शिक्षा मंत्रालय
भारत सरकार

पंचायती राज

जनजातीय कार्य मंत्रालय
MINISTRY OF TRIBAL AFFAIRS
GOVERNMENT OF INDIA

Model Youth Gram Sabha (MYGS)

Module for NLMTs to
facilitate school teachers

Context

India, the world's largest democracy, draws its strength from the active participation of its citizens in decision-making. Yet, this participation cannot begin only at 18 — the legal age for voting. The values of democracy must be nurtured from childhood, because true democracy thrives when everyone is included in everyday decisions that affect our lives.

The Ministry of Panchayati Raj (MoPR) has observed low attendance and participation in Gram Sabhas, as supported by various reports and data. Strengthening Gram Sabhas therefore requires sensitizing the younger generation so that youth grow up as responsive citizens who value collective decision-making and community engagement.

In this spirit, the Model Youth Gram Sabha (MYGS) has been conceptualised as a platform to expose students of Jawahar Navodaya Vidyalayas (JNVs) and Eklavya Model Residential Schools (EMRS) to the processes of participatory democracy, collective deliberation, and local self-governance.

In doing so, the students:

| Experience democracy firsthand, beyond textbooks. | Internalize democratic values such as equality, equity, cooperation, accountability, rights, dignity and respect for diversity. | Develop essential life skills like leadership, problem identification, decision-making, negotiation, public speaking, and teamwork. |

In essence, MYGS is not just about teaching children what democracy is but enabling them to live democracy.

MoPR envisions MYGS as a bridge between schools and local self-government. By linking schools with Panchayat processes, the initiative aims to ensure that every child grows with a sense of belonging to the community and responsibility toward collective well-being.

In this context, this module is designed as a one-day facilitation resource, which aims to equip JNVs and EMRS teachers to visualise, practice and plan for implementing the MYGS in their schools.
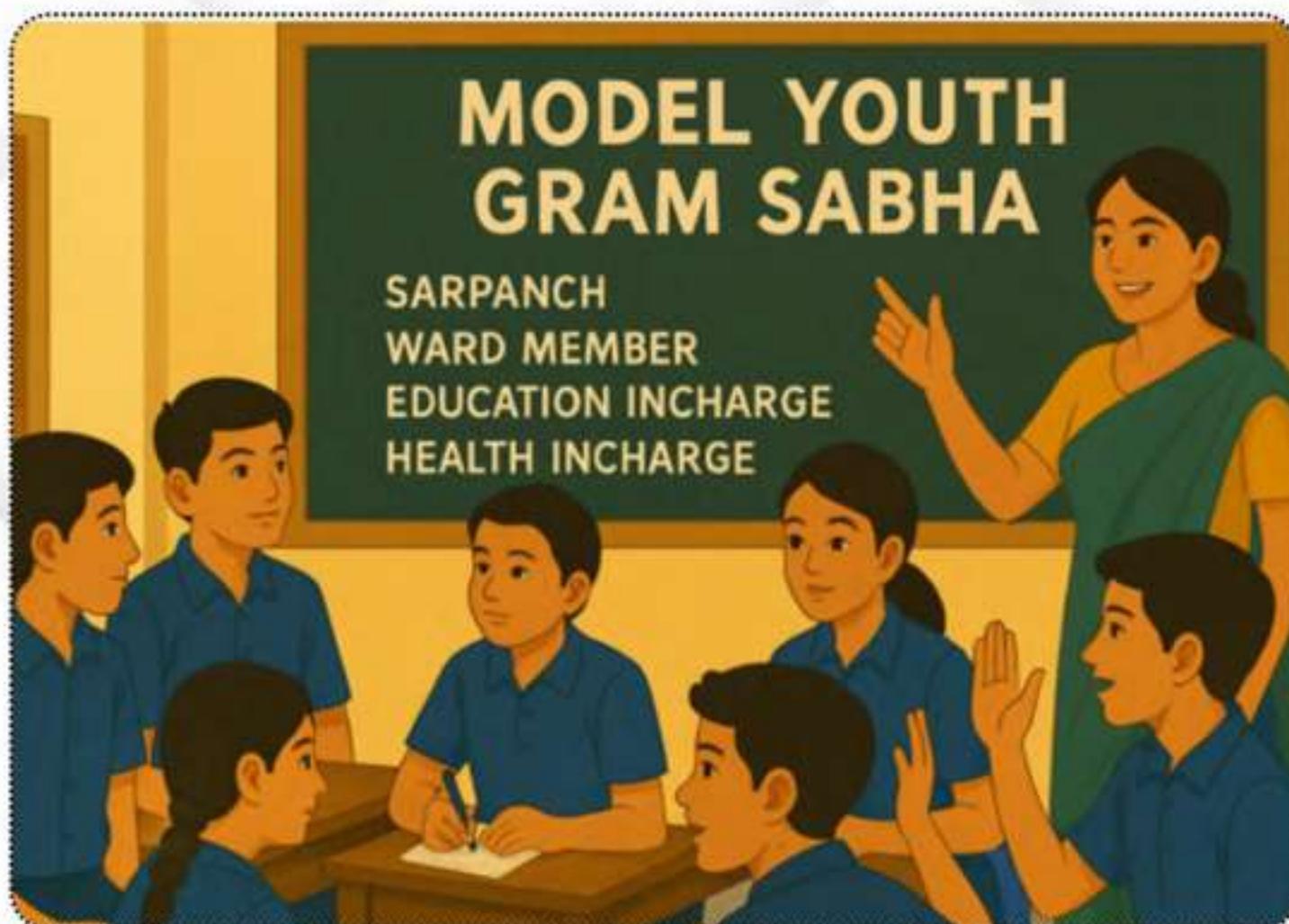
Introduction to the Module

This module is designed as a one-day facilitation resource that equips teachers from JNVs and ERMS to facilitate MYGS in their schools. It aims to enable teachers to visualise, practice, and plan the processes of the MYGS in schools.

The facilitation helps teachers prepare students for:

Preparing for MYGS: Orient students to Panchayati Raj; collect and prioritise village issues; manage nominations and role selection; and rehearse for the MYGS.

Performing MYGS: Guide students to stage the MYGS as per the suggested flow- run the opening, moderate debates and negotiations, conduct a mock finance exercise, and facilitate resolution-making.

Consolidating MYGS: Support Students to document minutes/photos for Panchayat Nirnay App, lead classroom reflection, and convert resolutions into follow-up actions linked to school and Panchayat processes.

Objectives to the Module

Understand MYGS- purpose, process and how to translate it into meaningful student experiences.

Facilitate Student-Led Activities- guide students in taking roles, debating issues, and practising democratic decision-making through one or more methods.

Integrate MYGS with school processes- link MYGS with assemblies, community interactions, and connecting outcomes with Panchayat processes, while allowing for local adaptation.

Model democratic ethos - demonstrate and nurture inclusivity with respect to children from different socio-economic backgrounds, gender, children with special needs, fairness, rights and collaborative decision-making throughout the process.

Guiding Principles of the Module

The module champions learning by doing and participatory facilitation. It is designed so that teachers are not just listening, but actively engaging, reflecting, and practising. Along with detailed conversations on the concept of MYGS, the module also helps them build the practical skills needed to guide students in running a Model Youth Gram Sabha (MYGS). In this way, participants learn how to mentor students effectively while also deepening their own understanding of democracy, participation, and civic responsibility.
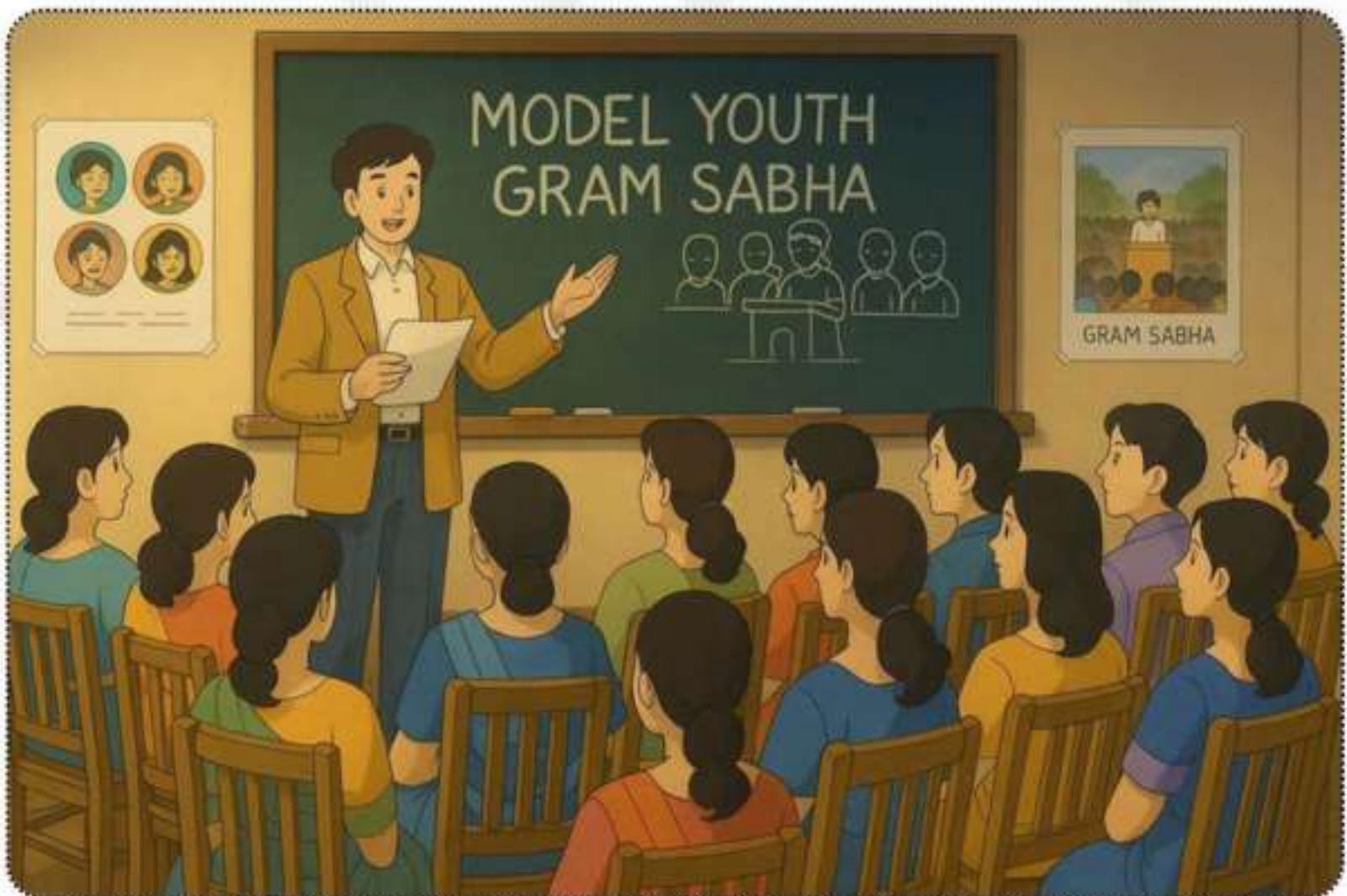
Key Principles

1 Suggestive, not Prescriptive-

Processes and tools are offered as options. Schools and teachers are free to adopt one or more, depending on their context.

2 Choice and Flexibility-

MYGS is designed as a plug-and-play process. From orientation choice to issue collection and prioritisation, multiple methods are offered. The aim is participation, scope of innovation and learning.

3 Practical and Experiential-

Activities mirror real processes of Gram Sabha to bridge theory and practice.

4 Inclusive and Participatory-

All voices are valued, encouraging safe, democratic spaces.

Key Principles Cont...

5

Learner-Centricity-

Strategies link directly to teacher and student perspectives.

6

Reflection-

Every session includes structured debriefs to connect experience with purpose.

7

Adaptability and Creativity-

School and teachers are encouraged to innovate and localise methods while keeping core objectives intact.

8

Joy in Learning-

Curiosity, exploration, and experimentation are encouraged, making the experience engaging and memorable.

This approach positions NLMTs to work with teachers as empowered partners, enhancing their confidence and capacity to facilitate MYGS in schools.

Who is the Module For?

The module is a practical guide for **National Level Master Trainers (NLMTs) to facilitate teachers** in conducting the Model Youth Gram Sabha (MYGS) in their schools. The **primary audience of this module is teachers,** who will take the lead in facilitating students to organise and run their own Model Gram Sabha. It provides step-by-step methods, activities and facilitation tips that can help teachers enable students to assume roles, raise issues and deliberate collectively - closely reflecting the processes of a real Gram Sabha.

How to Use this Module?

This is a facilitator's guide, not a textbook. Each session is written with:

Introduction- Why an activity is included, and its connection to MYGS.

Objectives- What participants are expected to learn and contribute.

Facilitator's Notes– Cues, cautions, and reflection questions.

Debrief Questions– Reflection on learnings from each session

Materials Required– Simple, low-cost items needed.

Annexures- Aids, templates, checklist etc.

