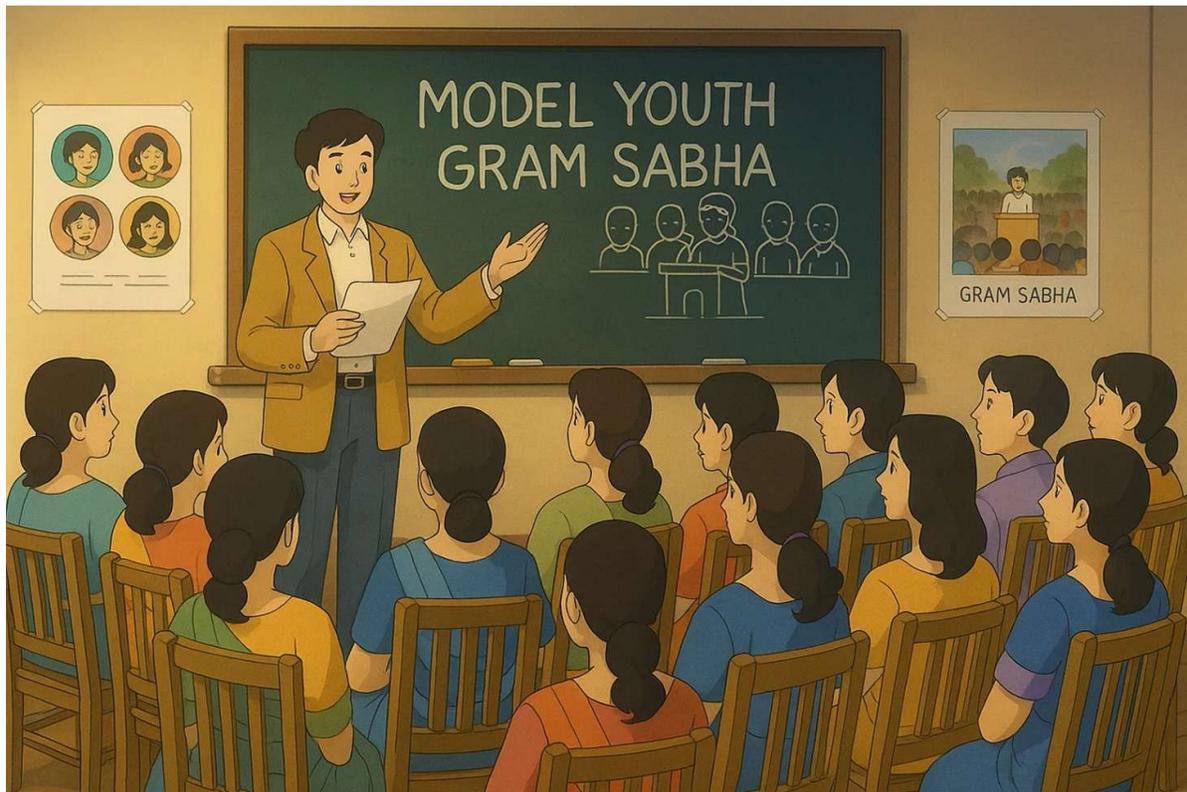# *Model Youth Gram Sabha (MYGS)*

Training Module for National Level Master Trainers

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. MYGS provides children a **first-hand experience of how Gram Sabhas function**, how communities deliberate on development priorities, and how inclusive dialogue shapes decisions that impact everyone.

Through MYGS, young students replicate and enact the Gram Sabha process. They discuss issues that matter to them, practice negotiation and consensus-building, and experience how democratic institutions work in real life. In doing so, they internalize the values of **inclusivity, transparency, accountability, and equality**.

MoPR envisions MYGS as a **bridge between schools and Panchayats**. By linking classrooms with grassroots governance, this initiative ensures that every child develops a sense of belonging to the community and responsibility toward collective well-being.

In this context, a training module has been prepared to create a pool of **National-Level Master Trainers (NLMTs)** who will mentor teachers of JNVs and EMRS, equipping them with both knowledge and practical tools to cascade MYGS effectively across selected states, districts, and schools.

Introduction to the Module

This module is designed as a two-day training resource that equips National Level Master Trainers (NLMTs) with resources to enable teachers from JNVs and ERMS facilitate MYGS in their respective states. Rather than providing top-down instructions, it enables NLMTs to guide teachers in visualising, practicing and planning processes of the MYGS.

The training prepares NLMTs to support teachers in:

- **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:** Train teachers to 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:** Coach teachers 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 of the Module

By the end of this training, NLMTs will be able to:

- **Understand MYGS-** its purpose, flexible process, and how to help teachers translate it into meaningful student experiences.

- **Facilitate teacher-led activities** – enable teachers to guide students in taking roles, debating issues, and practicing democratic decision-making through one or more methods.

- **Integrate MYGS in school processes** – help teachers link MYGS with assemblies, clubs, and community interactions, and connect outcomes with Panchayat processes, while allowing space 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*. NLMTs are positioned as active learners and facilitators, not just transmitters of content. The approach emphasizes critical engagement, reflection, and applied practice, ensuring that NLMTs gain both conceptual clarity and the practical competencies needed to mentor teachers effectively.

Key principles include:

- **Suggestive, not Prescriptive**- Processes and tools are offered as *options*. Schools and teachers are free to adopt one or more, depending on their context. NLMTs support teachers to shape discussions and adapt strategies rather than follow a fixed script.

- **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.

- **Practical and Experiential** -Activities mirror real processes of Gram Sabha to bridge theory and practice.

- **Inclusive and Participatory** - All voices are valued, encouraging safe, democratic spaces.

- **Learner-Centricity** - Strategies link directly to teacher and student perspectives.

- **Reflection** - Every session includes structured debriefs to connect experience with purpose.

- **Adaptability and Creativity**- Trainers and teachers are encouraged to innovate and localise methods while keeping core objectives intact.

- **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?

This module is a practical guide for NLMTs. They are the direct users of this resource, which they will use to train teachers on how to conduct MYGS in schools. Students are the ultimate participants, experiencing democracy as a living practice of dialogue, responsibility, and collective decision-making.

How to Use this Module

This is a trainer's guide, not a textbook. Each session is presented with:

- Introduction – Why this activity is included and its connection to MYGS.

- Objectives – What participants are expected to learn and contribute.

- Process – Step-by-step facilitation instructions.

- 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, checklists, etc.

NLMTs should first experience each activity as learners, then reflect on how to adapt it for training teachers. Every activity includes a debrief, as reflection is where participants translate activities into meaningful learning. Flexibility is encouraged—NLMTs can adapt activities to context, while ensuring the core objectives remain intact.

Workshop Overview

The two-day National Level Master Trainer (NLMT) workshop is designed to build both conviction and competence for leading the Model Youth Gram Sabha (MYGS) cascade. It combines vision-building with hands-on practice so that trainers are fully prepared to support teachers in facilitating MYGS in schools.

Day 1: Building Conviction and Vision

- Revisit the ideals of democracy and the role of youth in shaping it.

- Deepen understanding of why MYGS matters for schools and communities.

- Explore values of inclusivity, fairness, and collective responsibility.

- Engage in reflective discussions and visioning exercises that spark belief and ownership.

Day 2: Skills and Practice

- Move from vision to action with practical facilitation techniques.

- Learn step-by-step tools for pre-, during-, and post-MYGS processes.

- Practice through mock sessions: nominations, campaigning, voting, deliberation, and resolutions.

- Use templates, role cards, and activity flows to simulate MYGS in action.

- Prepare for cascading the training with confidence, adaptability, and clarity.

By the end of the workshop, NLMTs will be ready not just to train teachers, but to inspire them as facilitators, ensuring that MYGS becomes a joyful, inclusive, and powerful democratic experience for students.

