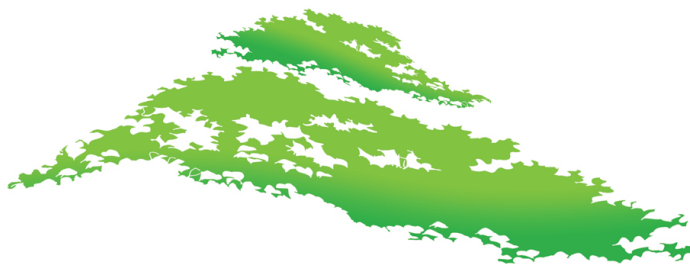




सत्यमेव जयते

TRAINING OF TRAINERS MODULE ON SUSTAINABLE DEVELOPMENT GOALS AND GRAM PANCHAYATS

SESSION-WISE TRAINING MODULES ON SDGs
AND GRAM PANCHAYATS



MINISTRY OF PANCHAYATI RAJ
GOVERNMENT OF INDIA

Table of contents

Session 1	1
Introduction to SDGs	1
Session 2.....	5
Setting Goals and Targets.....	5
Session 3.....	8
Towards a Poverty Free Panchayat	8
Session 4.....	12
Fighting hunger and malnutrition	12
Session 5.....	17
Healthy Village	17
Session 6.....	22
Education for All	22
Session 7	26
Engendering Development.....	26
Session 8.....	31
Water for All.....	31
Session 9.....	34
Swachh Bharat, Swachh Village	34
Session 10.....	37
Electricity and Energy for All	37
Session 11.....	41
Local Economic Development.....	41
Session12.....	45
Towards A Climate Resilient Panchayat	45
Session 13.....	49
Sustainable Eco Systems.....	49
Session 14.....	54
Towards a Holistic Gram Panchayat Plan.....	54
Session 15.....	55
Other SDGs	55
Session 16.....	56
Monitoring SDGs	56
Session 17	57
Presentations	57
Annexure1.....	61
Session Presentation.....	61

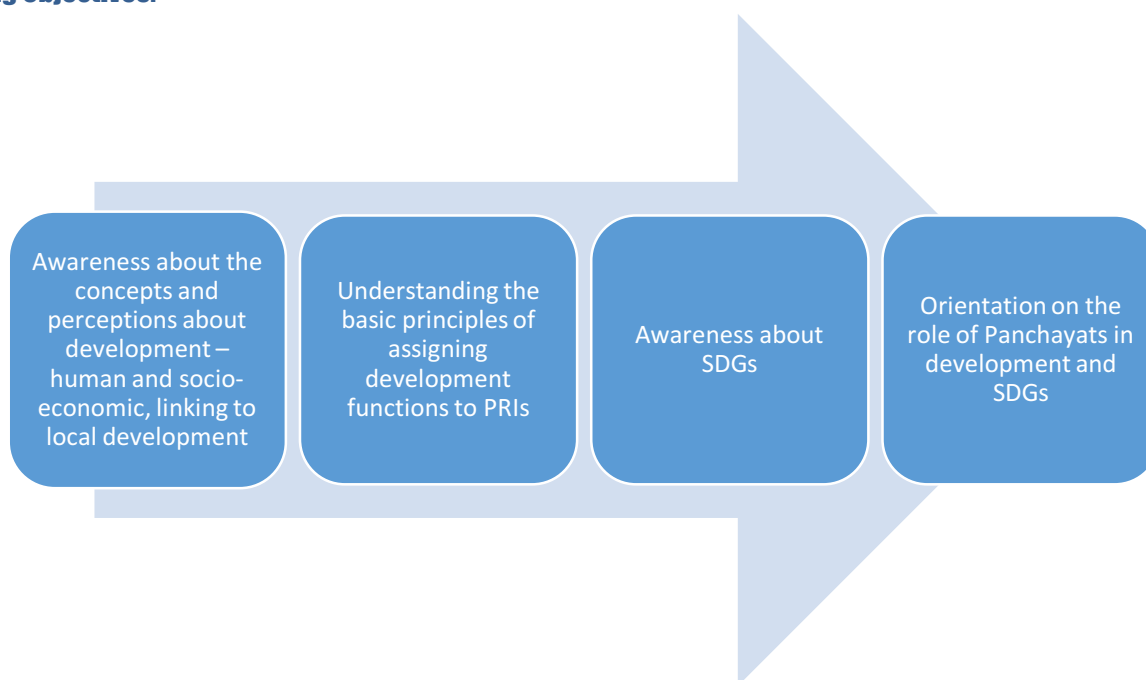
Session 1.....	1
Introduction to SDGs	1
Session 2.....	5
Setting Goals and Targets.....	5
Session 3.....	8
Towards a Poverty Free Panchayat.....	8
Session 4.....	12
Fighting hunger and malnutrition	12
Session 5.....	17
Healthy Village	17
Session 6.....	22
Education for All	22
Session 7.....	26
Engendering Development.....	26
Session 8.....	31
Water for All.....	31
Session 9.....	34
Swachh Bharat, Swachh Village	34
Session 10.....	37
Electricity and Energy for All	37
Session 11.....	41
Local Economic Development.....	41
Session12.....	45
Towards A Climate Resilient Panchayat	45
Session 13.....	49
Sustainable Eco Systems.....	49
Session 14.....	54
Towards a Holistic Gram Panchayat Plan.....	54
Session 15.....	55
Other SDGs	55
Session 16.....	56
Monitoring SDGs	56
Session 17.....	57
Presentations	57

Session 1

Introduction to the SDGs

Duration: 60 mins

Learning Objectives:



Contents:

- Defining development: what it is at the local level
- Role of Panchayats in development
- Position of Panchayats as of today – core functions vis-à-vis agency functions and how these could contribute to local development
- Development at the global level
- Evolution of Sustainable Development Goals
- The SDGs

Session Plan:

The session should be structured as follows:

1. Introducing the session and introduction to the resource person		5 mins
2. What is development?	Guided discussion	10 mins
3. How is development reflected at the village level?	Guided discussion	10 mins
4. Status of Panchayats–constitutional amendment, legislation in the state, functions, principles, subjects transferred under Schedule 11	Power point presentation	15 mins

5. How can development be positioned at the global level? Brief discussion on Human Development Indicators, MDGs etc.	Power point presentation	10 mins
6. Sustainable Development Goals: background, evolution, the Goals and Indicators	Power point presentation / Chart with SDGs	10 mins

Aids Required:

- Computer
- LCD screen
- Chart paper
- White board and markers
- Chart with pictorial representation of SDGs (or slide displayed as PPT)
- Reading materials: State wise documents (Act, Rules) on Panchayati Raj if available, Leaflet/Flyer on SDGs

Tips for Trainers:

Please prepare well on the status of devolution in your state, activity mapping and functional assignment. You must be well-versed with the actual functions and powers of Gram Panchayats in your state (the difference between de-jure and de-facto). Also, an understanding about the various centrally and state sponsored schemes relevant to Gram Panchayats in your state.

1. Introducing the session and the resource person

- Introduce yourself as the resource person
- Provide a background to the session including what the session is intended to achieve and the basic contents.

2. What is development?

- Pose this question to the participants – what do they perceive as development. Let a few of the participants answer.
- Write the key points on the board or on a chart paper.
- Guide the discussion in such a way that most of the points to be covered in SDGs are represented. For example, development is a process of change which happens in all spheres of life. It is linked to addressing poverty, education, health, employment, infrastructure and facilities, basic amenities like housing, drinking water, sanitation and many more. It is also about equity of all forms and capacities.
- Conclude by reading the list. (Do not refer to the SDGs at this moment). The idea is that we do not directly introduce a new term ‘SDGs’ now. Let it evolve during the session.

3. How is development reflected at the village level?

Request participants to consider how these points on development get reflected in the context and setting in their own village – water, sanitation, housing, poverty, health, environment, education, energy.

Also, guide the discussion to bring in the concepts of equity, marginalization, gender etc. (refer to the chapters on poverty and gender).

4. Status of Panchayats

Having discussed development at village level, shift the discussion to the Gram Panchayat. As it being the lowest tier of local government, how can the concept of development be applied to Gram Panchayat and what is its relevance. For this, refresh the idea of Panchayati Raj – use the power point (Template to be provided). It should cover the following:

- 73rd Constitutional amendment with focus on objectives – Social equity and local economic development.
- Devolution as per your state situation, functions and principles of devolution.
- Finally, list the 29 subjects transferred under Schedule 11.

5. Position “development” at the global level

Having discussed development at the local level, move to the global level. Explain the concept of development through the lens of equity and human development. Focus on the following questions to introduce this:

- How can development be measured?
- What do we require to measure the level and extent of development?

Follow the power point presentation on human development, Human Development Index, and Millennium Development Goals. The PPTs will cover the concept of human development, its measurement through HDI, MDGs, the status of MDGs and what is next at the global level.

6. Sustainable Development Goals

Having completed the deadline for MDGs, the world has moved to the Sustainable Development Goals.

Sustainable Development Goals (SDGs) are a new, universal set of goals, targets and indicators that 193 countries in the world have jointly set under the leadership of the United Nations. The countries are expected to frame their agendas and policies over the next 15 years to end poverty, protect the planet, enjoy peace, and ensure prosperity for all.



This is known as *Transforming our world: the 2030 Agenda for Sustainable Development*. There are 17 SDGs. Use PowerPoint or a chart depicting the SDGs pictorially.



Details about SDGs and targets will be discussed in the next session.



Session 2

Setting Goals and Targets

Duration: 30 mins

Learning Objectives:



Contents:

- What are the SDGs and their targets?
- How can targets be set at the local level?

Session Plan:

The session should be structured as follows:

1. Differentiate between goals and targets	PPT	5 Mins
2. Exercise on setting targets	Groups	15 Mins
3. SDGs and targets	PPT	10 Mins

Aid Required:

- Computer
- LCD screen
- Chart paper/paper and marker pens
- Chart with pictorial representation of SDGs
- Reading materials – SDGs and relevant targets

Tips for Trainers:

As the time is short, be clear on how to divide the participants into groups without much relocation. Have enough support resource persons to manage the group work.

1. Differentiate between Goals and Targets

Goals – it is the ultimate ambition, what we dream about **Achieving**. For example, we can say that our goal is to have an open-defecation-free village.

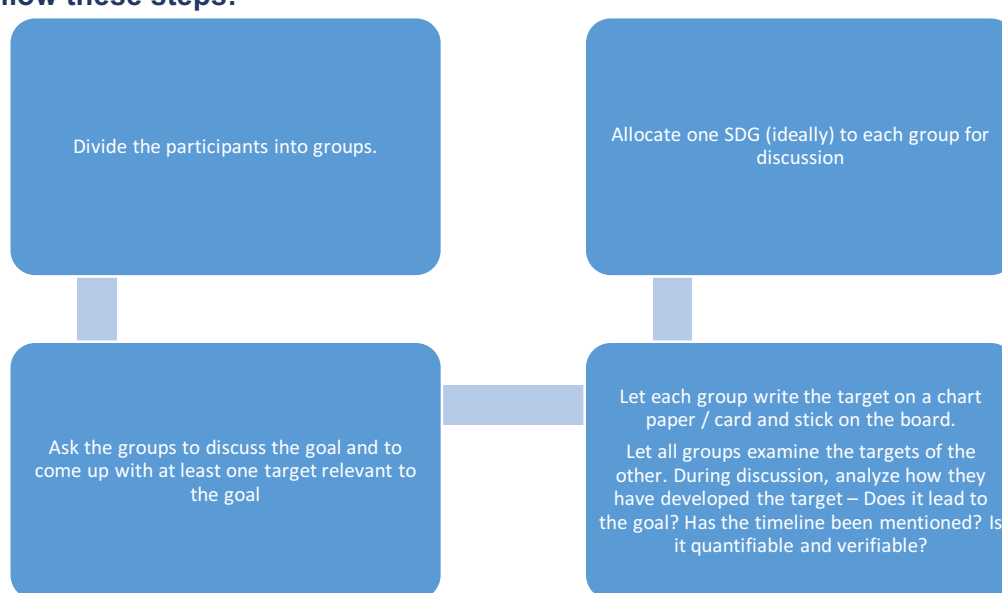
To achieve the goal, we need to have a set of aims to which we strive to reach. We call them the targets. These are time bound and preferably quantifiable or verifiable. Thus, we can say that the target is to have 100% houses with toilets by December 2017.

Identify appropriate and locally relevant examples.

Now, introduce the exercise.

2. Exercise on setting targets

Follow these steps:



Inform participants that as a first exercise, it has been good / not up to the mark, but by the end of the training programme they should be able to set goals and targets for their Gram Panchayat development.

3. SDGs, Targets and Panchayats

Explain how for each of the SDGs mentioned, there are universal targets. Mention a few of the targets. Use PPT or charts. It will not be possible to list out all the targets, so mention a few of them as examples.

There are 17 Sustainable Development Goals (SDGs), with 169 targets, and about 300 indicators. Panchayats are crucial in taking the SDGs forward as their attainment at the national and global level depends on action at the local level.

The twin objectives of Panchayat Raj System, envisaged by the Constitution, are to ensure local economic development and social justice. Panchayats are expected to play an effective role in planning and implementation of functions related to 29 subjects enlisted in the Eleventh

Schedule of the Constitution. Many of the targets under SDGs are within the purview of these subjects.

Gram Panchayats across the country have initiated Gram Panchayat Development Plan (GPDP). This is an opportunity for the GPs to synchronize their plans with SDG targets. There are also resources from various centrally and state sponsored schemes which can be leveraged and converged at the Gram Panchayat level. It is important to set Gram Panchayat level targets with measurable indicators which will have vertical and horizontal linkages, convergence possibilities, resource mobilization potentials and feasible actions by the Gram Panchayats.

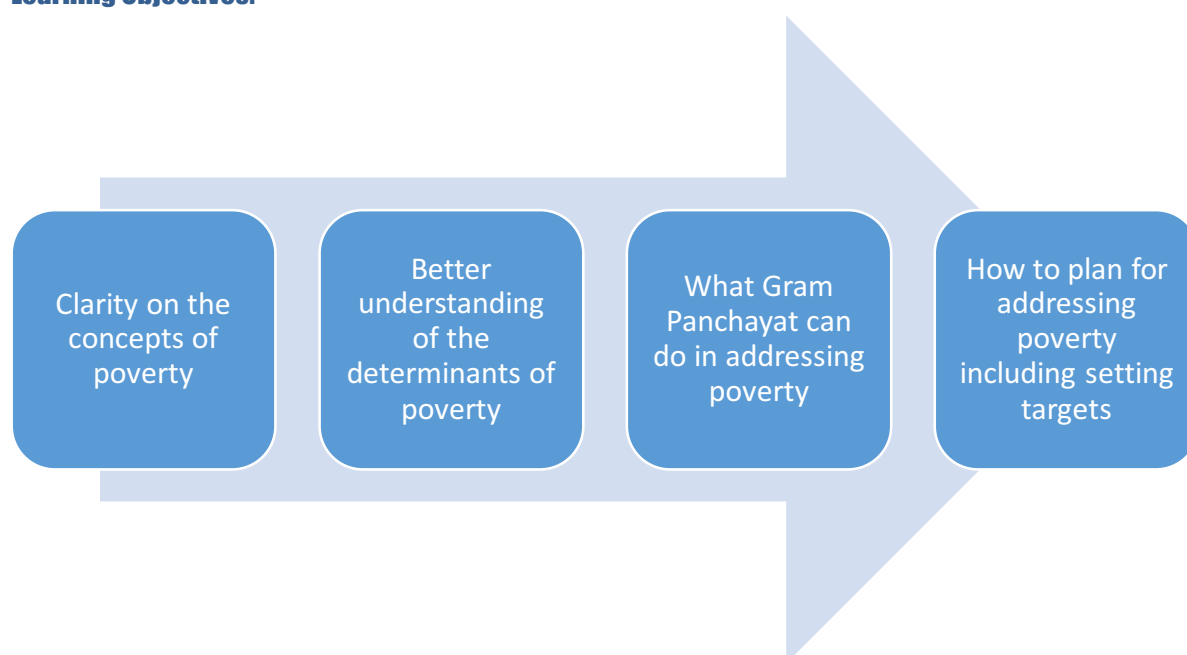


Session 3

Towards a Poverty Free Panchayat

Duration: 90 mins

Learning Objectives:



Contents:

- Poverty and determinants
- Contextualizing the Gram Panchayat level
- Roles of Gram Panchayat
- Setting goal and targets
- Planning for alleviating poverty

Session Plan:

The session should be structured as follows:

1. Poverty and determinants	Guided discussion	10 Mins
2. Determinants of poverty in your village	Modified chess game	10 mins
3. What can Gram Panchayat do	Guided discussion followed by PPT	10 mins
4. Setting goal and targets	Group exercise	10 mins
5. Planning for a poverty-free Gram Panchayat	Group exercise continued	30 mins

6. SDG 1 and the relevant targets	PPT	10 mins
7. Resources available	PPT, Q&A	10 mins

Aid Required:

- Computer
- LCD screen
- Chart paper/paper and marker pens
- Chess boards
- Reading materials – GPDP guidelines, SDGs and relevant targets, various centrally and state sponsored schemes

Tips for Trainers:

As the time is short, be clear on how to divide the participants into groups without much relocation. Have enough support resource persons to manage the group work.

1. Poverty and determinants

Start with the question on how they perceive poverty, how it is manifested. Guide the discussion in such a way that multi dimensional aspects of poverty are brought up, like access to social protection, housing, water, electricity, sanitation, wages and income. (See the section on poverty in the training material).

2. Determinants of poverty in your village

Let the participants discuss what the key manifestations of poverty in their village are, the reasons and what measures could be adopted to address them. This can be through a small group discussion or a modified chess game. It will be a battle against various aspects of poverty by a set of actions. These actions should lead to the planning for poverty alleviation. (See details in the training material).

3. What can Gram Panchayat Do?

Start with this question, request responses from the participants on what in their opinion Gram Panchayats can do to address poverty, and note down the responses on the board. This is to be followed by a PPT depicting how Gram Panchayats can address the issues by facilitating, planning or implementing. A few such examples follow. Contextualize them for your state. (See the section on poverty in the training material, sample PPT to be provided). :

- Ensure access to social protection measures for the poor and the vulnerable
- Ensure basic services like (a) housing, (b) water supply, (c) sanitation, (d) electricity and (d) social protection
- Facilitate the building of institutions of the poor like self-help groups, initiating thrift-credit activities and accessing bank linkage
- Facilitating access of the poor to jobs under MGNREGS
- Facilitate income generation activities through skill training, entrepreneurship development and employment
- Support participatory need assessment of the poor
- Facilitate participatory social services planning for the family/ individual
- Facilitate development of operational guidelines for the care and protection of destitute and vulnerable

- Identification of the poor, destitutes and critically vulnerable for access to relevant entitlements and financial services including microfinance
- Work towards facilitating convergence of funds and programmes to address the issue of poverty

4. Setting Goal and Targets

If these are activities which could be undertaken by Gram Panchayats, then ask the participants what they want to achieve in their Gram Panchayat. Group work follows where they are assisted to develop the goal (in most cases 'poverty free village') followed by targets. These targets may be based on the points covered under section 'What can Gram Panchayats Do'.

5. Planning for a poverty free Gram Panchayat

Group work to continue with the preparation of a draft outline of the plan for poverty free Gram Panchayat. Let them focus on the key activities they can undertake to achieve the targets mentioned above. As these are not parallel activities, make it clear that they follow the GPDP process. They may refer to the state specific GPDP guidelines. Thus, start with:

- a) Situational analysis,
- b) Holding Gram Sabhas,
- c) Identifying activities
- d) Identifying , various resources
- e) Deciding on,implementation arrangements
- f) Setting timelines,
- g) Monitoring systems

At the end of the session, the participants should have a set of activities they will be taking up. Get these prepared on chart paper.

6. Resources

The question would be on the resources. Through PPT explain the various resources available, both financial and human resources in order to move towards achievement of the targets.

