

PRACTITIONERS MANUAL

Championing Change

Empowering Women
Leaders in Local
Governance &
Beyond



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Why this Module?

From many years it has been observed that despite various policies aimed at gender equality, women remain underrepresented in political decision-making. While the implementation of gender quotas in India has successfully increased women's descriptive representation in governance, their voices often remain unheard. As women's presence in political spaces does not guarantee their voice— their demands, needs, and interests — remain poorly represented in politics and policy. The disconnect between female citizens and elected women representatives (EWRs) limits the influence women have over policy and decision-making processes. This also got validated by the Training Need Assessment (TNA) done by Ministry of Panchayat Raj (MoPR) while reflecting on the findings of the survey assessment done by Transform Rural India (TRI) in 451 Gram Panchayats across six districts of Madhya Pradesh. As per the findings of both TNA and Survey assessment, it was evident that there is need for a comprehensive training program to enhance elected women representatives' (EWRs) sense of agency and to support them to exercise the authority as *Sarpanch/Pradhan*. Given the intra-household and societal obstacles women face as they enter and occupy positions of authority, the program also should provide specific skill sets to negotiate and navigate their personal and official roles. Provides comprehensive understanding of the Panchayati Raj System so that they could navigate and fulfil their objectives.

To address this, Ministry of Panchayati Raj in technical support of TRI developed two phase comprehensive training module for Elected Women Representatives (EWRs) which covers the areas of Gender and Patriarchy, Sense of agency and authority, soft skills of negotiation-communication- public speaking and knowledge of Panchayati Raj system to navigate and fulfils the desired objectives.

This is not the general-type-common module and based on the 'Experiential Learning cycle' and 'Adult Learning Principles' incorporating various frameworks, applications and experiments.

National Capacity Building Framework (NCBF) also suggested the adoption of adult learning principles in PRI training and Capacity Building & Training (CB&T) in order to build the capacities of Elected Representatives and manage the entire ecosystem and its stakeholders carefully to foster effective PRI leadership. This module is designed based on the belief outlined in the NCBF that adults cannot learn effectively through pedagogical methods. Thus, this program includes components to provide trainees an option for reflective observation and develop new ways through various games, simulation, case-studies. Learners or participants will be at centre of the learning and not 'being taught' instead of help each-other to build understanding through peer learning. The module has below mentioned distinctive approaches:



- Different sessions are in synergy and flow with one another – and first sessions complements the next one
- Each particular session has specified objectives which are SMART in nature in case the session is related with 'knowledge' and 'skills' whereas for behaviour related sessions the objectives developed keeping in view the specific 'behaviour' and the 'degree' to which it required to be change
- Overall approach of the training is 'trainee' focus and learning would be based on interaction between the trainers and the trainees

Context of the Training

The 73rd Constitutional Amendment Act marked a transformative step in decentralizing governance and empowering women by mandating 33% reservation for women in Panchayati Raj Institutions (PRIs). Further to this, many States have made 50% reservation for the women in Local Governance. This provision aimed to ensure women's participation in decision-making processes and foster inclusive development at the grassroots level. However, despite this progressive policy, Elected Women Representatives (EWRs) often face systemic barriers, such as limited awareness of their roles, inadequate skills in governance, and societal resistance, which hinder their effective participation and leadership.

The current state of EWRs reveals a gap between their representation and meaningful impact. Many women leaders struggle with understanding governance structures, stakeholder engagement, and decision-making processes, limiting their ability to drive change. Additionally, challenges like patriarchal norms, lack of confidence, and poor communication skills further restrict their potential to mobilize communities and advocate for development. This underscores the urgent need for capacity-building initiatives to equip EWRs with the necessary knowledge, skills, and attitudes to overcome these barriers.

This training is designed to address these gaps by empowering EWRs to leverage their roles effectively, engage stakeholders, and drive inclusive governance. By focusing on gender-sensitive leadership, governance frameworks, problem-solving, and communication skills, the training aims to transform EWRs into confident and capable leaders who can champion community development and uphold the objectives of the 73rd Amendment. Through this intervention, we aspire to bridge the gap between representation and impact, ensuring that women leaders not only occupy seats but also shape the future of local governance.

Objectives of the Training

After the completion of 3 days training on “Championing Change: Empowering Women Leaders in Local Governance and Beyond, the Elected Women Representatives (EWRs) would:



Reflect on personal experiences related to gender roles and identity, analyse barriers influencing gender dynamics



Demonstrate effective communication skills, including verbal, nonverbal, and active listening techniques, and apply the six principles of influence in negotiation



Describe the funds, functions, and functionaries (3Fs) of local governance, identify the powers and rights of EWRs, and strategize actionable solutions to overcome barriers



Create a value web to understand stakeholder interdependence, describe stakeholder values, and recall the convergence framework (I have, I need matrix),



Articulate the relevance of women reservation in Panchayati Raj Institutions, applying this knowledge in mobilizing communities and advocating for gender-inclusive policies



Recall and apply the decision-making process, identify and prioritize local governance issues, and generate viable solutions

Macro Design of Three Days Training Program

Championing change - Empowering Women Leaders in Local Governance and Beyond

Module | **Day 1st**

Duration	Time	Sessions	Content
30 Min	11:00-11:30 AM	Welcome, Micro-lab and objective sharing	Welcome, Interactive introductions and Objective sharing
90 Min	11:30-01:00 (Including tea)	Conceptual Understanding on Gender, Sex & Patriarchy	- What is gender, Gender and their impact on women - Gender and its role in productive, reproductive, community, & political work (as EWR)
Lunch Break 01:00-01:45 PM			
100 Min	01:45-03:25 PM	Gender Division of Work	- Work division among male and female - Gender and work assignment, Value, Control and rewards - Community and political work (as EWR)
Tea Break 03:25-03:40 PM			
60 Min	03:40-04:40 PM	73rd amendment and opportunities for women in local governance (Part 1st)	- What is 73 Amendment - Core objective of the same - Why focus on women reservation - Direct democracy – role of citizens and their collectives
20 Min	04:40-05:00 PM	Reflection & Consolidation	- Individual reflections - Summarizing key concepts - Key note for next day

Beginning /Closing timing of the training may get changed as per the State context – region, connectivity etc.

Module | **Day 2nd**

Duration	Time	Sessions	Content
20 Min	11:00-11:20 AM	Recap & energiser	- Recap from Day 1 - Song (<i>Tumhe kya ho gaya hai</i>) - Introducing Day 2 agenda
55 Min	11:20-12:15 PM (Including Tea)	73rd amendment and opportunities for women in local governance (Part 2nd)	73rd CAA and women reservation - Responsibilities and boundaries of Local Governments
75 Min	12:15-01:30 PM	Panchayati Raj System and key components - Value Web Mapping of Different Stakeholders	- Overview of Panchayat System and its different components - Value Web Mapping of different stakeholders (with GPDP example)
Lunh Break 01:30-02:15 PM			
45 Min	02:15-03:00 PM	Value-Web mapping of different stakeholders of PRI system	- Identification of different stakeholders - Interdependence and mapping of value
Tea Break 03:00-03:15 PM			
90 Min	03:15-04:45 PM (Including Tea)	Fund, Function & Functionaries	Access, knowledge and participation on 3Fs of Panchayati Raj System (PRI)
15 Min	04:45-05:00 PM	Reflection & Consolidation	- Individual reflections - Summarizing key concepts - Key note for next day

	Methods	Expected Output
	• Interactive Lecture • Micro-lab • Sample sharing	• Feel comfortable in the training environment • Align with the training subject and contents
	• Game – Power Walk • Interactive discussions • Prompts	• Identify Structural Barriers in productive, reproductive, community, & political work.
	• Mapping 24Hrs division of work • SGA -challenges and facilitating factors	• Understand Gender Division of Labour & its impact on leadership.
	• Flash Card activity/Bandhan Game • SGA on roles and boundaries of different levels of government	• Objective of the enactment of 73rd amendment and reservation for the women in local governance
	Game – Learning web	• Revisiting days learning and internalising the information • Preparing their own learning book

	Methods	Expected Output
	• Game: Passing the ball • Quiz	• Recalling yesterday's learning • Reflecting on self-state and motivating others • Aligning with the agenda of the day
	• SGA and Interactive discussions	• Objective of the enactment of reservation for the women in local governance • Responsibilities and boundaries of Local Government
	• Bicycle analogy for Whole-part-whole of PRI -System • Plenary • Consolidation • Value Web exercise of PRI stakeholders • Plenary and summarization	• Articulating the PRI as system and its different elements. • Mapping of different stakeholders and their value
	• Game: Value Web	• Illustrate the interconnectedness of stakeholder interests and the importance of collaboration and influence
	• SGA through large flex/banner • Summarization	• Describe the funds, functions, and functionaries (3Fs) of local governance
	• Game: Passing the ball	• Revisiting days learning and internalising the information • Preparing their own learning book

Macro Design of Three Days Training Program

Championing change - Empowering Women Leaders
in Local Governance and Beyond

Module | **Day 3rd**

Duration	Time	Sessions	Content	
30 Min	11:00-11:30 AM	Recap & Sharing	- Recap from Day 2 - Introducing Day 3 agenda	
45 Min	11:30-12:30 (Including tea)	Roles and Responsibilities of ERs	Roles and Responsibilities of Elected Representatives (R&R)	
45 Min	12:30-01:15	Process and Procedures of Gram Sabha	- Processes and Procedures of Gram Sabha - Social Norms related to EWRs	
Lunch Break 01:15-02:00 PM				
60 Min	2:00-03:00 (Including Tea)	The art of Communication (Facilitation of democratic functions)	- Input Session- Elements of communication - Verbal Non-verbal communication - Practicing public speaking	
60 Min	03:00-04:00 PM	Leadership and Influence	- Types of leadership and way of leadership - How to influence others	
45 Min	04:00-04:45 PM	Reflection & Consolidation and Post assessment	- Individual reflections - Summarizing key concepts	
Closing with Tea and Snacks				



Methods	Expected Output
• Game: Activity	• Recalling yesterday's learning • Reflecting on self-state and motivating others • Aligning with the agenda of the day
• SGA for R&R	• Recalling the key roles of Elected Representatives (ERs)
• Snake and ladder Game/Interactive discussions/ Group discussions and summarizing	• Understand the important procedures and processes of Gram Sabha and Navigate the challenges faced by EWRs
• Group activities • Role Plays • attending–responding	• Describe the importance of verbal and nonverbal communication, including gestures, postures, and tone
• Group activities • Role Plays	• Discussing leadership – and its various types



Day 1st | Session 1

Welcome & Objective Sharing

- ➔ Ask them about their journey to the training centre. Inform them about basic amenities available at the training location. After familiarizing them with their new environment, the facilitator will ask the participants to write their objectives as to why they are attending this meeting on a card provided to them
- ➔ The Facilitator will give the participants a 10-minute period to write their expectations, then S/he will ask the participants to stick the cards with their written expectations on a wall.
- ➔ Give the participants a 5-minute time period to read the other cards on the wall. The facilitator will then share objectives and a 3-days workshop plan with the participants.

Facilitator's Note

If all the participants are not literate, then ask each of them what their expectations are. The facilitator then note-down all the expectations on the white board after which any of them who can read-write among them will be invited to summaries all the points mentioned. In case the participants hesitant to do this on their own – in that case the facilitator summaries the expectations while categories them in 3-4 categories.



Micro-Lab Large Group Activity



30 minutes

- Instruct participants to stand up and follow instructions as you give them (See instruction sequence overleaf).
- Read the micro lab instruction sequence loudly and clearly.
- Participants may ask for clarification. Do not provide further information. Simply repeat the instruction.
- Observe time limits that correspond to each instruction. Do not give extra time. If participants run out of time, they should move to the next instruction. Participants may look for facilitator approval as they give answers. They may seek validation through eye contact. Avoid eye contact with participants.

Facilitator's Note

The micro lab is designed to create an environment where participants can explore their own views and the views of others. This process, designed by Kurt Lewin, combines movement and reflection to focus participants, encourage release of inhibitions and prepare for group engagement during training. The line of micro-lab questions parallels the program structure. Participants will move from more personal questions to questions that prompt macro perspectives. The purpose of this activity is to seed key ideas that will be addressed more thoroughly during the session. This session is not designed to build understanding or awareness. It is an opportunity for participants to articulate their personal views. The micro lab is conducted to allow the participants to “unfreeze” emotionally with each other as well as intellectually towards the various topics that would be covered in the training. Care has to be taken that any unrelated or uncovered expectations are explained to the participants so that they are clear about the nature of the training.



Micro Lab Facilitation (Process)

The facilitator shall post the registration of attendees, and ask them to assemble in the center of the room. The facilitator, shall in a clear voice, call out instructions for the participants to follow.

01 2 minutes

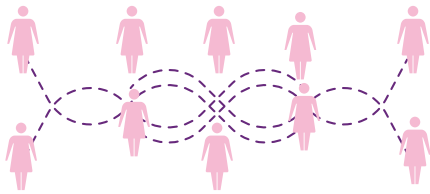


Move around, make eye contact, and greet each other without words.



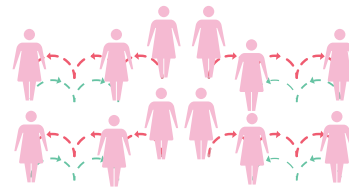
Stop, make pairs, and introduce yourself to each other, your name, your village and the one thing you like most about being here.

02 2 minutes



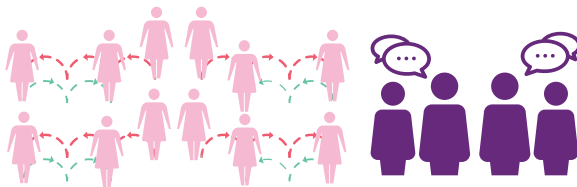
Move around in a zig-zag manner. Stop, make pairs, and share the most interesting event of your life that you will never forget.

03 3 minutes



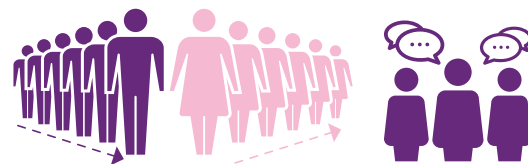
Move 3 jumps backward and two jumps forward and two jumps backward. Stop, make group of 3, and share an incident in the recent past where you learn a new thing in any training. How did you feel about it?