Overview of 2-day training Design

Day 1 - Training of National Level Master Trainers				
Time	**Activity**	**Objective**	**Mode of activity**	**Activity Description**
9:30 - 9: 40 AM	Welcome	To establish a school-like atmosphere of inclusivity, joy and openness that prepares the group for immersive learning.		
9:30 - 10: 00 AM	Morning Assembly	To build interpersonal connections among participants, cutting across differences of geography, seniority, or professional background	*Baal Geet*	A simple, familiar Baal Geet (such as "Hara Samandar" is introduced. The facilitator encourages participants to sing along with full energy, claps, and actions—just as children do in a school assembly.
10:00 - 10: 30 AM	Introduction	Break the ice and help participants connect with each other as fellow learners	*Fire on the Mountain –* Game	A playful spin on Fire on the Mountain where participants pair up, introduce themselves, and share fun prompts to build quick connections with fellow learners
10:30 - 11: 15 AM	Context Setting	Build a shared understanding of the Model Youth Gram Sabha (MYGS) and share its vision	*Conversation -style aided by a PPT*	A representative from MoPR discusses the idea of MYGS outlining its potential to instil democratic spirit among the youth of the country
11:15 - 11: 30	**Tea Break**			
11:30 - 12: 15 AM	Our Gram Sabha Experiences	Reflect on participants' real-life experiences of Gram Sabhas and uncover what makes them effective or limiting in practice	*Subgroup sharing*	An open sharing circle where participants reflect on their encounters with Gram Sabhas, highlighting practices, challenges, and lessons. Some guiding questions can be: 1. "Think of the most memorable Gram Sabha you've attended — what stood out to you about how people participated?" 2. "In your experience, what makes a Gram Sabha truly meaningful and not just a formality?" 3. "Have you seen moments where young people, directly or indirectly, influenced discussions in a Gram Sabha?"

12: 15 - 1: 30 PM	Role of Youth in Nation Building	Highlight the critical role of young people in governance and nation building, inspiring participants to see youth as active drivers of democratic change rather than passive beneficiaries	*Presentation*	A presentation-based session that showcases how youth can drive governance and nation building, using data, examples, and reflections to emphasize their role as active contributors to democracy
1:30 - 2: 30 PM	**Lunch**			
02:30 - 2: 45 PM	Energizer	Re-energize participants, refresh their focus, and create a lively, engaged atmosphere that prepares them to participate actively in the next session	*Chor, Police aur Gaon Wale*	A lively role-play game where participants act as Chor, Police, and Gaonwale to energize the group and reflect on community roles and dynamics
2: 45 - 4: 15 PM	*Tower Building Exercise*	Demonstrate the importance of teamwork, collaboration, and collective effort in realizing the vision of the Model Youth Gram Sabha	Activity based learning	A hands-on tower-building challenge that highlights how teamwork and collaboration are essential to achieving desired results
4: 15 - 4: 30 PM	**Tea Break**			
04:30 - 5: 00 PM	Envisioning MYGS	Collectively imagine and express what a successful Model Youth Gram Sabha looks like	*Vision Wall for MYGS*	A collective exercise where participants write or draw their ideas for a successful Model Youth Gram Sabha and place them on a shared wall, creating a common vision
5:00 - 5: 30 PM	Debrief	Consolidate learning from the day, capture participants' reflections in real time, and build a shared understanding of the vision of MYGS	*Mentimeter*	A tech-enabled debrief using Mentimeter where participants share reflections in real time, creating collective insights through interactive digital tools

		Day 2 - Training of National Level Master Trainers		
Time	**Session Title**	**Objective**	**Activity**	**Activity Description**
9:30 - 10: 00 AM	Morning Assembly	Create a warm and inviting environment that makes participants feel acknowledged, comfortable, and ready to engage	*Baal Geet*	A simple, familiar Baal Geet (such as "Pahaadi par ped tha")is introduced. The facilitator encourages participants to sing along with full energy, claps, and actions— just as children do in a school assembly.
10:00 - 10: 30 AM	Welcome & recap of day 1	Refresh key learnings from Day 1 and set the focus on transitioning from learners to trainers	*Mentimeter Poll*	A quick, interactive check-in using Mentimeter to capture key takeaways from Day 1 and set the focus on transitioning from being learners to becoming trainers for teachers
10:30 - 11: 15 AM	Preparing for MYGS - I	Familiarize participants with the preparatory steps teachers must undertake in schools	*PPT Presentation*	Walkthrough - Facilitator delivers a PPT explaining key phases for MYGS
11:15 - 11: 30	**Tea Break**			
11:30 - 12: 30 AM	Preparing for MYGS - II	Equip NLMTs to guide teachers effectively through each process steps for effective preparation	*Subgroup Activity*	Participants introduced to the systematic preparation through group work. Also equipped to orient teachers and anticipate challenges, co-create solutions and collectively develop a practical checklist for effective implementation of steps such as immersion, prioritisation etc
12: 30 - 1: 30 PM	*Matching Roles*	Equip participants with clarity on the roles and responsibilities of different stakeholders and committees in a Panchayat so they can guide teachers in training students effectively	Subgroup activity	A card-based matching game where participants connect Panchayat functionaries and committees with their correct roles and responsibilities
1:30 - 2: 30 PM	**Lunch**			
02:30 - 3: 15 PM	Gallery walk: Wall of voices	Demonstrate participatory activity that teachers can use to help students identify and prioritize problems for discussion in the Gram Sabha	Group work	A walk-around activity where participants list problems under different themes on charts, helping surface issues for the Gram Sabha

3: 15 - 4: 00 PM	Problem Prioritization: Ranking Ladder	Facilitate participants with tools to help teachers guide students in selecting the most pressing issues for Gram Sabha discussion	Subgroup	A group activity where participants arrange problem cards in order of urgency on a ladder, practicing how students can prioritize issues for the Gram Sabha
4: 00 - 4: 15 PM	**Tea Break**			
04: 15 - 5: 15 PM	Mock Student Gram Sabha	Provide participants with a hands-on experience of how a Model Youth Gram Sabha unfolds, enabling them to guide teachers in facilitating the process with students	*Enacting Gram Sabha*	Role-play simulation where participants act as students to conduct a Gram Sabha, experiencing firsthand the flow, roles, and dynamics of the process
5:15- 5:45 PM	Ask your Doubt	Create an open space where NLMTs can clarify doubts, share reflections, and strengthen their understanding ensuring that all participants are engaged and confident about facilitating the same with teacher	*Ques and Answer Session*	Passing the Ball Activity – An interactive round where participants pass a ball to take turns asking questions, clarifying doubts, and reflecting on their learning. All participants will be encouraged to engage
5:45– 6:15 PM	Debrief	Reflect on participants' learning from Day 2, assess their confidence in training teachers for MYGS, and gather collective feedback	*Mentimeter*	Interactive debrief where participants use a simple confidence scale via Mentimeter to rate their readiness to train teachers, followed by sharing key takeaways and support they may still need

Day 1 – National Level Master Trainer (NLMT)

Workshop on Model Youth Gram Sabha

Day 1 Overview

Day 1 is about understanding the vision of MYGS and living it actively with excitement. Participants rediscover their own belief in democracy, inclusivity, and youth power. The aim is not to provide answers but to create an environment where participants themselves feel the joy, energy, and seriousness of participatory learning. When they leave Day 1, they carry with them a renewed sense of *why MYGS matters* and the passion to take it forward.

Overall Objective of Day1

By the end of Day 1, participants will:

- To reflect on their own Gram Sabha experiences, identifying what works, what limits participation, and why children must be included.

- To explore the role of youth in nation-building, recognizing MYGS as a pathway to civic ownership and constitutional awareness.

Day Flow

Time	Session Title
9:30 - 9: 40 AM	Welcome
9:30 - 10: 00 AM	Morning Assembly
10:00 -10: 30 AM	Introduction
10:30 - 11: 15 AM	Context Setting
11:15 - 11: 30	**Tea Break**
11:30 - 12: 15 AM	Our Gram Sabha Experiences
12: 15 - 1: 30 PM	Role of Youth in Nation Building
1:30 - 2: 30 PM	**Lunch**
02:30 - 2: 45 PM	Energizer
2: 45 - 4: 15 PM	Making MYGS successful together
4: 15 - 4: 30 PM	**Tea Break**
04:30 - 5: 00 PM	Envisioning MYGS
5:00 - 5: 30 PM	Debrief

Activity 1 – Morning Assembly (Baal Geet)

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*). Clapping, gestures and rhythm are strongly encouraged to recreate the authenticity of a school assembly atmosphere. (Refer Tool kit for Baal Geet)

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.

Materials Required

- An open space where participants can stand together in a circle or lines to simulate the feel of a morning assembly.

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 – Fire on the Mountain (Icebreaker)

Introduction

Adults, much like children, often carry social anxieties, hierarchical attitudes, or professional boundaries that can prevent authentic participation. This icebreaker—*Fire on the Mountain*—creates a lively atmosphere where people move, laugh, and interact spontaneously. The game may appear playful on the surface, but it carries a deeper symbolic meaning. The activity models in a physical, embodied way the attentiveness, adaptability, and collective spirit that are essential for effective participation in democratic spaces such as the Gram Sabha.

Objectives

- To build interpersonal connections among participants, cutting across differences of geography, seniority, or professional background.