Human resources

Self-help groups (SHGs) and their federations, Literacy workers, ASHA, Teachers, National Rural Livelihood Mission (NRLM)Community resource persons (CRPs), Anganwadi workers, Rozgar Sevaks

Financial Resources

National Rural Livelihood Mission (NRLM), MGNREGS, State poverty eradication missions, National Social Assistance Programme (NSAP), Prime Minister's Awaz Yojana (PMAY), Public Distribution System (PDS), Rashtriya Swasth Bima Yojana (RSBY), Swachh Bharat Mission (SBM), Deen Dayal Upadhyaya Gram Jyoti Yojana, other various state and central schemes.

Time does not permit us to go into the details of these schemes. But be prepared to address a few questions on these schemes.

7. SDG Goal 1 and targets

After the group exercise, refresh the SDG target 1 and list out the universal targets. Use PPT.

SDG 1 - End Poverty in all its forms everywhere

Universal Targets

- ✓ Implement nationally appropriate social protection systems and measures for all, including floors, and by 2030 achieve substantial coverage of the poor and the vulnerable
- ✓ By 2030, ensure that all men and women, in particular the poor and the vulnerable, have equal rights to economic resources, as well as access to basic services, ownership and control over land and other forms of property, inheritance, natural resources, appropriate new technology and financial services, including micro finance
- ✓ By 2030, build the resilience of the poor and those in vulnerable situations and reduce their exposure and vulnerability to climate-related extreme events and other economic, social and environmental shocks and disasters.

Explain how the targets and activities identified by participants match / do not match SDG1 and targets.

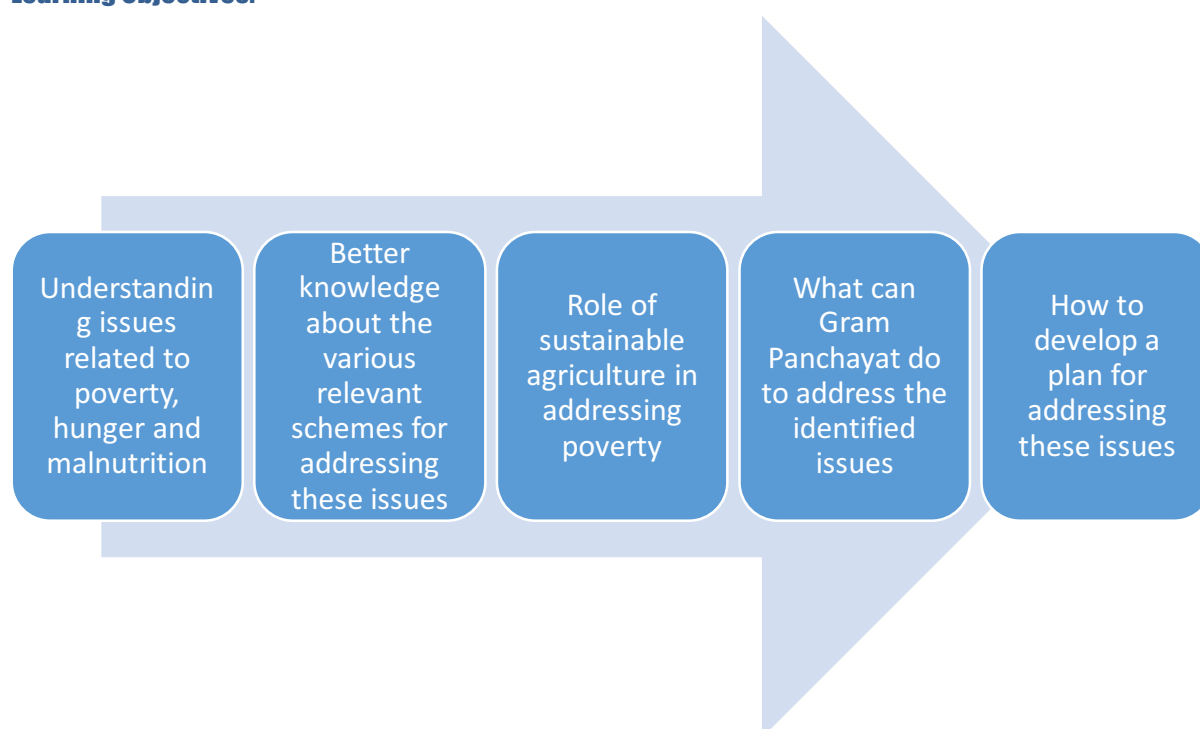


Session 4

Fighting hunger and malnutrition

Duration: 90 mins

Learning Objectives:



Contents:

- Status of hunger and malnutrition across the world
- Issues (how much, who is affected, why) of hunger and malnutrition in a Gram Panchayat- status
- Role of PDS in addressing hunger and malnutrition
- Role of ICDS in addressing hunger and malnutrition
- Need for sustainable agriculture
- Role of Gram Panchayats
- How can a Gram Panchayat plan?
- How can they set goals and targets?

Session Plan:

The session should be structured as follows:

Status of hunger and malnutrition in the Gram Panchayat	Guided discussion followed by an exercise	10 mins
Public Distribution System – issues and solutions	Guided discussion using cards	10 Mins
Integrated Child Development Scheme (ICDS)	PPT	10 Mins
Sustainable agriculture	Guided discussion	10 mins
Role of Gram Panchayat in addressing hunger and malnutrition	Guided discussion followed by PPT	10 mins
Planning for fighting hunger and malnutrition in your Gram panchayat and setting targets	Group Exercise	30 mins
SDG 2 and its targets	PPT, Q&A	5 mins
Resources and people to support		5 mins

Aid Required:

- Computer
- LCD screen
- Chart paper/paper/cards and marker pens
- Road to Health Card
- Reading materials – SDGs and relevant targets, materials on PDS in the state, ICDS and various schemes mentioned below.

Tips for Trainers:

As the time is short, be clear on how to divide the participants into groups without much relocation. Have enough support resource persons to manage the group work. Resource persons should be familiar with the concepts of hunger, malnutrition, PDs, ICDS etc.,

1. Status of hunger and malnutrition in the Gram Panchayat

Start with the question on whether there are any families in the Gram Panchayat who face hunger in any day of the year. Who are these people? Do they mostly constitute the elderly, destitute, women, children in the villages?

Distribute 'Road to Health Card' (filled) to the participants. Ask the participants whether they have seen it. These are regularly being used in the Anganwadis in their own villages. Ask them to study it and discuss what they understood. A few of them should be asked to provide the response.

Conclude by saying that there would be instances of malnutrition and hunger in your village which affects the health and growth of children and others like the adolescent girls, women, pregnant mothers, elderly etc. How can we address them?

2. Public Distribution System

PDS is one of the tools with which we can address extreme hunger and malnutrition. However, there could be problems with regard to PDS reaching the vulnerable population in a village. Ask participants to cite one major issue regarding access to PDS. They can write it on a card. One issue on one card is the rule. With the help of support resource persons, group them and display on the board. Ask the question – how can you address them. Mostly, the Gram

panchayat functionaries can facilitate the process of enrolling the people under PDS and ensure regular supply by liaising with the government officials of the relevant line department.

3. Integrated Child Development Scheme (ICDS)

Use the PPT to explain ICDS and its role in addressing malnutrition. Also mention that the Gram panchayat functionaries have a role to monitor the functioning of the Anganwadis and provide support to them.

4. Sustainable Agriculture

The options mentioned above are provided by the government at higher levels, with whom the Panchayat functionaries need to collaborate and ensure the entitlements reach the needy. Ask the question of how else can the issues of hunger and malnutrition be addressed locally. Lead the discussion towards the role of agriculture in addressing hunger and malnutrition. Guided discussion on the status of agriculture in their village (including horticulture, vegetables, livestock rearing). Issues to be identified in production, productivity, distribution etc. Also guide the discussion to elicit opinions on vegetable gardening, sustainable agriculture, how Anganwadi programme be supplemented by local agricultural produces etc. (See the section on Goal 2 in the training materials).

5. Role of Gram Panchayat in addressing hunger and malnutrition

Lead the discussion to the question on 'What can Gram panchayat do in addressing hunger and malnutrition'. Elicit a few responses. Assess whether participants are able to link options to their roles in ensuring access to PDS, strengthening Anganwadis, improving agriculture etc. Then, make the PPT presentation on what can Gram Panchayat Do.

6. Planning for fighting hunger and malnutrition in your Gram panchayat and setting targets

Group work: Prepare a draft outline of the plan for addressing hunger and malnutrition as well as promoting sustainable agriculture. Start with setting targets. The resource persons should be familiar with the SDG 2 and its targets. As in the previous case, let the participants focus on the key activities they can undertake to achieve the targets mentioned above. As these are not parallel activities, make it clear that they follow the GPDP process. Thus, start with situational analysis, Gram Sabhas, activities, various resources, implementation arrangements, timeline, monitoring etc (GPDP guidelines vary across states). There are also activities which do not require money like facilitation, but include them also as 'no-cost activities'.

Let the resource persons consider the following activities the gram panchayat can take up and use these while facilitating the groups in the preparation of their plans:

- Facilitating enrolment of eligible families under the PDS system
- Facilitating and promoting enrolment of all children below five years, pregnant and lactating women and adolescent girls under ICDS
- Promotion of breastfeeding, particularly exclusive breastfeeding of the infant upto 6 months of age
- Facilitating growth monitoring of all children below five years
- Ensuring that all pregnant and lactating women and adolescent girls are covered under the supplementary nutrition programme (ICDS)

- Ensuring take home ration (THR) for all children below three years
- Ensuring quality mid day meal to all school going children
- Promoting nutrition education through IEC
- Promoting locally available nutritious food including leafy vegetables
- Facilitating a system of community support for nutrition for elderly
- Promoting sensitisation of village community for implementing resilient agricultural practices that increase productivity and production, maintaining the ecosystems and aid in food supplementation
- Implement resilient agricultural practices improving land and soil quality, How these actions help in addressing hunger and malnutrition.

At the end of the session, the participants should have a set of activities they can take up as actions towards addressing hunger and malnutrition in the Gram Panchayats. Get these prepared on chart paper.

7. Resources

Through a power point presentation introduce the various resources available to them in terms of human and financial resources

Human Resources

ASHA workers, Self Help Groups (SHGs), Anganwadi workers, literacy workers, Teachers, NRLM CRPs, social activists, PTA/School management committee (SMC), Health workers, doctors, local experts, various agriculture related departments and agencies

Financial resources

Public Distribution System (PDS), Integrated Child Development Scheme (ICDS), National Health Mission (NHM), National Mission for Soil and Agriculture (NMSA), Rashtriya Krishi Vikas Yojana (RKVY), Integrated Watershed Management Programme (IWMP), Pradhan Mantri Krishi Sinchayee Yojana (PMKSY), Various State Sponsored Schemes and programmes on health, nutrition, agriculture, animal husbandry, horticulture and livelihoods.

8. SDG 2 and Targets

After the group exercise, refresh the SDG 2 and list out the universal targets. Use PPT.

SDG 2 - End hunger, achieve food security and improved nutrition and promote sustainable agriculture

Universal Targets

- ✓ By 2030 ensure access by all people, in particular the poor and people in vulnerable situations, including infants, to safe, nutritious and sufficient food all year round
- ✓ By 2030, end all forms of malnutrition, including achieving, by 2025, the internationally agreed targets on stunting and wasting in children under 5 years of age, and address the nutritional needs of adolescent girls, pregnant and lactating women and older persons
- ✓ By 2030, double the agricultural productivity and income of small scale producers like women, indigenous people, people, family farmers,

pastoralists and fishers through including through secure and equal access to land, other productive resources and inputs, knowledge, financial services, markets and opportunities for value addition and nonfarm employment

- ✓ Ensure sustainable food production systems and implement resilient agricultural practices that increase productivity and production, that help maintain ecosystems, that strengthen capacity for adaptation to climate change, extreme weather, drought, flooding and other disasters and that progressively improve land and soil quality

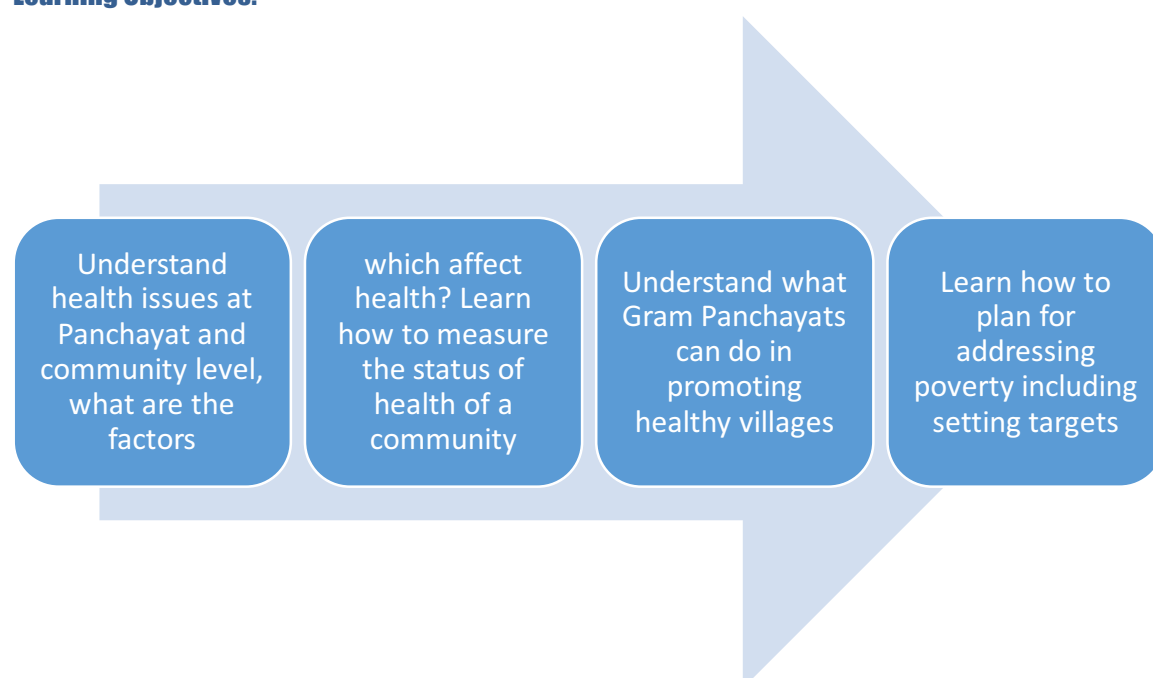
Explain how the targets and activities identified by them match / do not match the Goal 2 and targets.

Session 5

Healthy Village

Duration: 90 mins

Learning Objectives:



Contents:

- Defining health and its determinants
- Measuring status of health in a panchayat/community
- Identifying health problems of the village
- Roles of Gram Panchayat
- How to set goals and targets towards a healthy village
- How can a Gram Panchayat plan?

Session Plan:

The session should be structured as follows:

1. Health and its determinants	Guided discussion	10 mins
2. Health indicators	PPT and Q&A	10 mins
3. Status of health in the village	Guided discussion	10 mins

4. Roles of Gram Panchayat	PPT	10 mins
11 Setting goals and targets	PPT	10 mins
12 Planning for a healthy village	Group Exercise	30 Mins
13 Resources and people to support in the process	PPT, Q&A	05 mins
14 SDG 3 and its targets	PPT	05 mins

Aid Required:

- Computer
- LCD screen
- Chart paper/paper and marker pens
- Reading materials – SDGs and relevant targets, documents on various centrally and state sponsored schemes

Tips for Trainers:

As the time is short, be clear on how to divide the participants into groups without much relocation. Have enough support resource persons to manage the group work. Be well versed on the various health indicators and determinants of health, its status in the state etc. Also, discuss with a PHC doctor or health worker regarding various aspects on planning for health at the local level as well a different health programmes.

1. Health and its determinants

Start with the question – what is understood by health. Try to elicit as many answers as possible. Write the key words on the board / use cards.

The discussion should lead towards the following key points:

Health is a state of complete physical, mental and social well-being and not merely the absence of disease or infirmity. This is the definition provided by the World Health Organization (WHO).

To achieve this state, what are the factors required? Pose the question.

We need to get at least a few of the following sets of information:

- Social and economic environment,
- Physical environment, and
- Person's individual characteristics and behaviours.

Specifically,

- Income and social status
- Education
- Physical environment – safe water and clean air, healthy workplaces, safe houses, communities and roads
- Employment and working conditions
- Personal behaviour – food intake, smoking, drinking, lack of exercise etc
- Hospitals and related health services

2. Health indicators

How do you measure health status of a population? Use the PPT on various health indicators like death rate, birth rate, infant mortality rate, child mortality rate, maternal mortality rate, life expectancy.

3. Status of health in your village

Begin by acknowledging that the above issues seem to be very complicated, but we can assess the status of health in a village by reflecting on a few factors.

Pose a few questions like:

Last year,

- How many children died in your village before their first birthday?
- How many children below five years died?
- How many deaths occurred due to unsafe pregnancy and delivery?
- Did you have any wide spread diseases like malaria, dengue fever, diarrhea etc (depending upon the state)?
- What is the number of disabled children in your village?
- Do you know how many children are malnourished? Have you checked the Anganwadi records?
- What are the new diseases you know which are affecting the population in your village? (like diabetes, blood pressure, cancer etc)

More questions are there in the training material.

How can we prevent or address a few of these issues?

4. Role of Gram Panchayat

What can the Gram Panchayat do in addressing the health problems of the village? A few answers and then the PPT presentation as follows:

- Monitor quality of health care services offered by health facilities and extension services
- Establishing linkage with referral centre and ensuring availability of transportation for emergency delivery services 24hr/7 days
- Ensure effective functioning of the Village Health Sanitation Nutrition committees (VHSNC) and Rogi Kalyan Samiti
- Empower families through IEC in the care of the new born including initiating breastfeeding, exclusive breastfeeding and seeking specialist care for sick newborns,
- Facilitate social audit of maternal deaths in the Gram Panchayat
- Promoting early identification, early diagnosis and timely treatment of diseases
- Undertake seasonal campaigns to promote hygiene and sanitation
- Awareness generation on Non-Communicable diseases (NCDs)
- Initiate home based palliative care in collaboration with health workers
- Organize community based rehabilitation
- Promotion of smokeless Chula, improved cooking stoves, adequate ventilation of house
- Collaboration with health department and NGOs on improving mental health through IEC, promotion of sports, games and recreation, counseling services etc.

- Promotion of awareness on healthy life practices and unhealthy habits/ behaviour among public
- Enrolment of all vulnerable persons in health insurance

5. Setting Goals and Targets

It might be a little complicated at this level for setting targets for healthy village. Prompting might be required on the part of the facilitator. Provide options from a few of the following targets. Let participants pick those which are relevant and feasible for them.

- There are no neonatal / infant / child deaths by (target year)
- There are no maternal deaths by (target year)
- There are no deaths due to diarrhea (other communicable diseases of relevance like dengue fever, malaria etc)
- Patients with diabetes, blood pressure, cancer etc get adequate and appropriate treatment through referral services in the nearest locality
- No substance abuse, including narcotic drug abuse and harmful use of alcohol
- All pregnant mothers get ante natal care through ANMs /PHC
- All children get immunized as per the government guidelines

Inform participants that there may be many such targets.

6. Planning for a healthy village

This section should be covered through group work. Start with setting targets. The resource persons should be familiar with the SDG 3 and its targets. As in the previous case, let the participants focus on the key activities they can undertake to achieve the targets mentioned above. As these are not parallel activities, make it clear that they follow the GPDP process. Thus, start with situational analysis, Gram Sabhas, activities, various resources, implementation arrangements, timeline, monitoring etc (GPDP guidelines vary across states). There are also activities which do not require money like facilitation, but include them also as 'no cost activities'.

7. Resources

Through a power point presentation introduce the various resources available to them in terms of human and financial resources.

Human resources

PHC doctor, ANM, ASHA, Anganwadi workers

Financial resources

National Health Mission (NHM), Janani Suraksha Yojna (JSY), NavjatShisu Suraksha Karykram (NSSK), Integrated Child Development Scheme (ICDS)

8. SDG 3 and Universal Targets

Use PPT to explain the goal and targets related to health.