04 4 minutes



Again, move backward along with your partner. Now form groups of 4, and share in your respective groups -What was the biggest hurdle for you to attending this training programme?

05 3 minutes



Move forward again and keep walking till you reach the end of the room and then turn back and start walking. Now form groups of 3, share what you have made to make someone's life better.

06 5 minutes



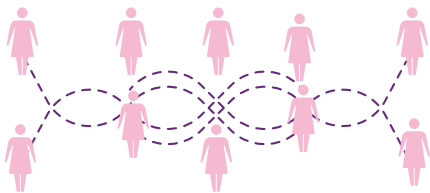
Move straight forward, turn and back straight, Stop, make a group of 5 share - what changes have you experienced in your life after becoming representative of your panchayat

07 4 minutes



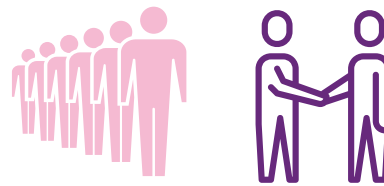
Start moving around in the room. Stop! Form a group of 4 and share your two strengths

08 4 minutes



Move in a zig zag manner, stop, make a group of 4 and share a significant achievement of your's as a panchayat representative

09 6 minutes



Start moving around in the room. Shake the hand with the person standing to your right and left, (after completing the task) Stop! Now form groups of 3 and share one dream for your village that you hope to achieve as Sarpanch/Pradhan

10 2 minutes



Move forward, look at some one, go to her and shake your hand and say - HUM Karenge aur kar ke rahenge

11 5 minutes



Move around. Now, form a big circle, while holding hand of each-other. what you expect to learn in next three days share with in your group

The facilitator shall paraphrase the sharing of expectation, then take a close look at the expectations shared/ written and make a note of which of them would not be addressed in this training and explain to the participants why the same would not be taken up in this training. Thanks them for sharing their thoughts.

Day 1st | Session 2

Gender, Sex and Patriarchy

Duration: 1 hour 30 minutes

→ EWRs will demonstrate an increased ability to recognize gender stereotypes, in their personal experiences and in Panchayat governance as measured by pre- and post-training assessments.

→ Elected women representatives in Panchayats will demonstrate concepts of Gender, Sex and Patriarchy, and will articulate how this understanding influences their life experiences and the governance practices during post-training.

→ EWRs will engage in at least two initiatives aimed at challenging gender stereotypes at the self and community level and promoting gender equity approaches in their governance initiatives.

Content Overview

- Defining Gender, Sex, and Patriarchy
- Factors associated with being male, female, or transgender
- Influence of gender on identity, societal interactions, and governance
- Patriarchy as a system and its structural impact
- Gender roles, responsibilities, and power dynamics in decision-making
- Breaking barriers: Women's role in Panchayati Raj governance



Activity 01

Unpacking Patriarchy – “Power Walk”



30 minutes

Material Needed

Rope, chalk/lime, an open hall/room with space for movement

Facilitator's Preparation

- Ensure a large space where participants can move forward and backward freely.
- Draw a straight line on the ground using rope or chalk.
- Set a safe and non-judgmental environment where participants feel comfortable reflecting.

Instructions for Participants

- Stand in a straight-line shoulder to shoulder.
- Listen to the statements read aloud.
 - If a statement applies to you, take one step forward.
 - If it does not apply, take one step backward.
- Remain in place if unsure.
- Reflect quietly on your position as the exercise progresses.
- An example can be given if required

Once the participants are aware about the process of the exercise, the facilitator starts giving the instructions.



Facilitator's Note

- Speak loudly and clearly.
- Stand in the middle of the line to ensure visibility.
- Reassure participants: "This is not an evaluation but a self-reflection exercise."
- Encourage participants not to judge or compare positions with others.
- Maintain confidentiality regarding personal experiences.



The facilitator will make the following statements with the instructions:

1. Who has completed **12 years of schooling**?
2. Who has a **house in their name**?
3. Who has **land ownership**?
4. Who can **spend money** freely?
5. Who can **travel freely** without permission?
6. Who **owns a smartphone**?
7. Who meets **block officials on a regular basis for the developmental works** of the panchayat?
8. Who **has visited the District Collector office alone**?
9. Who **has submitted any kind of demand related to panchayat work to the local MP (Member of Parliament)**?
10. Who conducts regular visits to the Anganwadi Centre?
11. Who has **attended any kind of Panchayati Raj training**?
12. Who has **participated in any meetings outside their village**?
13. Who **convenes Gram Sabha meetings**?
14. Who lead the planning and budgeting of GPDP
15. Who can **attend Panchayat meetings independently**?

Facilitator's Note

After the participants have moved some steps ahead or behind, they would be asked to look at each other and their positions. They would be asked why they have moved from their original positions. What are the reasons of the movement. The below-mentioned questions can be raised. The session will be summarised with the facilitator explaining that how patriarchal systems and structures have led to inequalities across various layers of society including gender caste, class, colour, etc. The handout notes can be used for explaining the various inequalities.



Debrief and Reflection: 10 Minutes

Once all statements are read, ask participants to look at their relative positions and reflect. Use the following guiding questions:

- Who is at the front of the line? Who is at the back? Why?
- Who gets more opportunities in society?
- Who has more decision-making power?

- Who has greater freedom of mobility?
- What privileges exist in our society?
- How does patriarchy influence these differences?
- Is this system fair? What are its consequences?
- What can we do to challenge these inequalities?

Key Learning from Reflection

The participants would learn how social norms, gender roles, and systemic structures shape opportunities.

- **Connecting to Governance:** How these issues manifest in Panchayati Raj institutions.
- **Taking Action:** What can EWRs do to promote gender-equitable decision-making?

Commitment Exercise

Facilitator at the end of first exercise can ask the Participants to voluntarily share **one action** they will take in their Panchayat to promote gender equity. Examples; Advocate for more **women-led Gram Sabha meetings**, encourage more **women to speak in Panchayat discussions**.

Exercise Wrap Up.

Facilitator summarizes key insights.

See Annexure 1 for Facilitator Notes.

Activity 02

Gender and Sex and Patriarchy



30 Minutes

Material Needed

- Flipchart or whiteboard
- Markers
- Sticky notes
- Handouts (optional) that can be put in a box during the design of the module

Facilitation Process

Building on the previous activity, "Power Walk," the facilitator will begin with a recap of key learnings. The discussion should highlight how participants moved forward or backward based on their socio-economic position and how patriarchal structures shape these dynamics.

Facilitator's Note

- Encourage oral expression for participants who are more comfortable speaking.
- Clarify that the purpose of this exercise is to understand the concepts of sex, gender, and patriarchy and their significance in governance and representation within Panchayats.
- Challenge participants to critically examine gender stereotypes and their real-life impact.



Conceptual Framework

(i) Sex & Gender and (ii) Patriarchy

STEP 1



Differentiating Between Sex and Gender

5 minutes

- Draw two columns on the flip chart labeled “Sex” and “Gender.”
- Under “Sex,” write: “Biological characteristics such as anatomy and chromosomes.”
- Under “Gender,” write: “Social, cultural, and psychological aspects associated with being male, female, or non-binary.”
- Invite participants to list characteristics that define a person’s sex versus their gender.
- The responses of the participants will be written/drawn in both columns based on the education levels of the participants. The responses which they define as sex will be written in the sex column and those under gender will be written under the gender column.
- Ask participants: How did you decide what belongs in each column? Why

STEP 2



Interactive Discussion on Gender Stereotypes

5 minutes

Ask participants open-ended questions to prompt reflection, such as:

- How would you define sex and gender in your own words?
- Can you share a personal experience of a gender stereotype or assumption?
- What is some common gender stereotypes you have heard?
- How do these stereotypes affect women’s roles as elected representatives in Panchayats?
- Can you think of examples of gender-based discrimination due to such stereotypes?

Encourage participants to write examples of stereotypes on sticky notes and place them on the board under “Gender.” Discuss how these stereotypes are socially constructed and how they shape roles and expectations in governance.

STEP 3



Understanding Patriarchy as a System

5 minutes

Explain Patriarchy

- Patriarchy is a system of power that assigns different roles, responsibilities, and access to resources based on gender.
- It influences how men and women are socialized, how they perceive themselves, and how society treats them.
- It determines who has control over resources, assets, and decision-making power.

Discussion Prompts

- Who usually controls land, property, and finances in families?
- Who makes major household and community decisions?
- How are men and women expected to behave differently in society?
- How does patriarchy affect women’s participation in governance?

Encourage participants to share experiences from their Panchayat roles where they faced gender-based obstacles.

Facilitate Discussion: 10 minutes

- As participants share their thoughts and experiences, capture key points on the flipchart.
- This visual representation helps illustrate the diversity of gender experiences and identities, promoting deeper discussion.
- After all participants have spoken, reflect on the diversity of their experiences and identities.
- Discuss how understanding gender and patriarchy fosters inclusivity and empathy. Emphasize that gender is diverse. Individual experiences: Some individuals may identify as transgender, meaning their gender identity differs from the sex they were assigned at birth.
- Encourage participants to share examples of how gender is expressed and understood differently by different people.

For Facilitator to Facilitate the Discussions

- Gender is diverse, and individual experiences vary widely.
- Some individuals identify as transgender, meaning their gender identity differs from the sex assigned at birth.
- **Gender Expression:** This includes outward manifestations of gender, such as clothing, hairstyles, and behaviors. For instance, someone assigned female at birth may express themselves in traditionally masculine ways, challenging societal norms.
- **Systemic Patriarchy:** Gender roles and responsibilities are shaped by patriarchal systems.
- **Socialization:** Men and women are conditioned from birth to adopt specific roles and characteristics.
- **Access and Control:** Patriarchy dictates who has access to resources, assets, and opportunities.

Handouts have been provided at the end of the Manual.



Annexure 1

Facilitators Handouts for the 'Power Walk'

The exercise is useful to illustrate how patriarchal systems impact individuals differently based on their gender, highlighting disparities in power, privilege, and decision-making within society. The facilitator can explain how the mobility, financial independence, sexuality, and the ability to exercise choice by women is controlled by patriarchy. The exercise serves as a powerful tool for analyzing and critiquing the social systems and institutions, empowering participants to think of the need for adopting values and practices for gender equality and social justice in their lives, and promoting them in their families and communities. The following key points could be used to consolidate the points of discussion emerging from the power walk exercise.

Facilitator will ask the participants

Positionality

Encourage participants to reflect on their position in the line relative to others. Why are some people in the front, some in the middle and some behind? Is the difference in the position caused by economic factors, sex, social status like caste, religion, etc.? What depriving factors and barriers caused them to walk backwards? Is it the same for men, women, people of different gender, caste, class, etc? How does this lead to few people gaining better position and status in society? Those at the front likely experience more privileges and power, while those at the back face greater barriers and limitations.

Opportunities and Power Imbalances

The facilitator can ask how people with more power and opportunities have reached at the front and those having less power lag behind. What are the reasons behind the differences in opportunities? Is it based on gender, class, caste, religion, etc? The opportunities can be related to education, skills, access to assets, resources, employment and control over income. Do women have decision making on all aspects of life like education, skill development, marriages, fertility, employment, livelihoods, income, mobility, etc.? Discuss the unequal distribution of opportunities and power in society based on gender. Those closer to the front often have more opportunities, decision-making authority, and mobility compared to those at the back.

Freedom and Mobility

Highlight the freedom of mobility as a measure of agency and autonomy. Which places they are able to visit is important to understand and review? Often women are able to travel for purpose of collection of fuel, fodder and water but the mobility is extremely restricted to public institutions, market and financial institutions? Why can women engage in having mobility in public spaces with respect to work and drudgery and their mobility is curtailed in public offices and spaces of privilege within their household? Participants who can move forward freely represent those with greater freedom and autonomy in decision-making and movement within society.

Privileges and Systemic Inequality

Emphasize how patriarchal systems grant certain privileges to individuals based on their gender identity, reinforcing systemic inequalities and perpetuating power imbalances. Who do you think have possession over assets like house, land, milch animal, equipments related to work, etc? Who has access to better and

skilled occupations with higher income? Who are in decision making positions with household, in politics and in occupations? Who is able to access opportunities related to education, sports and cultural activities and employment? Patriarchy retains power and privileges with men of dominant communities through hierarchies in gender, class, caste, colour, etc and reinforcing social norms and reinforcing stereotypical notions.

Systemic Oppression

Connect the exercise to broader systemic issues of patriarchy, where societal rules and norms are structured to benefit certain genders over others, leading to unequal treatment and opportunities. Can you explain what are the rules and norms related to gender division of labour? Who is expected to cook, clean, care for children and others in the family? Who is supposed to wear certain symbols associated with marriage? All genders are socialised to believe under patriarchy that domestic tasks and child care are only women's tasks and men do not have to perform them.

Fairness and Accountability

Prompt participants to consider whether the current state of affairs is fair and just. Encourage discussions on accountability and the need for systemic change to address gender-based inequalities. The participants can share the inequalities they are facing in the domestic, public and political sphere. How do they feel when they are not able to participate in the gram panchayat board meeting, gram sabha and in preparation of the Gram panchayat development plan? As EWR are they being denied from participation in these tasks? Though it is the constitutional mandate, often women elected representatives are deprived from participating in the activities which are constitutionally mandated and their husbands attend these activities.

Impact and Aftermath

Explore the consequences of patriarchal systems on individuals, families, and communities. Discuss the emotional, social, and economic repercussions of unequal power dynamics and limited opportunities. Do you feel that some genders and some communities are deprived of various opportunities, entitlements and services as a consequence?

Action and Change

Encourage participants to brainstorm actionable steps to challenge and dismantle patriarchal structures. Highlight the importance of collective action, advocacy, and policy reform in creating a more equitable and inclusive society. Stereotypes can be challenged to bring changes. However, they may not be accepted by people at once. Action for change is covered in further depth in the module of "Access, control and use of resources by women and girls."



Annexure 2

Facilitators Handouts for discussion on Gender & Sex and Patriarchy

“Sex” refers to physical attributes that are typically categorized as male or female based on biological factors such as reproductive organs and chromosomes. “Gender”, refers to a complex interplay of social, cultural, and psychological factors associated with being male, female, or transgender and that influence how individuals identify, express themselves, and interact with society. “Male” and “female” refer to our bodies, while “masculine” and “feminine” refer to what society thinks boys and girls should do.

