati Raj system in Orissa with special
reference to 73rd Constitutional Amendment, Gram Sabha and Palli Sabha.
To explain the participants on objectives of MGNREGS, and
To Orient the trainees on the process of registration and demand and allotment for work under MGNREGS.

Part-A: Introducing Panchayati Raj Institutions

In the first 30 minutes of the three hour session, the participants are to be clearly explained about Panchayati Raj system Orissa by referring to the power points (Slide No. 1.1 - 1.3) of the trainer manual and handouts given in the study material (Chapter-1, section-1.1 to 1.4) The methods to be followed in the presentation are:

- Lecture
- Power Point Presentation
- Discussion with the participants

Part-B: 73rd Constitutional Amendment: Palli Sabha and Gram Sabha

After the discussion on Panchayati Raj Institutions in Orissa, the Resource Person will facilitate the topic on 73rd constitutional amendment, Gram Sabha and Palli Sabha for 30 minutes. Following areas are to be covered under this topic.

- Salient features of 73rd constitutional amendment with special reference to democratic decentralization and people's participation
- Gram Sabha
- Palli Sabha

Power Points (Slide 1.4-1.10) of the trainer manual and explanation in the study material (page 10 -16) can be referred while facilitating the topic on 73rd constitutional amendment, Gram Sabha and Palli Sabha. The methods to be followed in this presentation are as follows.

- Lecture
- Power Point Presentation
- Interaction with the participants

Part-C: Objectives of MGNREGS

The discussion on objectives of MGNREGS will be facilitated by the Resource Person after brief introduction on Panchayati Raj system, 73rd constitutional amendment, Gram Sabha and Palli Sabha. The participants will be explained about the objective of MGNREGS by way of Power Point Presentation (Slides 1.11-1.12 of the trainer manual). While
explaining about the objectives of MGNREGS, the participants need to be asked about they have understood on MGNREGS and how the objectives are to be operationalized are also be discussed. The section-1.6 of the study material is to be referred while explaining about the objectives of MGNREGS with due emphasis on:

- Guarantying 100 days of employment to job seekers
- Creation of durable assets

The discussion on objectives of MGNREGs may be restricted to 30 minutes through interaction mode. The methods to be followed in this presentation are as follows.

- Lecture
- Power Point Presentation
- Interaction with the participants.

**Part-D: Registration of job seekers**

After interaction of objectives of MGNREGs, the participants are to be orientated on the process of registration of job seekers by referring section-1.6 of the study material by way of power point presentation (Slide 1.13-1.14 of the trainer manual). While explaining on the registration process, the participants need to be explained on the following.

- Registration process (B-1 form)
- Issue of Job card
- Maintenance of register for registration of GP level.
- Regular updating of the list of families registered under MGNREGS.

The discussion on registration may be confined within 30 minutes.

**Part-E: Demand and Allotment for Work**

The topic on demand and allotment for work is to be facilitated as last part of technical session-I by the resource person. The participants are to be explained on:

- Demand for work
- C-1 form
- Timely allotment of Work

Section-1.7 & 1.8 of the study material and slides 1.15-1.17 of the trainer manual may be referred while explaining on demand for work. The methodologies to be followed in the discussion on demand for work are as follows.

- Lecture
- Power Point Presentation
- Interaction with the participants.
The discussion on demand for work may be restricted to 30 minutes. Before closing of the first technical Session, the last 30 minutes may be devoted to Question-answer and classification of the participants. All the questions of the participants are to be noted down and clarified to them. After the technical Session-I, there will be one hour lunch break for participants from 1-30 to 2-30PM.

iii) Technical Session-ii: Works and their execution under MGNREGS (2:30PM-5:00PM)

After the Post Lunch session the participants are to be facilitated on the session on works under MGNREGS. The technical session-II will be of two hours and 30 minutes duration comprising of four parts.

Part-A : Permissible Works under MGNREGS
Part-B : Project Initiation Meeting
Part-C : Worksite facilities
Part-D : Measurement and Check Measurement under MGNREGS

Before the start of technical Session-ii, the participants are to be explained the objective of the session.

The objectives of the technical session-ii are as follows.

1. To sensitize the participants on the permissible works to be undertaken under MGNREGs.
2. To familiarize the participants on the project initiation meeting and work site facilities under MGNREGs.
3. To orient the participants on the process of measurement and check measurement under MGNREGS.

Part-A: Permissible Works under MGNREGS

After explaining the objective of the participants, 1st part of the session will be devoted to permissible works for 20 minutes. While explaining the session on permissible work, section-2.1 and slides 2.1-2.10 of the trainer manual may be referred. The participants may be explained about the nature of permissible works with examples and pictures.

The methodologies to be followed in the discussion on permissible works are as follows.
Part-B: Project Initiation Meeting

Interaction on project initiation meeting will follow the discussion on permissible works. Following points may be emphasized on the discussion on project initiation meeting.

- Campaign before PIM
- Entitlement of Job seekers.
- Demonstration on model pit

Section-2.2 of the study material and slides 2.11-2.13 of the trainer manual may be referred while explaining on project initiation meeting by the trainers.

Following methods to be used while explaining on project initiation meeting

- Lecture
- Power Point Presentation
- Discussion
- A mock project initiation meeting for 5 minutes.

The facilitation on Project initiation meeting may be of 20 minutes duration.

Part-C: Worksite facilities

Discussion on worksite facilities are to be initiated by the resource person after interaction on project initiation meeting. During the course of discussion on worksite facilities following points need to be emphasized.

- First Aid Box
- Drinking Water
- Rest Shed
- Care taker for children below 5 years
- Treatment of labourer in case injury
- Compensation in case of death

Section-2.3 of the study material and slide 2.14 of the trainer manual are to be referred by the resource persons while explaining on worksite facilities. The presentation on worksite facilities is to be based on following training methods:
Lecturer
Power Point Presentation
Display of photographs on worksite facilities.

The session will be of 20 minutes duration.

Part-D: Measurement and Check Measurement under MGNREGS

The last part of the technical session-ii works under MGNREGS will be Measurement and Check Measurement under MGNREGS. The session assumes significance considering the payment to wage labourers is based on check and measurement. The Resource Person may emphasize on the following points while discussing on Measurement and Check Measurement under MGNREGS.