Process

1. The facilitator gathers participants in an open space.
2. The facilitator explains the rules:
   "When I say Fire on the Mountain!, everyone should start running around as if escaping a fire. When I add a number or a specific cue, you must quickly form a group of that size or type."
3. Begin with a simple round: "Fire on the Mountain!"—participants scatter and run for 10–15 seconds.
4. Call out instructions such as:
   a. *"Fire on the Mountain—two people!"*
   b. *"Pair with someone wearing the same colour as you."*
   c. *"Group with someone who has observed Gram Sabhas in more than one state."*
   d. *"Find a partner who has conducted at least one training so far."*
5. Once groups are formed, participants briefly introduce themselves, sharing their name and one hobby or interest.
6. Repeat the cycle with different group sizes (3, 5, 7) to encourage participants to connect with multiple people.
7. After several rounds, the facilitator debriefs:
   "This game shows how attentiveness, responsiveness, and quick collaboration are vital for collective action.

Facilitator's Notes
- **Energy Management**: Keep rounds short and lively to sustain high energy without fatigue.
- **Inclusivity**: Choose prompts that allow everyone to participate without embarrassment (avoid personal details).
- **Humor and Spontaneity**: The facilitator's tone should be light and humorous to encourage laughter and participation.

Materials Required
- Open space with enough room for participants to move safely.

Expected Outcomes

- Participants feel energized, light-hearted, and connected to one another

Activity 3 – Context-Setting Conversation

Introduction

After establishing energy and connection, it is critical to anchor the workshop in its larger democratic vision. MYGS is not simply a school activity—it is a pioneering initiative of the Ministry of Panchayati Raj designed to cultivate citizenship, constitutional awareness, and participatory skills among young people. This session positions MYGS within India's broader democratic journey and helps participants internalizes its strategic importance.

Objectives

- To provide participants with clarity on the objectives, design, and expected outcomes of MYGS.
- To prepare participants to communicate this vision convincingly to teachers and local stakeholders.

Process

1. The facilitator welcomes participants and frames the session:
   "We are here to explore how the Model Youth Gram Sabha can become a vibrant learning ground for democracy. This is not only about children enacting roles, but about cultivating values and skills that will strengthen our nation for generations to come."
2. A representative from the Ministry of Panchayati Raj presents a short PPT covering:
   a. Brief of all major initiatives of MoPR
   b. Share vision and Objectives of MYGS.
   c. Its alignment for Viksit Bharat 2047
   d. Expected outcomes for students, schools, and local governance.
3. The facilitator then invites reflections:
   "What stood out for you in this presentation? Why do you think involving youth in Gram Sabhas is important?"
4. 3–4 participants share insights, ensuring diversity of perspectives.
5. The facilitator synthesizes the discussion, emphasizing:
   a. MYGS is not merely symbolic—it is about nurturing democratic habits from an early age.
   b. It creates a pathway for children to become responsible citizens and effective leaders.
   c. It aligns with the vision of India@2047, where the youth population will be central to governance and development.

Facilitator's Notes

- **Encourage Dialogue**: Avoid making this session one-way. Draw participants into the conversation so they feel ownership of the vision.
- **Anchor in Constitutional Ethos**: Link MYGS back to constitutional values of equality, participation, and justice.
- **Emphasize Transformation**: Stress that MYGS is about systemic change in how we view citizenship education, not just an isolated activity.
- **Build Conviction**: Help NLMTs internalize belief in the program so they can later inspire teachers and communities.

Materials Required

- PPT slides.
- Projector and screen.

Expected Outcomes

- Participants develop a clear and inspiring picture of MYGS.
- They carry conviction that will enable them to cascade the vision effectively.

Activity 4 – Our Gram Sabha Experiences

Introduction

The activity recognizes that each participant comes with their own set of experiences, memories, and observations of Gram Sabhas. By surfacing these stories, the group can collectively reflect on what makes a Gram Sabha meaningful and where it falls short. This reflection builds the case for why the Model Youth Gram Sabha is essential-not as a replacement but as a complementary space where democratic practices can be nurtured from a young age.

Objectives

- To create a space for participants to reflect on Gram Sabha experiences, noting strengths as well as gaps in youth participation and inclusion.
- To create a shared narrative that links personal experiences with the larger purpose of the workshop.

Process

1. Participants are divided into small groups of 4–5 people.
2. The facilitator introduces the session:
   "The Gram Sabha is at the heart of our democracy, but our experiences of it are varied. Some may have witnessed inspiring moments, others may have seen challenges. Today, let's reflect together on these experiences so we can understand why involving youth is so important."
3. Guiding questions are provided for group discussions:
   a. What is the most memorable Gram Sabha you have attended? What stood out about it?
   b. In your experience, what makes a Gram Sabha meaningful and participatory, rather than a formality?
   c. Have you seen moments where youth or children influenced the discussions? If yes, how? If not, what was missing?
   d. What could have made those Gram Sabhas more inclusive and effective?
4. Groups discuss for 10 minutes and prepare 2–3 key points on chart paper.
5. Each group presents back in plenary.
6. The facilitator synthesizes key themes, highlighting that:
   a. Youth and children are consistently absent from Gram Sabhas.
   b. Participation is often uneven or tokenistic.
   c. MYGS offers a structured, meaningful way to bring children into democratic participation from an early age.
7. Consolidate by showing a Gram Sabha video to participants

Facilitator's Notes

- **Normalize Different Experiences**: Some participants may have very positive experiences, others negative. Both are valid and useful for the discussion.
- **Include Indirect Observations**: Not all participants may have attended a Gram Sabha personally; encourage them to share second-hand stories as well.
- **Draw the Connection Explicitly**: Emphasize that the absence of children/youth is not accidental but systemic, and MYGS is designed to address this gap.
- **Encourage Honesty**: This is not about glorifying or criticizing Gram Sabhas but about understanding realities to strengthen conviction in MYGS.

Materials Required

- Chart papers and markers for group work.
- Projector and Video to show

Expected Outcomes

- Participants reflect deeply on their own encounters with Gram Sabhas.
- The necessity of MYGS becomes evident as a solution to bridge this gap.
- Trainers feel more confident in articulating why MYGS matters beyond being an "activity"—it is a democratic necessity.

Expected Outcomes

By the end of the session, participants will:

- **Participants recognize common challenges and gaps** around youth participation and inclusion in Gram Sabhas.

- **Build a sense of ownership** towards MYGS as a response to lived experiences, not an abstract idea.

Activity 5 – Role of Youth in Nation Building

Introduction

This session aims to help participants situate MYGS within the larger narrative of India's future. By highlighting real-life examples of youth-led change and combining them with data on youth participation, the session inspires NLMTs to see MYGS as an intervention that nurtures not just future leaders but active citizens of today. The stories and reflections shared here will help trainers motivate teachers to see MYGS not as a symbolic exercise but as a genuine nation-building activity.

Objectives

- To connect MYGS to the broader vision of India@2047, positioning it as a foundational step towards achieving this vision.
- To build conviction among NLMTs that involving students in democratic is crucial for nation-building.

Process

1. The facilitator sets the tone:

    "India's future rests in the hands of its young population. Let's explore how their energy, creativity, and leadership can transform our society—and how MYGS can nurture this potential."

2. A PPT presentation is shown, combining:
    a. **Data**: India's demographic dividend, youth in leadership roles, youth participation in governance.
    b. **Stories**: Inspiring examples of young people leading community initiatives, innovations, and social movements.

3. After the presentation, the facilitator asks:

    "What connections do you see between these stories and the purpose of MYGS?"

4. Participants share reflections in plenary.
5. The facilitator summarizes:
    a. Youth are already contributing significantly to governance and change.
    b. Schools and Panchayats can nurture this potential systematically through MYGS.
    c. MYGS is not just an enactment - it is the seed of participatory citizenship and democratic leadership.

Facilitator's Notes

- **Balance Inspiration with Evidence**: Use both statistics and real-life stories so that participants connect emotionally and intellectually.
- **Keep it Aspirational but Grounded**: Avoid romanticizing youth—show their real challenges but emphasize their immense potential.

- **Link Back to Trainers' Role**: Emphasize that NLMTs have the responsibility to pass this conviction on to teachers, who will in turn ignite the imagination of students.
- **Reinforce the 2047 Vision**: Frame MYGS as a pathway towards India's centenary of independence, where today's students will be the decision-makers.

Materials Required

- PPT slides with data and stories.
- Projector and screen.

Expected Outcomes

- Participants recognize MYGS as a nation-building initiative that goes beyond being a school activity.