The facilitator will help participants understand that some roles are related to our bodies (sex), while others are what society expects (gender), and will encourage participants to share their thoughts. Initially, the facilitator won’t mention “sex” and “gender” and will encourage participants to bring up these terms themselves.

Gender roles, norms and relations are taught by socialisation. Socialisation is a process of informal education which imparts certain values, attitudes and behavioural codes to individuals. These behavioural codes are different for men and women. They often put greater restrictions on women in matters of freedom of choice, expression and movement in comparison to men in most societies.

Socialisation is a continuous process. Several institutions, starting with the family into which a child is born, help in the process of socialisation. The sources from where we learn gender-based behaviour are family, friends, tribe, peer groups, society, religion, culture, traditions, schools, customs, proverbs, media, legal provisions, etc. When these roles and activities become routinely incorporated into everyday work, it is called normalisation. Normalisation involves the construction of an idealised norm of conduct—for example, the way a woman should behave and then rewarding or punishing individuals for respectively conforming to or altering from this ideal becomes the practice.

Encourage participants to continue exploring and questioning their own assumptions and beliefs about sex and diverse gender identities. Emphasize the importance of promoting gender sensitivities and inclusivity and understanding within Panchayat governance.

Day 1st | Session 3

Gender Division of Work

Duration: 1 hour 40 minutes

- ➔ Understand how social norms shape gendered labour roles and recognize gendered disparities in workload distribution
- ➔ Identify and differentiate between productive, reproductive, political, and community work.
- ➔ Examine the roles of Elected Women Representatives (EWRs) and Elected Male Representatives (EMRs) and identify the challenges women face in political and economic participation.

Content Overview

- Gender Division of Work - productive, reproductive, and community work
- Social & Economic Impact of Unequal Work Distribution - Women's unrecognized and unpaid labor
- Political Challenges for Women Leaders- Gender biases in political spaces
- 24-Hour Workload Analysis - highlight workload disparities and double burden



Introduction: 5 mins

Building on the previous session on 'Gender, Sex & Patriarchy,' the facilitator will introduce this session by emphasizing how gender shapes societal rules—determining roles, interactions, and expectations for men and women in social, cultural, economic, and political settings.

Who will do what, how the men & women interact in doing their respective roles, what is expected from men & women to behave in a societal, cultural, economic & political setting.

Warm-up Discussion: 10 Minutes

- The facilitator presents an incomplete sentence: "All women like to cook."
- Participants split into two groups: those who agree and those who disagree.
- Each group explains their reasoning-. Ask the first group why they agree with the proposition and discuss. Ask the second group why they disagree with the proposition and discuss.
- The discussion will highlight differences between biological and socially constructed identities using the terms sex and gender.
- Participants reflect on whether the statement is about sex or gender before sitting down.

Summarising

Finally, discuss the difference between biological and socially constructed identities, using the terms "sex" and "gender" and think about whether the proposition is about sex or gender.

Ask them to sit down.

Facilitator's Note

Make it clear that all opinions and beliefs are welcome and valid. The goal is just to have a discussion about the various opinions and beliefs that people hold. Ask the first group why they agree with the proposition and discuss. Now, to dive deep into the topic, break them into Four Groups.

**For Facilitation**

- Move around, observe discussions, and encourage participation.
- Ensure participants consider all types of work economic, household chores, caregiving, and leisure.
- Make it interactive – Ask follow-up questions to deepen reflection.
- Use real-life examples – Relate findings to everyday



Activity 01

Mapping 24-Hour Division of Work



30 Minutes

Material Needed

- Chart papers
- Markers and pens
- Sticky notes
- Tape or pins
- Whiteboard and markers
- Pre-drawn templates of a 24-hour time chart (optional)
- Handouts or flashcards listing different types of work (optional, for reference)

Facilitation Process

Building on the previous activity, “Power Walk,” the facilitator will begin with a recap of key learnings. The discussion should highlight how participants moved forward or backward based on their socio-economic position and how patriarchal structures shape these dynamics.

Group Work: 20 mins

Participants form **four-five groups** to create a **24-hour work chart** for men and women in different settings:

- A rural household of an agricultural labourer (Men & Women)
- A rural household of a serviceman/servicewoman
- A rural household with an adolescent girl & boy
- A rural elected representative in local government (Men & Women)

Instructions

Ask the participants to write the tasks performed by women & men in a household setting on hourly basis for a 24hr cycle in a day and calculate total number of hours spent by women & men on a typical day.

- Each group charts a 24-hour schedule of daily tasks for men and women.
- Identify the total hours worked by men and women.
- Discuss disparities and the socio-cultural reasons behind them.
- Record findings on a chart paper for presentation.

Also, each group will discuss the following points amongst themselves and present in the plenary.

Group Presentation: 20 mins

Each group presents their findings, highlighting key disparities.

The facilitator leads a discussion on:

- Types of work undertaken by men & women.
- The invisible nature of women's work.
- The economic value of unpaid labour.
- Gender stereotypes that sustain unequal labour distribution.
- Differences in total working hours.
- The value men and women receive in exchange for the work they do?
- Socio-cultural norms shaping labour division.
- Why do these disparities exist?
- Implications on health, well-being, and opportunities.

Facilitated Discussion

- Where do the biggest disparities exist?
- Why do these disparities exist?
- How do they affect economic independence and decision-making?
- What changes can promote a more equitable workload?
- Experiences for better engagement.

Facilitator's Input: Understanding the Four Work Categories: 15 mins

While summarising the facilitator introduces the four types of work and aligns them with participants' observations: Facilitator make note of various tasks mentioned by the participants in different settings and categorise them under four work category productive, reproductive, community & political work.

**Productive Work**

Income-generating activities like farming, employment, factory works or business.

**Reproductive Work**

Caregiving, household chores, Cooking, and child-rearing essential for survival.

**Community Work**

Voluntary contributions for social cohesion (e.g., organizing events, SHGs), and engaging in religious or cultural practices.

**Political Work**

Governance, decision-making, and policy roles in public life.

Activity 02**Challenges Faced by Women in Political Role** 20 Minutes**Facilitator's Note**

Ask the participants to break into two groups and ask different questions. Tell one group to answer it from as an Elected Women Representative and another group as an Elected Men Representative:



Step-by-Step Facilitation Guide for the Exercise

During Introduction set the Context

- Begin by explaining the importance of time-use analysis in understanding gendered division of labor.
- Highlight that both paid and unpaid work contribute to household and community well-being, but the burden is often unequally distributed.
- Emphasize that the session is not about competition, but about recognizing patterns of labor division and questioning societal norms.

Group Formation & Instructions

- Divide participants into four groups, assigning each a different household setting:
 - Rural household of an agricultural laborer – Men & Women
 - Rural household of a serviceman/servicewoman
 - Rural household with an adolescent girl & boy
 - Rural elected representative in local government – Men & Women
- Instruct each group to:
 - Create a detailed 24-hour schedule for men and women in their assigned setting.
 - Record tasks hourly (including work, domestic chores, caregiving, rest, and leisure).
 - Calculate the total hours spent by men and women separately.
 - Discuss key findings, particularly disparities, socio-cultural reasons, and implications.
- Provide chart paper and markers for visual representation.

Group Work

- Move around to observe discussions, encourage participation, and ensure that tasks are being recorded systematically.
- Prompt groups to consider all types of work—household chores, childcare, economic activities, and personal time.

Group Presentations & Discussion

Each group presents their 24-hour chart and key observations (5 minutes per group). After all presentations, facilitate a plenary discussion using the following questions:

1 What differences do you observe in men's and women's workload?

2 Where do you see the biggest disparities, and why do they exist?

3 How do socio-cultural norms shape time use for men and women?

4 What are the implications of these disparities on health, well-being, and opportunities for women?

5 How can we promote a more equitable distribution of tasks at the household and community level?



Wrap-Up & Key Takeaways

- Summarize key patterns and inequalities observed across different settings.

Reinforce the importance of recognizing and valuing unpaid labor as a crucial step toward gender equity.

Table: Example for the Work Division

Women	Men
Get up early morning	Get up and drink /coffee
Clean the house, courtyard & backyard	Read newspaper
Clean the vessels	Take bath
Make tea/coffee and serve to everyone	Go to farm or work
Prepare breakfast and serve everyone	Take care of livestock/market related works
Bath the children and send them to school	Watch TV in the evening
Prepare lunch and clean the kitchen	Go to tea shop and chat with friends
Work in the land	Get things for house
Get fodder and fuel	Dinner
Fetch water	
Take care of livestock	
Take care of guests	
Prepare night food and serve everyone	
Clean the kitchen	
Help children to study	
Make husband happy	
Women work for 16 to 18 hours per day	Men work for 6 to 8 hours per day

Day 1st | Session 4

73rd Amendment and Opportunities for EWRs (Part-1)

Duration: 1 hour

→ After this session, the participants will be able to clearly articulate the need for the 73rd Constitutional Amendment

→ Clearly describe the need and importance of women's participation in local self-government

Introduction 15 minutes

Introduction and Setting the Objectives: All of you have won elections and have become people's representatives. I want to ask you a few questions. Please share whatever answer comes to your mind without worrying about whether it is right or wrong.



- Question: "When did our country become independent?" (Motivate participants to think and respond)
- Question: "Are you familiar with the term 'Constitution', if so, what is it?"
- Question: "How many years did it take to create the Constitution?"
- Question: "In which year did the Constitution of India come into force?"

After listening to the answers, the trainer will tell the participants: "Let us all try to understand the journey of development of the Constitution and the 73rd Constitutional Amendment in our country."

Activity 01

Flash Card Activity



30 Minutes

The trainers will **conduct discussion sessions using flash cards** to help the participants **develop their understanding of the Constitution of India**.

Participants will be given some time after being shown each flash card, so that they can be ready to express their thoughts about the picture.

- If a participant wants to speak, encourage her.
- If no one speaks, the **instructor will begin the interpretation of the picture, ensuring variations in their tone to hold their interest**.

FIRST FLASH CARD

“What do you see in this picture?”

Explanation by Trainer: This picture depicts ancient human society. Early human lived in herds, practiced agriculture and divided into tribes. Each tribe had its own rules and regulations, and there was a leader who made all decisions at their own discretion.



SECOND FLASH CARD

“What do you see in this picture?”

Explanation by Trainer: Over time the clans expanded, and they were divided into geographical regions. The system of governance of **Raja-Maharajas and Zamindari system** developed. At this time only the king ruled, where decisions were not made unanimously but dependent on the king's discretion. There were provisions for punishment.

(While discussing this card, the instructor will say that even when the kings were in power, there were **traditional panchayats** in the villages, but they were not recognized)



THIRD FLASH CARD

“What do you see in this picture?”

Explanation by Trainer: Even during the rule of kings and maharajas, there were **traditional panchayats at the level of village, caste and society**. These panchayats dealt with social matters and disputes, but they **did not get any constitutional recognition** from the Rajas and Maharajas. **There was no participation of women in them**. Five people from the village, called “panchs”, used to take decisions.



FOURTH FLASH CARD

“What do you see in this picture?”

Explanation by Trainer: This picture depicts **the advent of British rule**. After the arrival of the British, India was under their oppressive rule. The British administration weakened the traditional Panchayat system.





FIFTH FLASH CARD

“What do you see in this picture?”

Explanation by Trainer: This painting gives a glimpse of India's freedom struggle. It depicts the **Dandi March and the fight for Swaraj** under the leadership of Mahatma Gandhi. India got independence after the struggle against British rule.

SIXTH FLASH CARD

This flashcard will only be opened and displayed

Explanation by Trainer: This flashcard has a picture of India achieving its independence and the tricolour flying in the wind. The trainer can say “We attained freedom after long tireless efforts”

Discussion Questions from Trainer: The trainer will then ask the participants:

- We got freedom, but tell me, how will we govern such a big country?
- Do we need some rules, and laws to run the country?
- If the rules and laws are enacted, how will everyone know about them?

Participants will be prompted to ponder over these questions, enabling them to understand the need for the Constitution and a system of governance.

Trainer discusses the need for rules: The trainer will ask the participants, will listen carefully to the responses from participants, analyse them and then explain the need for rules basing their responses.

- **Do we have rules in our house?** Which are followed even if it is not written. But those rules can be easily changed.
- **But in the case of an institution or office, it has a regulatory system which everyone has to follow so that the office functions smoothly.**

The trainer will ask participants the following while encouraging them to answer.

- If statutory rules are required for the smooth functioning of the office, organization, then do you think rules, laws, etc. are also required for the smooth run a large country like India?

The trainer will show a **flash card** after this.

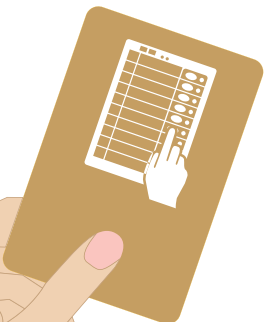


SEVENTH FLASH CARD

“What do you see in this picture?”

Explanation: We, the people of India, became independent, and our Constituent Assembly created the Indian Constitution establishing our own rules and two-tier system of government (**Central Government and State Government**) to govern the country smoothly. The central government has Lok Sabha which is elected by the voters of the country. The Legislative Assembly at the state level is also elected by the voters of the country. The central and state governments work to create policies and plans in the interest of the people of the country and the state.

(This picture depicts the outline of the structure of governance after India's independence. This will help the participants understand **why the Constitution is necessary to govern the country.**)



The trainer should tell the participants that

- According to the Constitution of India, there are rules for the welfare of the people.
- It is important that people have participation in development and people can take decisions related to their interests, **but**, with time, it has been understood that the central government and the state government take decisions as the representatives of the people and are part of indirect democracy because the elected people do not take decisions together with the electors.
- There is a difference in the needs of the village and the priorities of the state and the center because every village has its own local problems and needs which can be overcome only by decision making and monitoring processes with the collective participation of local citizens.

EIGHTH FLASH CARD**“What do you see in this picture?”**

Explanation: The Panchayati Raj system was established in the rural areas of India by the 73rd Constitutional Amendment Act made in the year 1992. It was implemented on 24 April 1993. Its objective was rural self-government and decentralization of power at the local level. The 73rd Constitutional Amendment Act is indeed a milestone by which the common people have got a golden opportunity to participate in good governance

But what are the main features of this constitutional amendment?