- Role of Gram Sanjojoks in measurement and check measurement.
- Verification of Muster Roll
- Preparation of interim and final Bill
- Visit to worksite by GRS during measurement and check measurement.
- Timely payment of wages
- Wage rate applicable to unskilled workers since 1st February 2011
- Role of GRS in the projects executed by Line Departments

The trainer may refer section-2.4 of study material and slide 2.15 of the trainer manual while facilitating the topic on measurement and check measurement. The methods to be followed in facilitating this topic are:

- Details discussion on measurement Indicators
- Interaction on difficulties explained in timely measurement of work
- Power Point Presentation

The topic on measurement and check under MGNREGS measurement will be of 45 minutes encompassing lecture and discussion with the participants.

After the discussion on measurement and check measurement, the session will be open for question, answer and clarification for 30 minutes. The doubts of participants are to be clarified followed by recapitulation of the Day-1 by the resource person leading to closure of day-I.
DAY-II

The Day-II of the training for GRS will be on maintenance for records and preparation of labour budget under MGNREGS followed by sessions on transparency and accountability under MGNREGS, leadership, team management and communication skill. The trainer will have a brief recapitulation about the Day-I from the participants before proceeding to Day-II.

The session wise plans for Day-II are as follows.

i. Technical Session - III: maintenance of all records and preparation of labour budget under MGNREGS (10.00 AM-1.30 PM)

Day-II will begin with technical session-iii on maintainable of all records and preparation of labour budget under MGNREGS. The technical session-III will be of three hours and 30 minutes duration comprising of five parts.

- Part-A : Maintenance of all records under MGNREGS and Guidance to Gram Sanjojaks
- Part-B : Mode of Payment
- Part-C : Muster Roll
- Part-D : Preparation of Labour Budget
- Part-E : Wage Material Ratio
The objectives of the technical session-iii are as follows:

I. To equip the participants about various records need to be maintained and managed under MGNREGS.

II. To familiarize this participants on guiding properly to the Gram Sanjojoks.

III. To orient the participants on preparation of labour budget, mode of wage payment, wage material ratio and other related aspects.

Part-A: Maintenance of all records under MGNREGS and Guidance to Gram Sanjojaks

The Resource person is to explain clearly on the maintenance of various records under MGNREGS. Following records are to be explained in detail while discussing with the participants.

i. Mustor Roll Register - (B-5)
ii. Job Card Application Register (B-7)
iii. Job Card Register (B-8)
iv. Employment Register (B-9)
v. Works Register (B- 10(i))
vi. Asset Register (B- 10(ii))
vii. Complaint Register (B- II)
viii. Monthly Receipt and Utilization Register (B- 16(A))

While explaining on maintenance of various registers, the trainer need to explain each part of the register by showing a filled in register and narrate how to fill those. Section-3.1 of the study material of GRs and slides 3.1-3.8 of the trainer manual may be referred by the trainer before explaining those to the participants.

After the discussion on maintaining different registers, the participants may be sensitized about the guidance to Gram Sanjojoks on basic tips while working under MGNREGS.

The Resource persons may emphasis on the following within explaining on guidance to Gram Sanjojoks.

i. Ensuring Display Board

ii. Placing of project related records like estimate, financial and Technical sanction etc. before the Gram Sanjojaks.
iii. Filling up Mustor Roll

iv. Maintenance of records by Gram Sanjojaks such as Mustor Roll, Job Card, Stock register etc.

The trainer may refer section-3.2 of the study material and slides 3.9-3.10 of the trainer manual.

Following methods are to be used while explaining on guidance to Gram Sanjojaks.

- Lecture
- Power point Presentation
- Discussion on different forms and other aspects.

The discussion on maintenance of records and guidance to Gram Sanjojaks will be of one hour duration.

**Part-B: Mode of Payment**

Topic on mode of payment to the labourers will be followed after the discussion on guidance to Gram Sanjojaks. The participants may be properly sensitized on the methods to be followed while paying to the labourers through Post Offices and Banks. Discussion on mode of payment will be of 30 minutes duration by adopting following methods.

- Power Point Presentation
- Interaction with the participants

Section-3.3 of the study material & slides 3.11-3.14 of the trainer manual may be referred while discussing on mode of payment.

**Part-C: Muster Roll**

After the discussion of mode of payment, the participants are to be oriented on muster roll (B-3). The Resource Persons may refer Section-3.4 of study material and slides 3.15-3.17 of the trainer manual to have a clear understanding on use of Muster roll under MGNREGS.

Following points need to be emphasized while explaining on muster roll.

- Computer Guaranteed Muster roll
- Issue & receipt of Muster roll
- Transparency in maintaining Muster roll
A sample muster roll may be presented before the participants and explained before them. The discussion on muster roll should be of 15 minutes.

**Part-D: Preparation of Labour Budget**

The topic on preparation of labour budget is to be facilitated by the Resource Person by way of involving the participants, while presenting on labour budget preparation, the participants may be sensitized on the following:

- Estimating labour demand
- Identification of projects matching demand for labour
- Estimate for work and wages
- Cost per man-day
- Process to be followed in preparing labour budget.

The trainers may refer Section-3.5 of the study material and slides -3.18-3.20 of the trainer manual while explaining on the labour budget preparation. Following methods may be adopted by the Master trainer to explain on labour budget:

- A mock exercise on labour budget preparation
- Discussion with participants.
- Power Point Presentation

The Resource Person is required to spend one hour while explaining clearly on labour budget preparation since Gram Panchayats are to play a major role in labour budget preparation.

**Part-E: Wage Material Ratio**

The last part of technical session on is to be devoted to wage material ratio maintenance of 60:40 wage material ratio need to be emphasized before the participants. Power Point presentation and interaction with the participants are the methods to be adopted while explaining on wage material ratio, the trainer may refer Section-3.6 of the study material and slide-3.21 of the trainer manual. The session on wage material ratio will be of 15 minutes duration.

After the participation on wage material ratio the house may be opened to question, answer and clarification for 30 minutes where the participants may be allowed to interact and get clarified. The participants may break for lunch at 1.30 PM for duration of 1 hour.

**Technical session-iv : Transparency and Accountability under MGNREGS(2.30 PM-4.30 PM)**
The post lunch session of the Day - II is to begin with the topic on transparency and Accountability. The technical session-iv will be of two hours duration comprising of five parts as follows.

Part-A: Transparency Pillar
Part-B: Social Audit Process
Part-C: Block Level Public Hearing
Part-D: Vigilance and Monitoring Committee
Part-E: Grievance Redressal Mechanism

The Resource Person is to start the session by explaining the objective of the session as follows:

1) To sensitize the participants on Transparency and Accountability Measures to be followed under MGNREGS.
2) To equip the participants on the process of social Audit under MGNREGS.