- Participants internalize a sense of urgency and responsibility, understanding that youth engagement is essential for the future of India's democracy.

Activity 6 – Energizer: Chor, Police aur Gaonwale

Introduction

During training workshops, attention spans and energy levels often dip. Similar to classrooms, long stretches of sitting and listening can cause fatigue. An energizer is a simple yet effective way to refresh participants, restore focus, and bring back enthusiasm. In this activity— "Chor, Police aur Gaonwale"—participants engage in a playful simulation that mirrors the diversity of roles in a village, while also adding fun and laughter to the session.

Objectives

- To re-energize and re-engage participants through playful physical activity.

- To provide NLMTs with a replicable tool that teachers can easily use in classrooms.

Process

1. Gather & Explain: The facilitator brings all participants into an open space and explains the rules.

   o There will be three groups: Chor (Thieves), Police, and Gaonwale (Villagers/Kisaan).

2. Role Assignment: Quickly assign participants into the three groups. No props are needed— just enthusiasm!

3. Build the Story: The facilitator begins narrating a short, light-hearted village story, weaving in the three keywords: Police, Chor, Gaonwale.

4. Action Prompt:

   o Whenever the facilitator says "Police", the police group must stand up quickly and sit.

   o When "Chor" is mentioned, the thief group stands up.

   o When "Gaonwale" is mentioned, villagers stand up.

   o Each time, the group sits back down once another keyword is called.

5. Keep the Momentum: The facilitator continues the story at a playful pace, mixing the keywords to keep participants alert. The quick sit–stand action sparks laughter, energy, and active engagement across the room.

6. Wrap-Up: End the game after 3–4 minutes, once the group is visibly re-energized and smiling. Transition smoothly back into the training session.

Facilitator's Notes

- Keep the activity light-hearted and brief—about 10 minutes is enough.
- Use humour generously to maintain a joyful atmosphere.
- Remind NLMTs that quick energizers are useful for sustaining student attention in classrooms.

Materials Required

- Open space.

Expected Outcomes

- Participants feel refreshed and attentive.
- NLMTs gain a simple energizer they can model for teachers.

Activity 7 – Tower Building Challenge

Introduction

Leadership, teamwork, and resource management are at the heart of democratic functioning. In communities and in Panchayats, decisions must be made under constraints of time, resources, and competing interests. The *Tower Building Challenge* simulates this reality by creating a playful but intense scenario where groups must build a tower using limited resources. Through this activity, participants experience the pressures of leadership, the necessity of collaboration, and the importance of inclusive decision-making.

Objectives

- To provide participants with a practical experience of leadership, teamwork, and collaboration under pressure.

- To highlight the importance of inclusivity, adaptability, and their direct relevance to the functioning of Gram Sabhas and MYGS.

Process

1. Divide participants into 4–5 groups.
2. Each group nominates one leader who will initially build the tower. Leaders receive 10 straws each.
3. Team members sit behind the leader and may offer ideas verbally but cannot touch materials at first.
4. If the leader feels stuck, they may request support from the facilitator:
   a. One team member may join the leader.
   b. Additional resources such as tape, rubber bands, paper, or thread may be provided.
   c. Eventually, if the leader says, *"I need my full team,"* all members may join and access all resources.
5. Groups are encouraged to observe each other to add a spirit of healthy competition.
6. Teams get 10–12 minutes to build their towers.
7. Towers are measured for height and stability. All efforts are applauded.
8. The facilitator debriefs using reflection questions

Facilitator's Notes

- Observe carefully how leaders handle pressure and how teams respond to constraints.
- Watch for inclusivity: are leaders listening to ideas or ignoring them?
- Ensure competition remains healthy, not divisive.
- Use the debrief to explicitly connect lessons to MYGS: student leaders must learn to collaborate, not dominate.

Debrief Questions

- How were leaders chosen in each group? What qualities did you see in leader?
- Did leaders hesitate to seek help? Why?
- How did team members feel being unable to participate at first?
- What leadership qualities ensured success?
- How does this relate to teamwork and participatory processes in Gram Sabhas?

Materials Required

- Straws bundle 3-4
- Tape, rubber bands, paper, thread.

Expected Outcomes

- Participants demonstrate how collective decision-making and delegation influence results.

- Participants connect lessons from the exercise to real-life democratic practices in Gram Sabhas and MYGS.

Activity 8 – Vision Wall for MYGS

Introduction

The *Vision Wall* is a participatory exercise that allows NLMTs to collectively articulate what they imagine a successful Model Youth Gram Sabha will look like. By visualizing the future together, participants not only internalize the aspirational side of MYGS but also practice a tool that can later be used with teachers and students. The activity gives participants ownership over the direction of the program and reminds them that MYGS is not only about procedures but about creating a joyful, inclusive, and empowering experience for young people.

Objectives

- To enable participants to collectively visualize a vibrant, inclusive, and empowering Model Youth Gram Sabha.

- To practice a participatory visioning tool that fosters ownership and can be replicated with teachers and students.

Process

1. Place a large chart paper on the wall titled *"Our Vision for MYGS."*
2. Provide sticky notes and markers to participants.
3. Ask each participant to write or draw 1–2 ideas of what MYGS should look like in schools.
4. Participants paste their notes on the chart.
5. The facilitator clusters similar ideas (e.g., inclusivity, participation, joy).
6. The facilitator consolidates:
   "This wall reflects your collective vision. Imagine how powerful it will be when teachers and students do the same in their schools. MYGS is not just an activity; it is a movement that we all are co-creating."

Facilitator's Notes

- Encourage creativity—words, drawings, symbols are all welcome.
- Use clustering to highlight emerging themes of inclusivity, joy, participation.
- Take a photo of the Vision Wall as a memory anchor.
- Remind NLMTs that this is a replicable tool for engaging teachers and students in vision-building.

Materials Required

- Large chart paper,
- Sticky notes,
- Colour markers.

Expected Outcomes

- Participants articulate a shared vision of MYGS that emphasizes values such as inclusivity, joy, and participation.

- Participants gain hands-on experience with the Vision Wall tool and feel a stronger sense of ownership towards MYGS.

Activity 9 Debrief: Building Our Shared Vision

Introduction

Reflection and collective meaning-making are as important as action in democratic spaces. Just as Gram Sabhas consolidate diverse voices to shape decisions, this debrief uses technology to bring together participants' learnings and aspirations in real time. Through Mentimeter, participants see their individual reflections combine into a collective picture, reinforcing the idea that MYGS is about co-creation and ownership, not just procedures.

Objectives

- To provide participants with an engaging, participatory platform to reflect on their learnings from the day.

- To generate a collective vision of MYGS that emphasizes inclusivity, joy, and democratic values.

Process

1. Facilitator introduces the activity and explains the use of Mentimeter.

2. Participants join via phone and enter the activity code.

3. **Prompt 1 (3 min):** *"What is one key insight you're taking away from today?"*

    o Responses displayed live and clustered by facilitator.

4. **Prompt 2 (2 min):** *"Describe MYGS in one word or phrase."*

    o Word cloud is generated on screen; facilitator highlights common themes (e.g., "youth-led," "inclusive," "joyful").

5. **Prompt 3 (5 min):** *"How do you see yourself contributing to this vision?"*

    o Responses appear live; facilitator acknowledges individual ownership.

6. Facilitator summarizes with **debrief questions** and closes by reinforcing that participants are co-creators of the MYGS journey.

Facilitator's Notes

- Keep the tone light and celebratory; encourage participants to see the collective picture as "our shared vision."

- Highlight positive themes and link them to democratic values (e.g., inclusion, participation, ownership).

- Use visuals (word clouds, charts) to make the process feel engaging and memorable.

Debrief Questions

- What common themes emerged across our reflections?

- How does this shared vision inspire you for your role in MYGS?

- In what ways does collective reflection itself feel democratic?

- How can we carry forward this spirit of visioning with teachers and students?

Materials Required

- Laptop with Mentimeter account set up.

- Projector/screen.

- Internet-enabled devices for participants (mobile phones).

Expected Outcomes

- Participants articulate and visualize a collective vision for MYGS.

- Participants experience how digital tools can foster inclusivity and co-creation in democratic spaces

Day 2- National Level Master Trainer (NLMT)

Workshop on Model Youth Gram Sabha

Introduction

The second day is practical and hands-on. NLMTs move from **being learners of MYGS to *trainers of trainers***. Each activity is designed not only to give them knowledge but also to model what teachers must later do with students.

Overall Objective

By the end of Day 2, participants will:

- To gain complete clarity on the **process of MYGS** (preparatory work to Sabha day).