Facilitators should first experience each activity as a learner, then reflect on how to adapt/use it in their own facilitation. Every activity is followed by a debrief to support learners in reflecting on their learning.
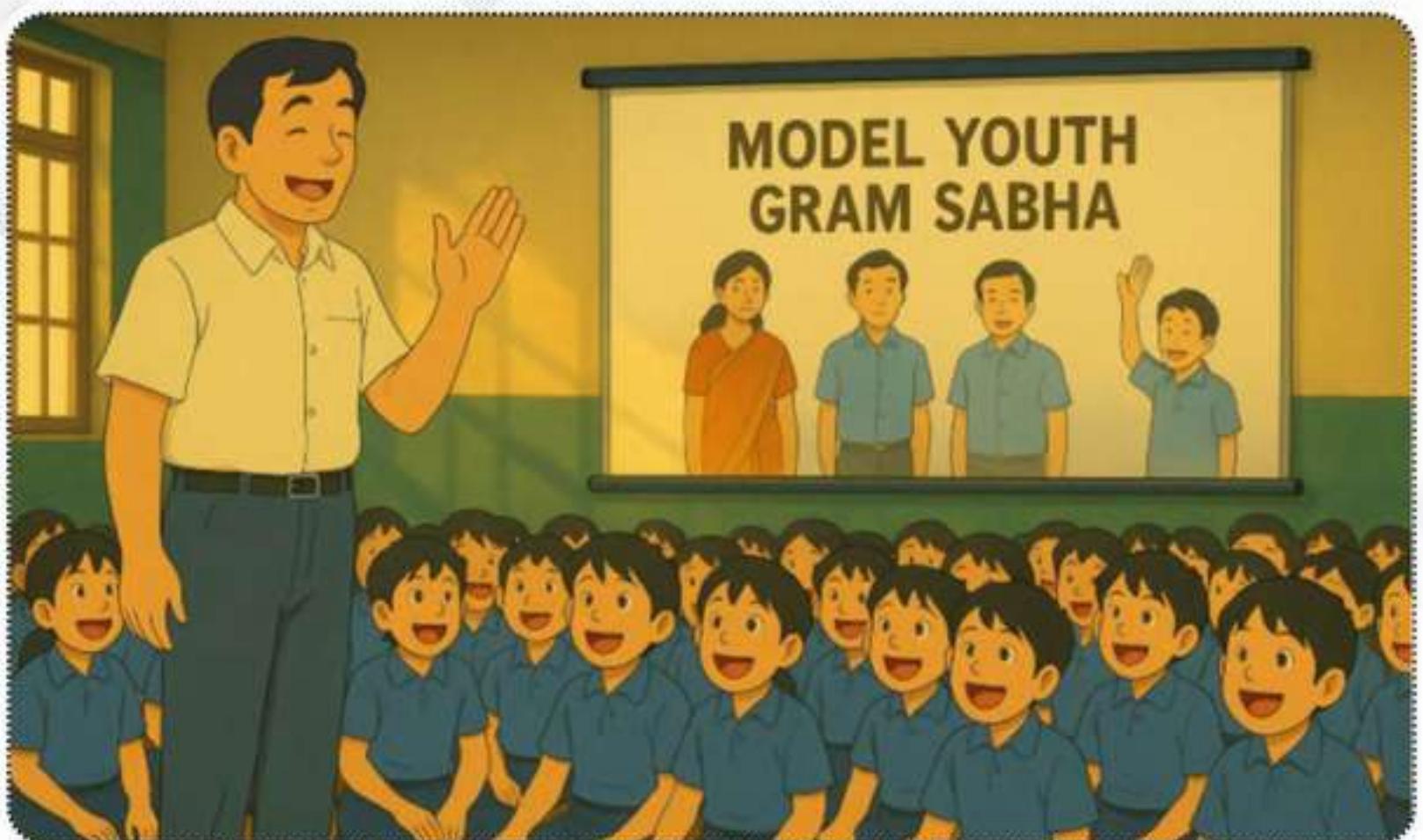
Facilitators have the flexibility to innovate and adapt activities to contextual needs, while ensuring that the core objectives remain intact.

Workshop Overview

	One-Day Teacher facilitation Workshop – Model Youth Gram Sabha (MYGS)			
Time	**Activity**	**Objective**	**Activity Mode**	**Activity Description**
9:30 – 9:50 am	Morning Assembly	To establish a school-like atmosphere of inclusivity, joy and openness that prepares the group for immersive learning. To encourage participants to reconnect with childlike curiosity, imagination and playfulness, which are essential in replicating MYGS effectively in schools.	Baal Geet	Facilitator leads teachers in a children's song with actions. Purpose is to model the joyful, participatory spirit that they should recreate with students in their schools.
9:50 – 10:20 am	Why MYGS?	To provide teachers with clarity on the objectives, structure and expected outcomes of MYGS. To prepare teachers to guide students effectively to implement MYGS in school setup.	Facilitator Presentation and follow up discussion	Facilitator introduces objectives, purpose and design of MYGS through a PPT and follow up discussion. By linking MYGS to democratic values and participatory governance, it helps teachers see their role in guiding students towards responsible citizenship.

Time	Activity	Objective	Activity Mode	Activity Description
10:20 – 11:15 am	Preparing for MYGS in Schools	To help teachers understand and navigate each step of MYGS preparation, equipping them to guide students effectively and collaboratively plan for a successful Sabha.	Group Work	Teachers are introduced to the systematic preparation needed to enable students to conduct MYGS in schools. Through group work it ensures they not only understand the steps but are also well-equipped to orient students, anticipate challenges, co-create solutions and collectively develop a practical checklist for effective implementation of activities like Field Immersion, Prioritization etc.
11:15 – 11:30 am	Tea Break			

Time	Activity	Objective	Activity Mode	Activity Description
11:30 – 12:15 pm	Matching Roles	To reinforce teachers' understanding of Panchayat functionaries and their responsibilities.	Game	Teachers match Panchayat stakeholders/committees with responsibilities. Debrief focuses on how to simplify for children through school based analogies.
12:15 – 1:30 pm	Gallery Walk – Issue Wall	To help teachers experience a participatory approach that can be used in schools for problem identification by students for MYGS.	Group Work	Teachers list common community problems on theme charts. They then walk around to see each others' ideas. Facilitator shows how this can be replicated with students.
1:30 – 2:30 pm	Lunch Break			

Time	Activity	Objective	Activity Mode	Activity Description
2:30 – 3:15 pm	Ranking Ladder	Equip teachers with strategies to guide students in discussing, debating and prioritizing issues through participatory exercises.	Group task	Teachers prioritize issues (Most Urgent → Important → Less Urgent) and discuss how to run this exercise with students through debates and discussions.
3:15 – 4:30 pm	Mock Student Gram Sabha	To simulate the full Sabha process. To build conviction that MYGS is both feasible and doable for students.	Role-play Simulation	Role-play simulation where participants act as students to conduct a Gram Sabha, experiencing firsthand the flow, roles, and dynamics of the process.
04:30 – 04:45 PM	**Tea Break**			

Time	Activity	Objective	Activity Mode	Activity Description
4:45 – 5:15pm	Ask Your Doubts	Create an open, inclusive space for teachers to raise questions and clarify doubts. Encourage peer learning and sharing of practical insights.	**Question and Answer session**	Teachers sit in a circle. A ball is thrown. Whoever gets it asks a question, shares a doubt, or reflects on their learning. Facilitator clarifies using IEC material if needed.
5:15 – 5:45 pm	Debrief and Confidence Check	Create an open, inclusive space for teachers to raise questions and clarify doubts. Encourage peer learning and sharing of practical insights.	**Self Rating and consolidation**	Interactive debrief where participants use a simple confidence scale via Mentimeter/or use paper cards to rate their readiness for conducting MYGS. Results are shared visually (Mentimeter or show of hands). Facilitator summarizes and thanks participants.

One day Teacher Workshop
on
Model Youth Gram Sabha

Activity 1 :
Morning Assembly

Introduction

Every school day across India traditionally begins with a morning assembly—a space where students, regardless of their background, gather in a spirit of unity. The assembly is not just a ritual; it is an equalizer where rhythm and a collective identity are established. In the context of this workshop, beginning with a Baal Geet allows participants—to momentarily set aside their designations and step into the shoes of school students. Through this collective activity, participants are invited into a space of shared identity where hierarchy is dissolved and everyone becomes an equal learner. This democratic spirit of equality, playfulness and collective rhythm establishes the tone for the rest of the day.

Objectives

- To establish a school-like atmosphere of inclusivity, joy and openness that prepares the group for immersive learning.
- To encourage participants to reconnect with childlike curiosity, imagination and playfulness, which are essential in replicating MYGS effectively in schools.

Process

1. The facilitator begins by greeting the group warmly, inviting participants to stand together in an open space, just as students gather in a morning assembly. The facilitator sets the context by saying:"Today we will begin as children do, through a Baal Geet. For these moments, let us forget our positions and step into the world of children."
2. The facilitator then leads the group in a familiar Baal Geet (such as Lakdi ki Kaathi or another culturally relevant children's song or refer to the Baal Geet in Tool Kit). Clapping, gestures and rhythm are strongly encouraged to recreate the authenticity of a school assembly atmosphere.
3. Participants are invited to let go off hesitation and immerse themselves fully.

Facilitator's Notes

Model Enthusiasm: Adults may feel hesitant or self-conscious while singing songs. The facilitator's own openness, humour, and body language will set the tone for participation. Facilitator needs to clap energetically and sing with conviction to encourage participants to sing along.

Normalize Playfulness: Remind participants that play and joy are not distractions but powerful pedagogical tools. Just as students engage better in joyful learning environments, adults also learn more effectively when any kind of barriers are dissolved.

Anchor in MYGS Philosophy: After the activity, the facilitator needs to emphasize how such rituals can dissolve hierarchies, create a sense of belonging and set a democratic rhythm. This is not about the song itself but about creating the right atmosphere of participation and equality.

Replicability for Teachers: Point out explicitly that this is a simple practice teachers can adopt before MYGS sessions in schools. It requires no resources, only enthusiasm, and can be adapted with local songs to reflect regional diversity.

You may distribute printed copies of the Baal Geet to participants in advance to encourage active participation.

Materials Required

- An open space where participants can stand together in a circle or lines to simulate the feel of a morning assembly.
- Printed copies of Baal Geet (if required)

Expected Outcomes

- Participants feel energized, equal and connected. A collective rhythm and identity are established, demonstrating how rituals can set the tone for democratic participation.
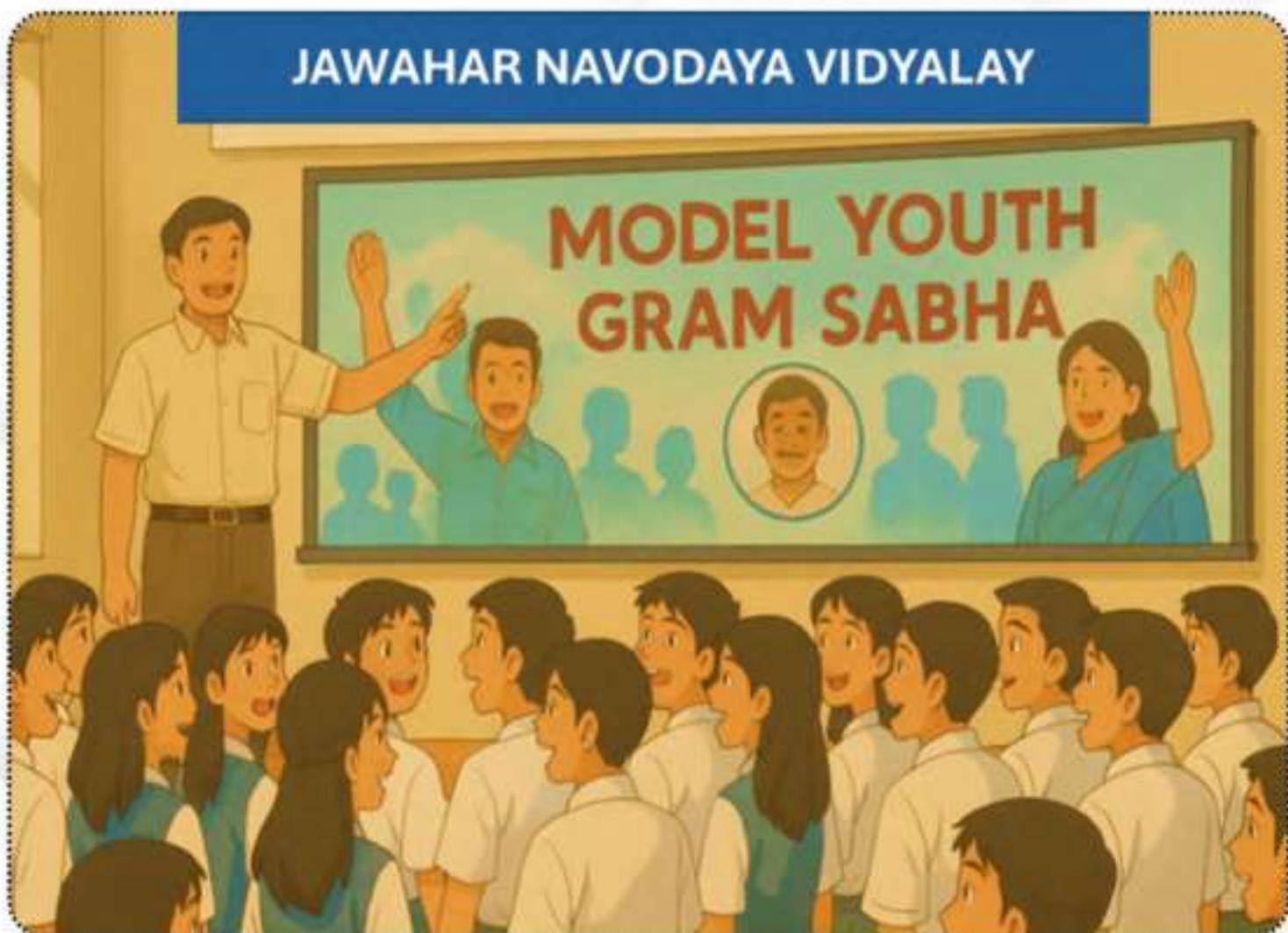
Activity 2:
Why MYGS

Introduction

This session anchors teachers in the larger vision of the Model Youth Gram Sabha (MYGS) while also giving them a structured overview of its steps. MYGS is not simply a role-play—it is a Ministry of Panchayati Raj initiative designed to cultivate citizenship, constitutional awareness, and participatory skills among young people. By walking through the phases of Prepare–Perform–Consolidate, teachers will be able to see how each step contributes to creating a holistic, participatory governance experience for students.

Why Model Youth Gram Sabha is important?

- It introduces students to local governance structures through experiential learning
- It prepares students to become active, empathetic & responsible citizens
- It gives student a platform to express themselves
- It creates a school culture that values voice & dialogue
- It helps students to understand how decisions are made in real life
- It encourages schools to ensure collective problem solving
- It builds life skills among the students

Objectives

- To provide teachers with clarity on the objectives, design, and expected outcomes of MYGS
- To highlight that each step offers multiple options, and schools may adopt one or more depending on feasibility.

Process

Framing the Session:

The facilitator welcomes teachers and sets the tone: "The Model Youth Gram Sabha is not only about children enacting roles. It is about cultivating democratic values and skills that will strengthen our nation for generations.

Vision Presentation (10 minutes) (Facilitation PPT)

- Objectives of MYGS.
- Alignment with Panchayati Raj Institutions and constitutional principles.
- Expected outcomes for students, schools, and local governance.

Reflections (5 minutes):

- Teachers share what stood out for them:
- Why do you think involving youth in Gram Sabhas is important?"
- 3-4 teachers give short responses; facilitator synthesises.