**Part-A: Transparency Pillar**

The Recourse person is to explain for 10 minutes about transparency pillar before the participants as per the format prescribed for this in the Operational guideline of MGNREGS. Section-4.1 of the study material and slides 3.22-3.23 of the trainer manual may be returned while explaining on transparency pillar.

Lecture and Power Point method may be followed to explain transparency pillar.

**Part-B: Social Audit Process**

The social Audit has been made mandatory for ensuring transparency under MGNREGS. Therefore, participants need to be explained on the process of Social Audit. While explaining on the process of social Audit following points need to be emphasized.

1) Formation of Social Audit Committee through Gram Sabha
2) Representation of members of vigilance and monitoring Committee in Social Audit Committee,
3) Representation of ST/ SC, Women, SHG representatives VOS in the committee.
4) Preparation of Social Audit Calendar
5) Social Audit Calendar
6) Composition of three Sub- Committees under MGNREGS Social Audit and their role envisaged there in .
7) GP level public hearing & follow up measures .
The Resource persons may refer Section-4.2 of study material and slides 4.1-4.4 of the trainer manual while explaining on social audit process before the participants. The methodologies to be followed for explaining social audit process are as follows.

- Lecture
- Power Point Presentation
- Discussion

**Part-C: Block Level Public Hearing**

The discussion on Block level public hearing will follow the social audit process. The resource person is to focus on the following while facilitating the session on Block Level public Hearing.

- Schedule for social audit
- Agenda for social audit
- Campaign for social audit
- Formation of public hearing committee
- Block level public Hearing meeting
- Follow up Action after public hearing

Section-4.3 of the study material and slides 4.17-4.23 of the trainer manual may be refereed while discussing on Block Level Public hearing. While explaining on block level public hearing following methods are proposed to be adopted.

- Lecture
- Power Point Presentation
- Interaction

**Part-D: Vigilance and Monitoring Committee**

Following points need emphasis while discussing on vigilance and monitoring Committee.

- Composition of vigilance and monitoring committee.
- Placing of the observations of vigilance & Monitoring Committee before Palli Sabha

Section-4.4 of the study material and 4.24-4.26 slides of the trainer manual may be returned while presenting before the participants. Power Point presentation and Lecture are the two methods to be followed while explaining on vigilance and monitoring
Part-E: Grievance Redressal Mechanism

The Resource person is to give due emphasis on following aspects under grievance redressal mechanism.

- Accepting grievances
- Disposal of Grievances
- Monitoring of Disposal of Grievances
- Composition of monitoring committee on disposal of grievance.
- Appeal
- Fine / Punishment
- Role of Ombudsman, SLM and NLM

Section-4.5 to 4.7 of study material and slides 4.27-4.36 of the trainer manual may be returned while explaining grievance redressal mechanism by the Resource person. The methods to be used while dealing the session on Grievance Redressal Mechanism are as follows.

- Lecture
- Power Point Presentation
- Discussion

After the technical session-iv, the participants will be given opportunity to ask questions and get their doubts clarified.

iii. Technical session-V: Communication, Team Management and Leadership (4.30 to 6.30 PM)

The last session of Day -II is technical session-5 which is on leadership, than management and communication skill. The objective of the session is to,

- To equip the participants and leadership and team management skills for better performing better as a leader.
- To familiarize the participants on communication skill in order to orient them translating Govt. guidelines in to action effectively.

Technical Session -V contains three parts as follows:

Part-A : Communication Skill
Part -B : Team Management
Part-C : Leadership
Part - A : Communication Skill

The Resource person will begin with the presentation on communication skill in technical session-V. Session on communication skill will broadly cover following aspects:

- What is Communication
- Sending & receiving communication
- Medium of communication
- Community mobilization through effective communication.

The resource person is to adopt following methodologies during his presentation on communication skill.

- Lecture
- Power Point Presentation
- Interaction with participants by citing examples.

The Resource person may refer Section-5.1 of the study materials and 5.10-5.12 of the trainer manual slides while presenting the session on communication skill.

After the presentation on three sessions on leadership, team management and communication skill, the house will be open for question, answer and clarification. The participants will be allowed to ask questions and get their doubts clarified.

Part - B: Team Management

After the discussion on communication skill the Resource Person will switch over to the presentation on team building. While presenting on team management the Resource person needs to properly focus on the following points.

- Trend setting by way of good work
- Decision making skill
- Clear understanding on group members
- Appreciation to good work
- Discipline

The Resource person may refer Section-5.2 and slides 5.8-5.9 of the trainer manual while presenting on team management. The methods to be used while presenting on team management are as follows:
Part-C: Leadership

Last session of Technical Session-V will be the presentation on part-C i.e. leadership by the Resource Person. While discussing on leadership following points need to be emphasized.

- Goal / Target setting
- Planning to achieve the goal
- Involving all team members
- Monitoring and Co-ordination
- Impact Assessment and Follow up

During the presentation on leadership the facilitator is to cite some live examples with success stories. Following methodologies are to be adopted during the course of session.

- Lecture
- Power Point Presentation
- Discussion by citing some examples and success stories

The Resource persons may refer Section-5.3 of the training material and slides 5.1-5.7 of the trainer manual while presenting the session before the participants.

After the question-answer session on technical session-V, repapitulation of the Day - II will be made by the participants leading to closure of Day - II.
DAY- III

i. Technical Session -vi: E-Governance under MGNREGS (10.30 AM-1.30 PM)

The final day of the training programme of GRS will be exclusively dedicated to e-governance initiatives of PRIs, on line monitoring under MGNREGS and PRIA Soft. The forenoon session of Day - III will be on e-governance under MGNREGS comprising of four parts as follows.

Part - A : e-governance for PRIs
Part - B : On line monitoring under MGNREGS
Part -C : e-Muster Roll and other issues
Part-D : Practical demo on e- governance

The Resource persons may refer to Chapter-6 of the study material containing slides on the above four parts. On line monitoring under MGNREGS and e-Muster need to be given due emphasis during the course of presentation. A demonstration is to be organized in the nearby block computer centre where the facility of 20 systems with LAN and Internet be made available to the trainees.

The methodologies to be adopted in the session on e-governance under MGNREGS are the following:

L Lecture
L Power Point Presentation
L Practical demonstration in the computer Lab on e- governance under MGNREGS.