- To practice activities (role matching, problem identification, prioritization, mock sabha) that teachers can directly replicate with students.

- To build the confidence and skill to support teachers in making MYGS a meaningful and transformative experience for children.

Day Flow

Time	Session Title
9:30 - 10: 00 AM	Morning Assembly
10:00 - 10: 30 AM	Welcome & recap of day 1
10:30 -11: 15 AM	Preparing for MYGS – I
11:15 - 11: 30 AM	**Tea Break**
11:30 - 12: 30 AM	Preparing for MYGS – II
12: 30 - 1: 30 PM	Understanding Roles and Responsibilities
1:30 - 2: 30 PM	**Lunch**
02:30 - 3: 15 PM	Problem Identification
3: 15 - 4: 00 PM	Problem Prioritization
4: 00 - 4: 15 PM	**Tea Break**
04: 15 - 5: 15 PM	Mock Student Gram Sabha
5:15- 5:45 PM	Ask your Doubt
5:45-6:15 PM	Debrief

Activity 1 – Morning Assembly (Baal Geet)

Introduction

Day 2 begins with school-like morning assembly. However, unlike Day 1, where the facilitator initiated and modelled the process, Day 2 intentionally shifts leadership to participants. This shift is not trivial; it reflects the core pedagogy of MYGS: ownership of democratic spaces must emerge from within the group. The act of volunteering to lead the song also mirrors the democratic principle of stepping forward to represent collective voices.

Objectives
- To begin Day 2 with renewed energy and collective enthusiasm.
- To encourage participants to take initiative and model leadership.

Process

1. Participants gather in a circle.
2. Facilitator invites volunteers to come forward and lead a *Baal Geet* they feel children enjoy.
3. The group follows along with actions, claps, and rhythm.
4. If no one volunteers initially, the facilitator may invite someone they observed as enthusiastic on Day 1 or lead one themselves.
5. The activity ends with light applause and cheer, reinforcing the sense of a united, joyful group.

Facilitator's Notes

- Since this is Day 2, participants are already familiar with the format. Step back and allow them to take initiative.
- Encourage diversity-different songs, languages, and regional flavours can make the session richer. (Refer Tool Kit for Baal Geet)
- Keep the energy light, simple, and playful.
- Note: *"Remind participants that MYGS should bring joy to children. This optional step may be used in any creative manner in schools- song, pledge, slogan, or dance."*

Materials Required

- An open space where participants can stand together in a circle or lines to simulate the feel of a morning assembly.

Expected Outcome

- 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 – Recap Circle (Morning Reflection)

Introduction

This activity offers participants the opportunity to consolidate their insights from Day 1 and carry them forward into Day 2. By revisiting and articulating key learnings, participants not only consolidate their understanding so far, but also reaffirm the values and commitments that underpin MYGS.

Objectives

- To revisit and consolidate key learnings from Day 1
- To set a reflective and engaged tone for Day 2

Process

1. Gather participants in a circle.
2. Facilitator explains: *"Everyone will share one word or one sentence that captures their learning or reflection from yesterday."*
3. Each participant speaks quickly around the circle.
4. Facilitator notes recurring words on a chart (e.g., *teamwork, youth, participation*).
5. Summarize: *"These reflections are our stepping stones for today."*

Facilitator's Notes

- Keep time short (10 minutes max).
- Allow passes if someone prefers silence.
- Link reflections to the Day 2 agenda (e.g., *"We spoke of teamwork yesterday; today we see how teamwork unfolds in student-led Gram Sabhas."*).
- Nudge that teachers may also use recaps in schools through storytelling, poster walk, or quiz."

Materials Required

- Chart paper
- Markers.

Expected Outcome

Participants reconnect with learnings of Day 1 and feel ready for hands-on practice on MYGS today.

Activity 3 – Understanding the MYGS Process

Introduction

This session provides NLMTs with a structured overview of the suggested process (pre, during, and post) that can be followed to make MYGS a success-from initial communication to final reflection. The flow of Prepare- Perform and consolidate process is designed not just as a logistical sequence but as a pedagogical process where specific democratic values are cultivated. By mapping these steps, participants will be able to visualize the bigger picture of MYGS as a cohesive journey.

Objectives

- To visualize the process of MYGS and understand the purpose of each
- To understand how these steps can connect to create a complete experience of participatory governance for students.
- To highlight that each step offers **multiple options**, and schools may adopt one or more depending on feasibility.

Process

1. The facilitator begins with a brief statement:

    "Like a real Gram Sabha, the Model Youth Gram Sabha unfolds step by step. Each step is important, because together they create the experience of democracy. Let's walk through the journey."

2. Guided Presentation (Based on Annexure, 20 minutes PPT)

- Using a PPT/visual chart, the facilitator explains the suggestive three phases one by one:
    - **Prepare** - Orient, announce, select roles, collect and prioritise issues, rehearse.
    - **Perform** - Conduct Sabha: agenda, issue presentations, simulation around- GPDP/OSR/PAI**[1], & Budget discussion, resolution finalisation, closing. (Refer annexure 15,16,20 for details)
    - **Consolidate** - Documentation, reflection, follow-up action

3. For each phase, highlight:
    - The goal (e.g., Orientation creates curiosity)
    - Choice of activities schools can do.
    - A timeline reference (e.g., Day 1–2 for communication).
    - Templates and collaterals- Facilitator explains and shows participants list of templates, and mock scripts, marking schemes etc.

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

4.   Quick Recap (5 minutes):
- The facilitator asks: *"Which activity do you think will be most exciting for children? Which might be challenging for teachers?"*
- Take 2–3 quick responses to anchor attention.
5. The facilitator closes by saying: *"Now that you have seen the full picture, in the next activity you will work in groups to dive deeper into each activity and prepare detailed guidance for teachers."*

Facilitator's Notes

- Keep the pace engaging- don't overload with too many examples.
- Use visuals (timeline, icons, flow chart) to make the process memorable.
- Avoid jargons- explain in simple, school-friendly terms.
- Reinforce that teachers need this clarity before attempting to implement MYGS.

Materials Required

- PPT with Phases – based on Annexure 1
- Printed handout of Annexure 1 (optional).
- Projector/flipchart & markers.

Expected Outcomes

• NLMTs are able to visualise the entire flow of MYGS and explain the purpose of each step clearly.
• NLMTs understand how the different steps of MYGS connect together into a complete, participatory governance experience for students.
• NLMTs recognise that each step offers multiple options and can explain how schools may choose one or more approaches depending on time, resources, and feasibility.

Activity 4– Preparing for MYGS (Subgroup Work)

Introduction

This activity immerses participants in the practicalities of preparation—from communication, selection, preparations, performance and consolidation. By working in subgroups, participants co-create a detailed checklist for steps, identify challenges, and brainstorm alternative solutions. This pragmatic orientation equips NLMTs to mentor teachers in navigating real-world complexities of implementation.

Objectives

- To deepen understanding of each suggestive step.
- To 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 & 12 with incorporate inputs from participants, also refer to annexure 20,21 for PAI and field immersion details 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, slogans preparation by students, wall writing, etc.).

- Push for practical alternatives when ideal methods aren't feasible.

- 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 children from all socio-economic backgrounds, caste, gender, children with special needs are represented and encouraged to participate?

Material Required

- Chart paper and A4 papers.
- Sketch pens and colours
- Sticky notes
- PPT based on annexure 1 and 2
- Projector to show annexure 13

Expected Outcome

- Participants co-create a detailed checklist of activities for each step, building confidence to guide teachers in planning MYGS.

Activity 5 – Matching Roles

Introduction

For MYGS to be engaging and meaningful, students need to experience local governance roles as relatable, living functions. This activity helps participants 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, NLMTs are better equipped to guide teachers during cascading the same training for MYGS.

Objectives

- To reinforce NLMTs 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.

4. Groups match the correct pairs (Role → Responsibility).

5. 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 Sheet for verification. (Annexure 5)

7. Debrief on - which selected officials you will choose in your school apart from elected representatives (in case school decides to choose less than 20 students) and why?

8. Facilitator highlights that role selection can happen via nomination, audition, or voting (based on choice of teacher/school)

9. The show participants suggested guidelines to select these roles in schools through (**Annexure 4)**

Facilitator's Notes

- Encourage groups to discuss and reason through matches before finalizing.

- (Please refer to the breakup of the suggested 20 selection roles and the suggested process to select these roles in Annexures 3 and 4.)

- Provide example analogies for inspiration:

o Sarpanch = Class Monitor

- o Secretary = Note-taker / Planner

- o Ward Member = Group Leader

- Highlight that governance relies on shared roles and collaborative decision-making.