SDG 3 - Ensure healthy lives and promote well-being for all at all ages

Universal Targets

- ✓ By 2030, reduce the global maternal mortality ratio to less than 70 per 100,000 live births
- ✓ By 2030, end preventable deaths of newborns and children under 5 years of age, with all countries aiming to reduce neonatal mortality to less than 10 per 1,000 live births and under-5 mortality to at least as low as 25 per 1,000 live births
- ✓ By 2030, end the epidemics of AIDS, tuberculosis, malaria and neglected tropical diseases and combat hepatitis, water-borne diseases and other communicable diseases
- ✓ By 2030, reduce by one third premature mortality from non-communicable diseases through prevention and treatment and promote mental health and well-being
- ✓ Strengthen the prevention and treatment of substance abuse, including narcotic drug abuse and harmful use of alcohol
- ✓ By 2020, halve the number of global deaths and injuries from road traffic accidents
- ✓ Achieve universal health coverage, including financial risk protection, access to quality essential health-care services and access to safe, effective, quality and affordable essential medicines and vaccines for all

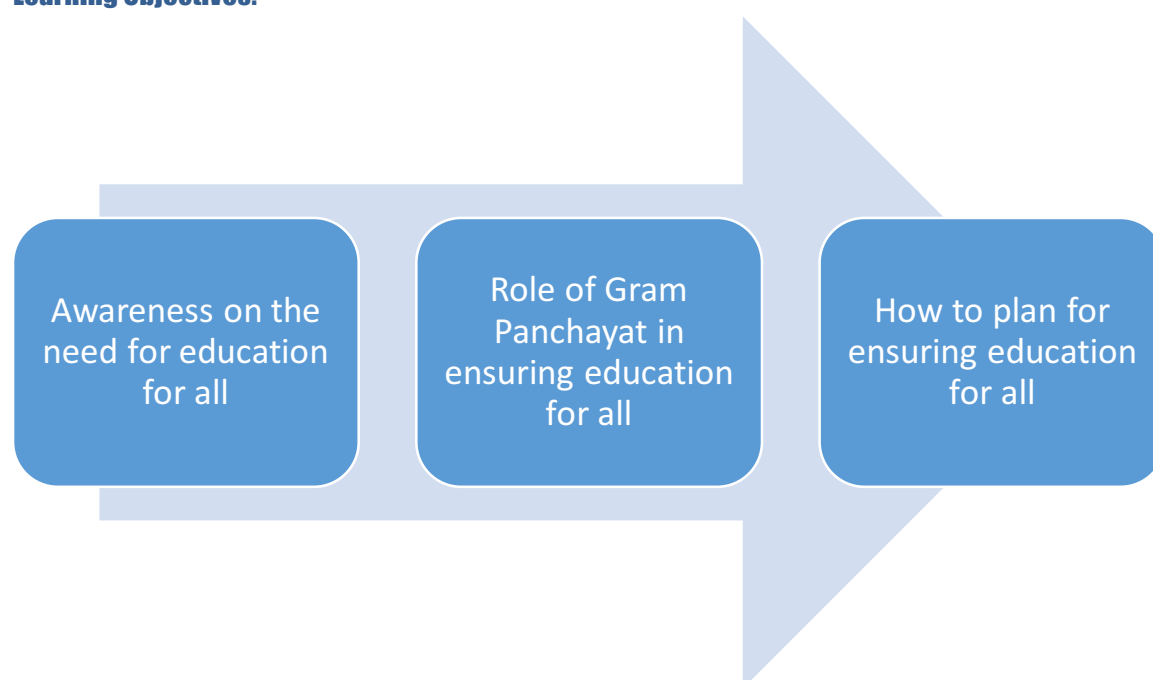
Explain how the targets and activities identified by them match / do not match the Goal 3 and targets.

Session 6

Education for All

Duration: 60 mins

Learning Objectives:



Contents:

- Status of education and literacy in the village
- Drop outs and retention
- Role of Gram Panchayats
- How can Gram Panchayats set goals and targets?
- How can Gram Panchayats plan for education for all?

Session Plan:

The session should be structured as follows:

1. Status of education and literacy	Guided discussion	05 mins
2. What do literacy rate, retention and dropout rate mean	PPT	10 mins
3. Role of Gram Panchayat in ensuring education for all	Guided discussion followed by PPT	10 mins

4. Setting goals and targets	Group work	10 mins
5. Planning for education for all	Group work	15 mins
6. Resources and people to support	PPT, Q&A	05 mins
7. SDG 4 and its targets	PPT	05 mins

Aid Required:

- Computer
- LCD screen
- Chart paper/paper and marker pens
- Reading materials – SDGs and relevant targets, documents on various centrally and state sponsored schemes

Tips for Trainers:

As the time is short, be clear on how to divide the participants into groups without much relocation. Have enough support resource persons to manage the group work. Prepare well on the status of education and literacy in the state, structure of education system in the state, its relation with the local government system.

1. Status of education and literacy

Start with the importance of education and literacy in development. Discuss the improvement/ or the progress in literacy rate in the state over the years. Then, pose the question – do you know the literacy rate of your Gram Panchayat? How many schools are there in your village? Or where do the children go for higher secondary or college education? Are you aware of the quality of education in these schools in your village? How many children in your village are undergoing higher studies or professional courses? How many of these are girls? Generally, upto which class do children in your village study? Why do they drop out?

2. Literacy rate, retention, dropout rate

A very brief PPT presentation explaining these

3. Role of Gram Panchayat in ensuring education for all

A guided discussion on what can the Gram panchayat do in ensuring 100% literacy and education for all upto a particular level (depending upon the state and local situation). Follow up with the PPT presentation which suggests a few options as follows:

- Environment creation for total enrolment and retention
- Checking for dropouts and irregular attendance in schools
- Monitoring quality of education through the PTAs/SMCs
- Facilitating provision of facilities of transportation/ Hostel for children living in geographically isolated areas.
- Facilitating access to entitlements like scholarships/stipend, free uniform, text books, insurance, teaching -learning materials, stationery , mid-day meals for children
- Facilitating special needs children to access schools/special schools
- Ensuring construction of girls' toilets where none exist and make dysfunctional toilets functional in collaboration with relevant agencies.
- Facilitating analysis of the reasons for dropouts and irregular attendance and to formulate possible solutions, through people's participation

- Facilitating conduction of evening schools, mobile schools, local learning centers and residential camps for providing bridge courses for drop outs/out of school children.
- Promoting awards/ incentives/certificates/gifts etc. in public gathering to children as a mark of recognizing their achievements in academics /sports/games etc.
- Liaising with relevant departments to post teachers in vacant positions.
- Facilitating development of a comprehensive education plan to improve the basic physical facilities / physical environment / social environment / incentives / class room processes/ monitoring / assessment of children /community support etc.
- Liaising with relevant departments/agencies to improve the facilities and infrastructure of Anganwadis
- Promoting incentives, teaching learning materials, stationary etc. to those children enrolled in preschools/ Anganwadis.
- Strengthening pre-school Anganwadi welfare committees.
- Promoting Total Literacy Campaign (TLC) approach for eradication of adult illiteracy
- Facilitating strengthening of existing libraries in supporting literacy programmes

4. Setting Goals and targets

Group exercise starts where the first part is on setting goal and targets as in previous sessions. These can be developed based on the discussion above.

5. Planning for education for all

Group work continues. As in the previous cases, follow the GPDP process starting with situational analysis on education and literacy. In addition to the various actions mentioned above, let participants also think about the quality of infrastructure and facilities of various educational institutions, access to higher education etc. Follow this up with selecting activities, monitoring system, no cost activities, campaigns etc., Use the content given under the Roles of Gram Panchayats. Write them on a chart paper as in the previous sessions.

6. Resources

Use PPT.

Human Resources

Teachers, School Management Committee, Anganwadi workers, ASHA, Literacy Preraks, other department officials, ICDS supervisors

Resources to look for

Integrated Child Development Scheme (ICDS), Sarva Siksha Abhiyan (SSA), National Skill Development Programme (NSDP), National Digital Literacy Mission, Deen Dayal Upadhyay Grameen Kaushal Yojana (DDUGKY), National Rural Livelihoods Mission (NRLM).

7. SDG 4 and Targets

Use PPT to explain the SDG 4 and its targets.

SDG 4 - Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all

Universal Targets

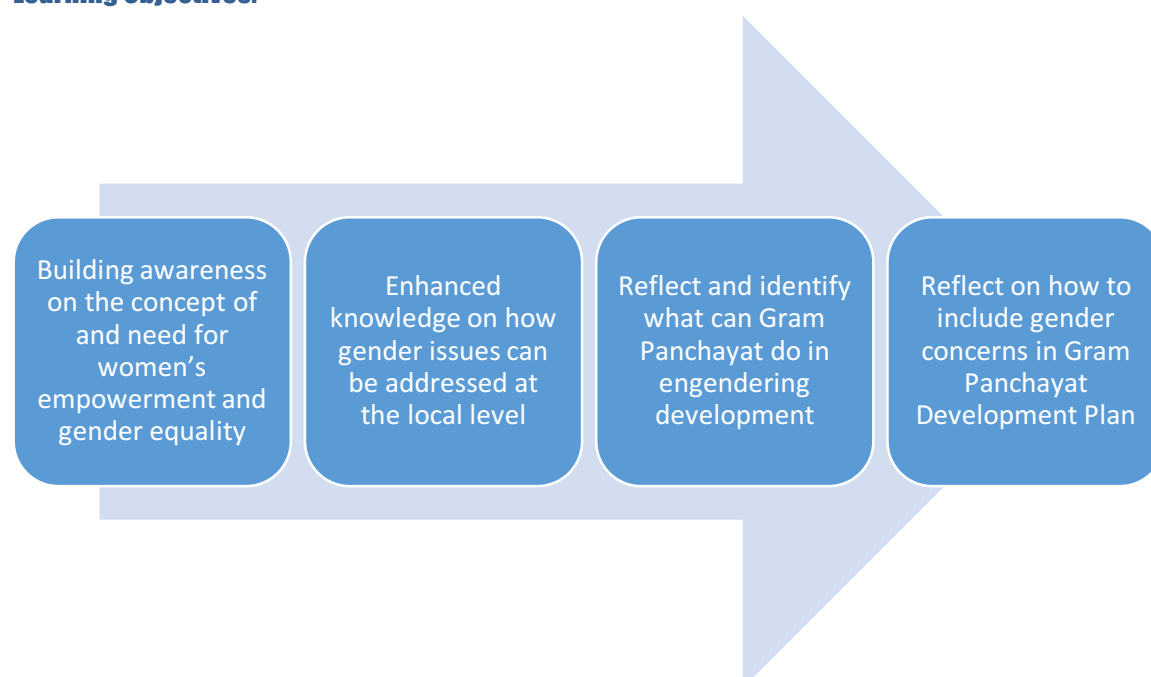
- ✓ By 2020, ensure that all girls and boys complete free, equitable and quality primary and secondary education leading to relevant and effective learning outcomes
- ✓ By 2020, ensure that all girls and boys have access to quality early childhood development, care and pre-primary education so that they are ready for primary education
- ✓ By 2022, ensure equal access for all women and men to affordable and quality technical, vocational and tertiary education, including University.
- ✓ By 2022, substantially increase the number of youth and adults who have relevant skills, including technical and vocational skills, for employment, decent jobs and entrepreneurship.
- ✓ By 2020, eliminate gender disparities in education and ensure equal access to all levels of education and vocational training for vulnerable, including persons with disabilities, indigenous peoples and children in vulnerable situations
- ✓ By 2030, ensure that all youth and a substantial proportion of adults, both men and women, achieve literacy and numeracy
- ✓ Explain how these are matching / not matching the goal and targets they have developed.

Session 7

Engendering Development

Duration: 90 mins

Learning Objectives:



Contents:

- Women's empowerment and gender issues
- Practical and strategic gender needs
- Gender concerns at village and household levels
- Roles of Gram Panchayat in addressing gender issues and women's empowerment
- How can a Gram Panchayat plan for engendering development?
- How can they set goals and targets towards engendering development?

Session Plan:

The session should be structured as follows:

1. Women's empowerment and gender	Guided discussion	15 mins
2. Practical and strategic gender needs	PPT followed by an exercise on differentiating	15 mins

	between practical and strategic gender needs	
3. Gender concerns at village and household levels	Guided discussion	10 mins
4. Role of Gram Panchayat	PPT	10 mins
5. Planning for a engendering development in Gram Panchayat, setting targets	Group Exercise	30 mins
Resources and people to support	PPT, Q&A	05 mins
6. SDG 5 and its targets	PPT	05 mins

Aid Required:

- Computer
- LCD screen
- Chart paper/paper and marker pens
- Reading materials – SDGs and relevant targets

Tips for Trainers:

Understand the local cultural and social contexts while using examples. Gender could be a new topic in many places and in such cases, focus on women empowerment rather than gender. This is important because we will not be able to properly introduce gender in such a short time.

As the time is short, be clear on how to divide the participants into groups without much relocation. Have enough support resource persons to manage the group work. It would be advisable to have a gender expert for this session.

1. Women's empowerment and gender

As mentioned, gender could be a new topic and there may be sensitivities involved in many contexts. Read the following and develop questions for discussion based on these:

Ending discrimination is a goal that can be achieved only in the long term. To reach that goal addressing the social factors leading towards that is important.

SDG 5, **Achieve Gender Equality and Empower all Women and Girls**, is central to all the 17 SDGs; because without ensuring gender equity and equal rights for women, the social and developmental disparities cannot be eradicated.

Local level development and local interventions are very important for addressing these disparities because social institutions at the local level are the key players in influencing the social practices which affect empowerment of women and girls. Local social networks also play an important role in addressing gender disparities through strategic interventions, disseminating new ideas and reforming governance practices for achieving desired results on gender equality.

It is important to note that Gender is a cross-cutting theme across all the SDGs. Gender is about power relations between men and women and it is socially constructed, institutionalized

and culture specific. When we start working on gender, it is useful to use certain concepts like Condition Vs Position, Practical needs VS Strategic needs. Changing the **condition** of women means addressing their practical needs; changing the **position** of women will mean addressing some of their needs which are strategic and which are necessary to change their status and position in society. Only through changing the condition of women and addressing their practical every day needs can the position of women be improved.

In the present context, the concept of gender in development includes the different social groups of women according to socio-economic and cultural specificities. Transgender communities and other sexual minorities are also part of this process. Understanding gender relations, identifying gender issues, prioritize them according to the immediacy for action and formulating suitable interventions are the important steps in developing a plan to achieve the goal.

Guide the discussion to highlight the issue of discrimination against women, disparities and difficulties faced by women including atrocities and violence against women.

2. Practical and strategic gender needs

A brief power point presentation on practical and strategic gender needs. As mentioned in the paragraph above, usage of the words practical and strategic might not be appropriate. It would be more appropriate to use condition and position.

Come prepared with a list of actions (one card for each action), read out each one of them and ask the participant to say whether it changes the condition or position of women. Stick them in two columns on the board.

3. Gender concerns at village and household levels

Ask the participants to list out problems faced by women in their village – in households, public places etc. Write them on cards and stick them under practical and strategic gender needs. Also guide them to talk about sex ratio, any sex selection practices, child marriage etc.

4. Role of Gram Panchayat

A PPT presentation on the role of Gram Panchayat covering the following:

- **Promote**
 - Universal birth registration
 - Philosophy of Beti Bachao Beti Padhao
 - Awareness against gender discrimination
 - School enrolment and retention of girls
 - Programmes for school children against cybercrimes and substance abuse
- **Facilitate**
 - Campaign to prevent child marriages, sex-selective abortions, trafficking of women and children
 - Formation of Gram Samanvaya Samitis comprising grass root level functionaries and women's representatives from the community
 - Gender status studies through a participatory exercise and dissemination of the results in Gram Sabhas
 - Enrolment and attendance of all girl children to Anganwadis
 - Women's participate in economic activities like SHGS

- Poorna Shakti Kendras, the GP level one-stop centre for services for women
- **Ensure**
 - Active inclusion and engagement of adolescent girls in livelihood and skill development programmes
 - Access to basic facilities for women and children
 - Registration and tracking of women and girls who are migrating
 - Discriminatory and illegal practices like child marriage, female foeticide etc. do not take place
 - Women's membership and participation in local development, committees, working groups and local governance
- **Empower**
 - Girls to acquire higher education and technical skills
 - Girls to enter the labour market

Trainers may facilitate a question and answer session on the above.

5. Planning for engendering development in Gram Panchayat and setting targets

Do this through a group exercise, as in previous sessions. This session would need increased resource person support. For setting targets, use the contents of the PPT on the Role of Gram Panchayat in engendering development. Please note that these are also part of the GPDP exercise, training on which some participants would have already undergone.

6. Resources

Human Resources

ICDS supervisors, Anganwadi workers, School teachers, Health workers, ASHA, Local police; Lawyers, SHGs

Financial Resources

National Mission for Empowerment of Women (NMEW), Beti Bachao Beti Padhao, Janani Suraksha Yojana (JSY), Rashtriya Bala Swasthya Karyakram, Integrated Child Development Scheme (ICDS), Sukanya Samridhi Yojana (Girl Child Prosperity Scheme DAY-NRLM, Rajiv Gandhi Scheme for Empowerment of Adolescent Girls (SABLA), Swachh Bharat Mission, National Health Mission (NHM), Sarva Siksha Abhiyan (SSA)

7. SDG 5 and Targets

Explain with PPT on SDG 5 and its targets.

SDG 5 - Achieve gender equality and empower all women and girls

Universal Targets

- ✓ End all forms of discrimination against all women and girls everywhere
- ✓ Eliminate all forms of violence against women and girls in the public and private spheres, including trafficking and sexual and other types of exploitation
- ✓ Eliminate all harmful practices such as child, early and forced marriage and female genital mutilation
- ✓ Recognize and value unpaid care and domestic work through the provision of public services, infrastructure and social protection policies and the

promotion of shared responsibility within the household and the family as nationally appropriate

- ✓ **Ensure women's full and effective participation and equal opportunities for leadership at all levels of decision making in political, economic and public life**

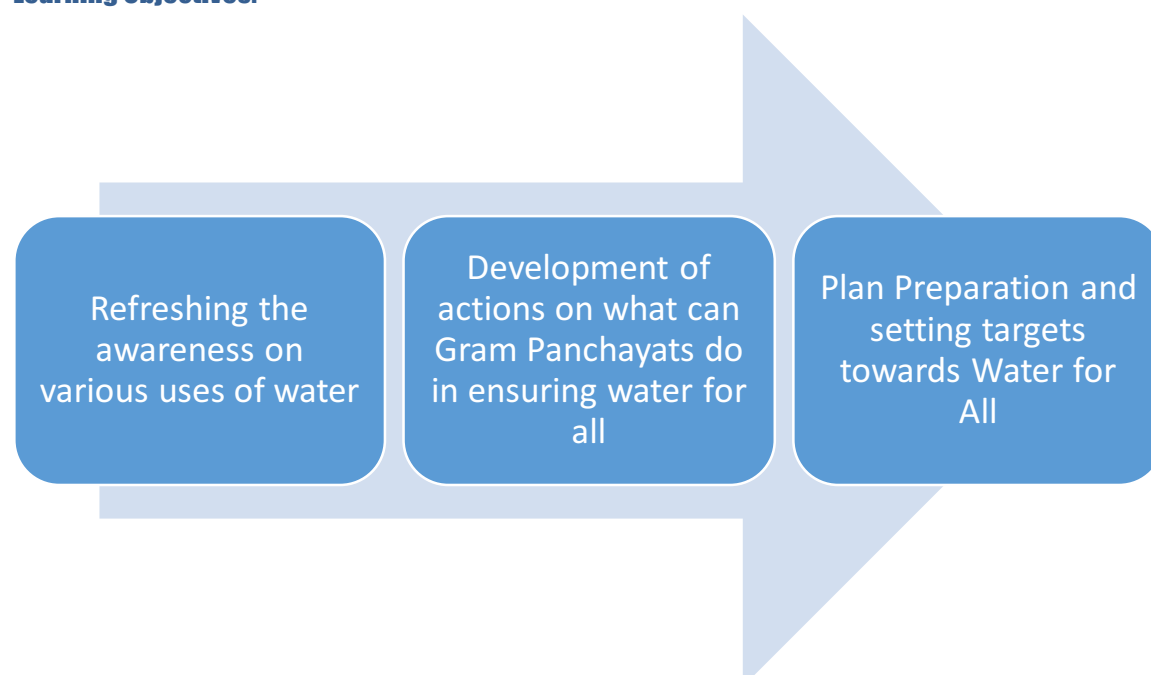
See how they match / do not match the goals and targets developed by the participants.