4. Process Walkthrough (15 minutes)

Using a PPT/visual chart, the facilitator **explains the three phases** of MYGS:

- **Prepare** - Orient, announce, select roles, collect and prioritise issues, rehearse.

- **Perform** - Conduct Sabha: agenda, issue presentations, simulation around- GPDP/OSR/PAI**, (Refer to **Annexure 15,16, 20** for details on these) & Budget discussion, resolution finalisation, closing.

- **Consolidate** - Documentation, reflection, follow-up actions.

For each phase, the facilitator highlights:
- The goal (e.g., Prepare = build curiosity and readiness).
- The choice of activities schools may adopt.
- Templates and resources (role cards, mock script)

5. Quick Recap (5 minutes): Facilitator asks:
- "Which activity do you think will excite students most? Which may be challenging for teachers?"

6. Closure (2 minutes):
- Facilitator sums up: "Now that you have seen the vision and process together, in the next activity you will go step-by-step into sub-groups to prepare detailed guidance for each activity."

**GPDP- Gram Panchayat Development Plan
OSR- Own Source Revenue
PAI- Panchayat Advancement Index

Materials Required

- PPT slides (vision + 3 phases).
- Printed handout of Annexure 1 (optional).
- Projector/flipchart & markers

Expected Outcomes

- Teachers gain a clear understanding of MYGS and its purpose in fostering student participation.
- Teachers understand that each step offers multiple options and can adapt them to school context.

Activity 3:
Preparing for MYGS in Schools

Introduction

This activity immerses participants in the practicalities of preparation- from communication, selection, preparation, performance and consolidation. By working in subgroups, participants co-create a detailed checklist for steps, identify challenges, and brainstorm alternative solutions.

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Objectives

- To help teachers understand and navigate the steps for executing MYGS
- To deepen understanding of each suggestive step and generate a practical checklist of activities.

Process

1. Divide participants into small subgroups of 6-8 members.
2. Each group is assigned a phase (2 Prepare group (from announcement to selection one and from selection to mock rehearsals another), 1 Perform group and 1 Consolidate group)
3. Each group should suggest at least one feasible option for their step.
4. **Groups receive guiding questions on chits:**
   - What all schools can do to make MYGS a success
   - What detailed activities do you think schools and teachers would really do in each phase?
   - What innovations should teachers take in each phase?
   - Over how many days should it be done?
   - What materials are needed?
   - What alternative methods/innovations can be adopted? (Refer to **Annexure 14** for suggestive innovations; participants' inputs can be added to this master list)
   - What challenges may arise, and how to solve them?

5. Groups discuss for 20 minutes and write points on chart paper.

6. Each group presents for 3–5 minutes.

7. Facilitator compiles inputs into a master checklist visible to all (refer **Annexure 1,2,3** along with incorporating inputs from participants. Also refer to **Annexures 20, 21** for PAI and field immersion for students if opted for)

8. Facilitator revisit PPT used in previous activity to consolidate the session

Facilitator's Notes

- Display the full list of preparatory steps on the projector (PPT prepared based on Annexure 1 and 2)
- Encourage groups to be specific (e.g., plan at least a few expert talks with Sarpanch, Sachiv and community members who participate in Gram Sabha regularly in the assembly, creation of posters and slogans ,writing by student,wall writing, etc.).
- Push for practical alternatives when ideal methods aren't feasile.
- Wrap up with a timeline view (15 days to Sabha Day)
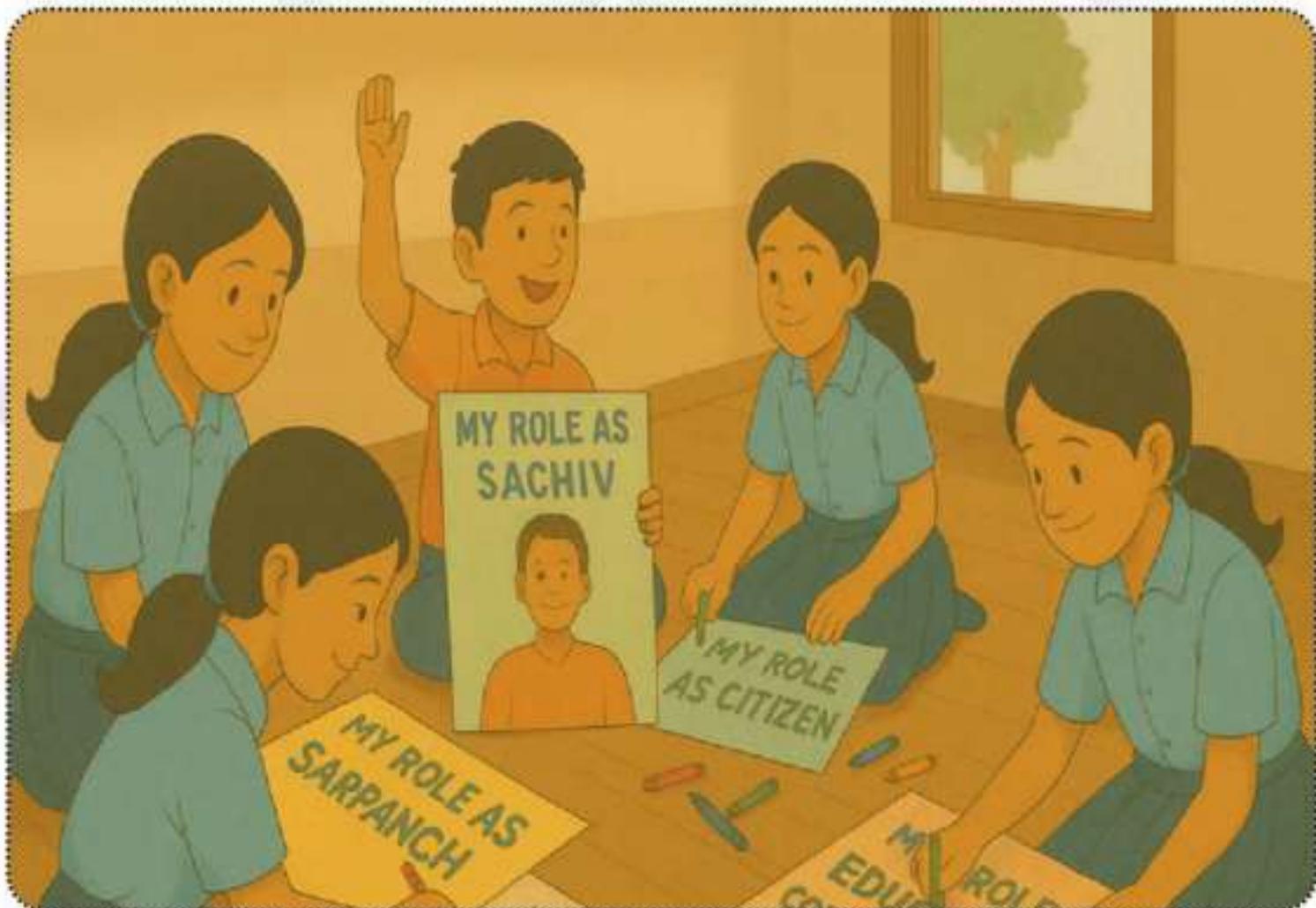
Debrief Question (Take 2-3 responses)

- When preparing for MYGS, how can we ensure that first-generation learners/children from all castes, socio-economic backgrounds, gender, and children with special needs are represented and encouraged to participate?

Materials Required

- Chart paper and A4 paper.
- Sketch pens and colours
- Sticky notes
- PPT based on annexure 1 and 2
- Projector to show annexure 14 and others if required

Expected Outcomes

- Participants explore practical considerations for each step, including actions, timelines, resources, and alternative approaches.
- They anticipate common challenges in school contexts and discuss strategies to overcome them.

Activity 4:
Matching Roles

Introduction

This activity helps teachers revisit and deepen their understanding of Panchayat roles while exploring ways to translate them into student-friendly analogies—for example, likening a Sarpanch to a Class Monitor, a Secretary to a planner, or a Committee Head to a House Captain. By emphasizing how these roles complement each other in serving the community, teachers are better equipped to guide students in experiencing authentic democratic participation during MYGS.

Objectives

. To reinforce teachers' understanding of Panchayat functionaries and their responsibilities.

Process

1. Divide participants into 4 groups.
2. Provide each group with a set of Role Chits (Sarpanch, Secretary, Ward Member, Committee Head, Teacher Representative) and Responsibility Chits **(Annexure 5)**
3. Groups match the correct pairs (Role → Responsibility).
4. Groups create one student-friendly analogy for each role (e.g., Sarpanch = Class Monitor).
5. After 15 minutes, each group presents its matches and analogies.
6. Facilitator shares the Master Answer Sheet **(Annexure 5)** for verification.
7. Debrief on - which selected officials you will choose in your school, apart from elected representatives (in case the school decides to choose fewer than 20 students) and why?
8. Facilitator highlights that role selection can happen via nomination, audition, or voting (based on the choice of teacher/school)
9. The show participants suggested guidelines to select these roles in schools through **Annexure 4**

Debrief Question (Take 2-3 responses)

- How can you ensure that every student gets an equal chance to take on meaningful roles in MYGS?

Materials Required

- 20 Role Chits + 20 Responsibility Chits
- Master Answer Sheet
- Chart papers/markers

Expected Outcomes

- Teachers deepen their understanding of Panchayat roles and responsibilities, including how roles interconnect.
- Teachers are prepared to guide students with the role and responsibilities of Panchayat and its stakeholders to further conduct MYGS by the students.

Activity 5:
Gallery Walk – Issue Wall

Introduction

This simulation activity gives participants hands-on experience of how students can identify issues for MYGS. It demonstrates a practical, participatory approach that teachers can facilitate to guide students to express their individual views and learn how to integrate them into collective concerns.

Objectives

- To enable teachers to practice the "Wall of Voices" method while also becoming familiar with other participatory approaches (such as poster competitions, issue drop-boxes, and brainstorming) so they can choose suitable ways for facilitating student-led problem identification during MYGS.

Process

1. Place 4–5 charts around the room with themes students might explore in MYGS.
2. Suggestive themes can be around - Education (poor infrastructure in schools, teacher absenteeism etc.), Health (excess alcohol consumption in village, open drains, increasing number of underweight children etc), Sports and Culture (Lack of proper playground, fading local arts etc.), Environment (Poor use of renewable energy in panchayat, poor waste management, increasing deforestation etc.). It is suggested to choose the topic of discussion based on the PAI Score.
3. Teachers write problems or concerns on sticky notes pertaining to any theme (s) and place them on the corresponding charts.
4. Once all are done, participants walk around, read the entries, observe patterns, similarities, and differences across the charts in the problems posted.

Process

5. The facilitator conducts a discussion and lists out the major problems that emerge.

6.The facilitator also highlights how individual voices are integrated together to form collective concerns, highlighting the democratic principles of inclusion and shared understanding.

7. Facilitator highlights that this is just one way to do it. Other methods such as poster competitions, issue drop-boxes, brainstorming sessions, or "issue walls/ wall of voices" as explained in activity can also be adopted by schools to involve all students in MYGS

Facilitator's Notes

- Encourage both detailed notes and simple drawings.
- Encourage them to think more simpler and unique ways to do it. Take their inputs
- Stress the difference between problems vs personal complaints as highlighted by the PAI score.
- Remind teachers that younger students can contribute through drawings or class discussions.

Debrief Question (Take 2-3 responses)

- If we had to rank issues, how can we make it transparent for students?

Materials Required

- Charts
- Sticky notes
- Sketch Pens
- Board, Markers

Expected Outcomes

- Teachers gain a clear understanding of problem identification as a crucial step in MYGS and experience participatory methods that they can directly replicate with students.

Activity 6:
Ranking Ladder

Introduction

Prioritising issues is a critical part of governance and helps in resolving problems democratically. In this activity, teachers will practice the Ranking Ladder method as one way to help students assess the urgency of different issues and make collective decisions. Using issues identified during the Gallery Walk, this exercise shows how students can debate, discuss, and decide together which matters need immediate attention. Teachers will also be introduced to other methods, so they can choose what works best in their school context

Objectives

- To equip Teachers with strategies to facilitate discussions, debates, and prioritisation of issues among teachers using Ranking Ladder method as one participatory exercise.
- To introduce teachers to other democratic decision-making methods (such as dot voting and pairwise comparison), so they can later share these options with teachers depending on the school context.

Process

1. **Group Formation:**
   - Based on the number of thematic areas /problem charts of previous activity (e.g., Education, Health, Water, Sanitation, Employment, etc.), form the same number of participants' groups.
   - Each group is assigned one thematic area.

2. **Problem Ranking (within groups):**
   - Each group reviews the list of issues/problems identified under their theme.
   - They discuss and rank the problems on a chart paper in order of urgency or importance (e.g., Problem A → most urgent, Problem B → moderate, Problem C → least urgent).

3. **Presentation & Justification:**
   - Each group presents its ranking to the larger group.
   - While presenting, they justify why they feel Problem A should be solved before Problem C (or others).
   - Other groups may ask clarifying questions or challenge the reasoning.

4. Debate & Collective Reflection:

- The facilitator consolidates the presentations and explains that teachers can later use ranking Ladder with students or choose alternate methods such as Dot Voting or Pairwise Comparison (**Annexure 2**)
- The facilitator highlights that all methods encourage students to practice negotiation, public speaking, and evidence-based reasoning while prioritising Gram Sabha issues in schools.

Facilitator's Notes

- Emphasise that prioritisation is a key governance skill.
- Encourage democratic methods for ranking, such as discussion, debate etc .
- Highlight the importance of reasoning behind each ranking choice.
- Guide teachers to reflect on how students' perspectives can influence prioritization.
- · Emphasise that the choice remains with teachers and schools on how far they want to take this opportunity for student learning.

Materials Required

- Issue cards or sticky notes from the Gallery Walk activity
- Board, Markers
- Chart Paper

Expected Outcomes

- Teachers gain practical experience in using the ladder method to assess issue urgency.
- Teachers are able to facilitate structured prioritization exercises with students.
- Teachers understand how to guide students in reasoning and democratic decision-making.