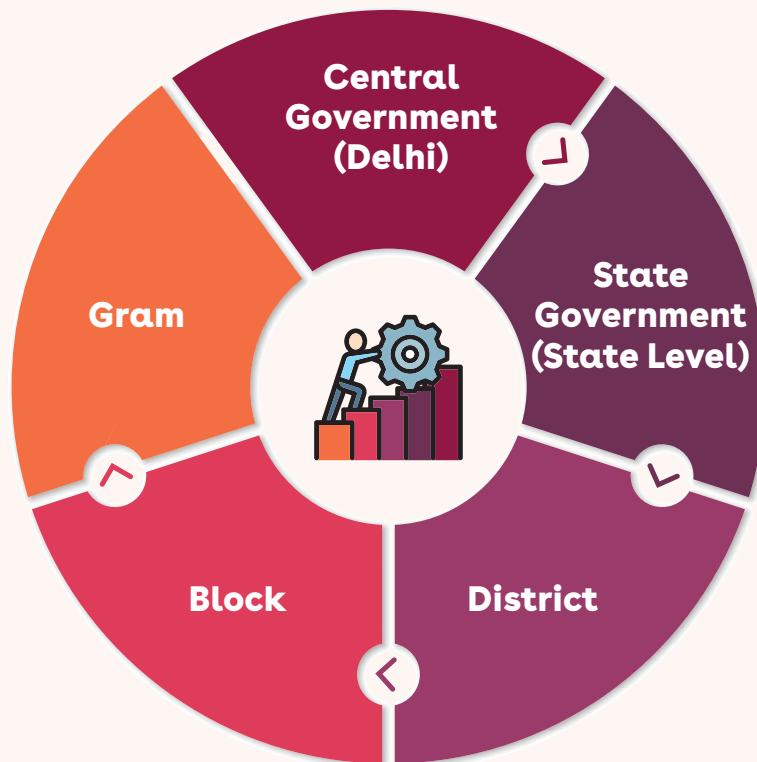
Here the training will show the ninth, tenth and eleventh flashcards

**NINTH FLASH CARD****Placing “Gram Sabha” as the basic unit of Panchayati Raj in the Constitution.****TENTH FLASH CARD****Arrangement for the election of members of the Panchayat through direct voting.****ELEVENTH FLASH CARD****Provides for reservation of seats for Scheduled Castes and Scheduled Tribes in proportion to their percentage in the total population of that area.****TWELFTH FLASH CARD****Reserved one-third of the total seats for women at each level.**

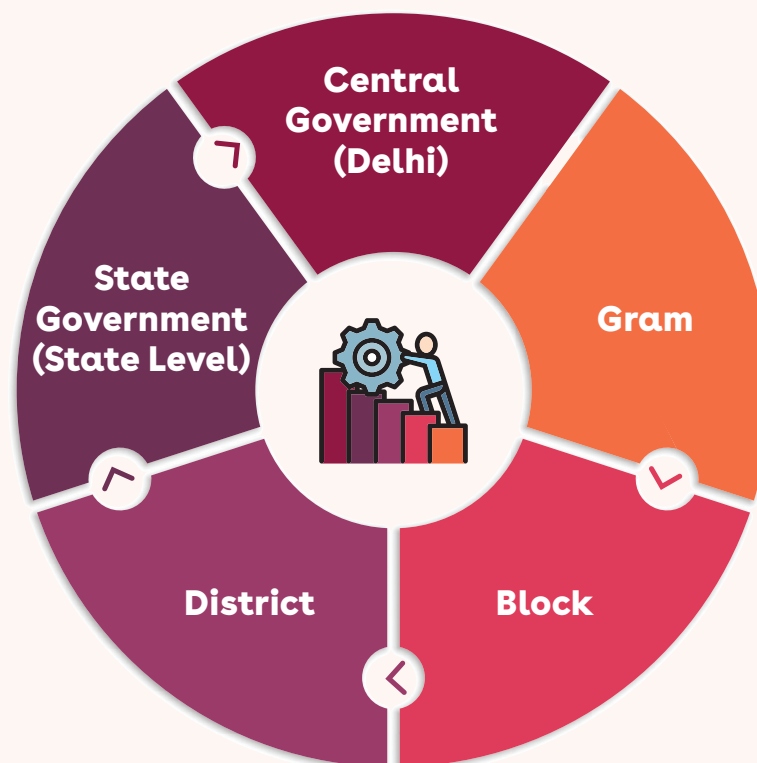
(While showing this card, the instructor will explain that this rule established by the Constitution has been extended by many states. Today the reservation for women has been increased to 50%, there are 22 states where this has been implemented.



Top-Down Approach in Development



Bottom Up Approach to Development



Optional Activity to describe the 73rd Constitutional Amendment

Bandhan Activity

Introduction: 5 minutes

- Keep all the ribbons at the center of the group, and ask one woman to volunteer to come to the center.
- The volunteer at the center is representative of “a woman” within a given community or society.
- Now, the rest of the participants give each of the participants 2 ribbons.
- Ask the participants to tie a ribbon on the “woman volunteer” on any part of the body. Based on the question what restrictions a Women Individual had faced or have been facing due to evolution of governance style.

Please note, that one participant can only tie two ribbons on the Volunteer.

- Ask them to share while tying – up “why they are tying” and also remember this reason.

Facilitator: Please note on the board the reasons being discussed for being tied up

Speak out the following questions and ask the participants to come forward to tie the ribbon

- You were not allowed to speak in community decisions.
- People had no written laws and only the chief decided what was right or wrong.
- You were expected to only do household work while men make all the decisions.
- You were not allowed to be rulers and decisions were made only by kings.
- Citizens had no right to choose their rulers and had to obey the king’s orders.
- Land and wealth were controlled only by kings and landlords, and common people had no ownership rights.
- You had no say in land ownership and property rights under the Raja-Maharaja and Zamindari system.
- Colonial rule further reduced local decision-making power and made governance centralized.
- British rulers made laws to benefit themselves and did not give equal rights to citizens.
- Women had no provision to be part of the formal governance system.
- By the end of the exercise, the woman’s body will be tied with ribbons. (40 minutes)

Facilitator (Led discussion): Ask the participants to reflect

- Ask the women how they are feeling after looking at the woman all tied up (5 mins)
- Ask what leads women to be so tied up. (3- 4 responses max–5 mins)

Now, ask the participants “How will they untie?”

Reflecting on the Past (Setting the Context): 5 mins

Facilitator’s Prompt

Look at the woman in front of you, tied with ribbons. Each ribbon represents a restriction women faced in governance across different historical periods. What do you think these restrictions meant for women in Governance?”

- Let participants briefly share their thoughts
- Invite 2 – 3 participants to share their feeling, thoughts etc.



Transition to Change: 5 mins

Facilitator's Prompt

"But times changed. India became independent, and we moved toward democracy, ensuring equal rights for all. Let's now untie each restriction by discussing the positive governance changes introduced post-independence!"



Activity

Untying Ribbons

Linking Each Restriction to Reform



15-20 Minutes

(Each time a reform is introduced, a participant unties a ribbon from the volunteer)



Untying Ribbon: Right to Choose Leaders

Post-independence, India became a democracy where people, including women, could elect their leaders. No single ruler had absolute power anymore!



Untying Ribbon: Freedom of Speech & Fundamental Rights

The Constitution granted fundamental rights, including freedom of speech. Women could now express their views without fear!



Untying Ribbon: Land & Economic Rights

The Zamindari system was abolished, and land reforms gave ownership rights to people, benefiting women and marginalized communities.



Untying Ribbon: Decentralized Governance & Local Decision-Making

The Panchayati Raj system was strengthened, giving local communities power over their own governance.



Untying Ribbon: Women's Representation in Governance

With the 73rd Amendment, 33% of Panchayat seats were reserved for women, ensuring they had a role in decision-making.



Untying Ribbon: Right to Participate in Governance

More women began contesting elections and taking leadership roles in local governance structures.



Untying Ribbon: Women's Mobility in Leadership Roles

With growing political awareness and empowerment programs, women became Sarpanches, Pradhans, and key decision-makers in villages.

Reflection & Wrap-up: 5 mins**Facilitator's Prompt**

"Now that all the ribbons are untied, what do you feel has changed for women in governance? What challenges still exist? And how can we, as Elected Women Representatives, strengthen our role in decision-making?"

Encourage an open discussion where participants share thoughts and personal experiences.

**Conclusion**

- Acknowledge progress made in women's political empowerment.
- Discuss how participants can leverage Panchayati Raj Institutions (PRI) to further strengthen their leadership.
- End with an empowering message: "Women have come a long way in governance, but our journey continues. Together, we will build stronger and more inclusive leadership!"

Day 1st | Session 5

Reflection and Consolidation

Duration: 30 Minutes

- ➔ To help participants reflect on and consolidate their learning from the day's sessions.
- ➔ To visualize the connections between different lessons learned.
- ➔ To create a sense of collective learning and empowerment among participants.

Materials Needed

- A soft ball or any lightweight object (cloth ball, small cushion, etc.).
- A long piece of string or wool (optional, if you want to create a physical web).
- A whiteboard or large sheet of paper and markers.



Activity 01

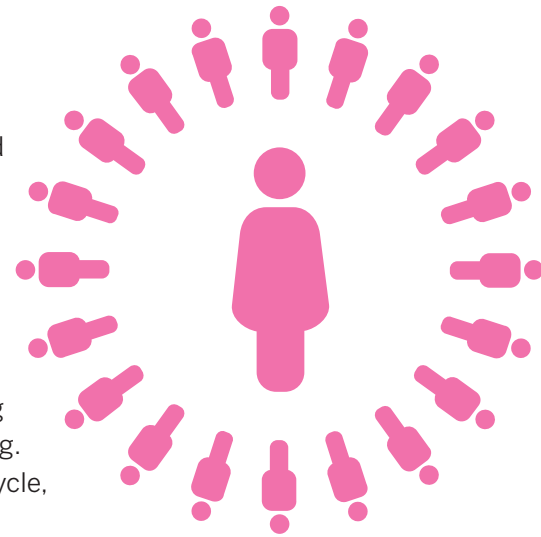
Step-by-Step Process



30 Minutes

Setting Up the Activity: 5 Minutes

- Ask all participants to stand in a large circle.
- The facilitator will introduce the activity by saying: “We have learned many things today—about the Panchayati Raj system, its structure, roles, responsibilities, and leadership. Now, let’s reflect on our learning and see how everything connects.”
- Choose one participant to begin.



Sharing Reflections: 15 Minutes

The first volunteer starts by holding the soft ball and sharing something they learned or an experience they found valuable during the training. (Example: “I learned that Panchayat has multiple parts, just like a bicycle, and all parts must work together.”)

- After speaking, they pass the ball to another participant across the circle (not next to them).
- Each new participant must share something new they learned after catching and before passing the ball again.

If any participant is struggling, the facilitator can gently prompt them with questions like:

“What was the most surprising thing you learned today?”

“Did you learn something new about your own role?”

“What part of today’s training do you think will be most useful in your Panchayat?”

Creating a Web of Learning (Optional): 5 Minutes

- If using string, the first participant holds onto the end of the string and passes the ball while keeping hold of their section.
- Each subsequent participant holds onto their section before passing, forming a physical web between all members.
- This symbolizes how everyone’s learning is interconnected, just like in the Panchayat system.

Capturing Key Learnings: 5 Minutes

- Once all participants have spoken, the facilitator will say: “Look at this web—it shows how we are all connected and how our learnings today are linked. Let’s now summarize our key takeaways.”
- The facilitator will write key words and concepts on the whiteboard based on what participants shared.
- Repeat the important themes, reinforcing how learning from today will help them in their real-life Panchayat roles.

Conclusion & Motivation: 5 Minutes

- End the session on a motivational note, emphasizing: “Just like this web, you are all connected as leaders of your Panchayats. Your learning will help you strengthen your communities. Let’s take today’s lessons forward and make a difference!”
- Encourage a group clap or cheer to celebrate the day’s learning and participation.

Day 2nd | Session 1

Recap and Energiser

Duration: 30 Minutes

- ➔ Refresh key learnings from Day 1 in an engaging way
- ➔ Energize participants for an active Day 2
- ➔ Develop a sense of unity through a collective song

Session Flow

Welcome & Warm-up: 02 minutes

- Greet participants with enthusiasm.
- Simple clapping exercise

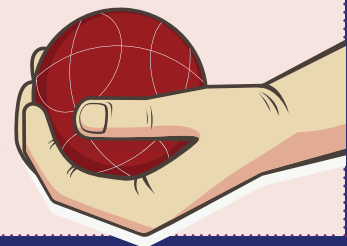
(Clap once if you're excited, clap twice if you learned something new yesterday, clap thrice if you're ready for today!)

Recap: "Pass the Ball": 08 minutes

- Ask participants to form a large circle (or stay in their seats if needed).
- Game: Pass an object (Ball, Mike or any prop). Whoever gets it shares one key learning/ What did they like from Day 1 in one sentence.

(Encourage quick responses; if someone struggles, they can "phone a friend" for help)

In case, all points are not covered ask other participants if they want to add something in the recap.





Quiz Time: Gender & Leadership Awareness: 5 minutes

Ask everyone following questions – Make it interactive: Participants can raise hands or step forward for answers.

- Women take care of children, not men
- Men are Soldiers because they are brave and fight
- Women deliver babies

Options: (A) Social Differentiation / Gender (B) Biological Differentiation/ Sex



State Weather TRUE/FALSE

- Men are better leaders (FALSE)
- Women Should not speak Infront of higher officials (FALSE)
- Gram Sabha, is meant for all the citizens of the village men or women (TRUE)



Energizer Song: “Tumhe Kya Ho Gaya hai”: 05 minutes

- Start by humming the tune; let participants recognize it.
- Distribute lyrics (if needed) on a screen or paper.
- Encourage everyone to sing together with enthusiasm.