Session 8

Water for All

Duration: 60 mins

Learning Objectives:



Contents:

- Water use
- Issues in water – access, quantity, quality
- Roles of Gram Panchayat
- How can they set goals and targets?
- How can a Gram Panchayat plan?

Session Plan:

The session should be structured as follows:

1. Various uses of water	Guided discussion	10 Mins
2. Issues in water – access, quality, quantity	Guided discussion	10 Mins
3. Roles of Gram Panchayat	PPT followed by discussion	10 Mins
4. Setting goals and targets	Group exercise	15 mins
5. Planning for Water for All	Group exercise continued	10 mins
6. Resources and people to support	PPT, Q&A	5 mins

Aid Required:

- Computer
- LCD screen
- Chart paper/paper and marker pens
- Reading materials – SDGs and relevant targets

Tips for Trainers:

This topic related to SDG 6 is divided into two sessions – water and sanitation. You are free to club these into one. As the time is short, be clear on how to divide the participants into groups without much relocation. Have enough support resource persons to manage the group work.

1. Water and its uses

Water is used and required for various purposes in a village. Start the session with a guided discussion on what are the uses of water in a village. Write them down on the board or chart paper. This will enable the participants to understand that they need to ensure water for different purposes and not just for drinking and agriculture.

2. Issues related to water

The discussion is continued with the question on what issues the participants villages face regarding water. Issues in access to water, equitable distribution of water, available quantity and water quality aspects need to be brought up through your guidance. Practical difficulties in water usage and distribution are also to be noted. The points are noted on the board or chart paper.

While concluding the discussion, the concept of safe and affordable drinking water for all should be highlighted.

3. Roles of Gram Panchayat

Use the PPT covering the following points on the role of Gram Panchayats in ensuring water for all:

- Facilitating planning and appropriate implementation of water supply schemes
- Ensuring compliance with local Environmental Safeguard Measures
- Surveillance of water bodies
- Safeguarding water bodies and monitoring of water quality
- Promoting water use efficiency by rationalization of water use
- Promoting water use rationalization by selecting appropriate cropping pattern and irrigation methods
- Regulating water extraction based on demand-yield match
- Promoting modern agriculture and water use technologies

Facilitate a question and answer session. Focus on the feasibility of the activities mentioned above. Or prompt participants to come up with innovative ideas on what the Gram Panchayats can do to ensure water for all.

4. Setting Goals and Targets

Group exercise where participants set the goal and targets based on the points mentioned above and on the discussion. Emphasize setting the timeline for each target.

5. Planning for Water for All

Group work to continue. Since this is part of the GPDP guidelines and mandate of the Fourteenth Finance Commission (FFC), it may be comparatively easy for the participants to do. However, the value additions are on the aspects of ensuring quality of water, controlling water pollution etc.

6. Resources

Human Resources

Water supply scheme operators (Semi-skilled), Masons, Registrants of MGNREGS, Health workers, Teachers, NGOs

Financial resources

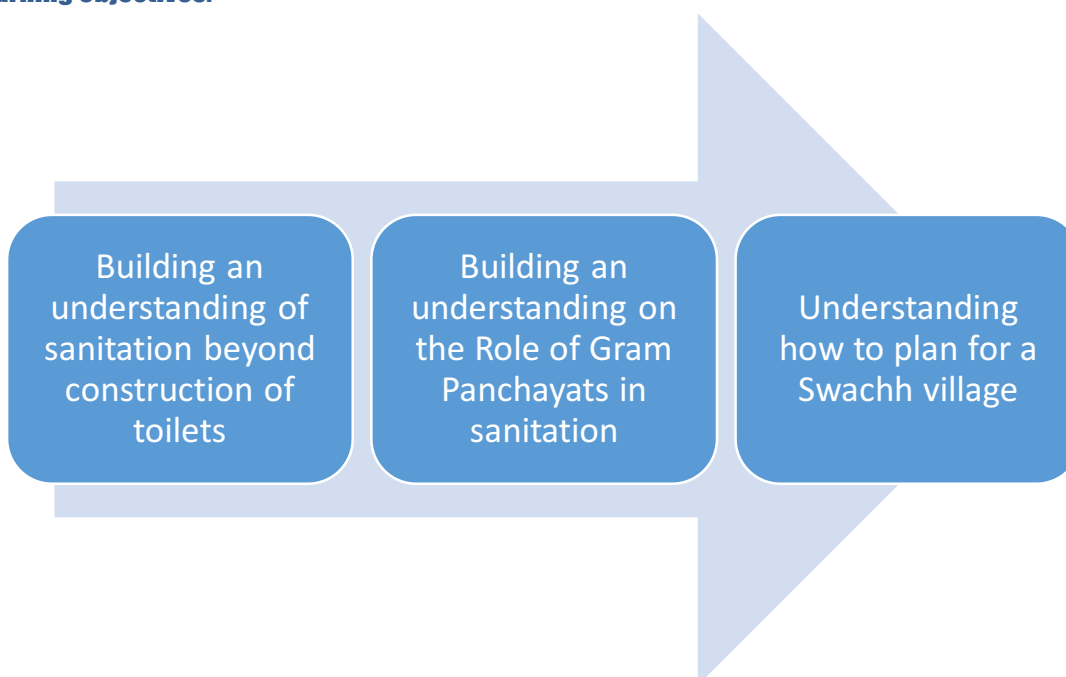
Accelerated Rural Water Supply Programme (ARWSP), Integrated Watershed Management Programme (IWMP), other relevant centrally and state sponsored programmes and schemes

Session 9

Swachh Bharat, Swachh Village

Duration: 60 mins

Learning Objectives:



Contents:

- Sanitation and behavioural change
- Community-Led Total Sanitation
- Solid and Liquid waste management
- Role of Gram Panchayats in sanitation
- How can goals and targets be set towards sanitation?
- How Gram Panchayats plan towards sanitation goals?

Session Plan:

The session should be structured as follows:

1. Sanitation and behavioural change, Community-Led Total Sanitation	Guided discussion	10 mins
2. Solid and Liquid Waste Management	Guided discussion	10 mins
3. Role of Gram Panchayat	PPT with Q&A	5 Mins

4. Planning for Swachh village, setting targets	PPT	25 mins
5. Resources and people to support	PPT, Q&A	5 mins
6. SDG 6 and its targets	PPT	5 mins

Aid Required:

- Computer
- LCD screen
- Chart paper/paper and marker pens
- Reading materials – SDGs and relevant targets, documents on Swachh Bharat Abhiyaan and other relevant schemes and programmes

Tips for Trainers:

As the time is short, be clear on how to divide the participants into groups without much relocation. Have enough support resource persons to manage the group work.

1. Sanitation, Behaviour change, Community-led Total Sanitation

This topic is familiar to the participants as well as trainers. They would have recently undergone training on this as part of the GPDP training. However, the value addition could be on emphasizing the need for behavior change communication and community led total sanitation. Guide the discussion to elicit responses from the participants on the following:

- What is the status of household and community toilets in their Gram Panchayat area?
- What is the status of toilets in public institutions like school, offices as well as public places like bus stations and markets?
- What are the sanitation facilities for girls and women in public places?
- Do people use the toilets if they are available?
- What are the barriers in achieving total sanitation in the village?
- In places where total sanitation has been achieved, what is the actual status regarding open defecation-free village concept?

2. Solid and Liquid Waste management

The discussion has to be continued with the introduction of solid and liquid waste management. Is it a problem in the Gram Panchayat? If so, how are participants tackling the problem?

3. Role of Gram Panchayat

Use PPT with the following points on the role of Gram Panchayats in sanitation:

- Ensuring identification of households without toilets,
- Promoting toilets for all households and institutions
- Ensuring toilet use and maintenance
- Ensuring facilities for management of solid and liquid waste
- Promoting hygiene education

4. Planning for Swachh village with targets

Work in groups. The goal is clear – Swachh village. Its components and targets can be based on the section above. Include a situation analysis, targets, timeline, activities, monitoring system, behavioral change communication, community led monitoring etc.

5. Resources

Human resources

Water supply scheme operators (Semi-skilled), Masons, Registrants of MGNREGS, Health workers, Teachers, NGOs

Financial Resources

Swachh Bharat Abhiyan (SBA), other relevant centrally and state sponsored programmes and schemes.

6. SDG 6 and Targets

Use PPT to list and explain SDG 6 and its targets.

SDG 6 - Ensure availability and sustainable management of water and sanitation for all

Universal Targets

- ✓ By 2030, achieve universal and equitable access to safe and affordable drinking water for all
- ✓ Provide toilets and toilet use in all the houses, institutions and public places with women and girl friendly considerations; facilitate waste management actions and ensure hygiene education
- ✓ By 2030, improve water quality by reducing pollution, eliminating, dumping and minimizing release of hazardous chemicals and materials, halving the proportion of untreated wastewater and substantially increasing recycling and safe reuse globally
- ✓ By 2030, substantially increase water use efficiency in all sectors and ensure sustainable withdrawals and supply of freshwater to address water scarcity and substantially reduce the number of people suffering from water scarcity

Explain how these match / do not match the targets developed by the participants.

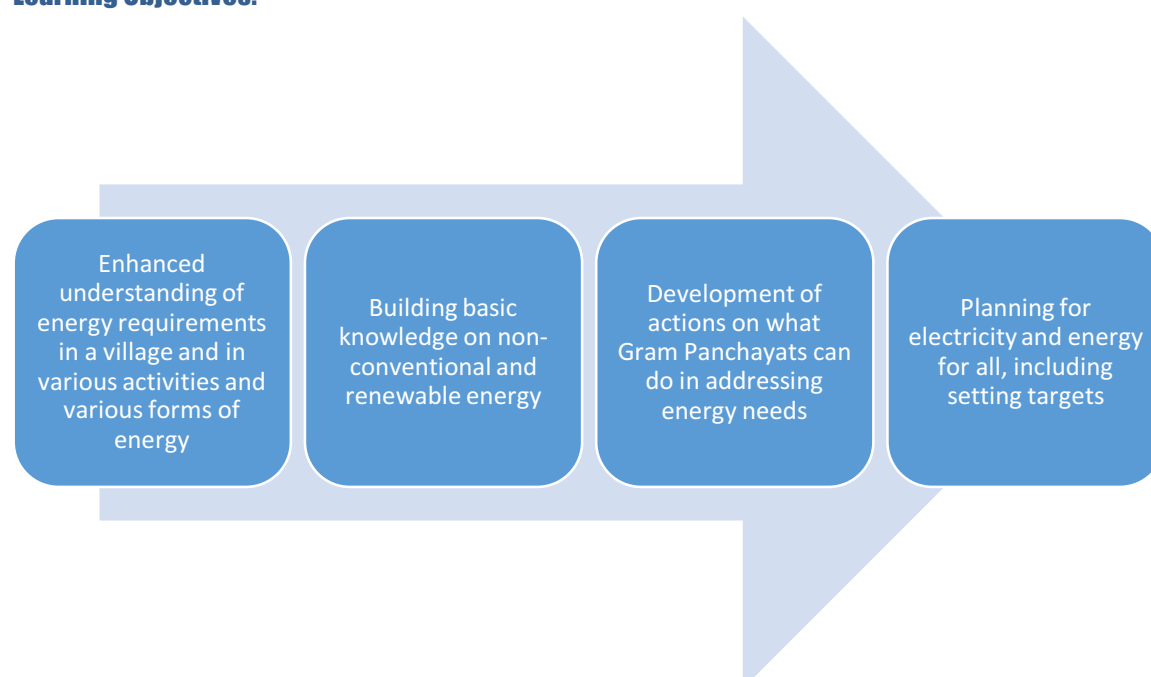


Session 10

Electricity and Energy for All

Duration: 60 mins

Learning Objectives:



Contents:

- Energy requirements and different forms of energy
- Role of Gram Panchayats in attaining electricity and energy for all
- Setting targets towards the goal of electricity and energy for all
- How can a Gram Panchayat plan towards electricity and energy for all?

Session Plan:

The session should be structured as follows:

1. Energy requirements and different forms of energy	Guided discussion followed by PPT	15 mins
2. Role of Gram Panchayats	PPT	5 Mins
6 Setting targets and planning for Ensuring electricity for all	Group exercise	30 mins
7 Resources and people to support	PPT, Q&A	05 mins

8	SDG 7 and its targets	PPT	05 mins
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Aid Required:

- Computer
- LCD screen
- Chart paper/paper and marker pens
- Reading materials – SDGs and relevant targets

Tips for Trainers:

As the time is short, be clear on how to divide the participants into groups without much relocation. Have enough support resource persons to manage the group work.

1. Energy requirements and various forms of energy

Begin the session with a question– in what actions of our everyday life do we require energy? Cite examples and the means of energy and appliances. Follow this up with the question of different forms of energy. (Trainers to refer to the chapter on energy)
Use PPT to explain conventional vs non-conventional, renewable and non- renewable forms of energy. (Refer to training material).

2. Role of Gram Panchayat

Use PPT with the following points on the role of Gram Panchayats in electricity and energy for all:

Facilitate electricity connections through appropriate authority / agency

- To all households
- To public buildings like schools, health centres, Anganwadis etc.
- To commercial establishments
- To small scale industries
- For irrigation

Popularize

- Construction and use of biogas systems in households, schools and Anganwadis
- Energy efficient building designs
- Use of solar energy in households and public institutions
- Energy efficient cooking devices like smokeless choolahs / cook stoves
- Adoption of energy conservation measures (like LED lamps)
- Energy efficient pumps for irrigation (like solar pumps) and drip systems

Facilitate

- Solar energy augmentation in households and public institutions
- Installation of energy efficient cook stoves

3. Setting targets and planning for ensuring electricity and energy for all

This will be a group exercise. As this is an area comparatively new to most of the Gram Panchayats, a few suggestive targets are given below which can be used by the resource persons while facilitating the group exercise.

- Electricity connection to a percentage of households, percentage of public buildings like schools, health centers, Anganwadis, facilitating electricity connections to

percentage of commercial establishments and industries with fair share of energy efficient LED lamps and solar powered lights.

- Sustainable fuel for cooking in percentage of households, schools and Anganwadis by using energy efficient choolahs, cooking devices like pressure cooker and insulated boxes, planting of local fire wood species, construction of biogas systems and use of solar water heaters.
- In agriculture, energy efficient systems for water pumping using appropriately selected efficient pumps, drip irrigation, wind and solar pumps, and phasing out of diesel by biogas.
- All power consumption devices in a percentage of villages in Gram Panchayat to have ISO certification and energy star rating.

While preparing the plan, the following could be considered as activities:

- Assess the various needs of energy – for cooking, heating, lighting, irrigation, household food processing, industries, commercial establishments like shops and hotels.
- Identify the appropriate sources for these needs – electricity from the lines, solar, biogas, LPG and so on.
- Set the goals and targets for your Gram Panchayat. We have already done that!
- Develop a comprehensive energy programme based on need assessment. (See the example which follows)
- Initiate a campaign to include all households and establishments in to the energy programmes - like electrification of all households, popularization of LED lamps, biogas tanks and many others.
- Identify appropriate schemes, state/national/international agencies, their programmes and schemes, non-Governmental agencies and companies which can support the Gram Panchayat energy programme.
- Liaison with these agencies and facilitate the process.
- Monitoring and problem solving during programme implementation and after.

4. Resources

Human Resources

Traditional masons and helpers, department officials (departments like electricity, renewable energy, rural development), technical and academic institutions like ITI, polytechnics), NGOs

Financial Resources

Deen Dayal Upadhyaya Gram Jyoti Yojana (DDUGJY, various state and central schemes and subsidies for solar pumps, biogas, wind energy

5. SDG 7 and its Targets

Use PPT to explain SDG 7 and its targets.

SDG 7 - Ensure access to affordable, reliable, sustainable and modern energy for all

Universal Targets

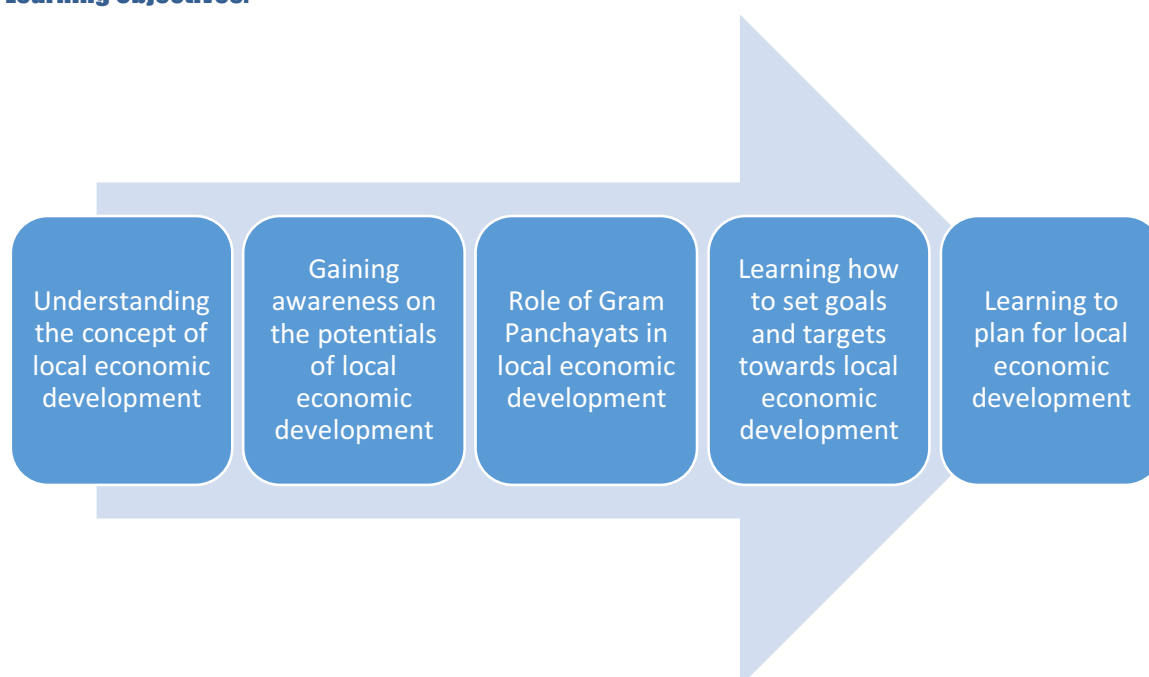
- ✓ By 2030, ensure universal access to affordable, reliable and modern energy services
- ✓ By 2030, increase substantially the share of renewable energy in the global energy mix
- ✓ By 2030, increase the global rate of improvement in energy efficiency

Session 11

Local Economic Development

Duration: 90 mins

Learning Objectives:



Contents:

- Local economic development – concepts and practice
- Role of Gram Panchayats in local economic development
- Setting goal and targets for local economic development
- Planning for local economic development

Session Plan:

The session should be structured as follows:

1. Local economic development – concept and practice	PPT with guided discussion	15 Mins
2. Role of Gram Panchayat	PPT with Q&A	15 Mins
3. Setting Goals and Targets	Group exercise	15 Mins
4. Planning for local economic development	Group exercise	30 mins

5. Resources	PPT, Q&A	5 mins
6. SDG 8 and its targets	PPT	5 mins

Aid Required:

- Computer
- LCD screen
- Chart paper/paper and marker pens
- Reading materials – SDGs and relevant targets

Tips for Trainers:

The topic is difficult for Gram Panchayats to contextualize to their location. Prepare accordingly. Identify locally relevant examples and case studies. As the time is short, be clear on how to divide the participants into groups without much relocation. Have enough support resource persons to manage the group work.

1. Local Economic Development – Concepts and practice

One of the objectives of the Panchayati Raj system in India is ensure local economic development. However, this has not been pursued to great extent. Use the PPT provided to introduce the topic. During the presentation, ask participants to suggest how they would perceive local economic development.

2. Role of Gram Panchayat

Use the PPT provided. A few suggestions are as follows. Use them depending on the state situation.