Activity 7:
Mock Student Gram Sabha

Introduction

At the core of the MYGS experience lies the **simulation of the Gram Sabha** itself. This mock Sabha is the culmination of all prior steps- orientation, rehearsals, and consolidation - coming together in a live enactment. This activity convinces participants that MYGS is not an abstract idea but a practical, doable, and transformative process for schools. Experiencing it themselves equips teachers with the conviction and authenticity required to guide children

Objectives

- To simulate the full Sabha process.
- To build conviction that MYGS is both feasible and doable for students.
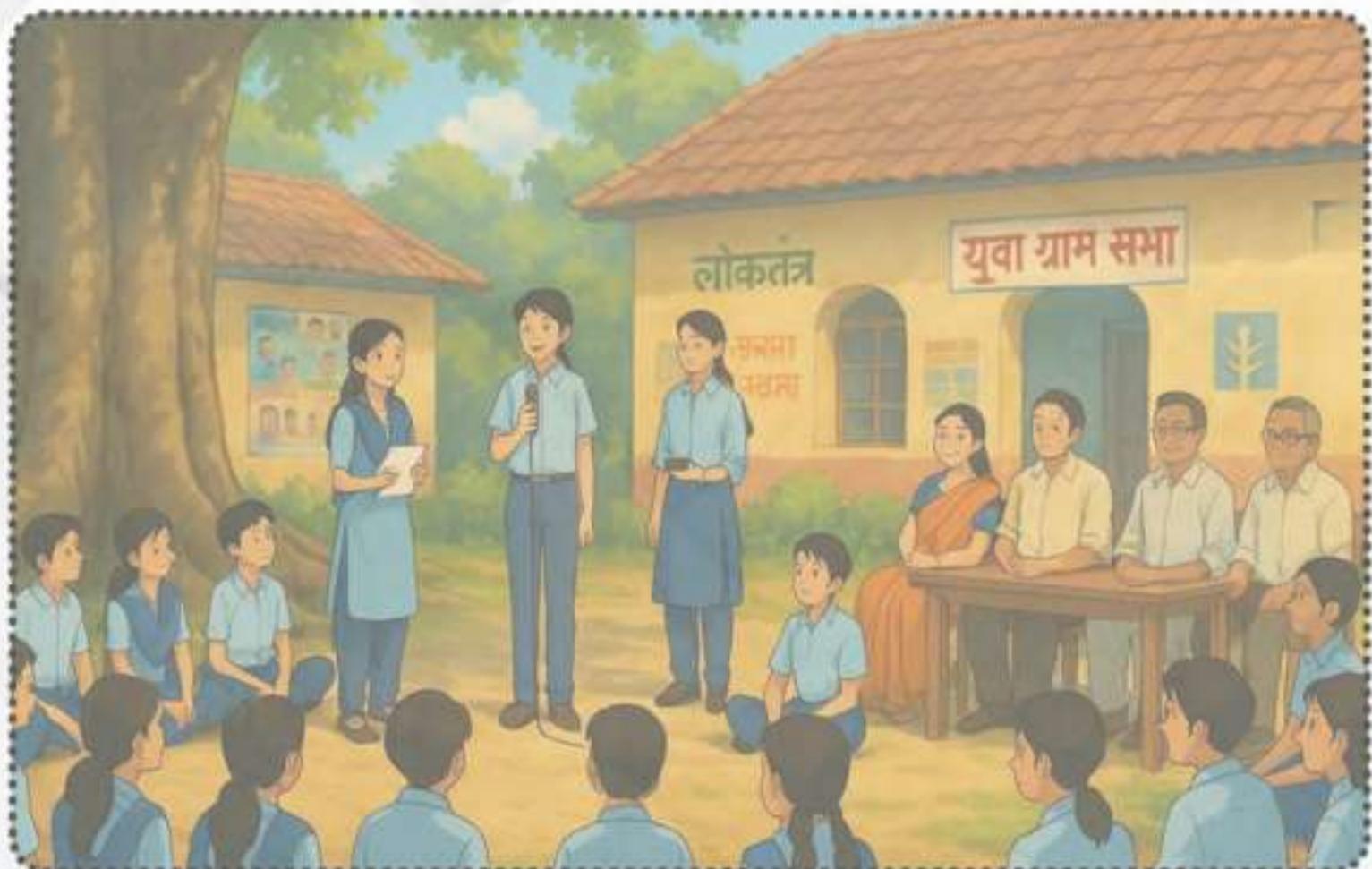
Process

- **Role Allocation (10 min):** Each teacher receives a chit, assigning them a role (Sarpanch, Secretary, Ward Member, Angawadi Worker, Teacher, Health Worker, Self Help Group representative, NGO representative) **(Annexure 5).**

- **Rehearsal (25 min):** Teachers prepare their statements based on their roles and the issues prioritised in the Ranking Ladder activity, and build a script (use blank script template **Annexure 7)** or use a mock script (**refer Annexure 6**).

Participants to follow a suggestive flow of-
- Opening
- Agenda Setting
- Sectoral Issue Presentations
- Budget Simulation & GPDP Discussion
- Resolution Finalisation
- Closing Ceremony

The above activity is to be conducted ahead of the enactment day.

Debrief (10 min):
1. How did it feel to play roles? What challenges arose? What parallels can you see with teachers doing this exercise?
2. How did it feel to play roles? What challenges arose? What parallels can you see with teachers doing this exercise?

Facilitator's Notes

- Prepare role chits and a dummy Action Taken Report in advance.
- Encourage every teacher to contribute to their role.
- Maintain energy, pace and realistic timing.
- Constantly link reflections back to: "If this felt real for you, imagine its impact on students".

Materials Required

- Role chits
- Sample Action Taken Report
- Mock Script
- Bell/timer
- Chart paper

Expected Outcomes

- Teachers gain firsthand experience of Model Youth Gram Sabha, building conviction that the process is practical, engaging and feasible for students to carry out in their own schools.
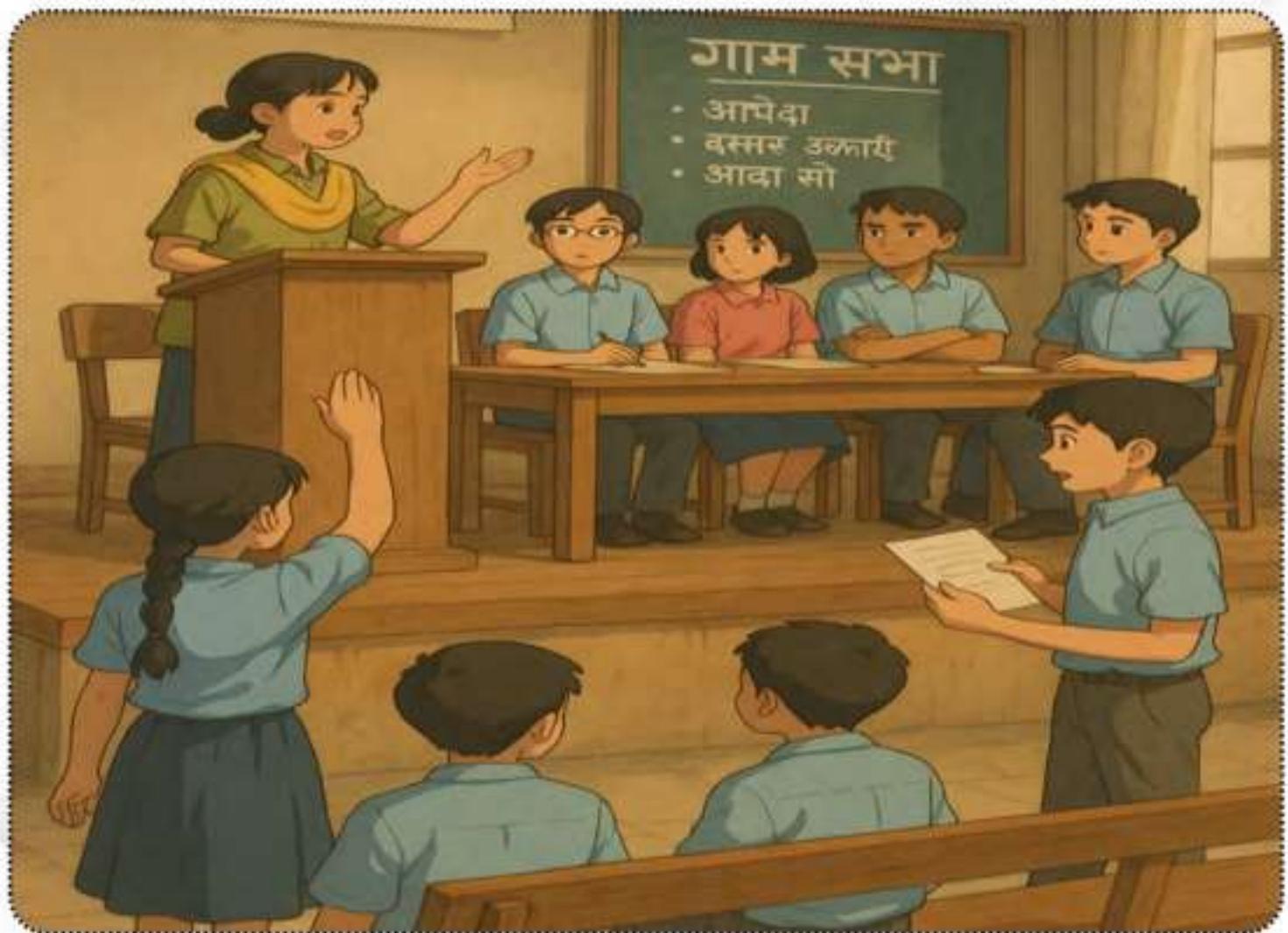
Activity 8:
Ask your doubts

Introduction

A critical aspect of effective facilitation is ensuring clarity and confidence. This session provides teachers with an open forum to voice questions, explore challenges and strengthen understanding through peer discussion and facilitator guidance. NLMTs create a space where questions become opportunities for deeper insight and shared learning.

Objectives

- Provide an open, inclusive space for teachers to raise questions and clarify doubts.
- Encourage peer learning and sharing of practical insights.

Process

1. Teachers sit in a circle.
2. Facilitator throws a ball at them. Whoever catches it, asks a question or shares one learning
3. Peers respond to questions before the facilitator steps in, modelling collective wisdom.
4. Facilitator provides final answers where needed.
5. Then the facilitator walks participants through all annexures- Display/distribute IEC kit & annexures (nomination form, certificate template, report format etc.) **(Annexure 8-13,17-19 as per need)**.

- Foster a supportive and non-judgmental environment.
- Highlight the value of collective knowledge and peer insights.
- Treat each doubt as an opportunity to reinforce key concepts rather than as a challenge.

Materials Required

- Plastic Ball
- IEC material for reference

Expected Outcomes

- Teachers' questions and doubts are addressed, strengthening understanding.
- Misconceptions are corrected and clarity is reinforced.
- Participants are clear about which IEC materials and annexures

Activity 9:
Debrief & Confidence Check

Introduction

The workshop concludes with collective reflection, giving teachers the opportunity to consolidate their learning, share insights and acknowledge their own growth. This final session emphasizes teachers' active role in shaping MYGS in their schools and their capacity to guide students in experiencing democracy.

Objectives

- To reflect on key takeaways and practical insights from the workshop.
- To assess teachers' confidence in guiding students to implement MYGS

Process

1.Ask participants to rate themselves on a Confidence Poll on Mentimeter/paper cards: "On a scale of 1–10, how confident are you to facilitate MYGS with your students?"
2. Guided Reflection:
Prompt questions such as:
"What does a successful MYGS look like to you?"
"What challenges might arise when facilitating MYGS, and how might you address them?"
3. Open Sharing: Invite volunteers to share reflections, strategies, and insights.
4. Closing Remarks: Facilitator summarizes the workshop and motivates participants:
"You are now prepared to guide students in experiencing democracy—bringing MYGS alive in your schools."

Materials Required

- Chart paper, markers
- Mentimeter or cards for confidence polls

Expected Outcomes

- Teachers leave with clarity, confidence, and motivation to implement MYGS.
- A strong sense of responsibility, ownership and readiness to guide students in democratic participation is reinforced.

Annexure List

01 Suggestive Steps for Executing Model Youth Gram Sabha (MYGS)

02 Participatory Tools for Prioritisation

03 MYGS Checklist (Pre–During–Post)

04 Suggestive Guidelines for selection of students

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08 Self-Nomination Form

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11	Template of Report MoPR
12	Expenditure Format
13	Certificates
14	Suggestive innovations
15	What is GPDP
16	What is OSR
17	What is Panchayat Nirnay App
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20	What is PAI and how to use it for MYGS
21	Field Immersion of Students and Panchayat

Annexure 1: Suggestive Steps for Executing Model Youth Gram Sabha (MYGS)