Song: Based on Song Tumhe Kya Ho Gaya hai (Film: Heer Ranjha)

हम सब चुनकर तुझको लाए
तुझसे आस जगाये
तुझे क्या हो गया है....(2)

ग्राम सभा में जनता आए
हमारी बात कौन बताए
तुझे क्या हो गया है....(2)

ओssss प्यारी बहना हो.....तू ही तो आशा है विश्वास की...
ओssss सरपंच/प्रधान प्यारी हो...तुझे ही लिखनी है नई शुरुआत की...
चलो चलो अब मिल बैठकर
सपनों का गाँव सजाएँ
तुझे क्या हो गया है....(2)

पंचायत में ताकत है.....अपने निर्णय खुद लेने की
तू इतना क्यों डरती है, खुलकर कहदे जो है बात कहने की
खेती सुधारे, शाला बनाए
रोज़गार के अवसर बढ़ाए
तुझे क्या हो गया है....(2)

हम सब चुनकर तुझको लाए
फिर पति क्यों पंचायत चलाए
तुझे क्या हो गया है....२

Day 2nd | Session 2

73rd Amendment and Opportunities for Women (Part-2)

Duration: 55 Minutes

Activity 01

Government and Level in the Country



15 Minutes

At the beginning of the activity, the instructor will ask the participants some questions to discuss

- Which people's representatives did you vote for?

The instructor will write the answers of the participants on the board. The possible answers could be as follows:

- Some participants may say that they voted for the **Sarpanch/Mukhiya/Pradhan and Ward Member of the Panchayat**
- Some participants may say that they **voted for the MLA, Sarpanch/Mukhiya/Pradhan of the Panchayat and the ward member.**
- Some participants may say that they **voted for MP, MLA, Sarpanch/Mukhiya/Pradhan of the Panchayat and Ward Member.**

- It is also possible that some participants **may forget about the votes cast in the district and block panchayat elections**, while others may tell about it all.

Discussion Conclusion

After receiving all the answers, the trainer will explain to the participants that under the Indian democratic system, each voter votes for a total of 6 people's representatives.



Repeat questions and discussion with the participants: The instructor will again ask the following questions to the participants:

- Which government is formed by voting for an MP? (Write the answer board of the participants)
Explanation: The Central Government (Lok Sabha - Government of Delhi) is constituted by the MPs.
- Which government is formed by voting for an MLA? (Write the answer board of the participants)
Explanation: The State Government (Legislative Assembly-Government of the State) is constituted by the MLAs.
- If you vote for Panch, Sarpanch/Pradhan/Mukhiya and Zila or Block Parishad, which government is formed? (Write the answer board of the participants)
Explanation: Local Government (Gram Panchayat, Block and District level Government) is formed by the Panch, Sarpanch/Pradhan/Mukhia. It is a form of direct democracy, where elected representatives and citizens make decisions together.

Activity 02

Responsibilities of Different Governments – Boundaries



25 Minutes

Work together with participants from a whiteboard marker on large flex banner or chart paper for this activity. It can be mounted on a wall.

- Write the participants' views on whiteboard or large chart paper.
- Instructors can refer to handout notes to make sense.

Trainer: Now we understand the three levels of governments, now we will take some examples and know the coordination and roles between these different governments

Discussion Question

The trainers will ask the participants: What did the citizens (voters) living in rural India think about their personal, family, and village development by the elected governments? Where should citizens go to get this information—Delhi (central government), state capital (state government), or their village panchayat (local government)?

- What do you think are the roles of the three levels of government?
- What are the responsibilities and what are the limitations?
- At what level do people live?

	Central Government	State Government	Gram Panchayat / Gram Sabha
Example: Work related to education			
Discussion Questions			
• Which government is the policy of education? • Which government appoints teachers? • Which government is responsible for providing quality education to children in villages? • Which government sends money to ensure that children get mid-day meals in village schools? • Which government is responsible for providing quality mid-day meals to children in village schools?			
Roles & Responsibilities			
Limitations			
Examples: Livelihood, human development such as skills, employment-related work			
Discussion Questions			
• Which government decides that the elderly, disabled, widows etc. should get pension in the village? • Which government has released the pension amount in the beneficiary's account? • Which government decides who will get the pension?			
Roles & Responsibilities			
Limitations			

The Instructor Will Explain

- This means that the state and central governments make plans, but the responsibility of implementing them lies with the local government.
- The roles of the three governments are different, if any public benefit is to be given in a panchayat area, the consent and recommendation of the local government is necessary.
- Personal benefits cannot be given directly by any public representative other than the Panchayat (local government).

Instructor

Do you now understand the need for the 73rd Constitutional Amendment and the role of Panchayats?

Activity 03

Voters, Who's and Their Expectations



10 minutes

We elected 6 types of representatives and three types of government came into existence – we also saw how the three governments have different responsibilities and limitations.

- But where do the citizens live? After knowing the answer, tell that the citizens are either living in cities or in villages.
- Who Chooses the Government, the Citizens or the Voters? (The government is elected by the voter)
- Is the elected government responsible only to the voters or to the citizens? (The government works for the protection and promotion of water, forest, land, animals and people.
- What are the expectations of these citizens from their government? Are citizens just men or are they others? (Citizens are men and women too)



So, let us now look at the specific expectations of these male and female citizens

Ask the participants? The instructor should write the expectations of the participants on the board (there will be some such expectations as roads, electricity, water, employment, building, pension, cottage housing, and so on).

Specific Expectations of Male Citizens	Specific Expectations of Women Citizens and Other Genders	General Community Expectations

Let us understand that when half the population in the world is women, then why is the entitlement to resources, facilities, services less?

The instructors will ask the following questions to the participants:

- You are all women panchayat representatives.
- In your view, do these expectations include specific requirements of women?
- What are the main problems faced by women at the village level?

Process of Discussion

- Participants will share their opinions.
- The problems reported by the instructor will be written on the board.

Expected Expectations

- Violence against women
- Child marriage
- Drinking water problem
- Bathhouses on public water sources
- Periodic check-ups for health services
- Cultural Halls for Women
- Quality nutrition
- Provision of drinking water in schools
- Need for separate toilets for girls in schools
- Proper health care for children
- Women's Safety

The instructor will ask the participants while summarising: 05 Minutes

- Do these problems be raised on priority by male representatives in the Panchayat or Gram Sabha? If not, who will tell you these expectations?
- Reservation for women in Panchayati Raj was given because these specific requirements would be raised by women public representatives.
- Women have as much right in the panchayat budget as men.
- Due to low participation, the panchayat budget is spent more on the priorities of men than women.

Now tell me why the role of women in the Panchayati Raj system is necessary?

This Session will be left on this question!!!

Day 2nd | Session 3

Panchayati Raj System & Key Components

Duration: 45 Minutes



After this session the EWRs would list down the important elements of the PRI system



They would be able to articulate 05 different roles as Elected Representatives which further reinforce their sense of agency and authority

Contents Overview

- Important elements of the Panchayati Raj System like citizens, Platforms, rules and processes, Elected representatives, Departments and other institutions
- The interconnectedness of the components and functionality of system
- Different roles of Elected Representatives as statutory, administrative and related to welfare of citizens



Introduction: 5 minutes

Facilitator's Introduction: Welcome! In the previous session, we explored the Indian Constitution and the 73rd Amendment, understanding how decentralized governance empowers communities. We learned how, historically, kings and monarchs made decisions that communities had to follow, but the Constitution of India, implemented on **26th January 1950**, changed this by establishing a democratic system.

To further strengthen democracy and ensure citizen participation, the 73rd Amendment introduced Panchayati Raj Institutions (PRIs), ensuring governance reaches the grassroots level. **A significant feature of this system is the reservation for women in PRIs**, allowing diverse voices in decision-making.

Today, we see that, just like the **Prime Minister and Chief Ministers at the national and state levels**, there are elected representatives at Panchayat level and even at the **ward level**. These representatives come from all backgrounds—across class, caste, and gender—ensuring inclusive governance.

But in order to harness the true power of this System and support the women citizens their needs we need to understand the complete system and its various components

But what are the key elements of this system? Let's explore together!

Opening Discussion: 5 minutes

Facilitator's Question

- Have you ever imagined yourself **governing a community**?
- Did you ever think that you would **represent so many people**?
- How do you feel about being **their voice in decision-making**?

Encourage responses and reflections.

Activity 01

The Bicycle Analogy



10 Minutes

Now, let's do a simple game to understand the System and its various parts

- Draw a bicycle on the whiteboard or display a poster of a bicycle in between the group
- Ask: How many of you have seen a bicycle? (Most will say yes.)
- Follow-up Question: What is the purpose of a bicycle? (Responses may include: "To travel," "To carry loads," etc.)

Facilitator's Next Questions

- When you think of a bicycle, what parts come to mind?
- What are the different parts of a bicycle? (Participants may mention wheels, chain, pedals, seat, handle, etc.)
- Which is more important—the individual parts or the entire bicycle? (Encourage discussion.)
- What do you do when your bicycle breaks down? Do you take just one part to the mechanic, or the whole bicycle? (Most participants will say they take the whole bicycle, though some may mention that sometimes they only repair a specific part. In that case facilitator tell them generally we take whole cycle to the mechanic).



Key Takeaways

The Facilitator Summarizes: 10 Minutes

- Just like a bicycle, both the whole system and its parts are important for proper functioning.
- If one part fails, the whole system is affected.
- When a bicycle is repaired, the goal is to ensure the entire system functions well.

The same principle applies to understanding any system—understanding individual parts helps in strengthening the whole system.

To reinforce this idea, let's take another example: Our body.

- If we have a stomach ache, it affects our ability to work and function properly.
- We visit a doctor and describe our pain in one specific part.
- The doctor prescribes medicine for that part, but once treated, our whole body feels better. and so, to understand the whole system we are also required to understand the parts.

Connecting to Panchayati Raj: 10 minutes

Facilitator's Key Question

If your Panchayat is a system, what are its different parts? (Wait for the answers and write down the different parts what they are telling you)

Activity: Facilitators write down the important parts suggested by participants
(Here the Facilitator will not suggest any name from his side)

- Write participants' responses on a whiteboard.
- Categorize their answers/parts suggested by them into key dimensions:
 - Structures and Processes
 - Citizens, their Associations like any Community level groups
 - Departments, Committees, Schemes, and Support Systems
 - Funds (CFC, SFC, OSR, etc.)
 - Roles of Elected Representatives
 - Functions and Responsibilities of Panchayats

Facilitator's Reflection

(Facilitator must read the Handout provided on annexure for her/his understanding and segregate as per his creativity, can use mind map or something)

- Just like a bicycle, the Panchayati Raj system requires synergy between all its parts.
- No single part can work in isolation; they must function together for effective governance.
- Example: If a Panchayat has a well-equipped office and a strong leader, but lacks financial resources, it will struggle to meet people's needs.
- If citizens don't participate, the Gram Sabha remains weak, affecting decision-making.

Summarization: 5 minutes

The facilitator guides the discussion and summarizes the key insights:

- The Panchayati Raj system functions like a system—each part is necessary.
- The effectiveness of governance depends on how well different components work together.

Finally, Facilitator display a large poster/handout summarizing the key elements of the Panchayati Raj

system. reinforcing the discussion and ensuring participants leave with a clear, structured understanding
- the facilitator here can use the large handout or based on her/his reading shares the key insights

Encourage participants to reflect and share 2-3 voices on what they have learned

Facilitator

Now you understood different components of the PRI system however there are multiple stakeholders which are important for its functioning well – Lets list down names of such Stakeholders which you think are important of Panchayat functioning to create the Value mapping and web. As a leader you need to understand both the crucial components of the PRI system and its various stakeholders

Activity 02

Value Web

Interdependence of Stakeholder

Facilitator

Ask participants to list down the stakeholders important for the functioning of Panchayat. Here the facilitator will not tell any name from her/his side while listing down the names suggested by the participants on the white board.

Layout the Whiteboard

Draw a central circle labelled “Panchayat System” and arrange surrounding circles for each stakeholder. Gram Panchayat should be draw by the facilitator in the middle of the value web diagram

Now, the Participants start suggesting the names of the Stakeholders

Identify Stakeholders: Familiarize yourself with the stakeholders involved in the panchayat system, such as:

Procedure

Introduction: 5 minutes

- Explain the purpose of the exercise.
- Emphasize the importance of collaboration among stakeholders to ensure effective functioning and development within the panchayat system.

Mapping Stakeholders: 10 minutes

- Ask participants to identify and list the stakeholders they are aware of on the whiteboard.
- As each stakeholder is mentioned, write their names in surrounding circles connected to the central “Panchayat System” circle.

Suggestive list of different stakeholders for the facilitator

- Gram Sabha
- Gram Panchayat
- Panchayat Secretary
- Women Representatives
- Elected Members
- Community-Based Organizations (CBOs)
- Block Panchayat
- District Panchayat
- State Government
- Gram Sarpanch
- Ward Members
- Self-Help Groups (SHGs)
- Non-Governmental Organizations (NGOs)
- Local Communities
- Local Government Officials
- Professionals/ Experts

Discussion on Contributions: 15 minutes

- Initiate a discussion by asking participants:
- “How does each stakeholder contribute to the functioning of the panchayat system?”
- Encourage them to think about:
- Responsibilities that stakeholders undertake.
- Values they add to the panchayat and to other stakeholders.
- As participants provide insights, draw arrows between stakeholders to represent their contributions and interaction. Label the arrows with the specific values contributed (e.g., feedback, collaboration, technical support).

Exploring Value Additions: 15 minutes

- Transition the discussion by asking:
- “What values can each stakeholder add to others’ functioning?”
- Encourage each participant to identify opportunities for improvement, support, or collaboration.
- Use sticky notes to write down suggestions and place them near the corresponding stakeholder circles, or annotate the whiteboard directly.

Reciprocal Contributions: 15 minutes

- Now, pose the question:
- “What values can other stakeholders contribute to your tasks or roles?”
- Encourage participants to reflect on their roles and how they rely on others for support.
- Again, draw arrows to show reciprocal contributions, indicating the interconnectedness of their functions.

Review and Reflect: 10 minutes

- Summarize the key insights gathered during the discussion.
- Highlight the interconnected nature of stakeholder contributions within the panchayat system.
- Encourage participants to think about how they can leverage these relationships in their future work.

Closing: 5 minutes

- Thank participants for their contributions.
- Propose an idea on how this value web can be used for actionable collaborations in the panchayat system going forward.

Now ask the participants to share the value these stakeholders contribute to each other in a panchayat functioning. Below is the chart for facilitators to help participants if required but don't push these values without discussion and dialogue. wait for their response, don't be in a hurry.

A chart that outlines the values each stakeholder contributes to one another within the panchayat system:

Stakeholder	Contributes Values To	Value Contributed
Gram Sabha	Gram Panchayat	Provides input and feedback on development plans.
Gram Panchayat	Gram Sabha, Elected Members, Local Communities	Implements development projects, facilitates governance.
Panchayat Secretary	Gram Panchayat, Elected Members	Administrative support, project management, record keeping.