MAP

- Micro, small and medium enterprises within the panchayat area
- Enterprise opportunities in the village
- Employment opportunities for different categories and degrees of disabilities

IDENTIFY AND TRACK

- Potential candidates to set up enterprises
- Skills of interested candidates
- At-risk children by demographic data (dropouts/ children of migrants/manual scavengers/orphans/ women-and-child-headed households)

FACILITATE

- Prevention of child labour and create awareness on prevention of child labour
- Jobs under MGNREGS
- Availability of facilities at MGNREGS worksite
- Prevention of manual scavenging
- Rehabilitation of and cash assistance for manual scavengers through the social welfare department
- Entrepreneurial development training
- Handholding support for new enterprises
- Job creation through convergence of ongoing schemes and sponsorships

MAINTAIN

- Database on labour and employment
- Categorization of disabled based on nature and degree of disability

CREATE

- Awareness on equal wages for men and women for equal work
- IEC material on labour legislations, rights and entitlements
- Village-level child protection committees and promote child protection services

Follow this with a few questions and answers.

3. Setting goals and targets

Work in groups as earlier. Participants might require support in arriving at targets. Hand holds them to develop these using the points mentioned above.

4. Planning for local economic development

Group exercise continues. Situational analysis on the status of various enterprises in the village, jobs, wages etc should be considered. Activities based on the targets should be finalised. In this case, the Gram Panchayats might be playing a facilitator role rather than as implementer. So, many activities could be 'no cost' activities.

5. Resources

Human Resources

Self-help Groups (SHG), local professionals, social workers, successful Swarnajayanti Gram Swarojgar Yojana (SGSY) entrepreneurs, successful local entrepreneurs, Anganwadi workers, Literacy activists, Teachers, NRLM CRPs, MGNREGS mates, Youth organizations, Rural Development department, Department of Social Justice

Financial Resources

DAY-National Rural Livelihoods Mission (NRLM) and other Government schemes for enterprise development, MGNREGS, DDUGKY, State Sponsored Schemes, other department schemes, Youth welfare schemes

6. SDG 8 and its Targets

Use PPT to explain SDG 8 and its targets.

SDG 8 - Promote sustained, inclusive and sustainable economic growth, full and productive employment and decent work for all

Universal Targets

- ✓ Promote development oriented policies that support productive activities, decent job creation, entrepreneurship, creativity and innovation, and encourage the formalization and growth of micro-, small- and medium-sized enterprises, including through access to financial services

- ✓ By 2030, achieve full and productive employment and decent work for all women and men, including for young people and persons with disabilities, and equal pay for work of equal value
- ✓ By 2020, substantially reduce the proportion of youth not in employment, education or training
- ✓ Take immediate and effective measures to eradicate forced labour, end modern slavery and human trafficking and secure the prohibition and elimination of the worst forms of child labour, and by 2025 end child labour in all its forms
- ✓ Explain how much these targets match / not match the target finalized by the participants. Note that all the SDGs and targets do not come under the purview of Gram Panchayats and hence the mismatch!

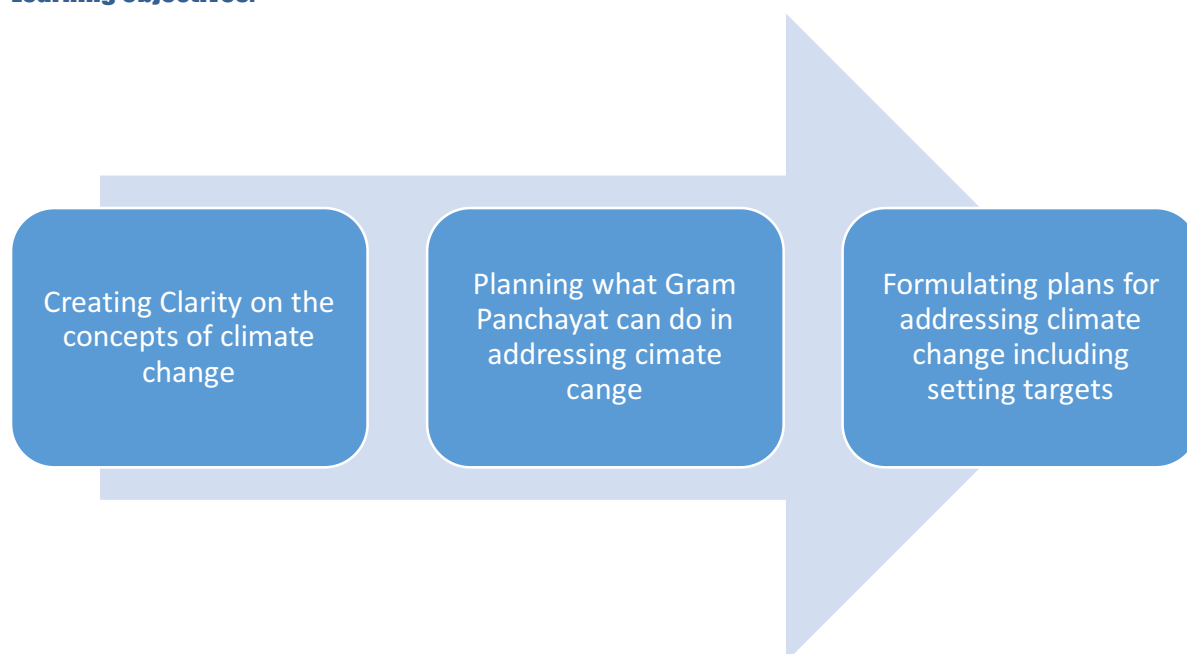


Session12

Towards A Climate Resilient Panchayat

Duration: 90 mins

Learning Objectives:



Contents:

- Understanding climate change
- Contextualizing the Gram Panchayat level
- Roles of Gram Panchayat
- Setting goal and targets
- Planning for combating climate change

Session Plan:

The session should be structured as follows:

1. Causes of climate change	Guided discussion	10 Mins
11 What can Gram Panchayat do	Guided discussion followed by PPT	15 mins
12 Setting goal and targets	Group exercise	15 mins

16 Planning for combating climate change	Group exercise contd	30 mins
31 SDG 13 and the relevant targets	PPT	10 mins
11 Resources available	PPT, Q&A	10 mins

Aid Required:

- Computer
- LCD screen
- Chart paper/paper and marker pens
- Reading materials – GPDP guidelines, SDGs and relevant targets, various centrally and state sponsored schemes

Tips for Trainers:

As the time is short, be clear on how to divide the participants into groups without much relocation. Have enough support resource persons to manage the group work.

1. Understanding climate change

Start with the question on what the components of the climate are. Guide the discussion in such a way that the different causes of climate change are clearly understood. Lead them to a discussion about climate changes occurring in their own villages such as flood, drought etc.

2. What can Gram Panchayat Do?

Start with this question, what in their opinion Gram Panchayats can do to address climate change, request responses from the participants and note down the responses on the board. This is to be followed by a PPT depicting how Gram Panchayats can address the issues by developing strategies, preparing and implementing, and creating mechanisms. A few such examples follow. Contextualize them for your state. (See the section on climate change in the training material, sample PPT to be provided). :

- Sensitize people about practices contributing to climate change and measures to reduce it
- Initiate practices to adapt to climate change
- Disseminate weather bulletins to local population
- Develop awareness about climate related hazards like cloud bursts, flood, drought, landslides, extreme cold etc.
- Disseminate the past and current season's climate pattern to the general public and get the public educated on the same
- Alternate agricultural plans to cope with climatic change
- Plans for conservation of wet lands, forest, slopes, coastal zones, flood plains, banks of rivers and streams.
- Plans of appropriate water conservation measures
- Appropriate alleviation plans for vulnerable population during climate related hazards.
- Create local climate monitoring system
- Create task force to manage extreme events

3. Setting Goals and Targets

If these are activities which could be undertaken by Gram Panchayats, ask the participants what they want to achieve in their Gram Panchayat. Group work follows where they are assisted to develop the goal followed by targets. These targets may be based on the points covered under section 'What can Gram Panchayats Do'.

4. Planning for combating climate change and its impacts

Group work may continue with the preparation of a draft outline of the plan. Let them focus on the key activities they can undertake to achieve the targets mentioned above. As these are not parallel activities, make it clear that they follow the GPDP process. They may refer to the state specific GPDP guidelines. Thus, start with:

- h) Situational analysis,
- i) Holding Gram Sabhas,
- j) Identifying activities
- k) Identifying , various resources
- l) Deciding on implementation arrangements
- m) Setting timelines,
- n) Monitoring systems

At the end of the session, the participants should have a set of activities they will be taking up. Get these prepared on chart paper.

5. Resources

The question would be on the resources. Through PPT, explain the various resources available, both financial and human resources in order to move towards achievement of the targets.

Human resources

Department of Agriculture, Krishi Vigyan Kendras, Department of Revenue, NGOs, Educational institutions

Financial Resources

MGNREGS, Integrated Watershed Management Programme (IWMP) and other watershed programmes, Green India Mission, Social forestry, National Afforestation Programme, other various state and central schemes.

6. SDG Goal 13 and targets

After the group exercise, refresh the SDG target 13 and list out the universal targets. Use PPT.

SDG 13 - Take urgent action to combat climate change and its impacts

Universal Targets

- ✓ Strengthen resilience and adaptive capacity to climate related hazards and natural disasters in all countries
- ✓ Integrate climate change measures into national policies, strategies, and planning

- ✓ Improve education, awareness raising and human and institutional capacity on climate change mitigation, adaptation, impact reduction, and early warning
- ✓ Implement the commitment undertaken by developed country Parties to the UNFCCC to a goal of mobilizing jointly USD100 billion annually by 2020 from all sources to address the needs of developing countries in the context of meaningful mitigation actions and transparency on implementation and fully operationalize the Green Climate Fund through its capitalization as soon as possible
- ✓ Promote mechanisms for raising capacities for effective climate change-related planning and management, in LDCs, including focusing on women, youth, local and marginalized communities

Explain how the targets and activities identified by participants match / do not match SDG13 and targets.

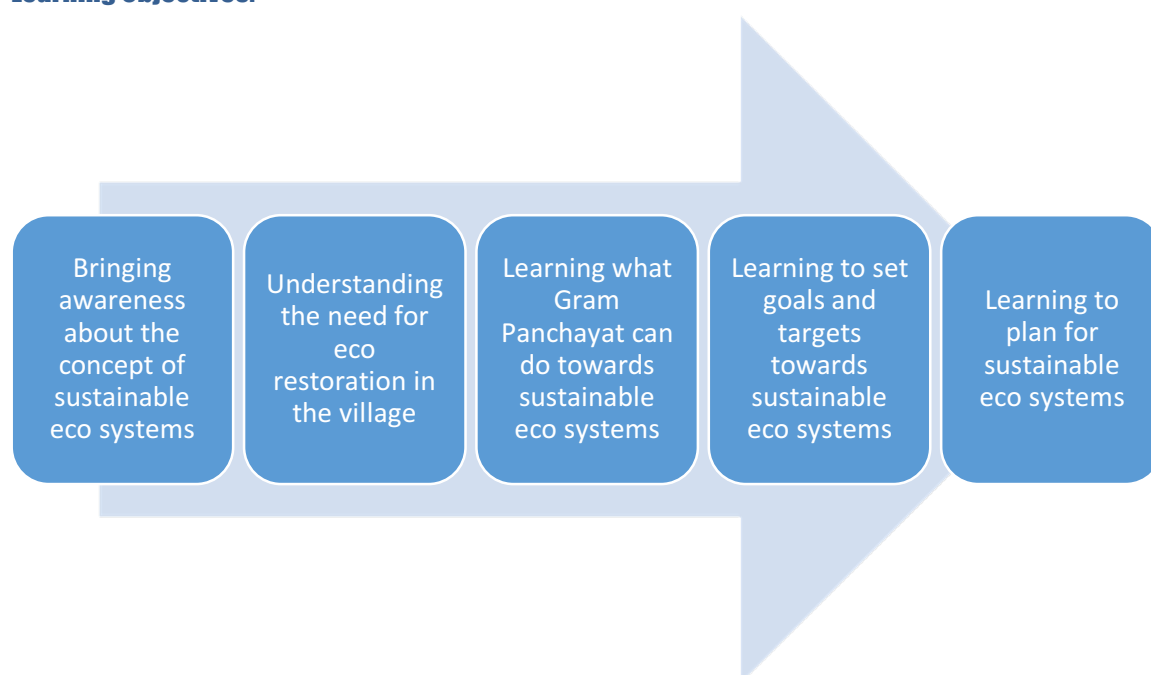


Session 13

Sustainable Eco Systems

Duration: 60 mins

Learning Objectives:



Contents:

- Sustainable eco systems
- Village level eco restoration
- Role of Gram Panchayats in eco restoration
- How can Gram Panchayats set goals and targets towards sustainable eco systems?
- How can Gram Panchayats plan towards sustainable eco systems?

Session Plan:

The session should be structured as follows:

1. Sustainable eco-systems and eco-restoration	Guided discussion and PPT	15 mins
2. Role of Gram Panchayat	PPT	10 mins
3. Setting goals and targets	Group Exercise	25 mins
4. Planning for eco-restoration	PPT, Q&A	05 mins

5. Resources	PPT	
6. SDG 2 and its targets	PPT	05 mins

Aid Required:

- Computer
- LCD screen
- Chart paper/paper and marker pens
- Reading materials – SDGs and relevant targets

Tips for Trainers:

The topic might be new to most of the Gram Panchayats and so we must present it in a very simple way. Try to collect locally relevant examples and case studies. As the time is short, be clear on how to divide the participants into groups without much relocation. Have enough support resource persons to manage the group work.

1. Sustainable eco-systems and eco-restoration

Introduce the topic using the following information (adapt it to the context of your state):

What does a tree mean to us? It may be the provider of fruits, nuts, leaves, twigs, timber etc. But is that all? It provides shade and shelter to birds. It absorbs carbon dioxide and releases oxygen. It converts sunlight into food and energy. It captures dust, alleviates sound pollution, and helps in precipitating rain.

It absorbs nutrients from the deep soil strata, transports it to the leaves. When the leaves die they fall to the ground. Beetles and white ants consume them. Animals may eat the leaves, digest them partly and deposit them back to the soil. Fungi and mushrooms grow on twigs and further decay them. The earthworms, centipedes etc consume the smaller part and digest it further. Then the micro flora (more in number in a handful of earth than the entire human population on earth) takes over. All these add fertility-nutrients to the soil which are again absorbed by the tree to produce more.

All the waste produced by us urine, fecal matter, spit, hair etc. and by the entire animal kingdom is thus converted back into edible fruits and seeds, fire wood, timber and oxygen. Where ever we look, this system is tirelessly and continuously working. Without this the earth would have been a waste land like mars or moon. A complementary system operates in water. These may collectively be called ecosystems.

Use PPT for explaining eco restoration, encouraging responses from participants on points practically relevant to their local situations.

2. Role of Gram Panchayat

Use PPT. A few of the following suggestions may be used (adapt it to local situation).

PROMOTE

- Conservation of micro watersheds and/or identifiable natural units
- Community-based management of sacred groves
- Planting of natural vegetation in high-slope areas, barren lands and other common lands

- Green belt development and catchment conservation
- Conservation of wetlands
- Nursery raising of local species of flora through MGNREGS

INITIATE

- Afforestation drives
- Steps to make wetland cultivation chemical-free and sustainable

DEVELOP

- Bio-diversity register
- Community monitoring system on poaching

FACILITATE

- Renovation of existing ponds
- Construction of check-dams and contour bunds in catchments
- Cropping patterns linked to landscape
- Preparation of list of threatened species of flora and fauna
- Estimates of sustainable levels of resources (sand and water)
- Irrigation, procurement, finance and labour to make wetland cultivation economical
- Identification of public lands, common grazing grounds and landslide prone areas

PLAN

- Pollution monitoring and alleviation steps
- Resource-sharing (sand and water) arrangements with scientific water-use pattern
- Alternate livelihoods for labour engaged in resource extraction
- Coordination and convergence of eco-restoration programmes

Ask the participants whether these are relevant and feasible in the form of a short discussion.

3. Setting Goals and Targets

Work in groups. Considering that the topic is new, trainers need to prompt and guide the participants for setting targets. A few suggestions are given below:

Goals

- Ensure protection of water bodies, wet lands, forests from pollution, encroachment and indiscriminate usage.
- Ensure conservation of forest, afforestation of degraded forest, slopes, barren lands, public lands, public institution's compounds, roads, etc.
- Halt biodiversity loss, protect and prevent the extinction of threatened species.
- Establish norms for conservation and utilization of natural resources.

Targets

- Ensuring zero surface runoff from the (percentage of) homesteads, cultivated areas and public land by an identified time period.
- Ensuring (percentage/number of) streams from forest, wet lands will be perennial and contains crystal clear water within 10 years.

- Establish (number of) nurseries consisting of local species and wide spread planting of native trees for food, fodder, fire wood and manure.
- Development of (number of) wild corridors/buffer zones, appropriate fencing etc. to minimize man animal conflicts
- Develop (number of) water bodies inside forest area to reduce man animal conflicts.
- Identifying polluting sources with respect to water bodies and developing remedial measures within x years.
- Develop water sharing agreements among the community residing in (percentage of) command and catchment areas of water bodies.
- Establishment of buffer zones by planting drought resistant trees and plants along the deserts, leafy trees on hill tops for wind breaks, well rooted species like bamboo, vetiver, local riverine species along the banks of water bodies, streams and rivers. Cultivation of fodder grass and fodder crops in homesteads and the fringes of cultivated areas so that cattle-grazing is restricted in the forests and slopes.
- Development and implementations of soil conservation plans for all homesteads and cultivated area.
- Preparation/ updating of bio-diversity register.
- Developing a Community monitoring system on poaching

Choose which are applicable and relevant. As per the principles laid out in the second session, develop the targets with number / percent and time line.

4. Planning for eco-restoration and management

Based on the goals and targets, plan the activities and set timelines. Many of the activities will be long term and many of them are 'no-cost' activities. See the chapter on eco-restoration.

5. Resources

Use PPT.

Human resources

Registrants of MGNREGA, traditional farmers and laborers, CBOs and NGOs, relevant Government department officials, academic /research institutions

Financial Resources

MGNREGS, Rashtriya Krishi Vikas Yojana (RKVY), Integrated Watershed Management Programme (IWMP), Pradhan Mantri Krishi Sinchayee Yojana (PMKSY), Green India Mission, Social forestry; various state sponsored schemes and programmes especially of the agriculture and irrigation sectors.

6. SDG 15 and its targets

Use PPT to explain SDG 15 and its targets.

SDG 15 - Protect, restore and promote sustainable use of terrestrial ecosystems, sustainably manage forests, combat desertification, and halt and reverse land degradation and halt bio-diversity loss

Global Targets

- ✓ By 2020, ensure the conservation, restoration and sustainable use of terrestrial and inland freshwater ecosystems and their services, in particular forest, wetlands, mountains and dry lands in line with obligations under international agreements
- ✓ Afforestation of all common lands and promote farm forestry and agro-forestry
- ✓ Take urgent and significant action to reduce the degradation of natural habitats, halt the loss of bio-diversity and, by 2020, protect and prevent the extinction of threatened species
- ✓ Take urgent action to end poaching and trafficking of protected species of flora and fauna and address both demand and supply of illegal wildlife products
- ✓ By 2020, integrate ecosystem and biodiversity values into national and local planning, development processes, poverty reduction strategies and accounts
- ✓ By 2020, ensure environmental management framework at the Panchayat level
- ✓ Mobilise significant resources from all sources and at all levels to finance sustainable forest management and provide adequate incentives to developing countries to advance such management, including for conservation and reforestation



Session 14

Towards a Holistic Gram Panchayat Plan

Duration: 120 mins

An introduction on how to finalize the plan is given. As is clear, SDG exercise is not a parallel process but is integrated with the GPDP process. SDGs are considered while preparing the GPDP. It involves situational analysis, PRAs, Gram Sabhas, working groups, detailed activities, budget, monitoring system etc. The trainer has to make this align with the GPDP process in the state.

Back to groups: This is the time for them to fine tune the plans prepared for each of the goals. By this time, they would have improved their understanding and skills on developing goals, targets and plan. Thus they will have a plan for each of the goals identified. These can be written down on chart paper (if that was the process considered in earlier sessions) or write them down separately.