The **Model Youth Gram Sabha (MYGS)** is a flexible, plug-and-play module. Each step offers choices, so schools can adapt according to their time, resources, and student interest. The aim is to help students experience Panchayati Raj processes in a joyful and participatory way, while linking school activities with the real Gram Sabha.
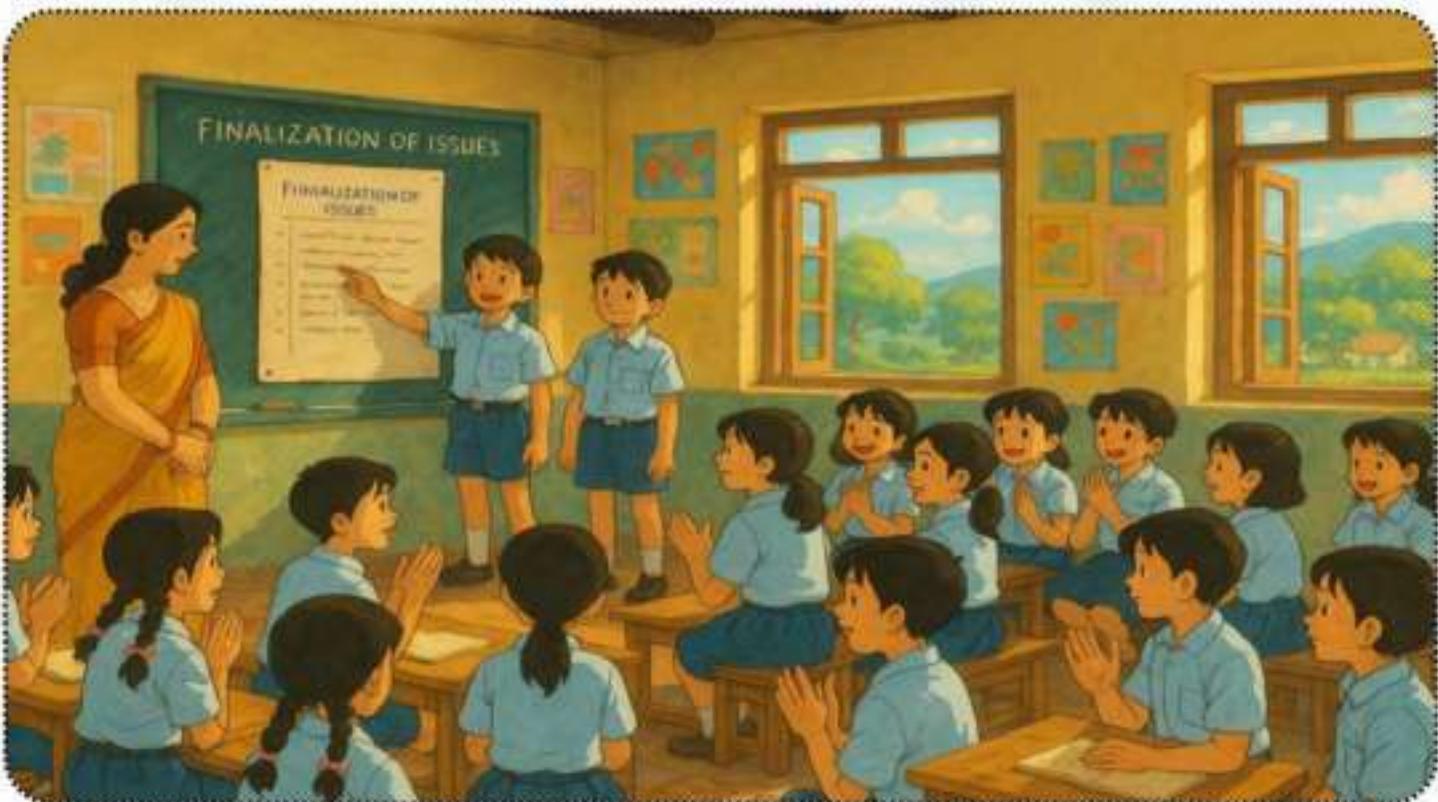
Phase 1: Prepare

Goal: To orient students to Panchayati Raj, spark excitement, assign roles, collect and prioritise issues, and rehearse the Sabha — using flexible, participatory methods that schools can adapt.

Step 1. Orientation to Panchayati Raj

Teachers should begin by helping students understand what Panchayati Raj is and why it matters. This can be done in different ways:

- **Option 1:** Conduct a short class lecture explaining the role of Gram Sabha in village decision-making.
- **Option 2:** Show a video of Gram Sabha proceedings to give students a visual picture of discussions and resolutions.
- **Option 3:** Organize an immersion activity, such as observing a Gram Sabha meeting, visit a Gram Panchayat or invite the Sarpanch, Sachiv, or frontline workers (ANM, AWW, Rozgar Sahayak) to interact with students.

(Note: One or more of these options may be chosen, based on feasibility.)

Step 2. MYGS Date and Process Announcement in School Assembly

The school should formally announce that a Model Youth Gram Sabha will be conducted. This can be done in different ways:

- **Option 1:** The principal or teacher announces the initiative during morning assembly, encouraging students to participate.
- **Option 2:** Posters, banners, or wall-charts are displayed in corridors and classrooms to create excitement.
- **Option 3:** A Panchayat leader, such as the Sarpanch or Sachiv, is invited to assembly to vouch for the idea, linking school efforts with real Panchayat practice.

(Note: One or more of these options may be chosen, based on feasibility.)

Annexure 1: Cont...

Step 3. Role Selection

Students should be assigned roles that mirror those in a real Gram Sabha. Any of the option may be chosen by School/Teacher

- **Nomination by Teachers:** Teachers directly assign students as Sarpanch, Secretary, Ward Members, Citizens, SHG members, Health Worker, Anganwadi Worker, etc.
- **Audition:** Interested students roleplay and are selected.
- **Voting:** Students may self-nominate and peers vote—through hand-raise

Each selected student should receive a role-play card to understand their role and confidently perform it during the Sabha.

Step 4. Issue Collection

Issues are collected from students to form the agenda. Options include:
- **Option 1:** Poster competition where students illustrate village problems.
- **Option 2:** A suggestion drop-box placed in school.
- **Option 3**: An "issue wall" in the corridor where students writes their concerns.
- **Option 4:** Brainstorming sessions in class.
- **Option5** : Check Panchayat Advancement score of panchayat in which your school is located and make that agenda of Gram Sabha

(Note: One or more of these options may be chosen, based on feasibility.)

Step 5. Finalization of Issues

About 4–5 issues should be shortlisted for discussion. Options include:
- **Option 1:** Teachers and nodal students directly finalize issues from responses recorded in step 4

or
- **Option 2:** Teachers facilitate participatory prioritisation with students, using any of such tools such as:
  - **Ranking Ladder:** Students arrange issues on a drawn ladder, ranking them higher or lower based on urgency and importance.
  - **Voting/Dot Exercise:** Students place dots or stickers on issues they feel are most important; the issues with most votes are prioritized.
  - **Pairwise Comparison:** Students compare two issues at a time, choose which is more important, and tally results to identify top issues.

Step 6. GPDP Simulation (Mini-Planning Exercise)

Teachers explain how Panchayats prepare the **Gram Panchayat Development Plan (GPDP)** through a video, story, or demo. Students then review collected issues and decide which ones go into the GPDP.

- Issues may be classified into **low/no-cost actions** (tree plantation, cleanliness drives, stray animal control, liquor regulation, early marriage, girls' education, household surveys) and **fund-based needs** (infrastructure, health facilities, sanitation works).
- Teachers introduce simple finance concepts:
  - **Resource Gap = Total Needs – Funds Available (from Centre/State), Therefore panchayat also need OWN SOURCES**
  - Citizens should also be encouraged to pay small local taxes and fees, since Panchayats are our local governments and Highlight that citizens' contributions (taxes/fees) make Panchayats more self-reliant.

Step 7. Script-Writing & Rehearsal

Students prepare scripts based on their understanding of roles and through discussions with teachers, supported by videos, posters, and other learning materials.

- Each student writes a short script showing how they will raise problems, ask questions, debate, negotiate, and work toward consensus.
- Teachers guide students to show both solutions and decisions (low-cost actions and resource needs).
- Rehearsals may be done in class, after school, or with the whole school.
- Teachers encourage realistic role behavior (Sarpanch remains calm, Citizens question, Secretary documents).
- Seating, banners, agenda chart, mic, and a symbolic ballot box are arranged.

Step 8. Invitations (Optional Step)

Students may design and send invitations to:

- Panchayat leaders (Sarpanch, Sachiv).
- Parents, SHG members, and community members.
- Guests may attend **beforehand** (to orient) or on **Sabha Day** (as observers).

Phase 2: Perform

Goal: To conduct the Model Youth Gram Sabha, where students experience participatory governance by debating issues, simulating GPDP and budgets, and passing resolutions through democratic processes.

Step 9. MYGS Day – Flow of Proceedings

(i) Opening Session
- Student Sarpanch/Principal welcomes participants.
- Secretary confirms past resolutions.
- Secretary reads out the agenda linked to GPDP issues.
- A Mock Finance/Budget Allocation exercise simulates decision-making.
- Optionally, resolutions from Mahila Sabha or Bal Sabha may be shared.

(ii) Discussions on Issues
- Participants present 4–5 critical issues with cost implications (health, education, sanitation, infrastructure).
- Students discuss no-cost actions like cleanliness, stray cattle, liquor control, or surveys.
- Ward Members talks to citizens on need of citizens to pay own source revenues
- Open Floor: Any student-citizen may raise issues.

(iii) Resolution Finalisation
- Issues are prioritized, debated, and finalized into resolutions.
- Resolutions may be adopted by consensus, hand-raise, or symbolic ballot.
- Secretary records all resolutions.

(iv) Closing Ceremony
- Secretary reads minutes.
- Student Sarpanch gives closing remarks.
- Guests provide reflections.
- All role-players should get a chance to speak.

Phase 3: Consolidate

Goal: To document outcomes, reflect on learnings, and carry out follow-up actions so that MYGS resolutions connect with real change, accountability, and community participation.

Step 10. Documentation

- Secretary prepares minutes.
- Photos and videos are taken.
- With teacher guidance, resolutions, minutes, and photos are uploaded on the **Panchayat Nirnay App.**

Step 11. Reflection & Follow-up (Optional)

- Classroom reflection: students discuss learnings about Panchayati Raj and accountability.
- Parents/SMC provide feedback.
- Teachers make students reflect on why **OSR** is important.
- One or two **visible follow-up actions** (plantation, cleanliness, sports, survey) are carried out so resolutions connect with action.

Annexure 2: Participatory Tools for Prioritisation

1. **Ranking Ladder:**
   - Draw a ladder on chart paper.
   - Students place issues on higher/lower rungs based on urgency/importance.
2. **Voting/Dot Exercise:**
   - Each participant/student gets 2–3 stickers or dots.
   - They place them on issues they feel most important.
   - Issues with most dots are prioritized.
3. **Pairwise Comparison:**
   - Take issues two at a time.
   - Students choose which one is more important.
   - Tally results to identify top issue

Ranking Ladder

Issue D
Issue C
Issue B
Issue A

Dot Voting

Issue D	6
Issue C	3
Issue B	8
Issue A	5

Votes (dots): 0 1 2 3 4 5 6 7 8

Pairwise Comparison

	Issue A	Issue B	Issue C	Issue D
Issue A	-	A	B	A
Issue B	B	-	B	C
Issue C	A	C	-	C
Issue D	A	C	C	-
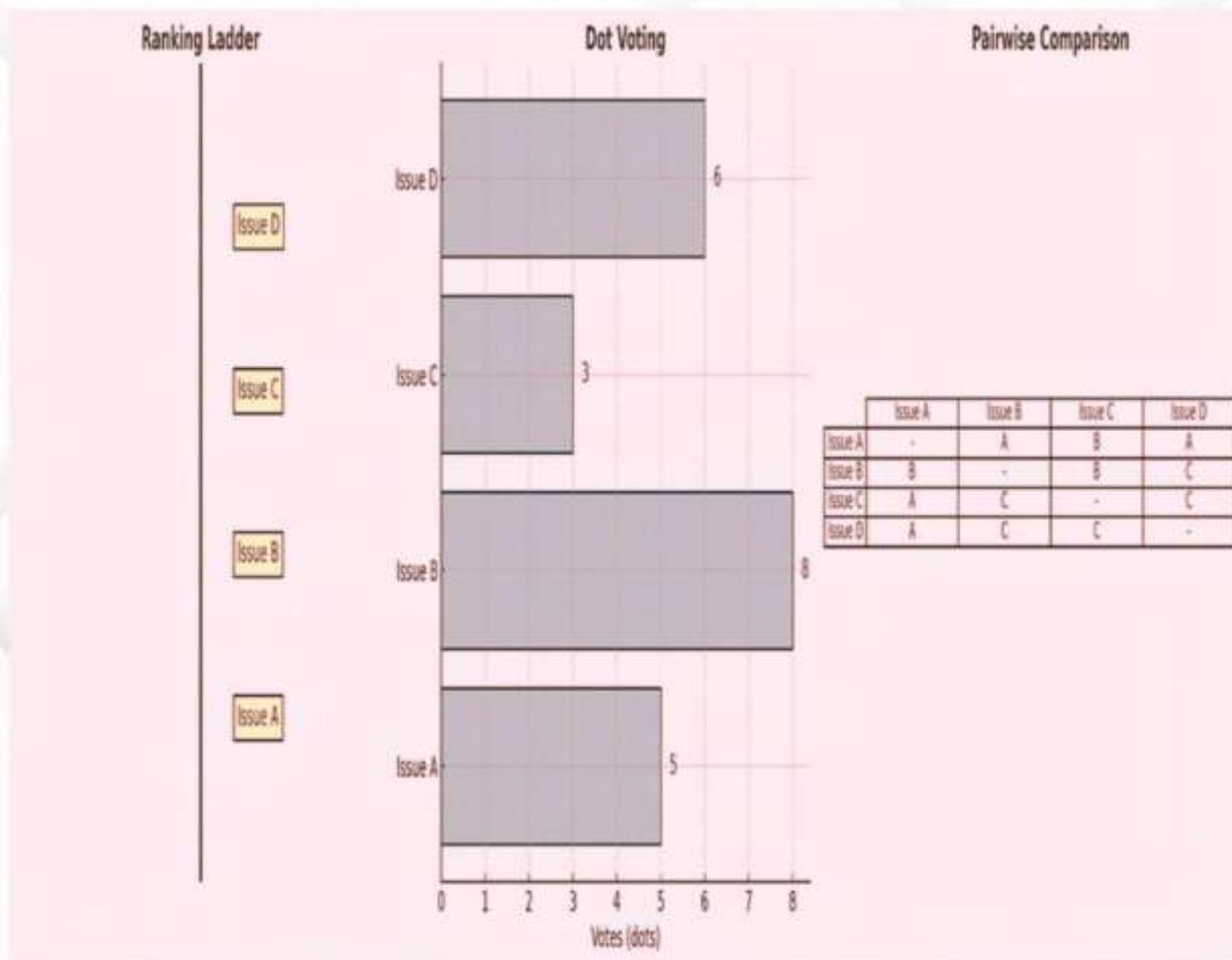
Note: This Annexure is suggestive, not prescriptive. Schools are encouraged to treat MYGS as a joyful, learning-oriented process—experiment, adapt, and innovate as per local context

Annexure 3: MYGS Checklist

Prepare

Step 1. Orientation to Panchayati Raj
☐ Short class lecture conducted on Panchayati Raj.
☐ Video of Gram Sabha proceedings shown.
☐ Guest interaction organised (Sarpanch, Sachiv, ANM, AWW, Rozgar Sahayak).
☐ Students observed a real Gram Sabha meeting through immersion.

Step 2. MYGS Date & Process Announcement
☐ Announcement made in morning assembly by Principal/Teacher.
☐ Posters, banners, or wall-charts displayed in school.
☐ Panchayat leader addressed students in assembly.

Step 3. Role Selection
☐ Roles assigned by teacher nomination.
☐ Roles assigned through student auditions.
☐ Roles assigned through peer voting/hand-raise.
☐ Role cards prepared and distributed to selected students.