- Prompt teachers to consider creative ways for students to engage (memory games, role-play, flashcards).

Debrief

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

Materials Required

- 20 Role Cards + 20 Responsibility Cards

- Master Answer Sheet

- Chart papers/markers

- Sample analogies for inspiration

Expected Outcome

- Participants deepen their understanding of Panchayat roles and responsibilities, including how roles interconnect.

- Participants are prepared to guide teachers with the role and responsibilities of Panchayat and its stakeholders to further conduct MYGS in schools

Activity 6– Wall of Voice (Problem Identification)

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, guide students to express their individual views and learn how to integrate them into collective concerns.

Objectives

- To enable NLMTs 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 guide teachers to choose suitable ways for facilitating student-led problem identification during MYGS.

Process

- Place 4–5 charts around the room with themes students might explore in MYGS

- 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. (Refer Annexure 20 to know about PAI is and its usage through annexure 21)

- NLMTs write on problems or concerns on sticky notes pertaining to any theme (s) and place them on the corresponding charts.

- Once all are done, participants walk around, read the entries, observe patterns, similarities, and differences across the charts in the problems posted.

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

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

- ***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 simple and unique ways to do it. Take their inputs
- Stress the difference between problems vs personal complaints as highlighted

- Remind NLMTs younger students can contribute through drawings or class discussions.

Debrief

- What are some other innovative ways to ensure all students can participate in MYGS?

- How else can we encourage students to think about Panchayat issues?

- If we need to rank issues, how can we make the process transparent and fair for students?

Materials Required

- Charts
- Sticky notes
- Markers

Expected Outcome

- Participants 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 7 – Ranking Ladder

Introduction

Prioritizing issues is a critical skill in the governance process for resolving problems democratically. The Ranking Ladder activity gives participants an opportunity to practice different ways how to guide teachers in supporting students to assess the urgency of different issues and make collective decisions. Using issues identified during the Gallery Walk, this exercise demonstrates how students can engage in debate, discussion, to decide which matters require immediate attention.

Objectives (Problem Prioritisation Session)

- To equip NLMTs with strategies to facilitate discussions, debates, and prioritization of issues among teachers using Ranking Ladder method as one participatory exercise.

- To introduce NLMTs to other democratic decision-making methods (such as dot voting and pairwise comparison), so they can later share these options with teachers depending on school context.

Process

1. **Group Formation:**

   - Based on the number of thematic areas /problem charts of previous activity (e.g., Education, Health, Water, Sanitation, environment, 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:**

- 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)
- Facilitator highlights that all methods encourage students to practice negotiation, public speaking, and evidence-based reasoning while prioritising Gram Sabha issues in schools.

Facilitator Notes

- Remind NLMTs that Ranking Ladder is one option; schools may also try any other methods like Dot Voting or Pairwise Comparison
- Emphasise that the **choice remains with teachers and schools** on how far they want to take this opportunity for student learning.
- Highlight that prioritisation is a key governance skill, linking directly to democratic decision-making in Panchayati Raj.
- Encourage democratic methods such as discussion, debate, and justification of rankings
- Guide NLMTs to reflect on how students' perspectives can shape the prioritisation of issues in their school MYGS..

Materials Required

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

Expected Outcomes

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

Activity 8 – 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 NLMTs with the conviction and authenticity required to guide teachers through similar exercises with children.

Objectives

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

Process

1. **Role Allocation (5 min):** Each participant receives a chit assigning them a role (Sarpanch, Secretary, Ward Member, Anganwadi worker, Teacher, Health Worker, Self-help group Representative, NGO Representative). *(Refer Annexure 5)*.

2. **Rehearsal (20 min):** Participants prepare their statements based on their roles and the issues prioritized in the Ranking Ladder 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 teachers are to be informed that the above activity is to be conducted ahead of the enactment day.

3. **Debrief (10 min):**
   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 participant 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 agenda chart
- Bell/timer
- Chart paper

Expected Outcome

- Participants fully experience MYGS in practice and are ready to replicate with teachers.

Activity 9 – Activity: Ask Your Doubts & Cascade Preparation

Introduction

This activity creates an open, non-judgmental space where participants can surface their concerns, confusions, or hesitations. Importantly, peers are encouraged to answer first, reinforcing the idea that collective wisdom often precedes expert input.

Further NLMTs will also be showcased the one-day teacher training design they will facilitate and given the opportunity to familiarize themselves with IEC materials and annexures (self -nomination forms, certificate templates, role cards, etc.).

Objectives

- To provide a safe, open space for participants to voice and clarify doubts.

- To ensure NLMTs are familiar and comfortable with the teacher training flow and associated materials.

Process

1. Opening: Facilitator explains that this is both a *doubt-clearing session* and a *cascade-preparation session*.

2. Individual Doubts: Participants write down or share openly their doubts on MYGS content, activities, or flow.

3. Peer-first Responses: Peers respond to questions before the facilitator steps in, modelling collective wisdom.

4. Facilitator Clarification: Provide final answers where needed.

5. Cascade Preparation:

    - Walk through the one-day Teacher Training Flow.

    - Emphasize on *Teachers to be given the full kit of options but encouraged to use what fits locally* (Annexure 8-14)

    - Discuss likely teacher queries (e.g., Max number of students participate in MYGS?", "How to select students quickly?").

6. Consolidation: Facilitator summarizes the key points and walks through all annexure (annexure 8-13, 17-19 as per need)

Facilitator's Notes

- 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.

- Emphasize that NLMTs will now be the "first line of support" for teachers, so their preparedness matters.

Expected Outcome

- Participants gain confidence in delivering the teacher training module.

- Participants are clear about which IEC materials and annexures to provide to teachers.

- Participants are prepared for Q&A interactions with teachers

Activity 11 – Consolidation and Debrief (Closing)

Introduction

The training closes with a collective reflection that consolidates learnings, surfaces takeaways, and reinforces commitment. This is not merely a logistical closure - it is a symbolic handover of responsibility. Participants are reminded that they are not just learners but now multipliers, entrusted with the responsibility of guiding teachers and inspiring children. The tone is reflective yet celebratory, marking the close of training not as an end but as the beginning of participants' journey as champions of MYGS.

Objectives

- To assess confidence in training teachers.
- To reflect on key takeaways.
- To inspire participants to carry MYGS forward.

Process

1. **Ask participants to rate themselves on a Confidence Poll on Mentimeter/cards:**
   "On a scale of 1–10, how confident do you feel about training teachers on MYGS?"
2. **Guided Reflection:** Prompt questions such as:
- *"What is your biggest takeaway from this workshop?"*
- *"Do you think MYGS should scale nationwide? Why?"*
- *"What challenges teachers may face, and how can you support them?"*
3. **Open Sharing:** Invite volunteers to share reflections, strategies, and insights.
4. **Closing Remarks:** Facilitator summarizes learnings and thanks participants:
    "You are not just learners today-you are trainers shaping how youth will experience democracy."

Facilitator's Notes

- Keep the atmosphere reflective yet celebratory.
- Ensure everyone feels recognized for their participation.
- Frame closure as the beginning of their role as multipliers.

Materials Required

- Mentimeter Poll or scale cards
- Chart paper
- Markers

Expected Outcome

- Participants leave inspired, confident, and committed to taking MYGS forward.

Annexures

S.no	Annexure title	Page Number
1	Suggestive Steps for Executing Model Youth Gram Sabha (MYGS)	49-51
2	Participatory Tools for Prioritisation	52
3	MYGS Checklist (Pre–During–Post)	53-54
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<u>**Annexure 1: Suggestive Steps for Executing Model Youth Gram Sabha (MYGS)**</u>

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.

<u>**Phase 1: Prepare (Day 1-11)**</u>

<u>**Goal:**</u> **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. (Refer detailed Annexure20 and 21 to support the same)

  (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.)

Step 3. Role Selection

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

- **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 write stheir concerns.

- **Option 4:** Brainstorming sessions in class.