Session 15



Other SDGs

Duration: 60 mins

Learning Objectives:

- Developing an understanding about other SDGs which might not be directly relevant for Panchayat planning

Session Plan:

The session should be structured as follows:

• Introduction on other SDGS	15 mins
• Explain each SDG – Goal and targets using PPT	20 Mins
• Elicit responses from the participants on what role Panchayat can play – Guided discussion	20 mins
• Conclusion	05 mins

Aid Required:

- Computer
- LCD screen
- Chart paper/paper and marker pens

Tips for Trainers:

In previous sessions, we discussed about the role that Gram Panchayats can play in achievement of SDGs. There are 17 SDGs of which Goals 1 to 8, Goal 10, 13, 15 and 16 have been covered in great detail so far. We now turn attention to the remaining SDGs:

These Goals are those in the achievement of which Gram Panchayats do play a role, but not the primary role.

Introduce each of these SDGs using PPT.

Facilitate a discussion on each of them – is there any role for Gram Panchayat? The handbook provides a few suggestions. It explains what each of these Goals aims at and what could be the possible actions that Gram Panchayats could take to contribute towards their achievement.

Conclude the discussions using these suggestions.

Session 16

Monitoring SDGs

Duration: 90 mins

Learning Objectives:

- Developing a monitoring plan for SDGs

Session Plan:

The session should be structured as follows:

• Introduction on how to monitor	15 mins
• A monitoring template introduced	15 Mins
• Group exercise on preparing a monitoring plan based on the template	30 mins
• Presentations	30 mins

Aid Required:

- Computer
- LCD screen
- Chart paper/paper and marker pens

Tips for Trainers:

Prepare a template to develop the monitoring plan.

We have set the goals and targets for the village. Targets also have the timeline. If these are to be achieved in stages, identify milestones for each stage. Say for example, the target is to have 100% household toilets. This is planned to be achieved within three years. In the first year, we expect to complete 25% of the households. And so on.

The template could have a sheet for each goal, provision for targets with timeline. Also include milestones. Demonstrate how the sheet gets updated as per the completion of each milestone or target.

Please note that what we intend to do is to monitor the targets and goals and not each activity. If time permits, the exercise on monitoring activities with timeline also could be tried.

Session 17

Presentations

Duration: 90 mins

Each group makes brief presentations on the targets and plans for each goal. Peer review as well as a panel of resource persons may provide comment and suggestions.

A set of criteria or a check list to be provided.

Annexure 1: Session Presentations

Session 1

Introduction to the SDGs

Why Panchayats?

- The 73rd and 74th Amendments
- Paradigm shift from a two-tier system of the National and State governments to a third tier of local self Government.
- Key features
 - Autonomy
 - Powers to take decisions in matters transferred to local governments
 - Undertake planning, implementation and monitoring of socio-economic development programmes
 - Devolution of functions, finance and functionaries

Constitutional Amendments

- Every State shall have Panchayats in rural and Municipalities in urban areas.
- A three-tier system for States having population over two million.
- For others, a two-tier system with no intermediate tier.
- Panchayats and Municipalities as institutions of self-government.
- Reservation of seats – not less than one-third seats for women
- For scheduled caste and tribes, proportional to their population.
- The term of office - five years.
- Local governments are also to prepare local area development plans.

Constitutional Amendments

- Resources to the local governments may come from:
 - Own resources
 - Taxes collected by the state and a part of which assigned to or shared
 - Specific purpose grants from the State and Central governments
 - Untied grants
 - Borrowing
 - Donations and gifts
- To be decided by the State governments based on the recommendations of a mandatory State Finance Commission.
- Each district has a District Planning Committee (DPC)
 - Prepares a development plan for the district consolidating the urban and rural local plans and higher tier plans.
- Village assemblies' alias Gram Sabhas with all adult citizens as members
- States mandated to confer power and responsibilities to these Gram Sabhas.
- The State governments shall constitute independent State Election Commissions.

Schedule XI of the Constitution

List of 29 subjects.....	...to be defined and detailed by State Governments
Agriculture including agricultural extension	Non-conventional energy sources
Land improvement, implementation of land reforms, land consolidation and soil conservation	Poverty alleviation programmes
Minor irrigation, water management and watershed development	Education including primary and secondary school
Animal husbandry, dairying and poultry	Technical training and vocational education
Fisheries	Adult and non-formal education
Social forestry and farm forestry	Libraries
Minor forest production	Cultural activities
Small-scale industries, including food-processing industries	Market and fairs
Khadi, village and cottage industries	Health and sanitation
Rural housing	Family welfare
Drinking water	Women and child development
Fuel and fodder	Social welfare, including welfare of the handicapped and mentally retarded
Roads, culverts, bridges, ferries, waterways and other means of communication	Welfare of the weaker sections, and in particular, of the Scheduled Caste and Scheduled Tribes
Rural electrification, including distribution of electricity	Public distribution system

State Specific Features of PR Act

Human Development Index

- Human Development Index considers
 - Health - life expectancy at birth.
 - Education - Mean of years of schooling for adults aged 25 years and more and expected years of schooling for children of school entering age.
 - Standard of Living - Gross national income per capita.

Millennium Development Goals

Agreed to by all UN member states in 2000 to sustain development and eradicate poverty (with 8 goals and 18 targets) for achieving overall human development	
Goal 1: Eradicate Extreme Poverty and Hunger	Goal 5: Improve maternal health
Goal 2: Achieve Universal Primary Education	Goal 6: Combat HIV AIDS, Malaria and other diseases
Goal 3: Promote Gender Equality and Empower Women	Goal 7: Ensure Environmental Sustainability
Goal 4: Reduce Child Mortality	Goal 8: Global partnership for development

Sustainable Development Goals

- 2015 - adopted a global development vision *Transforming our World: The 2030 Agenda for Sustainable Development*
- The 2030 Agenda applicable from 2016 and due to end in 2030
- 17 new Sustainable Development Goals (SDGs), 169 targets and 300 indicators



Localization of SDGs

- Niti Ayog initiated the Document 2030 for nationalizing SDGs.
- State governments have begun the process of SDGs implementation.
- Gram Panchayats and SDGs:
 - The twin objectives of the Panchayati Raj system as envisaged by the Constitution are to ensure local economic development and social justice.
 - Many of the SDG targets are within the purview of the Eleventh schedule of the Constitution.
 - Various flagship programmes which are at the core of the SDGs and local governments play a pivotal role in many of these programmes.
 - Flagship programmes like MGNREGS, NHM, SSA, ICDS, NRDWSP, Tribal and SC Sub-plan schemes alongwith State sponsored programmes on socio-economic and human development.
 - The Gram Panchayat Development Plans (GPDP) paves the way for the Panchayats to link it with the SDGs.





Session 2

Setting Goals and Targets

Difference Between Goals and Targets

- Targets need to be fulfilled in order to reach the Goal.
- Goals comprises of targets.
 - Our goal is to have an open defecation free village.
 - To achieve the goal, we need to have a set of things we strive to reach – Targets!
 - These are time bound, quantifiable or verifiable.
 - Thus, our target is to have 100% houses with toilets by December 2017.



Session 3

Towards a Poverty Free Panchayat

What Can the Gram Panchayats Do?

FACILITATE

- Access to:
 - Social protection
 - Housing
 - Water and electricity
 - Sanitation
- Resilience to extreme climate events and other environmental shocks
- Implementation of MGNREGS
- Income generation through:
 - Skills training
 - Entrepreneurship development
 - Employment
 - Building of institutions like self-help groups
 - Access to financial services, including
 - Microfinance

What Can the Gram Panchayat Do?

- **ENCOURAGE PARTICIPATION IN**
 - Needs assessment.
 - Social services planning.
- **PLAN**
 - Operational guidelines for care and protection of destitute and vulnerable.
 - Convergence of GPDP funds and programmes.
- **IDENTIFY**
 - Poor, destitute and critically vulnerable to shocks and disasters
 - Appropriate new technologies to improve productivity

Action Points for a Panchayat

- Take steps to create an in depth understanding of the term poverty among the Panchayat committee and other community volunteers.
- Dissemination about various schemes for poor and vulnerable through ASHA workers, Anganwadi workers and school teachers.
- SHG formation, their handholding and training.
- Developing criteria for identification the poor, destitute and vulnerable.
- Initiating participatory surveys for their identification and need assessment.

Action points for a Panchayat

- Ensuring transparency in the selection process/providing benefits.
- Set the goals and targets for your Gram Panchayat.
- Develop a comprehensive programme based on need assessment, goals and targets.
- Converge different agencies, their programmes and schemes and community organizations which can support the Gram Panchayat.
- Facilitate registration in PDS.
- Develop a monitoring mechanism

While Planning for Eradicating Poverty?

- Reduce poverty and vulnerability by decreasing people's exposure to social and economic risks, like lack of employment, food, ill health and disability and building their capacity to manage these risks.
- Ensure that all people, in particular the poor and the vulnerable, have access to basic services and facilities, natural resources, economic and financial services.
- Ensure social care and social security network for all, especially for the poor and the vulnerable.

Resources

SCHEMES

- Deen Dayal Antyodaya Yojana (DAY-NRLM)
- Mahatma Gandhi National Rural Employment Guarantee Scheme(MGNREGS)
- Deen Dayal Upadhyaya Grameen Kaushalya Yojana (DDU-GKY)
- State Poverty Eradication Missions
- National Social Assistance Programme (NSAP)
- Pradhan Mantri Awas Yojana (PMAY)
- Public Distribution System(PDS)
- Rashtriya Swasthya Bima Yojana (RSBY)
- Swachh Bharat Mission (SBM)
- Deen Dayal Upadhyaya Gram Jyoti Yojana
- Other state and central schemes

Resources

PEOPLE:

Self-Help Groups (SHGs) and their federations, literacy workers, ASHAs, teachers, National Rural Livelihood Mission(NRLM) Community Resource Persons (CRPs), Anganwadi workers, Rozgar sevaks.

Setting Goals and Targets

- Ensure that all children of school going age are enrolled and there are no drop outs.
- Ensure access to scholarships, hostel facilities, transportation facilities, books, uniform etc to all school /college going children.
- Ensure motivation and counseling support to all school/college going children.
- Ensure coverage of the all poor families under MGNREGS.
- Ensure the skill up gradation of the labourers in agriculture and animal husbandry related to mechanization and value addition of agricultural produce.

Setting Goals and Targets

- Building and handholding the labour banks.
- Building institutions like self-help groups of the poor men and women in a neighborhood.
- Ensure support for initiating thrift-credit activities, microfinance, bank linkages, etc.
- Facilitate income generation through entrepreneurship development and initiation of individual/group enterprises.

Setting Goals and Targets

- Improve the productivity of the available land by ensuring irrigation, protection from wild animals, better seeds, bio fertilizers, integrated pest management etc.
- Identify appropriate technologies for reducing drudgery and risk of pollution at home and at work.
- Ensure basic services like (a) housing, (b) water supply, (c) sanitation, (d) electricity to all households.
- Ensure that PDS and ICDS other schemes are covering the vulnerable population.
- Ensure quality mid-day meal to all school going children.
- Promote locally grown nutritious foods.

Setting Goals and Targets

- Develop strategies for a strong campaign which will induce changes in attitude regarding health, hygiene and nutrition.
- Ensure that all vulnerable persons are covered under social insurance schemes like health insurance, life insurance and accident insurance.
- Dovetail appropriate schemes to ensure maximum care and protection of vulnerable individuals or households with no other means of adequate support, including the homeless, women headed, chronically ill, bed ridden or the physically or mentally challenged.
- Provide counseling and treatment support to the victims/families of substance abuse- alcohol, drugs and smoking

SDG 1 and Universal Targets

- SDG 1: End poverty in all its forms everywhere
- Implement nationally appropriate social protection systems and measures for all, including floors, and by 2030 achieve substantial coverage of the poor and the vulnerable.
- By 2030, ensure that all men and women, in particular the poor and the vulnerable, have equal rights to economic resources, as well as access to basic services, ownership and control over land and other forms of property, inheritance, natural resources, appropriate new technology and financial services, including micro finance.
- By 2030, build the resilience of the poor and those in vulnerable situations and reduce their exposure and vulnerability to climate-related extreme events and other economic, social and environmental shocks and disasters.



Session 4

Fighting hunger and malnutrition

Integrated Child Development Scheme

- The Integrated Child Development Scheme (ICDS) caters to children in the age group of 0-6 years, adolescent girls, pregnant women and lactating mothers.
- Objectives of the scheme are –
 - to improve the nutritional and health status of children in the age-group 0-6 years;
 - to lay the foundation for proper psychological, physical and social development of the child;
 - to reduce the incidence of mortality, morbidity, malnutrition and school dropout;
 - to achieve effective co-ordination of policy and implementation amongst the various departments to promote child development; and
 - to enhance the capability of the mother to look after the normal health and nutritional needs of the child through proper nutrition and health education.

Integrated Child Development Scheme

- Package of six services
 - Supplementary Nutrition
 - Pre-school non-formal education
 - Nutrition & health education
 - Immunization
 - Health check-up and
 - Referral services

Role of GP in Addressing Hunger and Malnutrition

- **ENROLL –**
 - Families under PDS
 - Children, pregnant women and adolescent girls under the Integrated Child Development Scheme (ICDS)
 - Elderly people
 - Farmers, pastoralists and fishers, in particular women
- **ENSURE –**
 - Growth monitoring of children under 6
 - Coverage of pregnant and lactating women, adolescent girls under ICDS supplementary nutrition programme
 - Quality mid-day meals
 - Take home rations for children under 3, pregnant and lactating mothers
 - Support for marketing of organic agricultural produce
 - Farmers are sensitized on recommendations of Soil Health Card
 - Identification and prioritization of women farmers for capacity building and benefits under different schemes

Role of GP in Addressing Hunger and Malnutrition

- **BUILD –**
 - Information, education and communication (IEC) strategy for nutrition education and agriculture.
 - System of community support for nutrition for destitutes, elderly.
 - Comprehensive production plan for small-scale producers.
 - Capacity for adaptation to climate change.
- **PROMOTE –**
 - Breastfeeding.
 - Locally available nutritious food.
 - Resilient agricultural practices by sensitizing farmers and small-scale food producers.
 - Investment in irrigation infrastructure including drip and sprinklers.

Role of GP in Making Anganwadi Effective

- Ensure that sufficient number of Anganwadis are set up to cater to children of all habitations and communities and are accessible to children.
- Ensure quality infrastructure and trained staff in the Anganwadi.
- Ensure adequate facilities in the Anganwadi.
- Ensure enrolment and attendance of girl child and disadvantaged children and address issues that restrict their enrolment/attendance.
- Regular monitoring.

Role of GP in Promoting Sustainable Agriculture

- Dissemination of information on possibilities of scientific agriculture and respective schemes through the Gram Sabha.
- Identification of key local resource persons and capacitating them with more exposure and training on agricultural practices.
- Formation of farmer groups, labour groups, SHGs and young entrepreneur groups to promote and facilitate sustainable agriculture.
- Animate the group with sufficient inputs like information about schemes, agencies, knowledgeable persons etc. so that they will be able to develop appropriate action plans

Role of GP in Promoting Sustainable Agriculture

- Liaising with financial institutions, various departments like industry, power, animal husbandry and agriculture, resource agencies like agriculture universities, colleges, and NGOs etc. so that the plans of the above groups are smoothly implemented.
- Creating a land register in such a way that crop, productivity, mechanization status etc. are monitored and to identify gaps for intervention.
- Preparation of a target register for population vulnerable to hunger and malnutrition and monitor their status with the support of relevant department and agencies.

SDG 2 and its Universal Targets

- By 2030 ensure access by all people, in particular the poor and people in vulnerable situations, including infants, to safe, nutritious and sufficient food all year round.
- By 2030, end all forms of malnutrition, including achieving, by 2025, the internationally agreed targets on stunting and wasting in children under 5 years of age, and address the nutritional needs of adolescent girls, pregnant and lactating women and older persons.
- By 2030, double the agricultural productivity and income of small scale producers like women, indigenous people, people, family farmers, pastoralists and fishers through including through secure and equal access to land, other productive resources and inputs, knowledge, financial services, markets and opportunities for value addition and nonfarm employment.
- Ensure sustainable food production systems and implement resilient agricultural practices that increase productivity and production, that help maintain ecosystems, that strengthen capacity for adaptation to climate change, extreme weather, drought, flooding and other disasters and that progressively improve land and soil quality.

Resources

- Schemes
 - National Mission for Soil and Agriculture (NMSA)
 - Rashtriya Krishi Vikas Yojana (RKVY)
 - Integrated Watershed Management Programme(IWMP)
 - Pradhan Mantri Krishi Sinchayee Yojana (PMKSY)
 - Public Distribution System (PDS),
 - Integrated Child Development Scheme (ICDS),
 - National Health Mission (NHM)
 - State sponsored schemes and programmes on health, nutrition, agriculture, animal husbandry, horticulture and livelihoods.

Human Resources

- ASHAs, Anganwadi workers, literacy workers, Teachers, NRLM CRPs, social activists
- PTA/ school management committee (SMC)
- Health workers, doctors
- Local experts
- Agriculture-related functionaries



Session 5

Healthy Village

Health Indicators

- Infant Mortality Rate
- Under 5 Mortality Rate
- Maternal Mortality Rate
- Life expectancy at birth
- Mortality and Morbidity
- Deaths due to accidents.

Health Service Coverage Indicators

- Reproductive health services
- Skilled care to women during pregnancy and childbirth
- Immunization
- Vit. A supplementation in children
- Prevention and treatment of diseases in children, adolescents and adults.

Risk Factors

- Unsafe water
- Lack of sanitation
- Use of solid fuels in households
- Low birth weight
- Poor infant-feeding practices
- Childhood under-nutrition and overnutrition
- Diabetes; hypertension; obesity
- Consumption of alcohol; use of tobacco
- Unsafe sex

Resources Available To Health Systems

- Physicians
- Nurses
- Midwives
- Other health-care workers
- hospital beds
- X-Ray
- Access to essential medicines
- Blood banks
- Mental health services

Role Of The GP

- MAINTAIN AND MONITOR –
 - Quality of health care services.
 - Overall cleanliness to combat malaria, waterborne diseases and other communicable diseases.
- ENSURE –
 - Effective functioning of village health sanitation and nutrition committees and Rogi Kalyan Samiti.
 - Linkage to referral centre and 24x7 availability of emergency services delivery infrastructure.
 - Addressing of local public health issues through GPDP.
 - Access to family planning services.
 - Collaboration with health department for mental health care.

Role Of The GP

- FACILITATE –
 - Social audits of maternal deaths.
 - Enrolment of vulnerable in health insurance schemes.
 - Awareness of non-communicable diseases.
 - Home-based palliative care with health workers.
 - Prevention of vector-borne diseases.
- PROMOTE –
 - Early diagnosis and timely treatment of diseases.
 - Hygiene and sanitation through seasonal campaigns.
 - Smokeless chulhas, improved cooking stoves, adequate ventilation.
 - Awareness of healthy life practices.
- USE IEC STRATEGIES TO –
 - Help families care for newborns, pregnant women.
 - Promote immunization and breastfeeding.
 - Address substance abuse, including narcotic drug abuse and harmful use of alcohol.

Specific Actions

- Ensure registration of all new births.
- Monitor if the immunization sessions are held regularly.
- Monitoring the cancelled sessions of vaccination and the reasons.
- In case of vacancies of ANM/MO, to insist for speedy appointment.
- Be alert with regard to outbreak of any communicable diseases.
- Ensure regular supply of safe drinking water.
- Facilitate collection of data.
- Initiate testing of water quality for all institutions and public places.
- Identify open/uncovered drains and initiate the process of covering/cleaning.
- Plan out a garbage collection, segregation and disposal system.

Possible Targets To Be Considered

- Ensure safe drinking water, sanitation and electricity to all households, public institutions, schools and Anganwadis.
- Ensure smokeless Chula, improved cooking stoves and adequate ventilation of houses and public buildings.
- Management of bio degradable waste at household/neighborhood levels, establishing collection centers for different kinds of waste.
- Ensure that all sources of pollution and contamination (chemical, air, water) are mapped and steps are taken to reduce the pollution.
- Ensure that every woman have access to regular medical care and check up in pregnancy period.
- Ensure 100% institutional delivery.

Possible Targets To Be Considered

- Ensure linkages to strong referral systems including emergency transport facilities to address complications of childbirth.
- Increased of adolescents on age of marriage and pregnancy.
- Education of women and men of reproductive age about family planning services along with reproductive health care, safe sex practices, information about pregnancy, risks, nutrition and healthy behaviors, care of the newborn including breastfeeding.
- Ensure specialist care for high risk newborn like- low-birth-weight babies, sick newborns etc.