Step 4. Issue Collection
☐ Poster competition organised for village/school issues.
☐ Suggestion drop-box placed in school.
☐ Corridor "issue wall" set up for student concerns.
☐ Classroom brainstorming session conducted.

Step 5. Finalisation of Issues
☐ Teachers/nodal students shortlisted 4–5 key issues.
☐ Ranking Ladder exercise conducted.
☐ Dot Voting exercise conducted.
☐ Pairwise Comparison exercise conducted.

Annexure 3: Cont...

Step 6. GPDP Simulation (Optional)
□ Issues classified into low/no-cost vs. fund-based needs.
□ Resource Gap concept explained (Needs – Available Funds).
□ Own Source Revenue (OSR) introduced to students.

Step 7 Script-Writing & Rehearsal
□ Students prepared short role scripts (raising issues, asking questions, debating, consensus-building).
□ Teachers supported script preparation through discussions, videos, posters, and learning materials.
□ Rehearsals conducted (class-level / after school / whole school).
□ Teachers guided students to show both solutions and decisions (low/no-cost + fund-based).
□ Teachers encouraged realistic role behaviour (Sarpanch calm, Citizens questioning, Secretary documenting).
□ Seating, banners, agenda chart, mic, and symbolic ballot box arranged.

Step 8. Invitations (Optional)
□ Invitation cards designed by students.
□ Panchayat leaders (Sarpanch, Sachiv) invited.
□ Parents, SHG members, and community members invited.

Annexure 3: Cont...

Step 9 – MYGS Day

□ Sabha opened by Student Sarpanch/Secretary.

□ Secretary shared past resolutions and current agenda.

□ Agenda linked to GPDP categories presented.

□ Committees/role-players presented issues (no-cost + fund-based).

□ Mock finance/budget allocation exercise conducted.

□ Ward Members discussed need for citizens to contribute OSR.

□ Optional: Resolutions from Mahila Sabha/Bal Sabha shared.

□ Issues debated and finalised into resolutions (consensus, hand-raise, or symbolic ballot).

□ Secretary recorded minutes/resolutions.

□ Optional recognitions (Best Speaker, Best Performer, Certificates).

□ Guests/parents provided reflections and feedback.

Consolidate

Step 10. Documentation
☐ Secretary prepared written minutes.
☐ Photos/videos of Sabha taken.
☐ Resolutions, minutes, and photos uploaded on Panchayat Nirnay App.

Step 11. Reflection & Follow-up
☐ Classroom reflection held on Panchayati Raj, OSR, and accountability.
☐ Parents/SMC provided feedback.
☐ Teacher briefly explained OSR relevance.
☐ At least one visible follow-up action carried out (tree plantation, cleanliness drive, survey, sports).
☐ Optional: Celebration of MYGS outcomes (cultural/sports program).

Annexure 4: Suggestive Guidelines for selection of students
Equity & Inclusion

Gender Representation
- At least 33% (1/3) of participants must be girls.
- Preferably select a girl as Sarpanch (Student Presiding Officer).

Social Background
- Include SC/ST students in key speaking roles (Ward Members, Committee Heads).
- Ensure students from all major religious backgrounds in the village are represented.
- At least 1 student with disability (visible or invisible) should be included in a meaningful role.

Role Diversity
- Citizens (4 roles) should be a mix of male, female, youth, elder voices.
- SHG roles, to mirror women's leadership in SHGs.

Leadership Rotation
- Encourage students who don't usually get stage opportunities (not only toppers or fluent speakers).
- Rotate roles during enchantment of sabha so different students experience leadership.

Annexure 4: Cont...

Suggestive Break-up of Selection

(Teachers may print and use this template for student selection and for display on school notice boards.)

Role	No. of Students	Name/Class
Sarpanch	1	_____
Sachiv (Secretary)	1	_____
Sahayak Sachiv (Assistant Secretary)	1	_____
Ward Member – Education	1	_____
Ward Member – Health & Sanitation	1	_____
Ward Member – Sports & Culture	1	_____
Ward Member – Environment	1	_____
Anganwadi Worker	1	_____
ASHA / Health Worker	1	_____
Teacher / Headmaster Representative	1	_____
Rozgar Sahayak	1	_____
Data Entry Operator	1	_____
Krishi Sahayak	1	_____
NGO Worker	1	_____
SHG Member (Mid-Day Meal)	1	_____
SHG Member (Livelihood / Jute ...)	1	_____
Parent Representative (SMC)	1	_____
Farmer Representative (Citizen)	1	_____
Youth Representative (Citizen)	1	_____
Elder Widow Representative (Citizen)	1	_____
Total Students= 20		

Annexure 5: Roles & Responsibilities

No.	Role	Responsibilities in Gram Sabha
1	**Sarpanch (Presiding Officer)**	(i) Chairs Sabha and maintains order; (ii) Ensures all voices are heard; (iii) Declares final resolutions.
2	**Sachiv (Secretary)**	(i) Reads agenda; (ii) Records resolutions and decisions; (iii) Shares follow-up of past meetings.
3	**Sahayak Sachiv (Asst. Secretary)**	(i) Manages attendance; (ii) Assists with voting process; (iii) Coordinates with committees.
4	**Ward Member 1 – Education Committee Head**	(i) Raises school quality issues; (ii) Suggests literacy/library initiatives in ward; (iii) Monitors SMC decisions.
5	**Ward Member 2 – Health & Sanitation Committee Head**	(i) Reviews Anganwadi/ASHA performance; (ii) Proposes health camp; (iii) Discusses sanitation infrastructure of her ward as well
6	**Ward Member 3 – Sports & Culture Committee Head**	(i) Promotes youth participation in sports; (ii) Proposes cultural events/festivals; (iii) Demands sports kit/playground in school of her ward
7	**Ward Member 4 – Environment Committee Head**	(i) Raises irrigation and water issues; (ii) Suggests tree plantation, waste mgmt.; (iii) Pushes for MGNREGS work on drains/ponds
8	**Anganwadi Worker**	(i) Reports on child nutrition; (ii) Requests timely ration supply; (iii) Advocates parent support for preschool learning.
9	**ASHA Worker**	(i) Shares maternal & child health status; (ii) Raises delay in incentive payments; (iii) Requests awareness campaigns.
10	**Teacher / Headmaster**	(i) Reports on student attendance and dropout; (ii) Requests infrastructure repair; (iii) Suggests Bal Sabha/FLN drive.

Annexure 4: Cont...

No.	Role	Responsibilities in Gram Sabha
11	**SMC Parent Rep**	(i) Raises mid-day meal concerns; (ii) Demands accountability from teachers; (iii) Advocates regular parent–teacher meetings.
12	**Rozgar Sahayak**	(i) Gives MGNREGS status; (ii) Clarifies job card/wage issues; (iii) Records new employment demands.
13	**Data Entry Operator**	(i) Reports fund flows; (ii) Explains DBT issues; (iii) Maintains digital record of Sabha decisions.
14	**Krishi Sahayak**	(i) Advises on crop planning; (ii) Promotes soil testing, organic farming; (iii) Links farmers with agri schemes.
15	**SHG Member 1 (Mid-Day Meal)**	(i) Shares quality of meal; (ii) Requests better supplies; (iii) Suggests SHG-led kitchen gardens.
16	**SHG Member 2 (Jute Products)**	(i) Shares enterprise challenges; (ii) Requests market linkages; (iii) Proposes Panchayat support for exhibitions.
17	**NGO Worker**	(i) Suggests awareness drives; (ii) Supports inclusion of vulnerable groups; (iii) Advocates training for Panchayat functionaries.
18	**Citizen 1 – Farmer Rep**	(i) Demands irrigation facility; (ii) Raises mandi/access issues; (iii) Requests subsidy support.
19	**Citizen 2 – Youth Rep**	(i) Pushes for sports, internet facilities; (ii) Requests youth skill training; (iii) Demands cultural events.
20	**Citizen 3 – Elder Widow Rep**	(i) Raises pension delays; (ii) Requests healthcare support; (iii) Suggests streetlights for safety.

Note- Schools may merge, rotate, or simplify roles depending on class size and student confidence.

Annexure 6: Mock Model Youth Gram Sabha Script

This is only a sample script. Teachers/students can create their own

Opening Session
Sarpanch (Presiding Officer):
"Namaskar sabko. Today's Sabha is called to order. We will review past resolutions, listen to issues, and pass new ones. I request everyone to speak one by one."

Sachiv (Secretary):
"In the last Sabha, we resolved to repair the Anganwadi, start a village library, fix two handpumps, and organize a health camp. Only one handpump has been fixed. The rest are pending."

Citizen Elder Widow: (angrily) "Pending, pending, pending! Last time also you promised my pension camp, nothing happened!"
Sarpanch: "Bua ji, thoda shaant rahiye. We will discuss it today."
Sahayak Sachiv: "All 20 members are present. The Sabha can begin."

Review of Past Resolutions
Ward Member 1 (Education):
"The library promised hasn't opened. Students are waiting. Why was it ignored?"
Teacher / Headmaster:
"Yes, even classrooms need repair. Books are not enough, we need infrastructure also."
SMC Parent Rep:
"And mid-day meals! Rice is half cooked, dal is watery. If this continues, children won't come to school."
SHG Member 1 (Mid-Day Meal):
(defensive) "Don't blame us alone! Supplies come late from block, how will we cook properly?"
SMC Parent Rep:
"Arre, but when vegetables come, they're sold in market instead of going in khichdi!"
(murmurs, some members nod, others object)
Sarpanch:
"Bas, bas. Both sides have spoken. We'll investigate this properly."

Sectoral Deliberation

Ward Member 2 (Health & Sanitation):

"Our drains are blocked, garbage is piled. Villagers complain daily. We need to prioritize sanitation."

Anganwadi Worker:

"Children are underweight because food stock is irregular."

ASHA Worker:

"And I haven't been paid for six months! Without payment, how can I do door-to-door visits?"

ANM: "Forget payments, even the sub-centre has no medicines!"

Ward Member 4 (Environment):

"MGNREGS funds can be used for cleaning drains and ponds. Why aren't we planning that?"

Rozgar Sahayak:

(irritated) "Every time people complain, but do they even demand work properly? Many don't apply for job cards!"

Farmer Representative:

"Don't lecture us! Even when we apply, wages come after 3 months. How will poor survive?"

Ward Member 3 (Sports & Culture):

(laughing) "Everyone fights over drains and wages, but youth have no ground to play! If you don't give us space, they'll end up in bad habits."

Youth Representative:

"Exactly! We want sports kits and internet corner. Don't always put us last!"

Elder Widow:

(snaps) "First give pension to old women, then internet to children!"

(Sabha erupts with overlapping voices)

Sarpanch:

"Order! Everyone will get a chance. Let committees present budgets now."

Annexure 6: Cont...

Budget Simulation & Debate

Data Entry Operator:

"This year, ₹5 lakh is available. Proposals are: Library, Health Camp, Sports Ground, Pond Repair, and Pension Camp."

Ward Member 1 (Education): "We need at least ₹1.5 lakh for the library and tuition support."

Ward Member 2 (Health): "No, ₹2 lakh for health and sanitation. Without it, people will suffer."

Ward Member 3 (Sports & Culture):

(interjects) "Youth are always ignored. Just give us ₹50,000 for kits and ground leveling. That's enough to start."

Ward Member 4 (Environment): "Our farmers are struggling. Pond repair and plantation must get ₹1.5 lakh."

SHG Member 2 (Jute Products): "And what about SHGs? We also need support for training and selling products!"

NGO Worker: "Yes, SHGs and youth programs need a small budget too. Development is not only about drains and ponds."

Farmer Representative:

"If Pond repair is not funded, harvest will fail. Forget mela, forget kits, sab khaali ho jaayega!"

Youth Representative: (shouting back) "If youth have no skills or recreation, who will work in your fields tomorrow?"

Teacher: "Education is foundation. If children can't read, nothing will change in the village."

Elder Widow:

(banging stick) "And what about us? Will we die waiting for pension?"

(Sabha becomes chaotic, people speaking over each other)

Sarpanch:

"Shanti! Let us divide fairly. Library ₹1.25L, Health ₹1.5L, Environment ₹1.25L, Sports & Culture ₹50k, Pension Camp ₹50k. All committees get something."

Community & Environmental Proposals

Krishi Sahayak:

"Kitchen gardens can support Anganwadi meals and reduce malnutrition."

SHG Member 1:

"If women are given land near school, SHG can maintain these gardens."

Youth Rep:

"And internet in library can be managed by youth volunteers."

NGO Worker:

"Let's combine mela with health awareness and women's stalls. That way, all sectors benefit."

Resolution Finalization & Voting

Sahayak Sachiv:

"Final resolutions are: (1) Start library with internet corner, (2) Organize health & nutrition camp, (3) Level ground and provide sports kits, (4) Repair Pond + plantation, (5) Organize pension camp, (6) Set up kitchen gardens, (7) Hold mela with SHG and awareness drive."

Sarpanch:

"All in favor?"

All Members:

(raise hands, some reluctantly, some happily)

Data Entry Operator:

"Majority in favor. Resolutions passed."

Sarpanch:

"Sabha decisions are final. We will follow up in the next meeting."

Closing Ceremony

SHG Member 2:

"Thank you for including our products in mela. This will empower women."

Farmer Representative:

"At least Pond repair is approved. Let's see if it really happens."

Youth Representative:

"Sports ground approved – finally youth are heard!"

Elder Widow:

"Now don't forget pension camp date. Otherwise, I'll sit in next Sabha with full morcha."

Sarpanch (smiling):

"With everyone's cooperation, we will move forward. Sabha is closed."

Overall Flow may include

Opening
- Student Sarpanch welcomes all; Secretary takes attendance.
- Secretary reads **Action Taken Report** on passed resolutions.

Agenda Setting
- Secretary announces today's agenda/issues, linked to **GPDP** categories.
- Sarpanch explains the purpose: discuss both **low/no-cost** solutions and **fund-based needs.**

Sectoral Issue Presentations
- Ward Members and Citizen Reps present issues (Education, Health & Sanitation, Sports & Culture, Environment).
- Citizens (youth, farmer, elder) and service providers (AWW, ASHA, Teacher, Rozgar/DEO, Krishi Sahayak, SHG, NGO) respond or add perspectives.
- Issues like dustbins, liquor shop relocation, anaemia awareness, kitchen gardens, pond repair, mid-day meal quality, etc. are raised.