Stakeholder	Contributes Values To	Value Contributed
Women Representatives	Gram Panchayat, Local Communities	Promotes women's issues, ensures representation in governance.
Elected Panchayat Members	Gram Panchayat, Local Communities	Represents constituents' needs, participates in decision-making.
Community-Based Organizations	Gram Panchayat, Local Communities	Engages communities, provides insights on local issues and resources.
Block Panchayat	Gram Panchayat, District Panchayat	Supervises and supports village governance, executes development programs.
District Panchayat	Block Panchayat, Gram Panchayat	Provides policy direction, funding, and oversight.
State Government	District Panchayat, Gram Panchayat	Issues policies, financial support, and capacity building.
Gram Sarpanch	Gram Panchayat, Local Communities	Leads panchayat meetings, represents village at higher levels.
Ward Members	Gram Panchayat, Local Communities	Represents ward-specific issues and needs, conveys local concerns.
Self-Help Groups (SHGs)	Gram Panchayat, Local Communities	Empowers women, promotes financial literacy and self-reliance.
Non-Governmental Organizations	Gram Panchayat, Local Communities	Provides technical assistance, awareness programs, and capacity building.
Local Communities	Gram Panchayat, Community-Based Organizations	Active participation in governance, feedback on services and projects.
Local Government Officials	Gram Panchayat, Block Panchayat	Supports implementation of policies, provides local administrative assistance.
Professionals and experts	Gram Panchayat, Block Panchayat	Offers specialized knowledge and advice on development initiatives.

Below is an optional activity to better understand the Stakeholders role with the activity of Gram Panchayat Development Planning

Activity 03

Building a Strong Gram Panchayat Development Plan (GPDP)



20-25 Minutes

Objective

- To help participants understand the key elements of a high-quality GPDP
- To highlight the role of different stakeholders in ensuring quality planning
- To demonstrate how VPRP and other community-driven inputs contribute to GPDP

Materials Needed

- Building Blocks (Cards/Paper Slips): Each represents a key element of a quality GPDP (e.g., Data-Driven Planning, Participatory Approach, Budget Alignment, Integration of Schemes, Stakeholder Coordination, Monitoring & Accountability, etc.).
- Stakeholder Role Cards: Each card describes a stakeholder's contribution (e.g., Gram Sabha ensures people's needs are included, SHGs contribute VPRP, Panchayat Secretary consolidates plans, Line Departments provide technical inputs).
- Flip chart or whiteboard to document learning.

Procedure

Step 1: Understanding a Quality GPDP

The facilitator asks, "What makes a GPDP strong and effective?"

- As participants respond, write their points on the board. (Encourage them to think beyond just infrastructure and consider governance, inclusivity, and sustainability.)
- Introduce key elements of a quality GPDP using building block cards.

Step 2: Stakeholder Mapping and Role in GPDP

Distribute Stakeholder Role Cards among participants.

Each participant reads their card aloud and places it next to the relevant GPDP element (on the board or chart)

For Example

- Gram Sabha → Ensures participatory planning
- SHGs → Contribute to social security & livelihoods via VPRP
- Line Departments → Provide technical feasibility inputs
- Elected Representatives → Ensure people's needs are reflected

Discuss

- If one stakeholder fails in their role, what will happen to GPDP?
- How do we ensure better coordination among them?

Step 3: Strengthening GPDP – The Stakeholder Challenge

Scenario Challenge: Present 3-4 common problems in GPDP (one at a time).

Example scenarios

- Women's priorities are missing from the GPDP.
- VPRP inputs are ignored while finalizing the GPDP.
- Sectoral plans (Health, Education, MGNREGS) are not integrated.
- Line departments are not engaged in the planning process.

Task: Participants discuss and propose solutions using the stakeholder cards they have. They place the relevant stakeholder card near the solution on the board.

Example: For women's priorities missing, the Gram Sabha should be strengthened to ensure inclusivity.

Step 4: Reflection and Takeaways (5 min)

Summarize

- A quality GPDP is not just about making plans but about coordination and inclusivity.
- Every stakeholder plays a role in ensuring real community needs are addressed.
- What action will you take to improve GPDP quality in your panchayat



Handout

Components of the PRI System

Just like a bicycle or the human body, governance is a system with different components. Panchayati Raj Institutions (PRIs) function as a system, where different levels and representatives have specific roles. To effectively manage and strengthen governance, we must understand how each part functions and contributes to the overall system.

Important Element of System	Their importance
Citizens and their collectives	Active citizenship is the backbone. Citizens, through SHGs, FPOs, and youth networks, assert their influence, create demands using institutional spaces, and participate in shaping their localities. This collective agency improves not only the perception of local governments but also the quality of decisions made. These groups participate in Gram Sabha, different meetings, support in Planning, voice-up their demands. Support with paying taxes and preserving natural resources. Women collectives support low/budget activities, in monitoring of schemes and identification of poor and vulnerable families etc.
Different departmental committees, their technical support	Effective governance happens when local governments create platforms that connect the community with public institutions, integrating frontline workers and empowering local citizens
Rules and processes – Platforms, committees	A conducive environment is essential to mobilize people's aspirations and capacities. It's the environment that empowers citizens, giving them a voice in decision-making and shaping local decisions that matter to their communities
Finances /OSR	For any government to function effectively, financial autonomy is crucial – local demands and better human development can only be possible through high quality services and infrastructure. The finances are also required to plan the habitation
Functions	As per the 73 rd CAA, and the 11 th schedule of the constitution, there are 29 functions devolved to the Panchayat System. These 29 functions mainly agriculture, sericulture, health, cottage industries related to the 18 different department/ministries
Functionaries	The functionaries are of 2 types one who is working with the GP office – Secretary, GRS, Sanitation officials while the other are field functionaries deputed to work in the panchayat area. Department and their functionaries provide technical support to Panchayats managing crucial public services, extending funds and functionaries.
Elected Representative	Elected representatives are the core of Panchayati Raj System – elected by citizens to work for their betterment. They are the duty bearers.

Day 2nd | Session 4

Understanding Value-Web of PRI Stakeholders

Duration: 45 Minutes

➔ To understand the value & interconnectedness of stakeholders.

➔ Understand the the importance of collaboration and influence within a group.

Contents Overview

- Value & Interdependence of the stakeholders
- Negotiation & Influence
- Group dynamics and how influence plays a critical role to create a win-win situation



Materials Required: To facilitate the Value Web Game, the following materials are necessary

Task Cards: 8 cards, each stating a specific collection requirement for animals.

Animal Cards: 8 sets of cards, detailing the animals that each participant has available for trade.

Envelopes: 8 envelopes to securely contain the task card and the respective animal cards for each participant.

Facilitator Notes: Pre-prepared instructions and guidelines for the facilitator to manage the session.

Session Start

Interactive Discussion

As now, we have understood the different stakeholders which are critical for the GP, now we will play a game to understand the value, interdependence of each of these stakeholders, while playing game, we will also learn the skills of negotiation & influence and how it is very critical for us as a leader. Participants will learn that while individual goals are important, the success of the group relies on each member's ability to negotiate and influence others to meet collective objectives. Participants will engage in a structured negotiation process aimed at fulfilling the needs of all stakeholders, thereby achieving a group win rather than individual victories.

After introducing the activity, the facilitator will ask for 8 volunteers who wants to play in this game. The Animal Value Web Game is best conducted with 8 participants to ensure a rich learning environment through diverse interactions. The facilitator will guide the group, encouraging collaboration and negotiation among participants.

Activity

Objective

Set Up: Prepare 8 envelopes, ensuring each contains a task card and animal cards relevant to that task.

Shuffle Envelopes: Shuffle the envelopes to randomize distribution, ensuring a mix of tasks among participants.

Introduce the Game: At the start, explain the overall objective: to work together as a team to fulfil all animal requirements, emphasizing that individual success leads to group failure.

Task Overview

Distribute Envelopes: Hand out one envelope to each participant.

Review Cards: Instruct participants to open their envelopes and understand their task and available animals.

Game Play

Negotiation Phase: Allow participants to interact and negotiate with each other. They should express their needs and what animals they can offer in exchange.

Collaboration Focus: Encourage participants to think of ways to support each other, emphasizing that the goal is to achieve collective success.

Influence Skills: Facilitate discussions about influencing tactics, such as persuasion and building alliances.

Continuous Engagement: The facilitator should walk around, prompting conversations and supporting participants who may be hesitant to negotiate.

Time Frame

Set Time Limit: Allocate 20-30 minutes for negotiation, reminding participants that they need to collaborate to achieve a collective win.

End of Negotiations: Announce a 5-minute warning for participants to finalize trades and prepare for team evaluation.

Conclusion

Group Discussion: After the game ends, gather participants to reflect on their experiences. Questions for discussion might include:

- How did negotiation styles vary among group members?
- What strategies worked in building consensus?
- How did you feel about the value of individual versus team success?

Animal Cards Overview

Each participant will have a task card defining their animal needs and a set of animal cards that they possess. Here's the breakdown:

Cards	Need (to Mobilise)	Have (to offer)	Animal in the card
Card 1	1 Camel and 5 Peacocks	5 Horses	    
Card 2	2 Horses	2 Peacocks	 
Card 3	5 Dogs	1 Camel	
Card 4	2 Horses	1 Peacock	
Card 5	1 Horse	2 Peacocks	 
Card 6	5 Sheeps	20 Hens	                        
Card 7	10 Hens	5 Sheeps	    
Card 8	10 Hens	5 Dogs	    

Day 2nd | Session 5

Fund, Function and Functionaries

Duration: 90 Minutes

Participants would have a clear understanding about the 3 critical components of the Gram Panchayat that is 3Fs – Fund, Function & Functionaries.

Would be able to reflect on their role as EWR with respect to 3Fs.

Contents Overview

- Understanding the 3Fs – Fund, Function, and Functionaries
- Role of Elected Women Representatives (EWRs) in the 3Fs
- A hands-on exercise using flashcards and visual representations to assess participants' knowledge, access, and decision-making authority regarding 3Fs.



Materials Needed

- Flex with the required design (4 Units)
- White Board Marker
- Flashcard -15 Units as per design
- White Board

Step-by-step Process

Start of the Session

Interactive Discussion

Facilitator starts by saying that in the previous sessions, we learned about the significance of 73rd Amendment and why it's very critical for the empowerment of the Gram Panchayats. We also learned about the role of Sarpanch and how they play a very critical role in the running the larger system of the panchayat.

- **Introduction of game:** Facilitator introduces the game to understand the fundamental pillars of any organization, including Gram Panchayat. Now taking this discussion further, we will be playing a game to learn about the 3 most fundamental things and the pillars to run any organisation (Here its Gram Panchayat).
 - **Prompting question:** Can anyone name some critical pillars needed to run an organization/office/ Gram Panchayat?
 - **Taking response:** Facilitator takes responses and then introduces the concept of 3Fs: Fund, Function, and Functionaries. Let's play – Bindi Wala Khel (Please read out handout provided at the end of this session)
-

Activity

Bindi Wala Khel

Setting Up the Activity

Dividing Participants

- Form 4 sub-groups using a count-off method (1-4)

Providing Materials

- Each sub-group receives a large Flex with 15 photographs (5 for each F).
- Participants will observe and interpret the images before the facilitator introduces the activity.
- They would be visualising what is happening in each of the photographs and what it means. They will have some imaginations and understanding for each of the photographs. This visualization of few minutes would be helpful for the facilitator to introduce and complete the activity

Use of Flashcards

- The facilitator will use 15 Flashcards (same as on the flex). One by one, the trainer will describe each card without revealing its purpose or access details—just focusing on the description
- Each flashcard will be shown, and participants will describe what they see.
- The facilitator will provide a brief explanation for each image.

Sub Group Activity Started

Each Sub-group will be provided with 3 different colour markers (White Board and Not Permanent Markers) – Blue, Green and Red

Round 1 - About the Fund (Kosh)

For each Fund-related flashcard (5 total): Facilitator will start the activity by asking the 3 questions around the Funds related images.

- **Knowledge:** Do participants have knowledge about it? (Blue Dot) : If the participants in the Sub-group have knowledge and reply Yes- Ask them to put dot using Blue Color Marker (Bindi) on that Image in the Large Flex
- **Access:** Do participants have access to it? (Green Dot) : If the participants in the Sub-group have Access and reply Yes- Ask them to put dot using Green Color Marker (Bindi) on that Image in the Large Flex
- **Decision-Making:** Do EWRs have authority over it? (Red Dot) : If the participants in the Sub-group have Access and reply Yes- Ask them to put dot using Red Color Marker (Bindi) on that Image in the Large Flex

Likewise these questions would be repeated to all the 5 flashcards related to Fund (Fund 1, Fund 2, Fund 3, Fund 4, Fund 5)

Round 2 - About the Functions (Karya)

For each Function-related flashcard (5 total): Facilitator will start the activity by asking the 3 questions and in the second round, questions would be related to each of the Flashcards (5) which are part of Functions (Karya)

- **Knowledge:** Do participants have knowledge about it? (Blue Dot) : If the participants in the Sub-group have knowledge and reply Yes- Ask them to put dot using Blue Color Marker (Bindi) on that Image in the Large Flex
- **Access:** Do participants have access to it? (Green Dot) : If the participants in the Sub-group have Access and reply Yes- Ask them to put dot using Green Color Marker (Bindi) on that Image in the Large Flex
- **Decision-Making:** Do EWRs have authority over it? (Red Dot) : If the participants in the Sub-group have Access and reply Yes- Ask them to put dot using Red Color Marker (Bindi) on that Image in the Large Flex

Likewise these questions would be repeated to all the 5 flashcards related to Function (Function 1, Function 2, Function 3, Function 4, Function 5)

Round 3 - About the Functionaries (Karyakarta)

For each Function-related flashcard (5 total): Facilitator will start the activity by asking the 3 questions and in the second round, questions would be related to each of the Flashcards (5) which are part of Functionaries (Karyakarta)

- **Knowledge:** Do participants have knowledge about it? (Blue Dot) : If the participants in the Sub-group have knowledge and reply Yes- Ask them to put dot using Blue Color Marker (Bindi) on that Image in the Large Flex
- **Access:** Do participants have access to it? (Green Dot) : If the participants in the Sub-group have Access and reply Yes- Ask them to put dot using Green Color Marker (Bindi) on that Image in the Large Flex
- **Decision-Making:** Do EWRs have authority over it? (Red Dot) : If the participants in the Sub-group have Access and reply Yes- Ask them to put dot using Red Color Marker (Bindi) on that Image in the Large Flex

Likewise, these questions would be repeated to all the 5 flashcards related to Functionaries (Functionaries 1, Functionaries 2, Functionaries 3, Functionaries 4, Functionaries 5)

Observation & Discussion

- Display Flexes: Hang up all four flexes.
- Group Walk: Participants walk around, observing the patterns of coloured dots.
- Ask the participants which colour bindi do they observe the most? Ask why they see that colour the most?