Possible Targets To Be Considered

- Ensure immunization coverage to all children.
- Promote early identification, diagnosis and timely treatment of diseases.
- Ensure that simple and affordable diagnostic tests are available locally.
- Awareness generation on healthy lifestyles/ behaviours and causes and pathways of non-communicable diseases.
- Home based palliative care of non-communicable diseases (NCD) in collaboration with health department.

Possible Targets To Be Considered

- IEC strategy for nutrition education of target groups like-children below 5years, adolescent girls, pregnant and lactating women and elderly.
- Improved mental health through IEC, promotion of sports, games and recreation, counseling services etc.
- Ensure a counseling/support system at schools to address the mental health issues of children.
- Ensure that all vulnerable persons are covered under health insurance.
- Ensure that health centers are having sufficient medicines and the vulnerable persons are getting medicines.

Action Points For Gram Panchayat

- Take steps to empower communities and community based organizations to participate in health programmes.
- Mapping of vulnerable population based on age, reproduction, occupation, area etc. and assess health needs for each category.
- Mapping of the schemes, resources and human resource available in the Gram Panchayat.
- Set the local health goals and targets for our Gram Panchayat in collaboration with the health department.
- Based on goals and targets, develop specific plans for each category. Apart from general plan ensure customized care for each individual.
- Leverage resources available under various government schemes and programmes of national and international agencies.

Action Points For Gram Panchayat

- Monitor quality of services of various health facilities and extension services and ensure coordination and convergence.
- Integrate the IEC programmes with Panchayat led social campaigns.
- Disseminate the information about available health programs, schemes.
- Review the reach and access of services for all, particularly the distant and vulnerable.
- Supervise care providers – ASHA, ANM & AWW.
- Ensure effective functioning of the Village Health Sanitation and Nutrition Committee (VHSNC) and Rogi Kalyan Samiti (RKS).
- Review every maternal death/neonatal death/child death in the Gram Panchayat and identify actions for future.

Action Points For Gram Panchayat

- Ensure participation of the Gram Sabha and community in planning and monitoring the Village Health Plan.
- Converge various nutrition/ food security schemes and programmes and make a comprehensive plan which will ensure the specific nutritional needs of infants, children, adolescent girls, women in reproductive age group, pregnant and lactating women and elderly.
- Organise social awareness campaigns on tobacco control / alcohol / illicit drugs.
- Take control measures – ban and restrictions on sale of tobacco/illicit drugs.

Resource Envelope

- Schemes –
 - National Health mission (NHM)
 - Janani Suraksha Yojana (JSY)
 - Navjat Shisu Suraksha Karyakram (NSSK)
 - ICDS
 - RSBY
- People –
 - Auxiliary Nurse Midwives (ANMs), doctors, ASHAs, Anganwadi workers

Relevance To SDG 3 Universal Targets

- By 2030, reduce the global maternal mortality ratio to less than 70 per 100,000 live births.
- By 2030, end preventable deaths of newborns and children under 5 years of age, with all countries aiming to reduce neonatal mortality to less than 10 per 1,000 live births and under-5 mortality to at least as low as 25 per 1,000 live births.
- By 2030, end the epidemics of AIDS, tuberculosis, malaria and neglected tropical diseases and combat hepatitis, water-borne diseases and other communicable diseases.
- By 2030, reduce by one third premature mortality from non-communicable diseases through prevention and treatment and promote mental health and well-being.
- Strengthen the prevention and treatment of substance abuse, including narcotic drug abuse and harmful use of alcohol.

Relevance To SDG 3 Targets

- By 2020, halve the number of global deaths and injuries from road traffic accidents.
- Universal access to sexual and reproductive health-care services - family planning, IEC, and the integration of reproductive health into national strategies and programmes.
- Achieve universal health coverage, including financial risk protection, access to quality essential health-care services and access to safe, effective, quality and affordable essential medicines and vaccines for all.
- Substantially reduce the number of deaths and illnesses from hazardous chemicals and air, water and soil pollution and contamination.
- Strengthen the implementation of the World Health Organization Framework Convention on Tobacco Control in all countries, as appropriate.

Session 6

Education for All

Key Indicators

- Literacy rate: The total percentage of the population of an area at a particular time aged seven years or above who can read and write with understanding. Here the denominator is the population aged seven years or more.
- Retention: Retention at primary level means every child enter into the system through Grade I should retain in the system up to Grade V.
- Dropout rate: The percentage of students failing to complete a particular school or college course.

Role Of GP In Ensuring Education For All

- FACILITATE -
 - Transport and hostels for children in isolated areas.
 - Access to entitlements like scholarships, uniforms, textbooks, mid-day meals etc.
 - Access for special needs children to schools.
 - Building of girls' toilets to ensure retention of girls.
 - Evening and mobile schools, learning centres and residential camps to provide. bridge courses for dropouts/out-of-school children.
 - Collaboration with line departments to fill vacant teacher posts.
- STRENGTHEN -
 - Preschool Anganwadi welfare committees.
 - Libraries to support literacy programme.
 - Total Literacy Campaign (TLC) by ensuring functioning of Panchayat Lok Shiksha Committee chaired by GP president.

Role Of GP In Ensuring Education For All

- MONITOR
 - Quality of education
 - Rates of and reasons for school dropouts for girls and boys
 - Rates of and reasons for irregular attendance for girls and boys
- PROMOTE -
 - Awareness on rights of children under the Right to Education (RTE) Act.
 - Environment for 100 percent enrolment and retention of students in schools.
 - Education standing committee to oversee operationalization of RTE.
 - Comprehensive participatory education plan to improve basic physical school facilities/social environment/child assessment.
 - Plan to improve infrastructure for Anganwadis.

Setting Targets – A Few Examples

- All children from 3-6 years attend Anganwadi
- All children of school going age are enrolled in school
- All children who have been enrolled in school completes schooling (No dropouts)
- A particular percent of students who completes high school attend higher secondary
- A particular percent of students in the village attend higher education
- 100% literacy in the village
- All schools and Anganwadis in the village have sanitary toilets with water
- No post of teachers is vacant at any point of time

Action Points For Gram Panchayat

- Environment creation for total enrolment and retention.
- Checking for dropouts and irregular attendance in schools.
- Monitoring quality of education through the PTAs/SMCs.
- Facilitating provision of facilities of transportation/hostel for children living in geographically isolated areas.
- Facilitating access to entitlements like scholarships/stipend, free uniform, text books, insurance, teaching -learning materials, stationery, mid-day meals for children.
- Facilitating special needs children to access schools/special schools.

Action Points For Gram Panchayat

- Ensuring construction of girls' toilets where none exist and make dysfunctional toilets functional in collaboration with relevant agencies.
- Facilitating analysis of the reasons for dropouts and irregular attendance and to formulate possible solutions, through people's participation.
- Facilitating conduction of evening schools, mobile schools, local learning centers and residential camps for providing bridge courses for drop outs/out of school children.
- Promoting awards/ incentives/certificates/gifts etc. in public gathering to children as a mark of recognizing their achievements in academics /sports/games etc.
- Liaising with relevant departments to post teachers in vacant positions.

Action Points For Gram Panchayat

- Facilitating development of a comprehensive education plan to improve the basic physical facilities / physical environment / social environment / incentives / class room processes/ monitoring / assessment of children /community support etc.
- Liaising with relevant departments/agencies to improve the facilities and infrastructure of Anganwadis.
- Promoting incentives, teaching learning materials, stationary etc. to those children enrolled in preschools/ Anganwadis.
- Strengthening pre-school Anganwadi welfare committees.
- Promoting Total Literacy Campaign (TLC) approach for eradication of adult illiteracy.
- Facilitating strengthening of existing libraries in supporting literacy programmes

Resources

- Schemes –
 - ICDS
 - Sarva Shiksha Abhiyan (SSA)
 - National Skill Development Programme (NSDP)
 - National Digital Literacy Mission
 - DDU-GKY
 - DAY-NRLM
- People –
 - Teachers, SMCs, Anganwadi workers, ASHAs, literacy workers, other department officials, ICDS supervisors, Gram Sabha, Children's Forum (if any).

Relevance To SDG 4 – Universal Targets

- By 2020, ensure that all girls and boys complete free, equitable and quality primary and secondary education leading to relevant and effective learning outcomes.
- By 2020, ensure that all girls and boys have access to quality early childhood development, care and pre-primary education so that they are ready for primary education.
- By 2022, ensure equal access for all women and men to affordable and quality technical, vocational and tertiary education, including University.
- By 2022, substantially increase the number of youth and adults who have relevant skills, including technical and vocational skills, for employment, decent jobs and entrepreneurship.
- By 2020, eliminate gender disparities in education and ensure equal access to all levels of education and vocational training for vulnerable, including persons with disabilities, indigenous peoples and children in vulnerable situations.
- By 2030, ensure that all youth and a substantial proportion of adults, both men and women, achieve literacy and numeracy.



Session 7

Engendering Development

Strategic Gender Needs

- An environment free of physical and emotional violence – both at home, school and in public.
- Equality in all opportunities related to growing up and development.
- Freedom from social evils like early marriage, forced marriage, dowry
- Access to equal economic opportunities and the right to equal/appropriate stipulated wages.
- The right to health, nutritional support, social interaction and other basic necessities for old aged, destitute and disabled women.
- Protection from trafficking, child labour, drug peddling, forced migration etc.
- Right to easy access to all services irrespective of caste, class and religion.
- Political representation with a strong support system.
- An effective grievance redressal mechanism in cases of violence, discrimination with easy access to legal aid.

Role Of Gram Panchayat

- PROMOTE -
 - Universal birth registration.
 - Philosophy of Beti Bachao Beti Padhao.
 - Awareness against gender discrimination.
 - School enrolment and retention of girls.
 - Programmes for school children against cybercrimes and substance abuse.
- ENSURE -
 - Active inclusion and engagement of adolescent girls in livelihood and skill development programmes.
 - Access to basic facilities for women and children.
 - Registration and tracking of women and girls who are migrating.
 - Discriminatory and illegal practices like child marriage, female foeticide etc. do not take place.
 - Women's membership and participation in local development, committees, working groups and local governance.

Role Of Gram Panchayat

- EMPOWER -
 - Girls to acquire higher education and technical skills.
 - Girls to enter the labour market.
- FACILITATE -
 - Campaign to prevent child marriages, sex-selective abortions, trafficking of women and children.
 - Formation of Gram Samanvaya Samitis comprising grassroot level functionaries and women's representatives from the community.
 - Gender status studies through a participatory exercise and dissemination of the results in Gram Sabhas.
 - Enrolment and attendance of all girl children to Anganwadis.
 - Women's participate in economic activities like SHGs.
 - Poorna Shakti Kendras, the GP level one-stop centre for services for women.

Setting A Few Targets

- Universal birth registration.
- All girl children are attending Anganwadis.
- All girl children are enrolled in school.
- Monitor the dropout rate of girl children.
- Prevent child marriage in the village.
- No sex selective abortion in the village.
- All women are part of SHGs.
- At least 50% of Gram Sabha attendance is of women.
- All women GP members receive training and attend meetings regularly.
- Local wages are equal for men and women for equal work.

Action Points For Gram Panchayat

- Discussion and brainstorming in Panchayat committee on issues of gender disparity, violence.
- Understanding the term Gender and Gender Based Violence.
- Promote a gender status study or analyse the gender and development experience of last few years scope of intervention (Situational Analysis).
- Ensure continuous discussion and trainings for GP committee for the attitudinal changes.
- Identify issues and activities based on the gender status study.

Action Points For Gram Panchayat

- Mapping of the Schemes, Resources and human resources available in the GP to address gender issues.
- Formation of a committee to carry out and follow the tasks identified as targets.
- Facilitate a convergence meeting with different line departments/Agencies/community organizations involved in addressing gender issues.
- Promote campaigns to address various issues identified as goals and targets.
- Develop a monitoring mechanism for actions on gender issues.

Resources

- Schemes –
 - National Mission for Empowerment of Women (NMEW)
 - Beti Bachao Beti Padhao
 - Janani Suraksha Yojana (JSY)
 - Rashtriya Bala Swasthya Karyakram
 - Integrated Child Development Scheme (ICDS)
 - Sukanya Samridhi Yojana (Girl Child Prosperity Scheme)
 - Rajiv Gandhi Scheme for Empowerment of Adolescent Girls (SABLA)
 - Swachh Bharat Mission
 - National Health Mission (NHM)
 - Sarva Siksha Abhiyan (SSA)
- People related –
 - ICDS supervisors, Anganwadi workers, School teachers, Health workers, ASHA, Local police; Lawyers, SHGs, NGOs.

Relevance To SDG 5 Universal Targets

- End all forms of discrimination against all women and girls everywhere.
- Eliminate all forms of violence against women and girls in the public and private spheres, including trafficking and sexual and other types of exploitation.
- Eliminate all harmful practices such as child, early and forced marriage and female genital mutilation.
- Recognize and value unpaid care and domestic work through the provision of public services, infrastructure and social protection policies and the promotion of shared responsibility within the household and the family as nationally appropriate.
- Ensure women's full and effective participation and equal opportunities for leadership at all levels of decision making in political, economic and public life



Session 8 and 9

Water for All

Swachh Bharat, Swachh Village

*“Water, water everywhere --- and not
a drop to drink...”*

Samuel Taylor Coleridge

Issues In Water – Access, Quality And Quantity

- Over-population
- Climate change
- Changing land use
- Lack of conservation of natural ecosystems
- Increased use
- Governance issues - distribution, management and quality control
- Availability still remains a challenge especially in dry seasons.

Issues In Water – Access, Quality And Quantity

- Increased industrialization
- Growing modern agriculture
- Absence of proper waste water treatment
- Improper sanitary practices and social obligations
- Non-enforcement of laws
- Technological and financial constraints
- All contributing to the declining water quality
- Fluoride, arsenic, iron, nitrate, salinity, heavy metals, persistent organic pollutants, pesticides
- Bacterial contamination.

Community Led Total Sanitation (CLTS)

- 2.4 billion people still use unimproved sanitation facilities
- 1 billion practice open defecation (OD)
- Nine out of 10 people defecating in the open live in rural areas ([WHO/UNICEF, 2015](#)).
- CLTS - Mobilising communities to completely eliminate open defecation (OD).
- Communities to conduct their own appraisal and analysis of OD
- And take their own action to become OD Free.
- Focuses on the behavioural change

Solid And Liquid Waste Management

- Solid - biodegradable and non-biodegradable
- Non-biodegradable wastes - recyclable and non-recyclable

- Liquid wastes –

Used and unwanted water which is categorized into black water (generated in the toilet)

Grey water (generated in the kitchen, bathroom and laundry)

Both contains harmful pathogens.

Solid And Liquid Waste Management

- Increasing solid and liquid wastes
- Lack of scientific disposal and treatment
- Efforts for recycling different wastes and utilise them in value added applications
- Appropriate technologies to treat solid and liquid wastes to either re-use the waste in the same or modified form or render them harmless

Role Of The Gram Panchayat

- ENSURE –
 - Identification of households without toilets.
 - Toilet use and maintenance.
 - Facilities for solid and liquid waste management.
 - Water-use efficiency by rationalizing water use.
 - Inclusion of water and sanitation issues in GPDP.
 - Compliance with environmental safeguards of all GPDP activities.
- ESTABLISH –
 - Local environmental safeguard measures.
 - Surveillance of water bodies.
 - Safeguards for water bodies and quality.

Role Of The Gram Panchayat

- PROMOTE –
 - Hygiene education.
 - Toilets for all households and institutions.
 - Modern agriculture and water-use technologies.
 - Water-use rationalization by selecting appropriate cropping patterns.
- PLAN AND IMPLEMENT –
 - Environmental management framework.
 - Water supply schemes.
- FACILITATE -
 - Appropriate irrigation methods.
 - Regulation of water extraction based on demand yield match.
 - Participation of local communities in improving water and sanitation management.

Setting A Few Targets

- Ensuring piped supply of quality water to each household with at least 40 Liters Per Capita per Day.
- Ensuring that used water – grey – is not contaminating water surfaces.
- Ensuring safe toilets for households and public institutions with child and women friendly designs - running water, good doors with functional latches, comfortable and safe ventilation, very good hygiene, niches/shelves to place hand bags, facility for disposal of sanitary napkins etc. in sufficient numbers.
- Selection of appropriate technology choices per year- septic tank, biogas tanks, dry pit, shallow double pit, sewerage treatment plant, etc. depending on terrain, water table, water availability, climate etc. so that least amount of water is required and ensuring zero contamination from the toilet facilities to the existing sources.
- Establishing collection centers for different kinds of solid waste, establishing & operating material recovery centers.
- Educating and empowering the concerned people about the usage and maintenance of the facilities.

Action Points By Gram Panchayat

- Assess the water needs, sources, schemes, solid and liquid waste being generated - biodegradable and non-biodegradable by participatory surveys so that the need for water supply, sanitation, environmental sanitation and waste management facilities can be ascertained.
- Develop comprehensive water supply and sanitation programmes based on need assessment.
- Ensuring maintenance of toilets of public places including those in markets and Gram Panchayat premises
- Liaising and facilitation with respective agencies for ensuring adequate water supply, cleanliness and drinking water and sanitation facilities
- Educate all households on the key aspects of usage and management of water and sanitation assets.
- Monitoring and problem solving during programme implementation and after.

Resources

- Schemes –
 - Accelerated Rural Water Supply Programme (ARWSP).
 - Swachh Bharat Abhiyan.
 - Integrated Watershed Management Programme (IWMP).
 - National Rural Drinking Water Programme.
 - Other relevant centrally and state sponsored programmes and schemes.
- People –
 - Water supply scheme operators, masons, registrants of MGNREGS, Swachhta doots, health workers, teachers, NGOs.

Relevance To SDG 6 Universal Targets

- By 2030, achieve universal and equitable access to safe and affordable drinking water for all.
- Provide toilets and toilet use in all the houses, institutions and public places with women and girl friendly considerations; facilitate waste management actions and ensure hygiene education.
- By 2030, improve water quality by reducing pollution, eliminating, dumping and minimizing release of hazardous chemicals and materials, halving the proportion of untreated wastewater and substantially increasing recycling and safe reuse globally.
- By 2030, substantially increase water use efficiency in all sectors and ensure sustainable withdrawals and supply of freshwater to address water scarcity and substantially reduce the number of people suffering from water scarcity.



Session 10

Electricity and Energy for All

Energy Requirements

- To lift water many methods - hands, animals, using pumps-powered by electricity from grid/solar/wind/diesel/kerosene/biogas.
- To cook food - fire wood, kerosene, LPG and biogas.
- For lighting; oil based oil lamps, candles, kerosene lamps, electric lamps – nowadays there are difference types of electric lamps like incandescent bulb, CFL, mercury, halogen, sodium vapour lamps and LED. Remember, LED being the most efficient of them all.
- For cooling - hand held fans, electric fans, air coolers and air conditioners.
- For preserving food items refrigerators and freezers – all using electricity.
- In kitchen appliances - mixies and grinders.
- In industrial activities – small or large – or transport.

Different Forms Of Energy

- Non-renewable/Conventional –
 - Fuels from coal, petroleum, natural gas etc.
 - The use of these sources result in large scale emission of carbon dioxide which contribute to global warming
- Renewable –
 - Energy from sun, wind, water, tidal and biomass (wood, biogas).
 - The sources of these energy are abundant
 - The more the use of these sources, the better are the prospects of humanity.

Role To Be Played By Gram Panchayat

- POPULARIZE -
 - Construction and use of biogas systems in households, schools and Anganwadis.
 - Energy efficient building designs.
 - Energy efficient cooking devices and habits.
 - Adoption of energy conservation measures (LED lamps, star-rated appliances).
 - Energy efficient pumps for irrigation and drip systems.
- FACILITATE –
 - Electricity connections through appropriate authority / agency to - households, public buildings like schools, health centres, Anganwadis etc., commercial establishments, small-scale industries, irrigation.
 - Solar energy augmentation in households and public institutions.
 - Installation of energy efficient chulhas.