Budget Simulation & GPDP Discussion
- Data Entry Operator presents available Panchayat funds vs total needs **(Resource Gap).**
- Debate on prioritisation across sectors (education, health, sports, environment, livelihoods, SHGs).
- Awareness on **Own Source Revenue (OSR)** and taxes – SHGs and youth propose poster campaigns.
- Pension issue flagged; Sarpanch commits to request **BDO for convergence support**, not Panchayat funds.

Resolution Finalisation
- Issues are prioritised and consolidated into **final resolutions.**
- A consensus, hand-raise, or symbolic ballot is used to adopt resolutions.
- The secretary records them and commits to uploading them on the Panchayat **Nirnay App.**

Closing Ceremony
- Secretary reads out final resolutions.
- Student Sarpanch gives closing remarks: *"Our GPDP is stronger when we plan with limited funds, OSR, and convergence."*
- Guests (teacher/parent/SHG/Panchayat leader) give reflections.
- All role-players get a chance to speak before Sabha closes.

Annexure 7: Model Youth Gram Sabha – Blank Script Template

Opening Session

Sarpanch (Presiding Officer):
" _____ "

Sachiv (Secretary):
" _____ "

Sahayak Sachiv (Asst. Secretary):
" _____ "

Review of Past Resolutions

Ward Member 1 – Education Head:
" _____ "

Teacher / Headmaster:
" _____ "

SMC Parent Rep:
" _____ "

Sectoral Issue Deliberation

Ward Member 2 – Health & Sanitation Head:
" _____ "

Anganwadi Worker:
" _____ "

ASHA Worker:
" _____ "

ANM (if added) / Health Rep:
" _____ "

Ward Member 3 – Sports & Culture Head:
" _____ "

Youth Representative:
" _____ "

SHG Member 2 (Jute Products):
" _____ "

Ward Member 4 – Environment Head:
" _____ "

Krishi Sahayak:
" _____ "

Rozgar Sahayak:
" _____ "

Farmer Representative:
" _____ "

Annexure 7: Cont...

NGO Worker:
"_____"

Budget Simulation & Debate
Data Entry Operator:
"_____"

Sarpanch:
"_____"

Ward Members 1–4 (Committee Heads):
"_____"

SHG Member 1 (Mid-Day Meal):
"_____"

Elder Widow Representative:
"_____"

Community & Environmental Proposals
Krishi Sahayak:
"_____"

SHG Members (1 & 2):
"_____"

Youth Rep:
"_____"

NGO Worker:
"_____"

Open Floor Interaction
Any Citizen Rep / Functionary:
"--"
"--"

Resolution Finalization & Voting
Sahayak Sachiv:
"_____"

All Members (together):
"_____"

Data Entry Operator:
"_____"

Sarpanch (Presiding Officer):
"_____"

Closing Ceremony
Any Member (Thanks):
"_____"

Sarpanch:
"_____"

Annexure 8: Self-Nomination Form

Template for Self-Nomination

MINISTRY OF PANCHAYATI RAJ
MODEL YOUTH GRAM SABHA (MYGS)
SELF-NOMINATION FORM (ROLES)

Name: _____

Class / Section: _____

Role Applying For:

☐ Sarpanch

☐ Sachiv (Secretary)

☐ Ward Member

☐ Citizen Representative

☐ SHG Member

☐ Anganwadi Worker (AWW)

☐ Health Worker (ANM/ASHA)

☐ Teacher Representative

☐ Rozgar Sahayak

☐ Faith Leader

☐ Media/Youth Reporter

☐ Other (please specify): _____

Why I want this role (2–3 lines):

_____

_____

_____

My Strengths for this Role (tick any that apply):

☐ Good Speaker

☐ Good at Writing/Note-taking

☐ Confident in Debates

☐ Team Player

☐ Creative (posters, slogans, ideas)

☐ Leadership Skills

☐ Other: _____

Signature of Student: _____

Date: _____

Annexure 9: Script for auditions

(To be used only if the school chooses to adopt this innovation)

Audition Script Set 1 – Education (Benches/Seating Issue)

Sarpanch Candidate
English:

- *"Namaskar. As your Sarpanch, my role is to ensure fairness and hear every voice. Today we are discussing that many classrooms do not have enough benches. I will first listen to our Ward Members and Citizens, then guide us to decide how this issue should be prioritized. Democracy is not about one person deciding, but about everyone working together."*

Hindi:

- "नमस्कार। आपके सरपंच के रूप में मेरा काम है सभी की बात को निष्पक्षता से सुनना। आज हम चर्चा करेंगे कि हमारी कक्षाओं में बेंच की कमी है। पहले मैं वार्ड सदस्य और नागरिकों की बात सुनूँगा और फिर सब मिलकर तय करेंगे कि इस मुद्दे को कैसे प्राथमिकता दी जाए। लोकतंत्र का मतलब है मिलकर निर्णय लेना।"

Sachiv Candidate
English:

- *"Good morning. I am the Secretary of this Sabha. Last time, we resolved to start a cleanliness drive. I have recorded that the drive was done twice in the last month. Today, I will write down each issue raised and prepare the Action Taken Report for the next Sabha. My responsibility is to ensure that no decision is forgotten."*

Hindi:

- "सुप्रभात। मैं इस सभा का सचिव हूँ। पिछली बार हमने स्वच्छता अभियान शुरू करने का निश्चय किया था और मैंने दर्ज किया कि यह दो बार हुआ। आज मैं हर मुद्दे को लिखूँगा और अगली सभा के लिए कार्यवाही रिपोर्ट तैयार करूँगा। मेरा कर्तव्य है कि कोई निर्णय भूला न जाए।"

Citizen Candidate

English:

- *"Namaste. I am a student from Class IX. My concern is that many children in my class cannot sit properly because there are not enough benches. Sometimes three or four students sit on one bench. I request that our Sabha discuss this as a top priority."*

Hindi:

- "नमस्ते। मैं कक्षा *9* का विद्यार्थी हूँ। मेरी चिंता है कि हमारी कक्षा में पर्याप्त बेंच नहीं हैं। कभी-कभी तीन–चार बच्चे एक बेंच पर बैठते हैं। मैं निवेदन करता हूँ कि हमारी सभा इस मुद्दे को सर्वोच्च प्राथमिकता दे।

🎭 Audition Script Set 2 – Infrastructure (Broken Road)

Sarpanch Candidate
English:

- "Namaskar. As Sarpanch, I will make sure all issues are heard equally. Today one of our citizens has raised a concern about the broken road outside our school. I will ask the Ward Member to present details, then we will discuss how to address it and who will be responsible. Democracy means listening with respect and finding solutions together."

Hindi:

- "नमस्कार। सरपंच के रूप में मेरा दायित्व है कि हर मुद्दे को समान रूप से सुना जाए। आज एक नागरिक ने स्कूल के बाहर टूटी सड़क की समस्या उठाई है। मैं पहले वार्ड सदस्य से विवरण सुनूँगा और फिर हम सब मिलकर इसका समाधान निकालेंगे। लोकतंत्र का मतलब है सम्मानपूर्वक सुनना और मिलकर हल ढूँढना।"

Sachiv Candidate
English:

- "As Secretary, I keep track of all resolutions. For example, last time we discussed repairing the handpump. I will now record today's issue on road repair and ensure it is included in our resolutions. My duty is to write clearly, keep records safe, and report progress in the next Sabha."

Hindi:

- "सचिव के रूप में मैं सभी निर्णयों को दर्ज करता हूँ। पिछली बार हमने हैंडपंप मरम्मत पर चर्चा की थी। आज मैं सड़क मरम्मत का मुद्दा लिखूँगा और इसे हमारे प्रस्तावों में शामिल करूँगा। मेरा कर्तव्य है साफ लिखना, अभिलेख सुरक्षित रखना और प्रगति रिपोर्ट अगली सभा में प्रस्तुत करना।"

🎭 Audition Script Set 2 – Infrastructure (Broken Road)

Citizen Candidate

English:

- "Namaskar. My name is Ramesh. I live near the school. The road outside is broken and children fall while walking. In rainy days, it becomes very muddy. I request the Sabha to make repairing the road our first priority."

Hindi:

- "नमस्कार। मेरा नाम रमेश है। मैं स्कूल के पास रहता हूँ। स्कूल के बाहर सड़क टूटी हुई है और बच्चे चलते समय गिर जाते हैं। बरसात में यह बहुत कीचड़भरी हो जाती है। मैं निवेदन करता हूँ कि हमारी सभा सड़क की मरम्मत को पहली प्राथमिकता दे।"

🎭 Audition Script Set 3 – Social Welfare (Widow Pension)

Sarpanch Candidate
English:

- "Good morning. Today in our Sabha, one of our citizens has raised a very important issue—widow pension not reaching on time. I will invite the SHG representative and Ward Members to share their views, and then we will discuss how to resolve it. My role is to ensure we treat this issue with seriousness and fairness."

Hindi:

- "सुप्रभात। आज हमारी सभा में एक नागरिक ने बहुत महत्वपूर्ण मुद्दा उठाया है—विधवा पेंशन समय पर नहीं मिल रही है। मैं सबसे पहले एसएचजी प्रतिनिधि और वार्ड सदस्यों से विचार साझा करने के लिए कहूँगा, फिर हम सब मिलकर समाधान निकालेंगे। मेरा काम है इस मुद्दे को गंभीरता और निष्पक्षता से लेना।"

Sachiv Candidate
English:

- "As Secretary, I will note down that the issue of widow pension delay was raised today. I will also record the responses from SHG and Ward Members. By the end of this Sabha, I will prepare a resolution that can be shared with the Panchayat office."

Hindi:

- "सचिव के रूप में मैं दर्ज करूँगा कि आज विधवा पेंशन में देरी का मुद्दा उठाया गया। मैं एसएचजी और वार्ड सदस्यों की प्रतिक्रियाएँ भी लिखूँगा। सभा के अंत तक मैं एक प्रस्ताव तैयार करूँगा जिसे पंचायत कार्यालय में साझा किया जाएगा।"

🎭 Audition Script Set 3 – Social Welfare (Widow Pension)

Citizen Candidate

English:

- "Namaskar. I am Meena, a widow from our village. For the last three months, I have not received my pension. It is very difficult for me to manage household expenses and my children's studies. I request the Sabha to raise this issue strongly and ensure pensions are delivered on time."

Hindi:

- "नमस्कार। मैं मीना हूँ, हमारे गाँव की विधवा महिला। पिछले तीन महीनों से मुझे पेंशन नहीं मिली है। घर खर्च और बच्चों की पढ़ाई चलाना बहुत मुश्किल हो गया है। मैं निवेदन करती हूँ कि सभा इस मुद्दे को मजबूती से उठाए और पेंशन समय पर मिले यह सुनिश्चित करे।"

Annexure 10: Evaluation Sheet for Best Performer Awards
(To be used only if the school chooses to adopt this innovation)

Ministry of Panchayati Raj – Model Youth Gram Sabha (MYGS)

Evaluation Format

Sl. No.	Parameter	Description	Max. Marks	Marks Awarded	Remarks (Optional)
1	Communication & Dialogue Delivery	Clarity of speech, confidence, ability to deliver points effectively.	25		
2	Innovation & Creativity	Introduces new ideas (e.g., campaign style, problem-solving, unique presentation).	25		
3	Realism & Character Essence	Performs role authentically (Sarpanch, Panch, SHG member, citizen, etc.) with seriousness.	25		
4	Audience Engagement	Adds positivity, energy, and ensures process is interactive and engaging for all.	25		

Evaluator Details(To be filled by Vice Principal / Principal / Teacher Evaluators)

- Name: _____
- Designation: _____
- Signature: _____

Note: Schools may innovate in recognition (certificates, badges, wall of fame, "Young Changemaker" title, etc.) to motivate students.

Annexure 11: Template For Report to Ministry Of Panchayati Raj

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MINISTRY OF PANCHAYATI RAJ
MODEL YOUTH GRAM SABHA (MYGS)
FINAL REPORT

----

1. Basic Details
- School Name: _____
- District / State: _____
- Date of MYGS Conducted: _____

2. Participation Details
- Total Students Enrolled (Classes VI–XII): _____
- Total Students Participated in MYGS: _____
- Total Self-Nominations Received: _____

3. Sabha Deliberations
Key Issues Raised by Students:

_____

_____

Prioritized Issues (Top 3):
1.
2.
3.

Resolutions Passed (with consensus/majority):

_____

_____

4. Reflections & Learnings

What Students Learned:

_____

_____

School / Community Follow-up Actions Planned:

_____

_____

5. Documentation Attached

☐ Photos (min 5)

☐ 1 Video (Sabha proceedings)

☐ List of Participants (with roles)

☐ Copy of Resolutions

6. Signatures

- Teacher-in-Charge: _____
- Head of School: _____

Annexure 12:
Draft Template for Expenditure Statement

Name and address of the School:

Name of the activity conducted:

Date on which activity was executed:

Total Amount Spent:

S.No	Particulars	Amount utilized
	Total	

Signature (Authorised signatory)

Annexure 13: Certificates

Note: Designs are illustrative. Schools may adapt with their own logos, colors, or titles
(Consult from MoPR)

Note: Designs are illustrative. Schools may adapt with their own logos, colors, or titles

Annexure 14: Suggestive Innovations by Schools During MYGS

This annexure shows optional innovations. Schools may adopt none, some, or invent their own

This annexure provides schools with **optional, innovative practices** they can adopt across the MYGS phases. These encourage creativity, community ownership, and better documentation of the Sabha process.

Prepare Phase

📢 **Student Radio/Announcement Desk:** Daily "MYGS bulletin" in morning assembly by students.

🎨 **Creative IEC Displays:** Rangoli, wall paintings, or student-made posters on democracy & Panchayats.

📱 **Digital Push:** Student-made WhatsApp posters/videos for awareness among parents.

🎞️ **Gram Sabha Film Screening:** Show 1–2 short films or real Sabha videos.

🗣️ **Mock Press Conference:** Students act as reporters questioning Panchayat leaders in assembly.

👥 **Role Reversal Day:** Teachers or parents act as students, while students act as leaders.

📒 **Issue Wall / Suggestion Box:** Students stick colored notes under themes (Education, Health, Sports, Environment).

🎲 **Ranking Game:** Use pebbles, stickers, or voting tokens to rank issues.