After the technical session, 30 minutes are to be devoted on question - answer where participants will get their doubt clarified. The technical Session - 6 will and with lunch break of the participants.

ii. Technical Session -vii-Priasoft (2.30PM-4.45 PM)

After the technical session-vi, the final session will be on PRIA SOFT and its application to Panchayati Raj Institutions comprising of following parts:

Part - A : Lecture on PRIA SOFT
Part - B : Practical Demonstration on PRIA SOFT.
Part - C : Questions, Answers and Clarification.

The Recourse persons may refer to Chapter-7 of study material containing slides on PRIA SOFT and its applications. Demonstration is to be organized on PRIA SOFT in the nearby Block computer centre where the facility of 20 systems with LAN and Internet will be made available to the trainees. The methodologies to be adopted in the session on PRIA SOFT will be the following.

I Lecture
I Power Point Presentation
I Practical Demo in the computer Lab on PRIA SOFT.

After the last technical session, the house will be open for question answer by the participants where the participants will get clarified their doubts.

iii. Valedictory Session (4.45 PM-5.15 PM)

After the question-answer session the evaluation of the programmes is to be done by the participants where the trainees are to give their feedback. Participants will be allowed to express their views on the following:

I Conduct of the Programme
I Facilities available at the training venue.
I Programme Content
I Resource Persons
I Training Methodology
I Duration of the Programme
I Suggestions for further improvement

After evaluation by the participants valedictory session will be presided over by the Chief Guest followed by Vote of thanks leading to closer of the programme.

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SECTION-B

TRAINER'S SKILL
AND
TRAINING METHODOLOGY
01. Skills of Trainer

There are many names for the person who facilitates guides and encourages learning among adults. A trainer is a person who facilitates behavioural change, moderates learning among adults and guides participants of a training event to share their experiences for transfers of knowledge and enhancement of skills. There are many names given to the trainer, i.e. moderator, facilitator, resource person, coordinator etc, based on the requirement of that specific event.

02. What is the difference between a Teacher and a Trainer?

A teacher imparts knowledge to the students in a one-way process. The trainer facilitates learning in an environment conducive to mutual sharing of experiences that results in modification in "Knowledge, Skills and attitude"; it is a two way process. During training, not only do the participants learn from the trainer but the trainer also learns from the participants by sharing of experiences, while in a classroom children only learn from the teacher.

03. What makes a good trainer?

A good trainer is someone, with whom the participants can relate easily. He is a warm and open person who possesses sound knowledge of the subject and is skilled in facilitation techniques for adult learning.

04. Characteristics of a good trainer

A good trainer is expected to possess multi-dimensional skills:

- Warm personality: has an ability to demonstrate/ acknowledge approval and acceptance of participants;
- Good communication skill: has extra ordinary communication in general and excellent listening skills in particular;
- Pleasant personality: is able to bring the participants together and build comradeship;
- Ability to control group without damaging it;
- Facilitation skill: has a natural style that encourages generation of new ideas, sharing of knowledge, experiences and skills of participants;
- Good organizer: is able to arrange and utilize available resources in efficient manner and make smooth logistical arrangements.
- Conflict management skill: is able to notice and resolve participant's conflicts, problems and issues with ease;
I Knowledgeable: has a superior knowledge of the subject matter with a good life experience.

I Understanding of Group Dynamics: has an ability to understand group dynamics and its changing need and respond by adjusting the programme on the spot.

I Enthusiasm: is enthusiastic has plenty of energy and is able to motivate the participants for reaching the desired objective, happily and enthusiastically;

I Flexible: one who is flexible and has a natural ability to respond to the situation as it arises and is not stuck with preconceived notions.

I Trust in other people and their abilities.

I Self-aware: is conscious of the surroundings, both cultural and environmental;

I Confident: has confidence without arrogance or a large dose of ego;

I Creative and innovative thinking: is not only creative, but has an ability to encourage participants to experiment with new ideas and be innovative;

I Good drawing and writing skill: should be able to draw and have legible handwriting;

I There is a fine line between a trainer and a facilitator. The qualities of both are same but their functions are slightly different. The following paragraph provides a description about the art of facilitation and the traits of the facilitator.

05. Facilitation:

Facilitation is an art and a craft. It is a craft as in that the facilitator must know and follow the rules, learn how to pose the right question at the right moment and write clearly. It is also an art that requires experience and intuition since the facilitator must create a drama, which allows the group to give all of its potential to the process. The facilitator must be able to creatively get the group out of situations of conflict and to respond to the requirements of the group at any moment by adopting a new technique or by accepting an idea coming from the group. Hence the facilitator should be flexible and receptive, yet firm on the rules.

Although the facilitator should not act as a content expert on the subject of the vent, her role in events is not entirely neutral. S/he will openly show her/his values regarding the philosophy of events and not entirely neutral. But will never impose her/his technical position on the participants. The facilitator guides a process which brings about an understanding of the difference in values and options and which allows everyone to accept or reject other opinions. It is this process, which leads to consensus in which everybody, including the facilitator, has contributed.
06. **Role of a Trainer**

If you look again at that list you'll notice that effective training demands a good deal of traits in terms of personal qualities, roles, tasks and therefore skills and knowledge. Let's review what the main roles and tasks are. We could categories the trainer's role are:

- Tutor
- Coach
- Assessor
- Supervisor
- Counselor
- Adviser or guide
- Trouble shooter!
- Training Manager

i) **Tutor**

This is the main role of the trainer working face to face with learners. It means being not simply a 'teacher' with subject knowledge, but someone who is able to set, adopt and use appropriate objectives, methods and techniques.

ii) **Coach**

This is the task of working with each learner individually, assisting with particular difficulties in aspects of their work. The trainer frames questions in ways that help learners to make their own deductions.

iii) **Assessor**

The trainer often has a double task: to access the learners and the training. Both learners and training can be assessed as follows.

- Continuously by informal methods such as reviews or observation, or by more formal methods such as tests or assignments
- At the end of training, again with similar options to those above

iv) **Supervisor**

This is the task of controlling any practical work, which gives an essential insight into the real world for which the learner is being trained. The trainer demonstrates, questions, and briefs each learner on the activity, before questions, and briefs each learner on the activity, before circulating and giving supportive feedback to each person.
v) Counselor

This is a skill, or rather a set of skills, which any trainer needs to be able to use in most situations and tasks. The skills include those of listening, questioning, observation and attending. The trainer needs to take on the role of counselor whenever learners need to explore what they think or how they feel about something.

vi) Guide

This is a role for the trainer at particular stages of learning. Whenever learners have decisions to make - or choose out of several options in a given situation or even in brainstorming in a relatively new area, they may need help and guidance of the trainer.