Setting Few Targets

- Electricity connection to all households, public buildings like schools, health centers, Anganwadis, commercial establishments and industries with fair share of energy efficient LED lamps and solar powered lights.
- Sustainable fuel for cooking in all households, schools and Anganwadis by using energy efficient choolahs, cooking devices like pressure cooker and insulated boxes, planting of local fire wood species, construction of biogas systems and use of solar water heaters.
- Energy efficient systems for water pumping using appropriately selected efficient pumps, drip irrigation, wind and solar pumps, and phasing out of diesel by biogas.
- All power consumption devices in the village to have ISO certification and energy star rating.

Action Points For Gram Panchayats

- Assess the various needs of energy – for cooking, heating, lighting, irrigation, household food processing, industries, commercial establishments like shops and hotels.
- Which are the appropriate sources for these – electricity from the lines, solar, biogas, LPG and so on.
- Set the goals and targets for your Gram Panchayat. We have already done that!
- Develop a comprehensive energy programme based on need assessment. (See the example which follows).
- Monitoring and problem solving during programme implementation and after.

Action Points For Gram Panchayats

- Initiate a campaign to include all households and establishments in to the energy programmes - like electrification of all households, popularization of LED lamps, biogas tanks and many others.
- Identify appropriate schemes, state/national/international agencies, their programmes and schemes, non-Governmental agencies and companies which can support the Gram Panchayat energy programme.
- Liaison with these agencies and facilitate the process.

Resources

- Schemes –
 - Deen Dayal Upadhyaya Gram Jyoti Yojana (DDUGJY).
 - Various state and central schemes and subsidies for solar pumps, biogas, wind energy.
- People –
 - Traditional masons and helpers, department officials (departments like electricity, renewable energy, rural development), technical and academic institutions like ITI, polytechnics), NGOs.

Relevance To SDG 7 Universal Targets

- By 2030, ensure universal access to affordable, reliable and modern energy services.
- By 2030, increase substantially the share of renewable energy in the global energy mix.
- By 2030, increase the global rate of improvement in energy efficiency.

Session 11

Local Economic Development

Concept And Practice

- Every village has a right to prosper economically which would lead to better social, environmental and human development outcomes.
- Should result in –
 - lesser migration
 - better and scientific exploitation of locally available resources
 - employment opportunities for all adults
 - lowering of poverty levels
 - effective utilization of the capability of the youth
 - better choice of appropriate technologies for value addition and increase in productivity
 - increase in the taxes collected by the Panchayat for carrying out developmental work.
- Local economic development options - forests and natural resources based, animal based, agricultural, industrial, educational related, co-operative based etc.

Role Of Gram Panchayats

- MAP –
 - Micro, small and medium enterprises within the panchayat area.
 - Enterprise opportunities in the village.
 - Employment opportunities for different categories and degrees of disabilities.
- IDENTIFY AND TRACK –
 - Potential candidates to set up enterprises.
 - Skills of interested candidates.
 - At-risk children by demographic data (dropouts/children of migrants/manual scavengers/orphans/women-and-child-headed households).
- MAINTAIN –
 - Database on labour and employment.
 - Categorization of disabled based on nature and degree of disability.

Role Of Gram Panchayats

- FACILITATE –
 - Prevention of child labour and create awareness on prevention of child labour.
 - Jobs under MGNREGS.
 - Availability of facilities at MGNREGS worksite.
 - Prevention of manual scavenging.
 - Rehabilitation of and cash assistance for manual scavengers through the social welfare department.
 - Entrepreneurial development training.
 - Handholding support for new enterprises.
 - Job creation through convergence of ongoing schemes and sponsorships.
- CREATE -
 - Awareness on equal wages for men and women for equal work
 - IEC material on labour legislations, rights and entitlements
 - Village-level child protection committees and promote child protection services

Setting A Few Targets

- Formation of institutions like labour banks, SHGs, FPOs, etc. to the maximum possible extend.
- Increased income generation through entrepreneurship development and initiation and handholding of individual/group enterprises
- Increased agriculture labour by improving the production from the available land by adoption of best technologies and practices - better seeds, bio fertilizers, integrated pest, water and nutrient management etc
- Increased local consumption of locally produced and value added products.
- Skill up gradation of the labourers in agriculture and animal husbandry related mechanization and value addition of agricultural produce
- Improved capacity of local population so that the employment need is met locally.
- Establishment of equal wages for men and women for equal work and child labour
- Job opportunities for all possible challenged persons.

Some Triggers For The Gram Panchayat

- Identification of all people in the productive age who have no/under employment and their skill mapping.
- Mapping and listing of various production potential/labour potential/enterprise opportunities in the village.
- Mapping of employment opportunities suitable to disabled based on nature and degree of disability and facilitating job creation through convergence of ongoing schemes, sponsorships and ensuring local placements.
- Identifying potential candidates for setting up of enterprises and skill mapping of the interested candidates.

Some Triggers For The Gram Panchayat

- Situation analysis of existing micro, small and medium enterprises within the Panchayat area.
- Seek opinion from successful entrepreneurs and learn issues of failed enterprises.
- Interaction with agencies supporting the enterprises.
- Organizing entrepreneurial development training/skill training.
- Creating an effective and sustained mechanism for liasoning and converging resource from various government departments, statutory agencies, financial agencies, R&D institutes, educational institutions etc.
- Providing handholding support for new enterprises/institutions

Resources

- Schemes –
 - DAY-NRLM and other government schemes for enterprise development.
 - MGNREGS.
 - DDU-GKY.
 - The Prohibition of Employment as Manual Scavengers and their Rehabilitation Act, 2013.
 - State-sponsored schemes, other department schemes, youth welfare schemes 2013 .
- People –
 - SHGs, local professionals, social workers, successful Swarnajayanti Gram Swarajgar Yojana (SGSY) entrepreneurs, successful local entrepreneurs, Anganwadi workers, literacy activists, teachers, NRLM CRPs, MGNREGS mates, youth organizations, Rural Development Department, Department of Social Justice.

Relevance To SDG 8 Universal Targets

- Promote development oriented policies that support productive activities, decent job creation, entrepreneurship, creativity and innovation, and encourage the formalization and growth of micro, small- and medium-sized enterprises, including through access to financial services.
- By 2030 achieve full and productive employment and decent work for all women and men, including for young people and persons with disabilities, and equal pay for work of equal value.
- By 2020, substantially reduce the proportion of youth not in employment, education or training.
- Take immediate and effective measures to eradicate forced labour, end modern slavery and human trafficking and secure the prohibition and elimination of the worst forms of child labour, and by 2025 end child labour in all its forms.

Session12

Towards A Climate Resilient Panchayat

Background And Introduction

- Climate comprises rainfall, humidity, temperature, wind, sunlight
- Changes in temperature, patterns of rainfall are changes in climatic pattern
- Destruction of forests, wetlands, trees, use of fossil fuel, overuse of energy are causes of climate change
- Villages and communities need to safeguard against climate change

Role Of Panchayats

- To sensitize people about practices contributing to climate change and measures to reduce it
- To initiate practices to adapt to climate change
- To disseminate weather bulletins to local population
- To develop awareness about climate related hazards like cloud bursts, flood, drought, land slides and extreme cold
- To disseminate the past and current season's climate pattern to the general public and get the public educated on the same
- Alternate agricultural plans to cope with climatic change
- Plans for conservation of wet lands, forest, slopes, coastal zones, flood plains, banks of rivers and streams.
- Plans of appropriate water conservation measures
- Appropriate alleviation plans for vulnerable population during climate related hazards.
- Local climate monitoring system
- Task force to manage extreme events

Resources Available To Plan For Climate Resilient Panchayat

- Schemes/Programmes:
 - Mahatma Gandhi National Rural Employment Guarantee Scheme(MGNREGS)
 - Integrated Watershed Management Programme (IWMP) and other watershed programmes
 - National Afforestation Programme
 - Relevant state and sponsored schemes and programmes
- Human Resources:
 - Department of Agriculture, Krishi Vigyan Kendras, Department of Revenue, NGOs, Educational institutions

Relevance To SDG 13 Universal Targets

- Strengthen resilience and adaptive capacity to climate related hazards and natural disasters in all countries
- Integrate climate change measures into national policies, strategies, and planning
- Improve education, awareness raising and human and institutional capacity on climate change mitigation, adaptation, impact reduction, and early warning
- Implement the commitment undertaken by developed country Parties to the UNFCCC to a goal of mobilizing jointly USD100 billion annually by 2020 from all sources to address the needs of developing countries in the context of meaningful mitigation actions and transparency on implementation and fully operationalize the Green Climate Fund through its capitalization as soon as possible
- Promote mechanisms for raising capacities for effective climate change-related planning and management, in LDCs, including focusing on women, youth, local and marginalized communities



Session 13

Sustainable Eco Systems

Sustainable Eco-Systems And Eco-Restoration

A sustainable ecosystem is a biological environment and series of habitats that is able to thrive and support itself without outside influence or assistance. In ideal sustainable ecosystems, everything is already provided within the ecosystem for life to survive.

Example

- A Tree – it is just not providing fruits, nuts, leaves, twigs, timber but is also -
 - A provider of shade and shelter to birds.
 - Absorbing carbon dioxide and releasing oxygen.
 - Converting sunlight into food and energy.
 - Capturing dust, alleviating sound pollution, and helping in precipitating rain.
 - Rejuvenating and protecting the productive top soil.

Qualities Of Sustainable Eco-Systems

- Biological diversity
- Available acreage for roaming and expansion
- Available unpolluted water source
- Limited or controlled human activity.

Eco-Restoration

- Practice of renewing and restoring degraded, damaged, or destroyed ecosystems and habitats in the environment by active human intervention and action.
- Eco-restoration can be of landscape, polluted rivers and lakes, polluted air, rainforests, mining areas, construction and industrial sites, traffic corridors etc.
- Restoring the appropriate balance between the trinity – soil, plants and water
- It is all about change in behavior and day to day practices which are harmful to the ecology

Role Of The Gram Panchayat

- PROMOTE –
 - Conservation of micro watersheds and/or identifiable natural units.
 - Community-based management of natural resources including forests, water bodies and sacred groves.
 - Planting of natural vegetation in high-slope areas, barren lands and other common lands.
 - Checking for soil erosion and invasive species.
 - Green belt development and catchment conservation.
 - Conservation of wetlands.
 - Nursery raising of local species of flora through Mahatma Gandhi National Rural Employment Guarantee Scheme (MGNREGS).
- INITIATE –
 - Afforestation and protection drives.
 - Steps to make wetland cultivation chemical-free and sustainable.
- DEVELOP –
 - Bio-diversity register for the Gram Panchayat.
 - Community monitoring system on poaching, illicit felling of trees and checking forest fires.

Role Of The Gram Panchayat

- FACILITATE –
 - Renovation of existing ponds
 - Construction of check-dams and contour bunds in catchments
 - Cropping patterns linked to landscape
 - Preparation of list of threatened species of flora and fauna
 - Estimates of sustainable levels of resources (sand and water)
 - Irrigation, procurement, finance and labour to make wetland cultivation economical
 - Identification of public lands, common grazing grounds and landslide prone areas
 - Formation or rejuvenation of standing committees on natural resources, ensuring representation of marginalized groups
- PLAN –
 - Pollution monitoring and alleviation steps
 - Resource-sharing (sand and water) arrangements with scientific water-use pattern
 - Alternate livelihoods for labour engaged in resource extraction
 - Coordination and convergence of eco-restoration programmes

While Planning For Eco-Restoration.....

-Gram Panchayats can –
 - Ensure the protection of water bodies, wet lands, forests from pollution, encroachment and indiscriminate usage.
 - Ensure the conservation of forest, afforestation of degraded forest, slopes, barren lands, public lands, public institution's compounds, roads, etc.
 - Halt biodiversity loss, protect and prevent the extinction of threatened species.
 - Establish norms for conservation and utilization of natural resources.

Setting Targets

- Ensuring zero surface runoff from the homesteads, cultivated areas and public land.
- Ensuring the streams from forest, wet lands etc. will be perennial and contain crystal clear water within 10 years.
- Establish nurseries consisting of local species and wide spread planting of native trees for food, fodder, fire wood and manure.
- Development of wild corridors/buffer zones, appropriate fencing etc. to minimize man animal conflicts.
- Develop water bodies inside forest area to reduce man animal conflicts.
- Identifying polluting sources to water bodies and developing remedial measures.
- Develop water sharing agreements among the community residing in command and catchment areas of water bodies.
- Campaign about environmental conservation through Gram Sabha, school, colleges, local media etc.

Setting Targets

- Formation of a core team interested in these issues and imparting them training on participatory approaches like mapping, LFA etc.
- Creating an enabling atmosphere for the formation of Peoples committees for each natural units - forest, grazing grounds, barren slopes, degraded forest, streams, stretch of river banks, wet lands, water bodies along with catchment and command etc.
- Facilitate people's committees to liaison with various department and agencies to initiate nurseries, man animal barriers, wild corridors, fencing/ trenching around forest, degraded slopes and forests, renovation of water bodies, protection of river banks, planting of trees, measure to restrict/monitor access to rivers, forest, slopes, wet lands etc.

Setting Targets

- Establishment of buffer zones by planting drought resistant trees and plants along the deserts, leafy trees on hill tops for wind breaks, well rooted species like bamboo, vetiver, local riverine species along the banks of water bodies, streams and rivers. Cultivation of fodder grass and fodder crops in homesteads and the fringes of cultivated areas so that cattle grazing is restricted in the forests and slopes.
- Development and implementation of soil conservation plans for all homesteads and cultivated area.
- Preparation/ updating of bio diversity register.
- Developing a Community monitoring system on poaching.
- Liason/coordinate/club with other Gram Panchayats in order to act as per provisions of PESA, FRA, Biological Diversity Act to protect, conserve and propagate natural resources and prevent it from indiscriminate use and exploitation.

Practical Action Points For Gram Panchayat

- Participatory mapping of land use, water bodies, forest, slopes, wet lands, degraded forest within the Gram Panchayat.
- Formation of people's committees for each natural unit or micro watershed. For example - a pond, its catchment area and command area are treated as a natural unit, if the micro watershed is too large.
- Imparting training to key officials of people's committees on the preparation of developmental plans, conservation techniques, utilization of resources, constraints in resource utilization etc.
- Empowering the people's committee by giving adequate information on schemes, agencies, Government departments, persons etc. on each theme

Practical Action Points For Gram Panchayat

- Develop action/conservation plans through participatory processes like logical frame work analysis for each natural unit.
- Seek and identify appropriate agencies for vetting the plans as well as for funding, technical inputs etc.
- Continue updating of the plans and norms through Gram Sabha and participatory methods.
- Develop appropriate norms for sustainable utilization of resources from common lands, water bodies and forests on materials like non-timber forest produce, sand, fish and water.

Resources

- Schemes –
 - MGNREGS
 - Rashtriya Krishi Vikas Yojana (RKVY)
 - IWMP
 - PMKSY
 - Green India Mission
 - Social forestry
 - National Afforestation Programme
 - National Bamboo Mission
 - Relevant state sponsored schemes and programmes
- People –
 - Registrants of MGNREGS, traditional farmers and labourers, NGOs, relevant government department officials, academic and research institutions.

Relevance To SDG 15 Universal Targets

- By 2020, ensure the conservation, restoration and sustainable use of terrestrial and inland freshwater ecosystems and their services, in particular forest, wetlands, mountains and dry lands in line with obligations under international agreements
- Afforestation of all common lands and promote farm forestry and agro forestry
- Take urgent and significant action to reduce the degradation of natural habitats, halt the loss of biodiversity and, by 2020, protect and prevent the extinction of threatened species
- Take urgent action to end poaching and trafficking of protected species of flora and fauna and address both demand and supply of illegal wildlife products
- By 2020, integrate ecosystem and biodiversity values into national and local planning, development processes, poverty reduction strategies and accounts
- By 2020, ensure environmental management framework at the Panchayat level
- Mobilize significant resources from all sources and at all levels to finance sustainable forest management and provide adequate incentives to developing countries to advance such management, including for conservation and reforestation

Relevance To SDG 15 Universal Targets

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Session 15



Other SDGs

SDG 9 Build Resilient Infrastructure, Promote Inclusive And Sustainable Industrialization And Foster Innovation



- Sustainable development is dependent on infrastructure and industrialization.
- Require innovation.
- Infrastructure required for every aspect of life
- Industrialization leads to jobs and economic growth
- Must be inclusive too.
- All these require innovative ideas and actions.

Role Of Gram Panchayats In SDG 9

- Develop sustainable infrastructure like public buildings (schools, health centres etc), roads which have quality.
- Promote small scale industries in the village by inviting/facilitating the potential entrepreneurs.
- Providing information to the villagers on need for new skills, opportunities for accessing new skills and employment inside or outside the village.
- Identify issues which require innovative solutions and facilitate appropriate institutions/agencies to innovate (for example, toilets in water logged areas – experimenting innovative technologies)
- Encourage innovations in indigenous technologies and practices and provide them information on accessing technical support to improve their practices and technologies.

SDG 10 Reduce Inequality Within And Among Countries



Inequalities can be in terms of

- Income
- Age, sex, disability
- Race, ethnicity, origin, religion

3

Role Of Gram Panchayats In SDG 10

- This goal is to be achieved at the country level
- Gram Panchayat to understand the principle
- Use this principle in village planning
- Disseminate this knowledge across the village

4

SDG 11 Make Cities And Human Settlements Inclusive, Safe, Resilient And Sustainable



- By 2030, more than 60% of the people will be in urban areas.
- Issues of safety, non-adaptation to changes and marginalization
- Important for sustainable development

5

Role Of Gram Panchayats In SDG 11

- Specifically on urban areas
- Gram Panchayat can try to decrease migration to urban areas
- Providing appropriate environment (like employment opportunities, services, education, health care, infrastructure)

6

SDG 12 Ensure Sustainable Consumption And Production Patterns



- Aims at reducing resource (water, energy, food) wastage, environmental degradation and pollution
- Focus on promoting resource and energy efficiency
- If resources are not consumed responsibly, will cause irreparable damage to our environment
- Will impact the survival of human beings

7

Role Of Gram Panchayats In SDG 12

Eleventh Schedule - water and watershed management, soil conservation and social forestry are subjects to be transferred to the local bodies.

- Awareness generation amongst the citizens on the importance of reducing wastage, ensuring sustainable production and consumption, reducing the adverse impact on environment.
- Promotion of measures within the Gram Panchayat to reduce environmental pollution, such as reducing the use of plastic
- Promote sustainable tourism within the Gram Panchayat, that creates jobs, local culture and local produce

8

SDG 14 Conserve and sustainably use the oceans, seas and marine resources for sustainable development



- Aims at management and conservation of oceans, seas and the life under water.
- To preserve the source of natural resources including food and biofuels.
- Coastal ecosystems help in reducing climate change impact.
- Provides livelihoods to the coastal population.
- If there is environmental degradation, will get affected.

9

Role Of Gram Panchayats In SDG 14

- Promoting measures to reduce the discharge of waste and sewage into rivers and seas
- Set community norms for preserving the coastal eco system.
- Set community norms on fishing and related activities so that over exploitation of resources are curtailed.
- Promote measures to prevent construction activities near the coastal areas and liaise with appropriate authorities to ensure building regulations are followed.
- Coastal action plan considering the aspects mentioned above

10

SDG 16



Promote peaceful and inclusive societies for sustainable development, provide access to justice for all and build effective, accountable and inclusive institutions at all levels

11

Role Of Gram Panchayats In SDG 16

- Form neighbourhood groups to promote peaceful community living and prevent all forms of violence
- Take the lead in ending abuse, exploitation, trafficking and all forms of violence against and torture of children through IEC, forming people's vigilance groups and campaigns.
- Make Gram Panchayat office and related offices in the village corruption free by instituting citizen charter, social audit, Gram Sabhas as platforms for monitoring governance and service delivery and other measures of transparency.
- Strengthen Gram Sabhas for ensuring responsive, inclusive, participatory and representative decision-making at all levels
- Ensure complete registration of all births
- Promote and monitor the implementation of Right to Information Act in all offices in the Gram Panchayat and initiate proactive disclosure of information on all decisions and activities of the Gram Panchayat

12

SDG 17 Strengthen The Means Of Implementation And Revitalize The Global Partnership For Sustainable Development



- Need to bring together Governments, civil society, the private sector, the United Nations system and other actors for achieving the 2030 Agenda targets



Empowered lives.
Resilient nations.