📊 **Mini-Data Collection:** Students do 1-day surveys (e.g., "How many classrooms need benches?").

🎭 **Committee Theatre:** Practice sessions as skits for other classes.

🎨 **Creative Props:** Banners, badges, committee nameplates made by students.

📓 **MYGS Diary:** Each committee keeps a diary of discussions & decisions.

Perform Phase

🎵 **Opening with Song/Poem:** A democratic theme song or poem written/performed by students.

🕯 **Exhibition Corner:** Display posters, drawings, or models made during MYGS prep.

📰**Student Reporter Team:** A media committee writes "Sabha News" for notice board.

🎥**Live Documentation:** Student Media Committee films the Sabha.

🏆 **Special Awards:** "Best Question," "Most Creative Solution," "Best Listener."

👏**Community Inclusion:** Invite a parent, SMC member, or Panchayat rep to share 2–3 reflections.

🌱**Symbolic Action:** Plant a tree, pledge wall, or community cleanup to mark the Sabha.

Consolidation Phase

📰 **MYGS Newsletter:** Short 1-page report by students, shared with community.

🪄 **Reflection Circle:** Small group sharing of "What I learned" from MYGS.

📅 **Action Tracker:** Student committees track progress of resolutions (like "did we get new sports equipment?").

Annexure 15: About GPDP (Gram Panchayat Development Plan)

> **GPDP simulation is flexible—teachers may explain through video, story, or a mini-budget game.**

What is GPDP?
- Annual participatory plan formulated by Panchayats based on local needs and available resources.

Key Features
- Prioritise issues under 29 subjects /sectors such as Education, Health, Sanitation, Livelihood, Infrastructure.
- Determine the **Resource Gap**: Needs minus Funds.
- Based on citizen's demand
- Convergence of all schemes
- Fill gap through **OSR** (own sources) and community/scheme alignment.
- GPDP forms the basis for Panchayat development strategy.

Example:
- Needs: ₹10 lakh
- Available Funds: ₹5 lakh
- Resource Gap = ₹5 lakh
- Strategy: OSR (₹50,000), low-cost actions (kitchen gardens, awareness), scheme convergence, block-level support (e.g., pension camp).

In MYGS, students simulate this process with "GPDP Step 5a" to experience planning, budget allocation, and prioritisation.

Annexure 16: What Is OSR (Own Source Revenue)?

Definition

- OSR refers to revenue collected directly by the Panchayat from within the community (taxes, fees, local charges).

Why It Matters

- Makes Panchayats self-reliant and accountable.
- Builds local ownership and sustainability.

Examples

- House Tax
- Water User Fee
- Stall/Mela Fees
- Trade Licence
- Service Charges (sanitation, waste)

Role for Students/Youth

- Awareness campaigns: posters/slogans about paying house tax.
- Acts as Ward Members or SHGs promoting OSR in MYGS simulations.

Annexure 17: Panchayat NIRNAY App

What It Is

- A mobile m-Governance platform created by Ministry of Panchayati Raj.
- Manages Gram Sabha meetings: scheduling, agenda, photos, videos, decisions.

Key Capabilities

- Schedule meetings and set agenda.
- Upload photos, videos, and minutes.
- Citizens can view meeting info—all digitally.

Benefits for MYGS

- Teaches students about transparency and using digital tools in governance.
- Post-Sabha uploads: minutes, resolutions, photos recorded just like Panchayat practice.

Annexure 18: Reflection & Action Menu (optional exercise)

Teachers may pick 2–3 reflection questions only, and any one visible follow-up action."

A. Reflection Questions for Students
(Teachers may pick 3–4 questions as per time available)

1. What did you learn about how the Gram Panchayat makes decisions?
2. Was it easy or difficult to agree on which issues are most important? Why?
3. How did the idea of GPDP (planning with limited funds) make you think differently about village problems?
4. Why do Panchayats need Own Source Revenue (OSR) like taxes and fees?
5. Did you feel that everyone's voice was heard in the Sabha? Who spoke the most? Who spoke the least?
6. If you could change one thing in the next MYGS, what would it be?

B. Follow-Up Action Menu
(Schools should encourage at least one visible action after MYGS, so resolutions connect with real change. Choose as per feasibility.)

Low/No-Cost Activities
- 🌱 Tree plantation in school/community.
- ✓ Cleanliness drive around school or village street.
- 📊 Quick student survey (e.g., "How many houses have dustbins?").
- 📝 Poster campaign on awareness (house tax, child marriage, health).
- 🎬 Film screening/discussion (on health, gender, or education themes).
- 🎵 Song, play, or street drama on Panchayat democracy.

Annexure 18: Cont...

Medium-Cost / With Panchayat Support

- 🪑 Repair of benches or playground equipment.
- 🔨 Small sports event with borrowed kits.
- 💡 Solar light or dustbin placement through Panchayat scheme.
- 🚰 Water tank cleaning or drain clearing through MGNREGS.

Community Partnership Actions

- 🤝 Invite parents/SHGs to co-lead awareness campaigns.
- 🏥 Joint activity with PHC (health camp, anaemia testing).
- 📚 Village library reading day with elders and youth together.

# Annexure 19: What is Bal Sabha and Mahila Sabha?
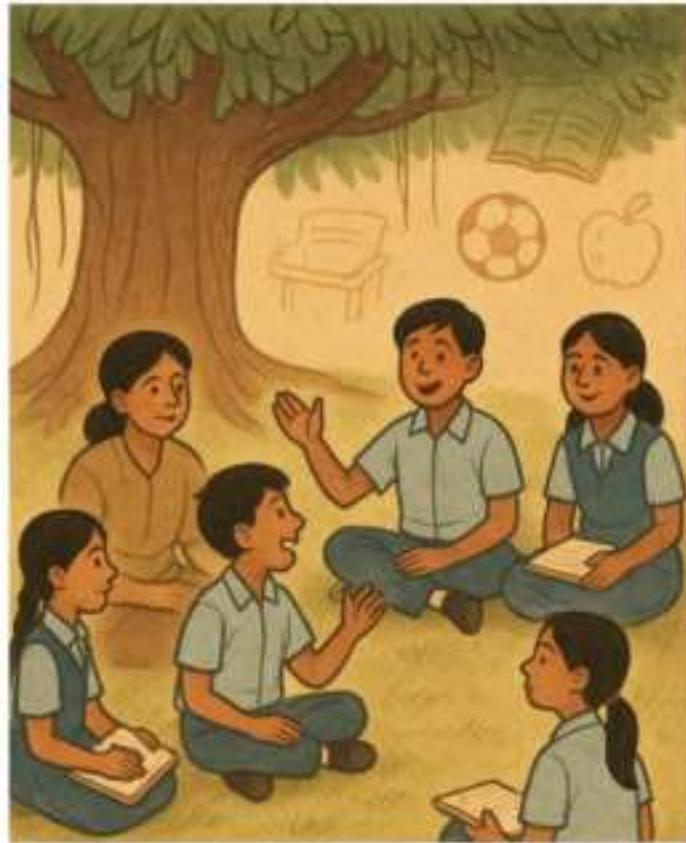
Bal Sabha (Children's Assembly)

- A meeting of children, usually in schools or communities.
- Gives children a safe space to share their ideas, concerns, and suggestions.

Issues may include:

1. Need for better playgrounds
2. Stopping child marriage
3. Asking for more library books
4. Improving mid-day meals

- Teachers or child facilitators guide the process, but decisions and voices come from children.
- Outcomes can be shared with the Gram Panchayat or linked to the Model Youth Gram Sabha (MYGS) to ensure children's views are included in local governance.

Annexure 19: Cont...
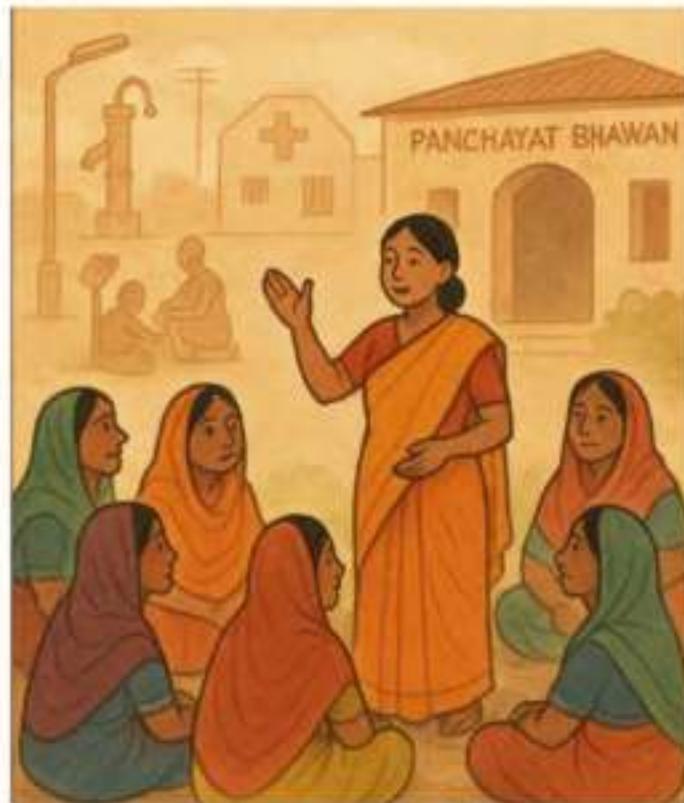
Mahila Sabha (Women's Assembly)

- **A meeting of women in** the community, usually held before or as part of a Gram Sabha.
- Provide**s women with a platform to raise issues** and priorities that directly affect them and their families.

Issues may include:

1. Health and nutrition services Drinking water and sanitation
2. Safety (streetlights, liquor shops near schools, etc.)
3. Livelihood opportunities (support for SHGs, skill training).
4. Helps ensure women's voices are heard in Panchayat planning and reflected in the Gram Panchayat Development Plan (GPDP).

Annexure 20: What is Panchayat Advancement Index (PAI)?

The **Panchayat Advancement Index (PAI)** is like a report card for Panchayats, just as students receive report cards in schools. It measures how well each Panchayat is performing in different areas of local development, based on the Localised Sustainable Development Goals (LSDGs).

Why PAI?

- Helps Panchayats know their strengths and weaknesses.
- Encourages healthy competition between Panchayats to improve.
- Makes performance transparent and accountable to citizens.
- Links directly to planning and prioritisation in Gram Panchayat Development Plans (GPDPs).

Categories of PAI Performance (Grades)

Panchayats are graded in **five simple categories** (like student grades in school):

A+ ⭐ Achiever (91–100) – Excellent performance, model Panchayat.

A ✅ Front Runner (75–90) – Strong performance across most areas.

B 📈 Performer (60–75) – Average performance, some gaps remain.

C 🔵 Aspirant (40–60) – Weak, needs urgent improvement.

D ❌ Beginner (Below 40) – Struggling, requires major support.

Annexure 20: Cont...

What is Measured?

PAI covers 9 LSDG themes, which reflect local priorities, such as:

- Clean and Green Village (sanitation, waste management, environment)
- Healthy Village (health services, nutrition, disease control)
- Child-Friendly Village (education, protection, sports, recreation)
- Inclusive Village (women's participation, SC/ST inclusion, welfare)
- Self-Reliant & Prosperous Village (livelihoods, OSR, infrastructure)

(Other themes also included depending on indicators.)

How to Use in MYGS?

- Teachers and students can download their Panchayat's PAI score from https://pai.gov.in/
- Compare it with the 5 grades (A+ to D).
- Link MYGS issues and resolutions to the Panchayat's weakest themes.
- Example: If "Clean & Green" has the lowest score, MYGS can prioritise dustbins, cleanliness drives, or tree plantation.

Annexure 21: Field Immersion of Students to Panchayat

(Optional activity for Step 1 – Orientation to Panchayati Raj)

Purpose
To give students a real-world experience of how Panchayats function and help them connect MYGS practice with actual governance.

Pre-Visit Work (Teachers' Preparation)

Permission: Contact the Sarpanch or Sachiv in advance to fix a suitable day and time for the visit.

If it is Gram Sabha Day:
- Plan the visit to coincide with the Sabha so students can directly observe.
- Teachers should check their Panchayat's PAI score from https://pai.gov.in/
- Brief students on weak PAI score areas/themes (e.g., waste management, health, women's participation) so they can observe carefully if discussion happens on these areas

If it is not Gram Sabha Day:
- Arrange a visit to the Panchayat office or request Panchayat leaders to hold a special 1-hour orientation session for students.
- Teachers should check their Panchayat's PAI score from portal before visit
- Brief students on areas in need of more attention weak PAI score areas/themes (e.g., waste management, health, women's participation) so they can observe carefully and ask questions during the visit.

During the Visit
If on Gram Sabha Day:
- Students sit as observers in the Sabha.
- Watch how the agenda is read, who gets to speak, and how decisions are made.
- Note whether discussion happens on Panchayat's weak PAI areas.
- Observe how resolutions are recorded.

If Not Gram Sabha Day:

- Students tour the Panchayat office and learn about key records through the respective functionaries:
  - PAI score from website - https://pai.gov.in/
  - OSR (Own Source Revenue) records
  - Last year's GPDP plan
  - Copies of Gram Sabha resolutions
- Interact with frontline workers (ASHA, AWW, Rozgar Sahayak, Krishi Sahayak) to understand their role in Panchayat functioning. Understand how they contribute to GPDP and Gram Sabhas
- Learn from Panchayat leaders how funds are received and spent, and also ask questions about how weak PAI areas are being addressed or planned for addressing.

Optional Add-ons:

- Students present posters or slogans prepared in school.
- Panchayat leaders share one inspiring story of their work (e.g., a health camp, water conservation work, school improvement effort).

Expected Outcomes:

- Students directly experience Panchayat functioning, not just role-play.
- MYGS connects with real data (PAI, OSR, GPDP, resolutions).
- Students develop respect for democratic processes and accountability.

DO'S & DON'TS

✓ DO'S

- Brief students on purpose and respectful behaviour.
- Encourage students to ask short, respectful questions.
- Ensure both boys and girls participate equally.
- Take notes or sketches instead of relying only on memory.
- Thank you, Panchayat members for their time.

✗ DON'TS

- Don't interrupt or disrupt Sabha proceedings.
- Don't engage with Sarpanch Pati instead of the elected woman Sarpanch.
- Don't allow political sloganeering or biased remarks.
- Don't let only a few students dominate questions.
- Don't take photos/videos without permission.