You would expect guidance to include the component of advice, but might be surprised that one of the essential skills is counseling. In fact guidance is akin to coaching, in that direct advice is withheld until the trainer has checked the learners' needs and interests in full- and then it is offered rather than given.

vii) Trouble shooter

Slightly tongue in check this one, but true. As any trainer knows, things always do go wrong when you're most pressured and have no time to spare. You could call this the off-the cuff side of managing!

viii) Training Manager

Many times it is observed that a trainer has to discharge the role of a Training Manager too. This means looking after a number of Administrative and Managerial tasks besides those of a Trainer.

This is no one task, but he ability to make decisions, change techniques, and control all the factor we discussed earlier, trivial or important. When we think about this, the whole of training is about management!

Managing skills include the ability to plan, decision making and problem solving.

ix) Becoming A More Learner Centred Trainer

In order to make the learning process more effective it is necessary to constantly watch out for how participants learn, rather than offering them whatever the trainer knows on the subject. Therefore the trainer must be flexible and oriented towards the learners.
Let us take a look at this:

- Makes learning active
- Starts from the learners' personal experience.
- Builds their expectations into training.
- Creates a non-threatening environment in which learners can explore their feelings and attitudes as well as their ideas.
- Uses a variety of methods which take account of:
  - Different learning styles
  - Study problems
  - Types of learning
  - Processes of learning
- Counsels and guides each learner throughout the course
- Helps each person develop study skills
- Enables learners to assess their own progress
- Reinforces positive achievement
- Offers criticism, which is positive and constructive.
- Creates an environment in which trainees can learn from each other.

In other words, the learner-centred training becomes facilitator of learning, rather then simply an 'instructor'.

7. Training Methodology

In training, methodology is the most vital factor, which defines the approach of the training. To decide a methodology to be used in a training mostly depends on the training design, the profile of the participants, time available, training space and skill of the facilitator.

Some of the popular training methodologies are explained below.

i. LECTURE METHOD

Lecture is a very common method of instruction. In this method the lecturer or instructor does all the talking. Lecture can be effective if the instructor makes the members of the learning group 'think through' the information as it is being presented. This can be accomplished with the use of various teaching aids.
Lecture keeps data abstract for purposes of training and relies on several assumptions:

- That participants are motivated to learn
- That the lecturer and participants are on the same wavelength, so that there is a basis for common understanding.
- That the lecturer can hit on a speed of delivery, a set of ideas, etc.
- That the assembly of participants in the same room and atmosphere produces useful results
- That a participant can be himself, with the help of reading and informal contact, build the bridge between the lecture and his work situation, and that intellectual understanding will influence action.

As a training method the purpose of lecture is specific and limited in imparting of knowledge and skill or influencing behavior. It holds its greatest promise when it is a response to questions raised by participants or thrown up in previous discussion, field work or other exercises. Its duration is also an important factor in its effectiveness.

Lectures may be used to introduce a new subject. The lecturer can motivate the learners while introducing a subject. With a perfunctory outline he can set the stage for what is to follow.

A lecture can be used also by the facilitator as a summary at the end of a session. It permits the instructor to cover a great deal of material in the least time- without any interruptions, questions or discussions. It also enables him to go directly to the desired objective without any diversion. More often in a large group a lecture may be mandatory.

With the lecture method the individual’s role in the group becomes passive. There may not be any exchange of ideas, participation or practice on the side of the learners.

With the lecture method one has to start by motivating the individuals. The introduction should appear challenging and stimulating. The language used should be simple, easy to understand and sentences should be short, correct. It should be directly addressed to the class with attention on individual, so that communication of ideas takes place.

**Planning of Lecture**

Before embarking on preparation for lecture the trainer must answer four basic questions:

- Who: Who is the audience?
- Why: What is the purpose of the talk?
How long: What is the time available?

What: What is the subject matter?

**Audience**

Knowledge about characteristics of the audience, their background, likes and dislikes, cultural differences, level of education, knowledge level, their attitude (friendly? curious? indifferent? hostile? skeptical?, etc.) are desirable, as it helps the trainer/ speaker to tailor his presentation.

**Purpose of Talk**

The objective or end result of the talk should be clear and the approach will depend on whether the speaker wishes to

I Give general information on a subject
I Gain acceptance for a new point of view
I Change basic attitude
I Give detailed information
I Teach a particular skill
I Cover more information within a short time.
I Stimulate ideas for informed group discussion subsequently.
I Deliver a topic having a lot of data and statistics etc.

**Time Available**

An effective trainer is one who effectively utilizes the time he has at his disposal. It is always better to have the audience still interested and wanting to know after a fully used time slot/ period.

**PREPARING THE LECTURE**

**Draft the Lecture**

Prepare lecture notes, with key words highlighted. Lecture notes must be in spoken language. Check whether you would be able to cover all the material, try out with a friend or on a tape recorder. Put approximate time frame for each subhead.

**Plan & Prepare Visual Aids**

These aids make the learning more meaningful. These aids should be selected and designed properly to ensure attention of participants and help to provide information.
Rehearse

Rehearsal is an essential step, even for an experienced lecturer. This gives a choice to the speaker to try out his presentation and also his audiovisual aids and one, two dry runs would instill confidence in the speaker.

DELIVERING THE LECTURE

Setting the Scene
- The speaker should arrive at the appointed place in time to check all arrangements.
- Establish rapport with the participants
- Get them involved
- Create norms (questions, notes, clarifications etc)
- Set up the materials and equipments and test their proper functioning
- Use an appropriate cue sheet for coverage and time management

Posture

Take a posture convenient to, yourself (speaker), but it is advantageous to stand and speak so that everyone can see you. A lecturer who gives equal attention to all parts of the audience is more successful since direct eye contact can win over a day-dreamer as well. Some speakers prefer to use the lectern since it holds the notes at a standing height.