- **Option 5:** Check Panchayat advancement score of panchayats 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:

- o **Resource Gap = Total Needs – Funds Available (from Centre/State), Therefore panchayat also need OWN SOURCES**

- o 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. Scriptwriting & 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 (Day 12)

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 8. 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 (Day 13-15)

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.(With support of teachers and senior students)

- 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
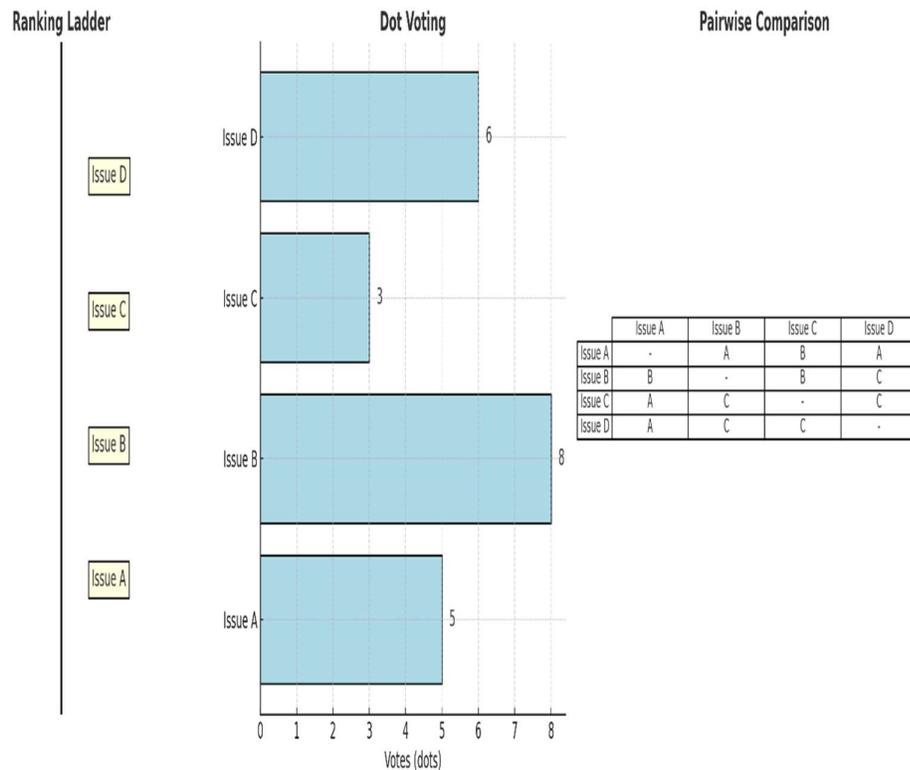
1. **Ranking Ladder:**

   - 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	Dot Voting	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	-

Dot Voting:
- Issue D — 6
- Issue C — 3
- Issue B — 8
- Issue A — 5

Votes (dots)

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

(This checklist is suggestive, not prescriptive. Schools may choose one or more options under each step, depending on time, resources, and student interest.)

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.

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. (Annexure 16)

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.

Perform

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 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

o   Gender Representation
  - At least 33% (1/3) of participants must be girls.
  - Preferably select a girl as Sarpanch (Student Presiding Officer).
o   Social Background
  - Include SC/ST students in key speaking roles (Ward Members, Committee Heads).
  - Ensure students from all religious backgrounds in the village are represented.
  - At least 1 student with disability (visible or invisible) should be included in a meaningful role.
o   Role Diversity
  - Citizens (4 roles) should be a mix of male, female, youth, elder voices.
  - SHG roles, to mirror women's leadership in SHGs.
o   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.

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 Products)	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.
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 Model Youth Gram Sabha is called to order. We will review past resolutions, discuss new issues, and prepare our GPDP plan. Everyone will speak in turn."

Sachiv (Secretary):
"In the last Sabha, we resolved to repair the Anganwadi, start a library, fix handpumps, and organise a health camp. Only one handpump was repaired. Others remain pending."

Elder Widow Rep (Citizen 3):
(angrily) "Always pending! My pension camp was also promised. Nothing happened."

Sarpanch:
"Bua ji, please stay calm. We will discuss your concern today."

Sahayak Sachiv (Asst. Secretary):
"All 20 members are present. The Sabha can begin."

Review of Past Resolutions & New Issues

Ward Member 1 – Education:
"The library has not opened. Students need a place to study. Solar lights near the library are also important."

Teacher / Headmaster:
"Yes, and classrooms need repairs. Education requires both books and infrastructure."

SMC Parent Rep:
"Mid-day meals are also poor quality. Children won't attend if food is bad."

SHG Member 1 (Mid-Day Meal):
"Don't blame us alone. Supplies arrive late from the block. Still, we try."

Ward Member 2 – Health & Sanitation:
"Drains are blocked, garbage piles up. Dustbins are needed."

ASHA Worker:
"An anaemia camp should be organised. Many girls are weak."

ANM/Anganwadi Worker:
"We can also start kitchen gardens near schools to improve children's nutrition."

Ward Member 3 – Sports & Culture:
"Youth have no ground or kits. If ignored, they may fall into bad habits."

Youth Rep (Citizen 2):
"Yes, we want sports kits and internet in the library. Youth must be included."

Ward Member 4 – Environment:
"The liquor shop near the school must be shifted away. It's unsafe."

Farmer Rep (Citizen 1):
"And pond repair is urgent for irrigation. Without it, crops will fail."

Rozgar Sahayak:
"MGNREGS can be used for sanitation and pond repair. But people must also demand job cards properly."

Farmer Rep:
(angrily) "We apply, but wages come after months! How will poor survive?"

Krishi Sahayak:
"Kitchen gardens and plantations can help both food and income. Let's plan under GPDP."

SHG Member 2 (Jute Products):
"Women SHGs need support for skills and product marketing. We too contribute to the economy."

NGO Worker:
"Awareness films on nutrition and child marriage can be combined with mela or SHG stalls."

Budget Simulation & GPDP Discussion

Data Entry Operator:
"This year, ₹5 lakh is available. But proposals add up to ₹10 lakh+. This is a **Resource Gap** in our GPDP."

Sarpanch:
"Yes, Panchayat funds are not enough. That is why citizens must also pay **Own Source Revenue (OSR)** like house tax."

Ward Member (Finance/any):
"If OSR improves, Panchayat will be stronger. SHGs and youth can spread awareness through posters."

SHG Member 1:
"Yes, we SHGs will join with youth to design posters and go door-to-door on house tax awareness."

Youth Rep:
"We are ready to support. Youth can take the lead in these campaigns."

Prioritisation Debate

Ward Member 1 – Education:
"₹1.25 lakh for library and solar lights."

Teacher:
"Education is foundation. This must be a priority."

Ward Member 2 – Health:
"₹1.5 lakh for anaemia camp, medicines, and awareness films."

ASHA Worker:
"Films on health and child marriage will reach families effectively."

Ward Member 3 – Sports & Culture:
"₹50,000 for sports kits and ground leveling."

Youth Rep:
"Yes, even a small amount will engage youth positively."

Ward Member 4 – Environment:
"₹1.25 lakh for pond repair, plantation, and dustbins."

Farmer Rep:
"Correct. Without pond repair, farmers cannot survive."

SMC Parent Rep:
"Mid-day meals should not be neglected. Kitchen gardens can support them."

Anganwadi Worker:
"Yes, kitchen gardens are low-cost solutions with high impact."

Rozgar Sahayak:
"We can use MGNREGS for drains and cleaning. Let's not depend only on limited funds."

Krishi Sahayak:
"Agreed. Plantations can also be planned through MGNREGS convergence."

SHG Member 2:
"And women's groups need small budget for skill training and selling jute products."

NGO Worker:
"Yes, combine health mela with SHG stalls. It benefits everyone."

Elder Widow:
"And my pension camp? Will you again keep money aside?"

Ward Member (Finance):
"Bua ji, pension is not from Panchayat's budget. We can request the block office."

Sarpanch:
"Yes, I will write to BDO madam for a special pension camp. Don't worry."

Elder Widow (relieved):
"Accha, if you promise, I will wait. But keep your word."

Resolution Finalisation

Sahayak Sachiv:
"Final resolutions are:

1. Start library with internet and solar lights.

2. Organise anaemia camp and awareness films (nutrition, child marriage).

3. Provide dustbins and clean drains.

4. Repair pond and start plantation.

5. Provide sports kits and level playground.

6. Start kitchen gardens near school with SHG support.

7. SHG–youth poster campaign on house tax and OSR awareness.

8. Request BDO to organise pension camp.

9. Relocate liquor shop away from school.

10. Explore SHG skill training and jute product marketing."

Sarpanch:
"All in favour?"

All Members:
(raise hands; murmurs of agreement)

Data Entry Operator:
"Majority in favour. Resolutions passed."

Closing Ceremony

SHG Member 1:
"Thank you for supporting our role in awareness and meals. We will do our best."

SHG Member 2:
"Our jute products will now get recognition. This empowers women."

Youth Rep:
"Youth finally have a place in decisions—sports and internet corner approved."