Facilitated Discussions

- Which colour is most prominent? What does this indicate?
- Where do participants see the most or least access to 3Fs?
- Where is decision-making power concentrated or missing?

Conclusion

- Conclude the discussion why Fund, Function, and Functionaries are super critical for the proper functioning of the Gram Panchayat and as ERs and head of this organisation (Gram Panchayat) they are accountable for the effective functioning of it.
- It is much desirable that as ERs, you are well aware about what the major funds, functions & functionaries are available in your GP and how you can make use of it.
- EWRs must have awareness, access, and decision-making power for better governance.

Handouts of the session have been provided at the end of this Manual



Handout

Below given is the notes for the facilitator to be used to describe each of the 5 components in the Fund, Function & Functionaries

Fund	Content
Central/State Finance	This is the fund which is provided to the Gram Panchayat through the Central of State Government. Also called 15th Finance fund
Own Source Revenue	OSR is the fund which is generated by the panchayat on its own. For eg. through taxes, leasing out the land/pond etc
PM Awas	PM Awas – this fund comes through the scheme and also called departmental fund and its available at the GP Level
JJM	Like PM Awas, JJM Is another departmental fund which is available at the GP Level
Pension	Social Security Pensions are another scheme where departmental fund is involved

Function	Content
Gram Sabha	One of the most fundamental functions (Karya) of the Sarpanch is to ensure that Gram Sabha is conducted as per the State PR Act
Ward Sabha	Ward Sabha is the sabha happening at the Revenue Village level and done before the gram sabha
Standing Committee	Another very important role is to ensure that Standing Committees are formed and functional
Conflict Resolution	Conflict resolution is another important function of the gram panchayat is resolving the local issues within the community
Monitoring & Accountability	Monitoring & accountability is with the Gram Panchayat about the progress of the work undertaken in the GP and of utilization of the funds

There are different functionaries which are available at the GP Level and as a head of the Gram Panchayat, we need to know who all are the functionaries at the GP Level and how they can contribute more effectively in bringing the positive change in the panchayat

Functionaries	Content
Sachiv	Sachiv is one of the main functionary based at the GP Level to handle all the administrative work
GRS (Gram Rozgar Sewak – MGNREGA)	Gram Rozgar Sewak is a critical functionary for the effective implementation of the MGNREGA at the GP from planning to its execution
Engineer – Technical Assistance Provider	To provide Technical Support and assistance, there is a Junior Engineer at the GP level
AWW	Another Important functionary engaged at the GP is Anganwadi Worker (AWW)
ANM	Auxiliary Nurse Midwife (ANM) is at the GP to provide health related services to the community

Kosh	Karya	Karyakarta
Central/State Finance	Gram Sabha	Sachiv
OSR	Standing Committee	GRS
PM Awas	Ward Sabha	Engineer – Takniki Sahayta Pradata
JJM	Conflict Resolution	AWW
Pension	Monitoring & Accountability	ANM

Day 2nd | Session 6

Reflection and Consolidation

Duration: 15 Minutes

- ➔ To help participants reflect on and consolidate their learning from the day's sessions.
- ➔ To visualize the connections between different lessons learned.
- ➔ To create a sense of collective learning and empowerment among participants.

Materials Needed

- A soft ball or any lightweight object (cloth ball, small cushion, etc.).
- A whiteboard or large sheet of paper and markers.

Step-by-Step Process

Setting Up the Activity: 05 Minutes

- Ask all participants to stand in a large circle.
- The facilitator will introduce the activity by saying: "We have learned many things today—about the Panchayati Raj system, its structure, roles, responsibilities, and leadership. Now, let's reflect on our learning and see how everything connects."
- Choose one participant to begin.

Sharing Reflections: 10 Minutes

- The first volunteer starts by holding the soft ball and sharing something they learned or an experience they found valuable during the training.
(Example: "I learned that Panchayat has multiple parts, just like a bicycle, and all parts must work together.")
- After speaking, they pass the ball to another participant across the circle (not next to them).
- Each new participant must share something new they learned after catching and before passing the ball again.

- If any participant is struggling, the facilitator can gently prompt them with questions like:
 - "What was the most surprising thing you learned today?"
 - "Did you learn something new about your own role?"
 - "What part of today's training do you think will be most useful in your Panchayat?"

Conclusion & Motivation: 05 Minutes

- End the session on a motivational note, emphasizing:

"Just like this web, you are all connected as leaders of your Panchayats. Your learning will help you strengthen your communities. Let's take today's lessons forward and make a difference!"
- Encourage a group clap or cheer to celebrate the day's learning and participation.

Day 3rd | Session 1

Recap & Start of the Day

Duration: 20 Minutes



Refresh key learnings from Day 2 in an engaging way.



Energize participants for an active second day.

Session Flow

Welcome & Warm-up: 05 minutes

- Greet participants with enthusiasm.
- Simple clapping exercise

(Clap once if you're excited, clap twice if you learned something new yesterday, clap thrice if you're ready for today!)

Participants Voice: 10 Minutes

Ask participants to share what they learned yesterday (on a volunteer basis from 6-8 participants) and write their responses on the white board. While concluding, refer to the responses written on the white board, connect it with the key concepts covered in the previous day.

Key Concepts for reference of the facilitator which were covered yesterday

- 73rd Amendment & representation of women PRIs
- Components of PRI System & Value Web of stakeholders
- Roles & Responsibilities of ERs
- Fund, Function & Functionaries (3Fs)

Day 3rd | Session 2

Roles and Responsibilities of Elected Women Representatives

Duration: 45 Minutes

Facilitator's Introduction

Welcome! Now that we understood the Panchayati Raj system, its different components and its different stakeholders. Now, let's focus on a very important element— which is your role as elected representatives. To exercise your authority, strengthen your Panchayat, and make informed decisions, you must be clear about your roles and responsibilities.

Facilitator asks a question: At home, how you instinctively know your responsibilities.

If your child falls sick, do you wait for someone to remind you to take them to a doctor? No, because as a parent, you take responsibility.

Similarly, as an elected leader, you have certain responsibilities. The better you understand them, the more effectively you can serve your community. Understanding your role in the Panchayati Raj system will help you make better decisions and fulfil your duties effectively.

Facilitator's Discussion

Now, let's reflect on your role within the Panchayat system. Would anyone like to share what they think their responsibilities are? (Take responses from 2-3 participants.)

After gathering responses, introduce two key aspects of roles

- **Accountability:** Taking ownership of the results and ensuring things are done properly. Effective leaders demonstrate self-accountability by setting goals and working toward them.
- **Responsibility:** Task-oriented duties that can be delegated to others, but ultimately, the leader remains accountable.

Imagine you are managing a wedding in your family as the mother of Bride. You ask your cousin to handle the food. But if the food gets spoiled, who will the guests complain to? Approach to You! Because, being a person inviting them to a wedding ceremony, while you delegated the task, the overall accountability remained with you.

Similarly, as an elected representative, you may delegate tasks, but the community holds you accountable for the overall functioning of the Panchayat.

As an Elected Representative, some responsibilities rest entirely on you, while others can be delegated to functionaries like Ward Panch, Secretaries, or committees. Let's explore these roles!

Group Activity

Understanding the Different Roles of Elected Representatives

Step 1: Forming Subgroups: 5 minutes

Divide participants into three groups of 8-9 members each. Assign each group a specific focus area: Each group will collect flashcards related to their assigned category; Each group will identify the cards that best represent their category, using both the images and descriptions on the back of the cards.

Group 1: Statutory (mandatory) roles (e.g., organizing Gram Sabha, approving plans, ensuring transparency)

Group 2: Administrative roles (e.g., managing Panchayat staff, overseeing records, coordinating with departments)

Group 3: Welfare, social, and economic development roles (e.g., planning for livelihoods, ensuring access to government schemes)

Step 2: Role Sorting and Negotiation: 10 minutes

Now, form a large circle with all groups together. Place all the flashcards in the centre. Each group will:

- Move around and see what another group has picked up
- If a card seems to fit another group better, they can negotiate and reassign it.
- Read the descriptions carefully.

- If there is disagreement, they can negotiate with another group to reassign a card that seems more appropriate for their category.

Step 3: Group Presentations: 10 minutes

Each group will present their selected cards and explain:

- Why they believe the pictures and descriptions best represent their assigned role.
- How these roles contribute to the functioning of the Panchayati Raj system.

(Encourage participants to connect their learning with real experiences in their Panchayat.)

Step 4: Summary & Reflection

The facilitator will then display a large poster listing all the roles and responsibilities of elected representatives. This will be followed by a discussion on:

- The importance of knowing their roles to effectively serve the community.
- How they can delegate responsibilities to Ward Panch, Secretaries, and other Panchayat functionaries while maintaining accountability.



Handout

Fiscrd No.	Role	Type
1.	Organizing Monthly Executive Committee meetings as per the provisions set by the Panchayati Raj Act.	Statutory
2.	Organizing meetings of Standing Committees	Statutory
3.	Sharing of timely information of the meetings (agenda, time, date, place) to all the Panchayat members and voters	Statutory
4.	Schedule Gram Sabha on designated dates and on citizen's request	Statutory
5.	Chair Gram Sabha meeting (excluding PESA areas)	Statutory
6.	Sending proceedings of Gram Sabha meetings to the district and the block	Statutory
7.	Ensure fair decision through consensus in case of a disagreement on any decision /resolving conflicts	Statutory
8.	Implementation of the decisions made in the Panchayat meetings and monitor their progress - present it before the panchayat	Administrative
9.	Maintaining accounts, and monitoring their utilization	Administrative
10.	Properly managing the funds received from the Central, State governments, Donors	Administrative
11.	Efforts to raise and manage the Panchayat fund from own sources and prevent any misuse	Administrative
12.	Resolving the issues and complaints related to the public infrastructure, services, scheme benefits	Administrative
13.	Inspect /review the functioning of institutions, offices, and staff working within the Panchayat.	Administrative
14.	Participatory annual planning of Panchayat around social and economic development (GPDP)	Social and Economic Development
15.	Working to benefit poor families through government-run schemes according to their needs.	Social and Economic Development
16.	Monitor the quality of public services provided to the community and improve them.	Social and Economic Development
17.	Raise awareness about social evils and work towards their elimination.	Social and Economic Development
18.	Promote brotherhood, unity, and harmony among all sections of society	Social and Economic Development
19.	Oversight and monitoring of the pubic programs and course correction with the departments/functionaries	Social and Economic Development

Day 3rd | Session 3

Process and Procedures of Gram Sabha

Duration: 45 Minutes

- ➔ Understand the important procedures and processes of Gram Sabha.
- ➔ Navigate the challenges faced by EWRs.

Facilitator's Note

Starting the session by telling participants that we are going to play a very interesting game around processes and procedures of Gram Sabha (GS). This game would help us recalling and describing important steps and processes of Gram Sabha on one side whereas help us understand the challenges faced by EWRs to enact their authority and agency.



Game Start

Facilitator

Place the snake and ladder flex on the floor. Divide the group into three (8-8 each) and ask them to choose a leader to play or the facilitator can ask volunteer to come forward (as many as manageable) from any Gram Panchayat to stand at the start of the flex and move along the flex as the dice is rolled out. They will answer the question written at the mouth of the snake or the bottom of the ladder and move on the flex.

Rules of the Game

Tell the participants the rules of the games:

- The representatives from the gram panchayats will take their turns to roll the dice.
- The women standing at the start of the flex will move that many spaces on the flex as the number showing up on the top of the dice.
- If the woman on the flex reaches the bottom of the ladder, the facilitator will ask what is written at the bottom of the ladder to the woman who has rolled the dice.
- If the woman on the flex reaches the mouth of the snake, the woman on the flex will move down the snake.
- The facilitator will read out what is written on the mouth of the snake to the participants.

Ladders (Progress in Gram Sabha Process)

- A mandatory Gram Sabha is conducted in your village.
- The Gram Sabha agenda is published in advance as per the rules and displayed in public places.
- Women are given the opportunity to present their issues in the Gram Sabha.
- The Gram Sabha begins with the reading of the agenda.
- Decisions in the Gram Sabha are made by consensus.
- Elected Panchayat representatives attend the Gram Sabha and present issues from their wards.
- The work of various committees is reviewed in the Gram Sabha.
- All frontline workers of the Panchayat attend the Gram Sabha, and their work is reviewed.

Snakes (Obstacles in Gram Sabha Process)

- The Gram Sabha agenda is not made public, and members are not given the opportunity to include their issues.
- The Gram Sabha is chaired by the husband of the Sarpanch/Mukhiya/Pradhan instead of the elected representative.
- Women are not given the opportunity to speak in the Gram Sabha.
- Service providers such as Anganwadi workers and school representatives are not informed about the Gram Sabha meeting.
- Decisions from the previous Gram Sabha are not read out, nor is the agenda of the current meeting presented.
- Women elected representatives are not allowed to attend the Gram Sabha.
- Citizens address the husband of the female Sarpanch instead of speaking directly to the elected representative.
- Due to a lack of quorum of women, their signatures are collected later at home instead of ensuring their participation in the meeting.

Enact the exercise: Snakes and Ladders

Facilitator Notes

While playing the game, the facilitator will discuss the points mentioned as ladders and snakes. He/she also enquired about what happens to their Gram Panchayats and how they meet out such challenges. Once the game is over (participant on the flex reaches 100 or time is over) or since it is a game of chance at least one snake has bitten, one ladder has not been climbed and one ladder has been climbed, ask the participants to take their seats.