Tips for enhancing effectiveness

Facilitators can avoid making their lecture boring and monotonous by doing the following-
- Not making the whole lecture a one way communication
- Not making the communication top-down, directive and keeping the participants passive through out the lecture.
- Asking relevant questions at the beginning and during the lecture to understand the quality of information available with the group and to build on that.
- Providing relevant and appropriate examples and illustrations to relate to the subject and to link the subject with field situation.
- Encouraging participants to ask more questions based on the matter communicated to them.
- Keeping eye contact with the group and not making the lecture by looking only at selected few or the front line participants.
- Giving attention to passive participants and to find out whether the participants are able to follow what is communicated.
ii. GROUP DISCUSSION

Objectives

- Produce a range of options or solutions, addressing the problem
- Generate a pile of ideas by examining issues in greater depth and looking at different dimensions
- Broaden the outlook of the participants through cross fertilisation of the ideas, based on new experiences
- Develop their skills in interpersonal communication and in expressing their views in a clear and frank manner
- It can also help in changing attitudes. Respect for others’ point of view

Setting up the groups

- Group discussion can either be organized in the total group (if the group is small) or the training group can be divided into sub-groups
- In giving tasks to the sub-groups, you have three options:
  - All the sub-groups may have the same topic/s or tasks
  - Each sub-group may be given different but related or complementary topics or tasks (e.g. different aspects of a problem or issue)
  - Topics or tasks may be different and unrelated
- Set out the intended outcomes from the discussion, the final product that you expect from the group exercise. This provides direction to the discussion and keep the members on track
- Give special attention to the composition of the sub-group. It should have members who can play different roles as the discussion progresses. The size of the sub-group is also important.

The subgroup selects its own leader to conduct the discussion

Dynamics of a discussion group

- A few individuals who are more articulate and vocal can dominate and take over the discussion. Keep a watch on this situation.
- Some are indifferent or too lazy to stop this.
- The group may not fully perceive the objectives of the discussion and may lose focus
- Group process may get relegated to a desire to achieve results in double quick time
- Discussion can turn into an endless debate or provide an opportunity to some individuals to settle their personal scores. Some may even participate with a view to gain attention of the group or vie for leadership.
Role of the discussion leader

- Ensure that the discussion proceeds in the right direction and the group is assisted in achieving its objectives
- Ensure appropriate environment that will stimulate participation and keep the group focused on its objectives
- Guide the discussion and not control it
- Restrain the aggressive and dominant elements and encourage the shy and the inhibited ones
- Summarize the discussion periodically
- Do not let the group into an unreal world. It must remain close to reality.

iii. CASE STUDY METHOD

Objectives of the method

- Stimulate analytical, in-depth discussion with a view to presenting a multifaceted or an integrated perspective of the situation for better understanding, guidance and action by the participants. They get the perspective and points of view of those who might be involved or have understanding of the situation.
- Discussion may help the group draw generalizations or working principles. This can be related to a theory or a body of knowledge.
- This method can also be used as an exercise in decision-making or problem-solving. It develops participants’ ability to think, decide and choose appropriate course of action. They learn to respond to a problem or situation, taking into account all circumstances rather than going by a particular approach or style
- Help develop knowledge of skills in dealing with particular situations that they may confront in their job
- As the case relates to a real life situations, participants can also get in touch with their own attitudes, values and patterns of behaviour
- The method can enhance participants’ learning about the issues raised in the case.

Guidelines for using the method

- Effectiveness of the use of the method depends on its relevance to the learning objectives of the session. Level of the facilitator’s skills in using the method and the capacity of the participants to participate meaningfully and productively in the discussion are other crucial factors in the use of the method.
- The facilitator should have thorough knowledge of the subject and the connected issues.
A case study should normally be based on genuine data and real life situation; but for the purpose of training a simulated situation may be constructed and used for analysis.

Even if it is a real case and the outcome is already known, it is necessary to encourage the participants to look for various options and dimensions of the issues involved. There are always different ways of looking at a situation.

Before the case study, introduce the subject or concepts that are likely to be discussed in the case and prepare the group for the discussion.

**Steps for writing a case study**

1. The first step in writing a good case study is to set out the learning outcomes as the case will be structured on the basis of what you want to get out of this training activity.

2. The next step is to identify the problem or issues that you wish to deal with in the case. It is advisable to focus on one or two situations or problems. If you include a number of issues, the participants may get confused and this affects discussion.

3. Arrange the data and information in a logical structure or scheme. Determine opening statements for the facts of the case. This gives you an outline and a broad framework for the case. Ensure that you highlight the issues and the situations. If you find that two situations or problems are running concurrently, review and keep the focus on one problem.

4. You are now ready to write the first draft. Add more details and information to the outline that you have prepared. These details should assist the participants in fully comprehending the situation as it unfolds in the case. Avoid superfluous details. Be as specific as possible.

5. Write in simple and easy language. Do not use complicated words. Write short sentences. One paragraph leading smoothly to the following one.

6. Once the body of the case is completed, you may write the introductory paragraph/so very briefly you should spell out the parameters and the principles within which the case is to be viewed, analyzed and discussed. You should also set the scene for the case, giving relevant and adequate information on the organization or the individuals who constitute the subject of the case.

7. Go over the case to ensure that important details are not missed.

8. Revise the draft and finalize the case.

**Presentation and discussion**

1. Help the participants analyze, individually and collectively. You can build on the points for more inputs on the topic.
You should be fully familiar with the case. The additional materials that you may have with you will help you clarify points raised by the participants and take the discussion forward.

Prepare the group well for the exercise. Give them time to study and grasp the details before you start the discussion.

You should know the group before the exercise commences. Who can play what role in the discussion?

Initiating the discussion, seeking clarifications raising queries, analyzing the situation, providing insights are some of the roles that group members can play. This will facilitate your task.

Your skill in leading a discussion is also a crucial factor.

Keep the group focused. Do not give opinions or viewpoints. That can freeze or block the discussion.

Be aware of your own bias.

### iv. ROLE PLAY

#### Objectives of the method

- For bringing about behavioural changes. Actions, behaviour and interactions that constitute a role play become the basis of self appraisal and feedback from the participants.
- Enhances self awareness and insights into one's own behaviour.
- Learning to understand others' point of view and behaviour in same situation.
- Develop skills in problem-solving and decision making, especially under pressure environment.
- Enhances skills in dealing with conflict-ridden and stressed situations.
- Provides experience in self expression and interpersonal communication.