Farmer Rep:
"Pond repair will save our crops. Let's implement quickly."

ASHA Worker:
"Health camp and films will reduce anaemia and early marriage."

Anganwadi Worker:
"Kitchen gardens will strengthen children's nutrition."

Rozgar Sahayak:
"With MGNREGS, drains and cleaning can be solved too. We must use it fully."

Krishi Sahayak:
"Plantations will help both environment and farmers. Good decision."

NGO Worker:
"Linking mela with SHG stalls and awareness will reach the whole village."

SMC Parent Rep:
"Better mid-day meals and education must continue. Parents will support."

Teacher:
"Library and solar lights will improve learning. Students will benefit."

Elder Widow:
"Don't forget to write to BDO for pension camp. I will come next Sabha to check!"

Sarpanch (smiling):
"With everyone's cooperation, our GPDP will be strong. We may not have funds for everything, but with OSR, schemes, and block support, 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**.
• Consensus, hand-raise, or symbolic ballot used to adopt resolutions.
• Secretary records them and commits to upload on **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.

<u>Annexure 7- Model Youth Gram Sabha – Blank Script Template</u>

This is only a template. Teachers/students can adapt dialogues or create their own.

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:

" _____ "

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

(Optional innovation. Schools may use nomination, audition, voting, or teacher assignment.)

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

SELF-NOMINATION FORM (Roles)

Name: _____

Class / Section: _____

Role Applying For (tick one):
☐ 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:** _____

<u>**Annexure 9- Script for auditions**</u>

(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।"

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।"

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

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 are encouraged to design their own awards (e.g., Best Listener, Young Changemaker)."

<u>Annexure 11- Suggestive Template of Report for Ministry of Panchayati Raj</u>

<u>(In case MoPR builds reporting through Panchayat NIRNAY App)</u>

Ministry of Panchayati Raj
Model Youth Gram Sabha (MYGS)
SUGGESTIVE FINAL REPORT FORMAT

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: _____

3. Sabha Deliberations

- Key Issues Raised by Students:

_____

_____

- sPrioritized 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

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

Ministry of Panchayati Raj
Model Youth Gram Sabha (MYGS)

This annexure provides schools with **optional, innovative practices** they can adopt across the MYGS process. 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

4. House Tax

5. Water User Fee

6. Stall/Mela Fees

7. Trade Licence

8. 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.

<u>Annexure 17: Panchayat NIRNAY App</u>

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.

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:
  • Need for better playgrounds
  • Stopping child marriage
  • Asking for more library books
  • 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.

Mahila Sabha (Women's Assembly)

- A **meeting of women in the community**, usually held before or as part of a Gram Sabha.

- Provides women with a platform to **raise issues and priorities** that directly affect them and their families.

- Issues may include:
  • Health and nutrition services
  • Drinking water and sanitation
  • Safety (streetlights, liquor shops near schools, etc.)
  • Livelihood opportunities (support for SHGs, skill training)

- 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.

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 the **PAI Portal**

- Compare it with the 5 grades (A+ to D).

- Link MYGS issues and resolutions to the Panchayat's weakest themes.

    o *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 on the PAI portal before visit (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 on the Panchayat Nirnay App before the 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 (pai portal - 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 on how weak PAI areas are being addressed/planned to be addressed.

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).

Post-Visit Work (Back in School)

- Teacher facilitates a short reflection circle: *"What did you see? What was similar to MYGS? What was different?"*

- Students make a Panchayat Diary Page with:

  - What I Saw

  - What I Heard

  - What I Learnt

  - My Suggestion for Improvement

- Teachers show one PAI score of any panchayat using link panchayat score card from pai.gov.in and initiate discussion with students on same , for instance *students discuss and decide clean and green since it has lowest score and need most improvement*
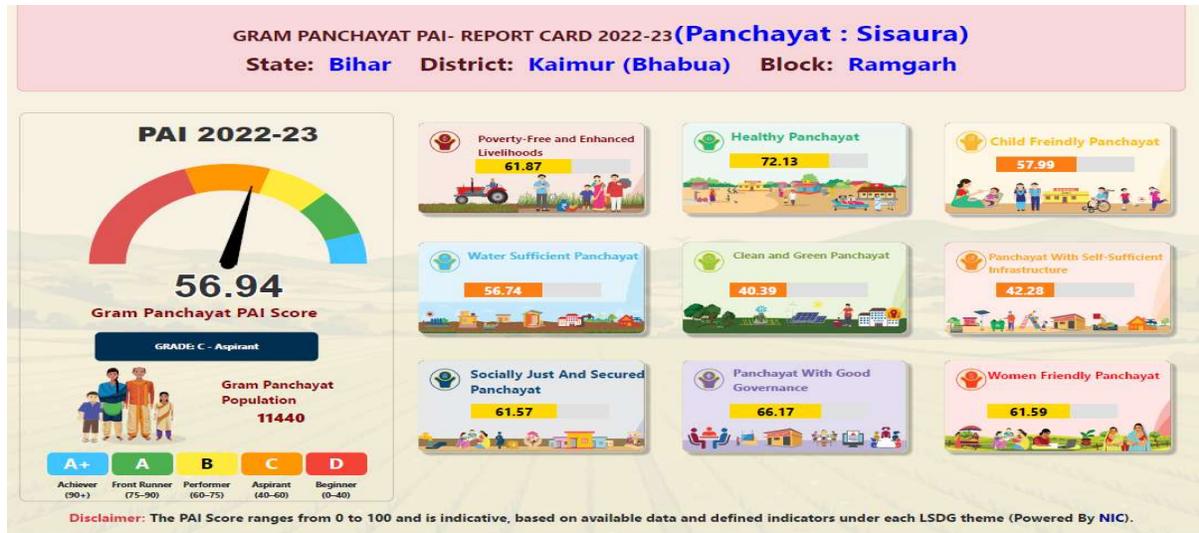
Expected Outcomes

- 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 and 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.
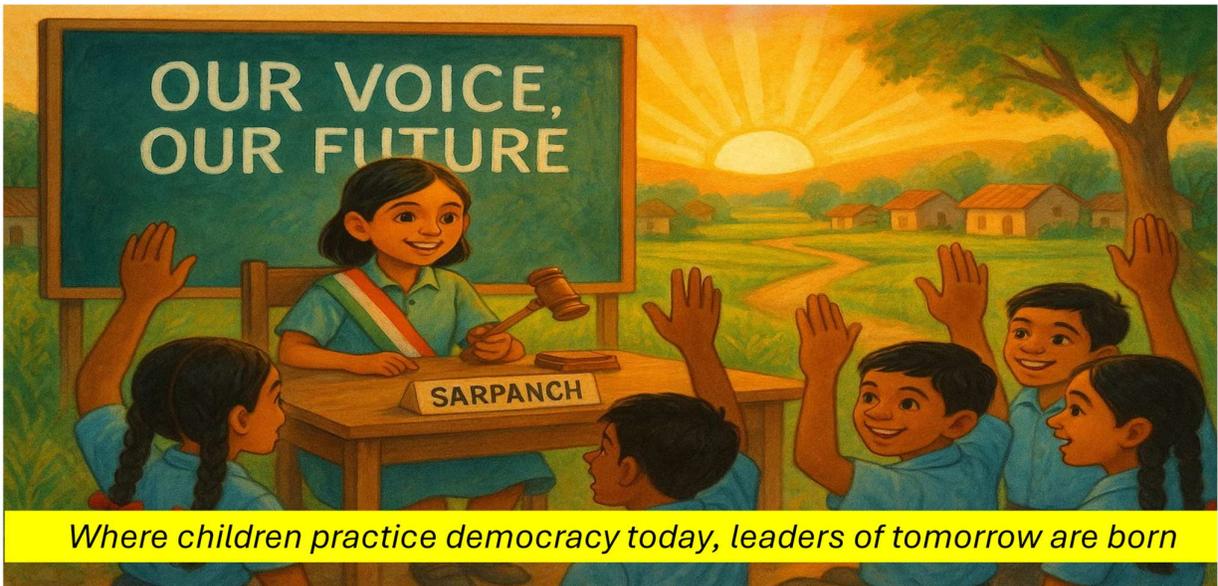- Thank Panchayat members for their time.

❌ 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.

THANK YOU

OUR VOICE, OUR FUTURE

SARPANCH

Where children practice democracy today, leaders of tomorrow are born

शिक्षा मंत्रालय
MINISTRY OF
EDUCATION

पंचायती राज

जनजातीय कार्य मंत्रालय
MINISTRY OF
TRIBAL AFFAIRS