Summarization

While summarizing the learning of the game the Facilitator will discuss in the following manner

- Discussions around the ladder points – Here the facilitator read out the points written in the boxes and discuss with the participants as what they think about those? are they really help the EWRs for a successful gram sabha? If the ladder would be followed will the gram sabha became successful?
- Discussions around the snake's points – Here the facilitator discuss the challenges and ask the participants about their own experiences regarding the challenges mentioned in the points. The facilitator will further explore the strategies they think will be suitable to follow
- Connecting with the previous sessions, the facilitator would discuss how to align the stakeholders and use their authority to strengthen the same

Summarization of the Game

While summarizing the learnings from the game, the facilitator will guide the discussion in the following manner:

Ladders (Positive Practices)

The facilitator will read out the points from the ladder boxes and engage participants in a discussion. They will ask:

- What do you think about these practices?
- Do they truly support Elected Women Representatives (EWRs) in ensuring a successful Gram Sabha?
- If these best practices are followed, how will they contribute to a well-functioning Gram Sabha?

Snakes (Challenges & Barriers)

The facilitator will discuss the challenges mentioned in the snake boxes and invite participants to share their own experiences. They will explore:

- Have you encountered any of these challenges in real-life Gram Sabha meetings?
- What impact do these barriers have on the participation and decision-making process?
- What strategies can be adopted to overcome these challenges?

Connecting with Previous Sessions

The facilitator will draw connections to earlier discussions on stakeholder alignment and authority. They will emphasize:

- How can different stakeholders (Panchayat members, SHGs, frontline workers) be aligned to strengthen the Gram Sabha?
- How can EWRs leverage their authority to ensure inclusive and effective meetings?

Day 3rd | Session 4

Importance of Good Communication

Duration: 60 Minutes

- ➔ Understand the role of communication in effective leadership.
- ➔ Learn the basic components of communication.
- ➔ Explore the importance of feedback and non-verbal communication.
- ➔ Practice active listening techniques to enhance engagement.

Contents Overview

- Importance of Communication in Governance
- Understanding Different Forms of Communication
- Verbal, non-verbal, and written communication.
- Overcoming Barriers to Communication



Starting of Session

Facilitator

Hello everyone, and welcome to our session on the importance of communication in leadership. In this session, we will explore how effective communication shapes leadership success and what tools we can use to enhance our communication skills.

Discussion: The Importance of Communication in Leadership

Facilitator prompts discussion:

"Let's begin by discussing why communication is critical in leadership. Effective communication is the foundation that connects leaders with their followers—it ensures that everyone is on the same page and working towards common goals.

Clarity of Vision: Leaders must convey their vision clearly to align their teams towards common goals.

- **Reflection:** Can you recall a time when a leader's clear vision motivated you? Feel free to share your experiences.

Influence and Motivation: Effective communication inspires and fosters a sense of purpose.

- **Question:** How do you think a leader's words can create motivation among team members?

Decision-Making & Conflict Resolution: Constructive communication fosters participation and addresses conflicts effectively.

- **Prompt:** Can anyone share a situation where good communication helped resolve a conflict?

Building Relationships: Strong communication builds trust and strengthens relationships.

- **Reflection:** Think of a leader you admire—what communication traits do they possess?

Understanding the Basic Communication System

Facilitator Starts

Next, we will discuss the basic communication system, which consists of five key components: Message, Sender, Medium, Receiver, and Feedback. Facilitator will write this on the white board and explain Start with the,

Message: This is what we want to convey.

- **The Sender:** The person delivering the message.
 - **Question:** What traits make an effective sender?
- **The Medium:** The method of delivery (verbal, written, digital, etc.).
 - **Discussion:** What are the most effective mediums in different situations?
- **The Receiver:** It's crucial to understand the audience and their context for better communication
 - **Prompt:** Can anyone share an example/scenario where understanding the receiver improved communication?

- **Finally, Feedback:** Ensures the message was understood correctly. Feedback is essential as it indicates how well the message was received
- **Discussion:** How do you typically seek feedback from your team?

Emphasize the Importance of Medium and Feedback

"Make sure to highlight that the choice of medium is vital for effective communication. For instance, sensitive topics might be better discussed face-to-face rather than through digital text .

Now, regarding feedback, I want you to consider why it matters. Feedback helps us gauge the effectiveness of our communication and allows us to make necessary adjustments. Ignoring feedback can hinder our influence, especially in engagements with citizens. Let's discuss strategies to encourage feedback. What approaches have you found helpful in your experience?"

Activity 1 The Power of Non-Verbal Communication

Guessing Game

The facilitator demonstrates different postures and asks participants to guess what they communicate:

- Place head on palm, straight head
- Crossed arms, legs spread apart
- Lower shoulders, head looking down
- Sitting with open leg, Leaning back, open arms
- Cross leg, less than a 90-degree bend, eye contact.
- No eye contact, bending more than 90 degrees
- Avoiding eye contact, bent posture

Facilitator then invites participants to act out body language and discuss how non-verbal cues impact communication.

Activity 2 Introduction to Active Listening

Facilitator's Explanation

" Now that we have discussed the importance of communication, let's delve deeper into one of its crucial components: active listening. Active listening goes beyond hearing words—it involves fully engaging with the speaker, showing respect, and facilitating a meaningful exchange of ideas. We will now explore key techniques to improve our listening skills : sitting posture, nodding, paraphrasing, and exploring."

Demonstration of Active Listening Techniques

To begin, let me demonstrate the appropriate sitting posture. As a listener, maintaining an open and inviting posture is essential.

- **Sitting Posture:** Sit up straight, lean slightly forward, keep arms uncrossed.
 - Facilitator demonstrates and explains the importance of open body language.

- **Nodding:** Nodding is a simple yet effective way to communicate that you are actively listening. Shows understanding and encourages the speaker to continue.
 - Demonstration and discussion of appropriate nodding.
- **Eye Contact:** Maintaining eye contact is another important aspect of active listening. It demonstrates respect and attentiveness to the speaker.
 - Balance is key—too much eye contact can feel overwhelming (Practice eye contact while demonstrating)

Paraphrasing

Paraphrasing involves restating what the speaker has said in your own words to ensure understanding. Example:

- **Speaker:** "I'm feeling overwhelmed with my workload."

Listener could respond with

- **Listener:** "It sounds like you're feeling a lot of pressure due to your current tasks."
 - Facilitator explains how paraphrasing ensures clarity and understanding. By paraphrasing, you show that you are actively processing what they are communicating."

Exploring

Exploring involves asking open-ended questions without using 'why' to encourage discussions

- Instead of probing with 'Why did you feel that way?' we could ask, 'You are feeling challenged because of the workload—can you share more about what's making it difficult
- ' This approach invites further discussion and can help uncover deeper insights."

Invitation for Participants to Practice

Two participants engage in a role-play conversation using active listening techniques. Facilitator tell them what he/she wants them to focus on: Allow a few minutes for them to engage in dialogue while observe.

- **Set the Proper Posture:** Sit in a way that communicates openness and engagement.
- **Maintain Eye Contact:** Keep your gaze on your partner to show you are listening.
- **Nod Appropriately:** Use nodding to demonstrate that you are following the conversation.
- **Paraphrase:** As the speaker shares their thoughts, practice paraphrasing to confirm your understanding.
- **Explore:** Ask open-ended questions to encourage further exploration of the topic without using 'why.'

Feedback and Reflection

Facilitator

Thank you for your participation! Now, let's gather some feedback from those who observed. Feel free to share your thoughts and experiences on how these techniques can enhance communication in our everyday interactions

- What worked well?
- What could be improved?

(What techniques did you notice that were effective? How did it feel for the speakers to know they were being actively listened to?)

Closing Reflection

Facilitator's Summary: "Active listening is a skill that requires practice but significantly improves leadership communication. As Panchayat leaders, your ability to listen effectively will strengthen relationships, resolve conflicts, and build trust within your communities. I encourage you all to apply these techniques in your daily conversations. Thank you for being such attentive participants today!"

Handouts have been provided at the end of this manual

Day 3rd | Session 5

Leadership & Influence

Duration: 60 Minutes

➔ To help participants recognize how inclusion and exclusion impact decision-making in Gram Sabha and Panchayati Raj Institutions (PRIs).

➔ To enable participants to identify leadership qualities and different leadership influence styles in decision-making processes.

Contents Overview

- Group Dynamics - interactive activities and discussions
- Various leadership styles, their influence
- Ways of inclusive decision-making in Gram Sabha meetings.



Activity 01

Inclusion and Exclusion Game

The facilitator will conduct a group selection exercise to demonstrate how individuals experience inclusion and exclusion. Invite a member from the larger group and ask her to select her group members as per her choice among the participants

- A participant is invited to select a group of members based on personal choice - facilitator will ask them to sit with her group members
- Another participant is invited to form a second group from the remaining participants - facilitator will ask them to sit with her group members
- A few participants will be left out at the end of the selection process.

Group Formation & Discussion

Group 1: Selected in the 1st round

Group 2: Selected in the 2nd round

Group 3: Left out participants

All the participants will sit in a manner so that they can see all 3 group members.

Each group will reflect on their experience with the following questions

Selected participants

First Round - Groups 1

How did you feel being selected? What do you think were the reasons for your selection?

(Facilitator: Type of feeling and list out the reasons for being selected)

Second Round - Groups 2

How did you feel being selected? What do you think were the reasons for your selection?

(Facilitator: Type of feeling and list out the reasons for being selected)

Left-out Participants Group 3

How did you feel being excluded? Why do you think you were left behind?

The facilitator will list and categorize the responses and highlight key reasons behind inclusion/exclusion.

Groups	How they feel (Type of feelings)	What was the reason behind their selection or not being selected?
Selected members group		
(Round-1, Round 2)		
Left out members		

(The exercise will help building understanding of participants relate this experience to real-life situations in Gram Sabha and Panchayat meetings, where many women face exclusion in decision-making)

Discussion Point: Invite opinions of the leaders/participants

- Now facilitator will ask participants to think about the women members in a gram Sabha who faces exclusion in all the decision taken or whose voice is not heard
- How can we ensure two things (i) that every member, especially women, feels included in decision-making (ii) the decision need to be owned by all participants

Session Qualities of a Leader and Leadership Influence

Activity 02

Identifying Leadership Qualities

The facilitator will ask participants to think about the qualities of a good

Panchayat leader: 05 Minute

- Ask them to share what they have thought.
- Each participant will list leadership qualities they value.
- As they speak, the facilitator will write them on a board/chart, grouping similar qualities together.

(Care should be taken that the facilitator repeats whatever is being written on the board. The responses should be consolidated by writing similar meaning words/adjectives together.)

- After the list has been completed the facilitator will repeat the list and ask whether they want to add anything else. Participants will finalize the list of essential leadership qualities.

Leadership Influence Types

The facilitator will introduce four types of leadership styles and discuss their impact: The facilitator while introducing build an understanding on the different types of leaders' influence types.

Autocratic (Nirankush)

Peacemaker (Shantidoot)

Laissez-Faire (Nishkriya Ravaiyaa)

Democratic (sabka saath)

The facilitator will help participants to differentiate between different leadership influence types and consolidate discussion as:

- Have they ever practiced/experienced any kind of leadership influence type while holding the position of leader? If yes, When, How or why?
- Which one type do they need to practice in their institutions and why?

Facilitator Note

Leadership Influence types: Style of Influence: Influence can be of many forms; it can be positive or negative Influence on support or cooperate with others or alienate others.



Autocratic/(nirankush)

- Impose (thopna) her/his will or values on other group members
- Try to push (Dhakhelna) them to support her/his decisions
- The Person evaluates or passes judgments on other group members
- Block action, when it is not moving in the direction, they desire

Peacemaker

- Eagerly Supports other group members' decisions
- The person consistently tries to avoid conflict or unpleasant feelings or from being expressed by pouring oil on the troubled waters
- The member is typically deferential towards other group members—gives them power

Laissez Faire

- Lack of involvement in the group/ Relaxed in the group
- Always go along with group decisions without seeming to commit herself/himself one way or the other
- The person seems to be withdrawn and uninvolved
- Does not initiate activity
- Participates mechanically and only in response to another member's questions

Democratic

- Tries to include everyone in a group decision or discussion
- Expresses his/her feelings and opinions openly and directly without evaluating or judging others
- The Person is open to feedback and criticisms from others when feelings run high and tension mounts
- The person facilitates/attempts to deal with the conflict in a problem-solving way

The facilitator will summarize the impact of different leadership styles and emphasize:

- Why democratic leadership is essential for a leader to help members in Gram Sabha meetings. Specially to encourage participation of women to express their concern and feel included
- Facilitator will also share that decision making and problem solving is the most important task for any panchayat so Now we will understand what is decision making, their step and how to take decision in a meeting.

Day 3rd | Session 6

Reflection & Summarization Through an Interactive Game

Duration: 45 Minutes

- ➡ To reflect on the key learnings from the session.
- ➡ To reinforce critical aspects of Gender and Governance.
- ➡ To encourage participants to plan concrete actions based on their learnings.

Activity

"The Web of Governance" (Reflection Circle Game)

Materials Needed

- A ball of yarn or thread.
- Flashcards with key learning points written on them.
- A flipchart to capture final reflections.

Step-by-Step Process

Opening the Reflection Circle: 5 minutes

- The facilitator asks participants to form a circle.
- "Before we end, let's reflect on what we learned. We will create a 'Web of Governance' to show how everything is interconnected."

Passing the Yarn: 15 minutes

- The facilitator holds the ball of yarn and states a key learning from the session.
- Then, they throw the yarn to a participant while holding onto one end.
- That participant shares one learning, experience, or action they plan to take, then throws the yarn to another person while keeping hold of their thread.
- The process continues until everyone has contributed, forming a web-like structure.

Discussion on the Web: 5 minutes

- The facilitator highlights how Gender, governance, communication, participation, and leadership are interconnected—just like the web they have created.
- They ask:
 - What does this web represent in our work as EWRs?
 - What happens if one person (or aspect) is missing or weak?

Breaking Down Barriers: 5 minutes

- The facilitator asks participants to gently shake the web.
- If someone lets go, the web weakens, symbolizing the impact of weak participation, unclear communication, or lack of accountability.
- The facilitator then asks: How can we make this web stronger in real life?
- Participants suggest actions to take forward.

Final Takeaways: 5 minutes

- The facilitator summarizes the key themes:
 - The key components of PRI system and role of different stakeholders
 - Key points of Funds, Functions and Functionaries
 - The power of Gram Sabha.
 - The importance of effective communication and leadership.
 - Overcoming challenges through understanding of our roles and responsibilities and role of other stakeholders and their values

Closing the Training program

- Singing of Song or clapping

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