#### Elements in role play

- It is a real life situation. The situation should be challenging and generate interest and involvement.
- Promote interaction among the participants, playing different roles, within the framework of the objectives of the exercise.
- Although roles are defined, depending on the structure the facilitator chooses for the exercise, but there is a lot of scope for innovation and taking initiative.
- Parameters for the exercise should be defined. Inform the participants of the do's and don'ts for playing their roles in the exercise. Set out clearly the rules governing the role play and brief the group.
Monitor the progress of the exercise to ensure that there are no deviations. However, take care that participants' actions and initiative is not curbed.

Guidelines for discussion on the exercise once the role play is concluded should be developed well before the action commences.

Ask participants to play the role with as much realism as possible.

The role of the observers should be clearly defined. They should get proper briefing from the facilitator on their roles. It will be desirable to provide them with written guidelines for their work.

**Planning the role play**

Identify the problem/s that you wish to highlight through the exercise.

Set out the learning outcomes.

Develop structure for the role play.

Assign roles.

Develop materials for the exercise. This will include introduction to the role-play; setting out operating norms and rules for the exercise; preparing role briefs; and observers' sheets.

**Conducting discussion**

Draw up a structure for discussion. In what form the groups will prepare the report? "What actions, behaviours will be highlighted? To what extent the role players will be allowed to clarify or intervene?"

Reduce threat perception. Ensure that feedback in constructive and helpful rather than critical and damaging to the individuals.

Prepare participants for analysis of their actions, behaviour.

Discussion can degenerate into unhealthy discussion. Tempers can run high. People can become defensive. Take care of this.

Ensure that learning points are not lost in the discussion. See that you bring them out.

Debrief them before they leave the discussion.
SECTION-C

POWER POINT PRESENTATIONS
FOR
RESOURCE PERSONS

References

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ii. Operational Guideline on MGNREGS, 2008
iii. Book on "Direct Trainer Skill" Published by SIRD, BBSR in 2008
iv. Book on "Rule and Role Clarity and Responsibility of PRIs" Published by SIRD, BBSR in 2008
v. Circulars and guidelines issued by Panchayati Raj Department, Govt. of Orissa on MGNREGS
শহীদমূলক স্মৃতিস্তম্ভ

প্রথম প্রধান মন্ত্রী

প্রথম প্রধান মন্ত্রী

শিক্ষা ও সন্ত্যাগ

১০০০ টাকা সদস্য রাখুন দুই মাসের ইতি-কাল।

শিরোনাম

এক।

সাধারণ প্রথম

১৫০০ টাকা প্রাধান্য দিতেন।

শিক্ষামূলক সম্প্রীতি

তৃতীয় প্রথম মাসের ইতি-কাল।
ছাড়া আসা জানানো হলে দিন করা বলে নির্দিষ্ট করার জন্য প্রজাতন্ত্রের শ্রীমত আগ্নেয় আচার্যের ধ্রুপদীর ছাড়া আসা করার বলে নির্দেশ দেন।

• দুর্গ করে যে যায় মোহনার নিশনের পথ কে নিয়ে করা তার দুর্গ করে পূজা।
• পুরাণ ময়নার নিশনের পথ কে নিয়ে করা তার দুর্গ করে পূজা।

ছাড়া আসা অনুষ্ঠান

• ছাড়া আসা অনুষ্ঠানের মেরা দুর্গার পুজো।
• তর্ক ও কর্মের মেরা দুর্গার পুজো।
• হংস পাগল ও হংস পাগলের মেরা দুর্গার পুজো।
• জিন্দ বহর বুদ্ধিবিজ্ঞানের মেরা দুর্গার পুজো।

ছাড়া আসা বাংলা

• হাঁস হাঁস হাঁস হাঁস প্রকাশের মেরা দুর্গার পুজো।
• চর্চা করা যাবে।
• হাঁস হাঁস হাঁস হাঁসের মেরা দুর্গার পুজো।
• জিন্দ বহর বুদ্ধিবিজ্ঞানের মেরা দুর্গার পুজো।

ছাড়া আসা মাইনারি

• হাঁস হাঁস হাঁস হাঁস প্রকাশের মেরা দুর্গার পুজো।
• চর্চা করা যাবে।
• হাঁস হাঁস হাঁস হাঁসের মেরা দুর্গার পুজো।
• জিন্দ বহর বুদ্ধিবিজ্ঞানের মেরা দুর্গার পুজো।

ছাড়া আসা অপরাজিত

• হাঁস হাঁস হাঁস হাঁস প্রকাশের মেরা দুর্গার পুজো।
• চর্চা করা যাবে।
• হাঁস হাঁস হাঁস হাঁসের মেরা দুর্গার পুজো।
• জিন্দ বহর বুদ্ধিবিজ্ঞানের মেরা দুর্গার পুজো।

ছাড়া আসা অপরাজিত বলে নির্দিষ্ট

• হাঁস হাঁস হাঁস হাঁস প্রকাশের মেরা দুর্গার পুজো।
• চর্চা করা যাবে।
• হাঁস হাঁস হাঁস হাঁসের মেরা দুর্গার পুজো।
• জিন্দ বহর বুদ্ধিবিজ্ঞানের মেরা দুর্গার পুজো।
• চর্চা করা যাবে।
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## শিক্ষার বিষয়কর্মা

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## জনগণকে স্পষ্ট করে বলুন (যথেষ্ট — ৫ জ্ঞ)

- জনগণকে স্পষ্ট করুন যে, যদি তারা অকালের জন্য মাস্ক বন্ধন করেন, তাহলে তারা পিচ্ছি স্বাদু মিষ্টি আহার পাবে।

## জনগণকে স্পষ্ট করুন (যথেষ্ট — ৫ জ্ঞ)

- জনগণকে স্পষ্ট করুন যে, যদি তারা গলা মুছে দিন, তাহলে তারা মেম প্যাট্রোনের লাগে প্রতি গলা মুছতে হবে।
বর্তমান সময়ের উন্নয়ন সহকারী (মানুষের জীবন)

- কৃষি প্রযুক্তির মাধ্যমে উন্নয়নের জন্য অত্যন্ত গুরুত্বপূর্ণ।
- কৃষি প্রযুক্তির মাধ্যমে উন্নয়নের জন্য অত্যন্ত গুরুত্বপূর্ণ।
- কৃষি প্রযুক্তির মাধ্যমে উন্নয়নের জন্য অত্যন্ত গুরুত্বপূর্ণ।
- কৃষি প্রযুক্তির মাধ্যমে উন্নয়নের জন্য অত্যন্ত গুরুত্বপূর্ণ।

রোমান্টিকস (সমাবেশ নাচ)

- মানুষের জীবনের একটি অংশ।
- মানুষের জীবনের একটি অংশ।
- মানুষের জীবনের একটি অংশ।
- মানুষের জীবনের একটি অংশ।
1. The TRAINER MANUAL is designed to provide guidance on the training process.

2. This page contains several sections discussing different aspects of training.

3. The manual is divided into several chapters, each covering a specific topic.

4. Each chapter includes practical examples and exercises to enhance understanding.

5. The manual is intended for trainers and facilitators involved in training programs.
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• Inputs:
  1. Land
  2. Seeds
  3. Tools

• Outputs:
  1. Crops
  2. Fertilizers
  3. Insects

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ট্রেনার ম্যানুয়েল

ট্রেনার ম্যানুয়েলে ছোট সমস্যা হলো এবং তা সমাধান করা যায় না।

- চাকরির সময়ে উচ্চতর প্রয়োজন হয়ে ওঠে।
- শিক্ষার্থী প্রতিবেশিত মাঠ পরিষেবা নহে।

ট্রেনার ম্যানুয়েল

- নামনাম লিখে এবং পরপরের ঘটনা তালিকা কর।
- প্রাত্যেক দিন তালিকা পরিষেবা নির্দেশ দেয়া হয়।
- প্রতিদিন নির্দিষ্ট পরিসংখ্যান শিক্ষার্থী প্রতিবেশিত প্রতিবেশি কর।
- শুধুমাত্র এই সময় প্রতিবেশিত শিক্ষার্থীর নির্দেশ দেয়া হয়।

ট্রেনার ম্যানুয়েল

- সংস্থার মধ্যে বিশেষ প্রতিবেশি হলো এবং তা সমাধান করে না।
- সংস্থার মধ্যে বিশেষ প্রতিবেশি হলো এবং তা সমাধান করে না।
- সংস্থার মধ্যে বিশেষ প্রতিবেশি হলো এবং তা সমাধান করে না।
- সংস্থার মধ্যে বিশেষ প্রতিবেশি হলো এবং তা সমাধান করে না।

ট্রেনার ম্যানুয়েল

- এই সব প্রতিবেশি হলো এবং তা সমাধান করে না।
- এই সব প্রতিবেশি হলো এবং তা সমাধান করে না।
- এই সব প্রতিবেশি হলো এবং তা সমাধান করে না।
- এই সব প্রতিবেশি হলো এবং তা সমাধান করে না।
রাসায়নিক চিনি চাষ (VMC)

- রাসায়নিক চিনি চাষের জন্য নিম্নলিখিত ক্ষমতা ব্যবহার করা যেতে পারে:
  - মূলত তাপমাত্রা ও বায়ুস্রোত গতিঃ গতিঃ আবহাওয়ার ঘটনার কারণে তাপমাত্রা ও বায়ু স্রোত পরিবর্তন করা যেতে পারে।
  - পরিসীমার মধ্যে তাপমাত্রা ও বায়ু স্রোত পরিবর্তন করা যেতে পারে।
  - রাসায়নিক চিনি চাষের জন্য নিম্নলিখিত ক্ষমতা ব্যবহার করা যেতে পারে:

VCM চাষের ফলাফল

- মূলত তাপমাত্রা ও বায়ুস্রোত গতিঃ গতিঃ আবহাওয়ার ঘটনার কারণে তাপমাত্রা ও বায়ু স্রোত পরিবর্তন করা যেতে পারে।
- পরিসীমার মধ্যে তাপমাত্রা ও বায়ু স্রোত পরিবর্তন করা যেতে পারে।

খাদ্যচাষের তথ্য উপস্থাপন

- খাদ্যচাষের জন্য নিম্নলিখিত ক্ষমতা ব্যবহার করা যেতে পারে:
  - মূলত তাপমাত্রা ও বায়ুস্রোত গতিঃ গতিঃ আবহাওয়ার ঘটনার কারণে তাপমাত্রা ও বায়ু স্রোত পরিবর্তন করা যেতে পারে।
  - পরিসীমার মধ্যে তাপমাত্রা ও বায়ু স্রোত পরিবর্তন করা যেতে পারে।

খাদ্যচাষের জন্য নিম্নলিখিত ক্ষমতা ব্যবহার করা যেতে পারে।

- মূলত তাপমাত্রা ও বায়ুস্রোত গতিঃ গতিঃ আবহাওয়ার ঘটনার কারণে তাপমাত্রা ও বায়ু স্রোত পরিবর্তন করা যেতে পারে।
- পরিসীমার মধ্যে তাপমাত্রা ও বায়ু স্রোত পরিবর্তন করা যেতে পারে।

খাদ্যচাষের জন্য নিম্নলিখিত ক্ষমতা ব্যবহার করা যেতে পারে।

- মূলত তাপমাত্রা ও বায়ুস্রোত গতিঃ গতিঃ আবহাওয়ার ঘটনার কারণে তাপমাত্রা ও বায়ু স্রোত পরিবর্তন করা যেতে পারে।
- পরিসীমার মধ্যে তাপমাত্রা ও বায়ু স্রোত পরিবর্তন করা যেতে পারে।
রিফারেন্স স্ট্যাটাস সম্পর্কে

- জনসংখ্যা উপাদান ও প্রশাসন সম্পর্কে জ্ঞান সরবরাহ করার জন্য রিফারেন্স স্ট্যাটাস ব্যবহার করা হয়।
- রিফারেন্স স্ট্যাটাস সম্পর্কে জ্ঞান সরবরাহ করার জন্য রিফারেন্স স্ট্যাটাস ব্যবহার করা হয়।
- রিফারেন্স স্ট্যাটাস সম্পর্কে জ্ঞান সরবরাহ করার জন্য রিফারেন্স স্ট্যাটাস ব্যবহার করা হয়।
- রিফারেন্স স্ট্যাটাস সম্পর্কে জ্ঞান সরবরাহ করার জন্য রিফারেন্স স্ট্যাটাস ব্যবহার করা হয়।

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<th>সম্পর্কে</th>
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ପ୍ରକାଶହ: ପ୍ରଶଂସାକୁମରିତ ରାଜ୍ୟ ବିଭାଗ;

- କର୍ତ୍ରକ ପ୍ରବିଷ୍ଟ ଆଧାର ପରକାର କରୁକ; ଏବଂ ପ୍ରଭାବୀ କରିବ।
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