INTEGRATED WATERSHED MANAGEMENT PROGRAMME

COMPREHENSIVE TRAINING MODULE

STATE LEVEL NODAL AGENCY (SLNA)
DEPARTMENT OF AGRICULTURE
GOVERNMENT OF TRIPURA
2014
<table>
<thead>
<tr>
<th>Chapter</th>
<th>Name of the Chapter</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>INTRODUCTION</td>
<td>1-3</td>
</tr>
<tr>
<td>2</td>
<td>CAPACITY BUILDING STRATEGY</td>
<td>4-11</td>
</tr>
<tr>
<td>3</td>
<td>PARTICIPATORY TRAINING AND METHODOLOGY</td>
<td>12-19</td>
</tr>
<tr>
<td>4</td>
<td>PARTICIPATORY RURAL APPRAISAL</td>
<td>20-28</td>
</tr>
<tr>
<td>5</td>
<td>CAPACITY BUILDING AT PREPARATORY PHASE</td>
<td>29-60</td>
</tr>
<tr>
<td>5.1</td>
<td>Project Implementing Agency (PIA)</td>
<td>29-37</td>
</tr>
<tr>
<td>5.1.1</td>
<td>Need of watershed management, project concept and orientation</td>
<td></td>
</tr>
<tr>
<td>5.1.2</td>
<td>Awareness generation of watershed programme</td>
<td></td>
</tr>
<tr>
<td>5.1.3</td>
<td>Roles and responsibilities of PRI’s in IWMP</td>
<td></td>
</tr>
<tr>
<td>5.1.4</td>
<td>Roles and responsibilities of SHGs and UG’s</td>
<td></td>
</tr>
<tr>
<td>5.1.5</td>
<td>Group formation and functioning</td>
<td></td>
</tr>
<tr>
<td>5.1.6</td>
<td>Report preparation and auditing</td>
<td></td>
</tr>
<tr>
<td>5.1.7</td>
<td>Financial management and record keeping in IWMP</td>
<td></td>
</tr>
<tr>
<td>5.1.8</td>
<td>Participatory approach to watershed planning</td>
<td></td>
</tr>
<tr>
<td>5.1.9</td>
<td>Training on design, participatory estimate preparation for soil and water conservation structures/items.</td>
<td></td>
</tr>
<tr>
<td>5.1.10</td>
<td>Participatory ground water management</td>
<td></td>
</tr>
<tr>
<td>5.1.11</td>
<td>Basic resource survey and benchmarking for preparation of DPR</td>
<td></td>
</tr>
<tr>
<td>5.2</td>
<td>Watershed Cell Cum Data Centre (WCDC)</td>
<td>38-52</td>
</tr>
<tr>
<td>5.2.1</td>
<td>Community Organisation and formation of WC, SHG’s and UG’s</td>
<td></td>
</tr>
<tr>
<td>5.2.2</td>
<td>Concepts &amp; components of ridge to valley approach for preparing treatment and management plan</td>
<td></td>
</tr>
<tr>
<td>5.2.3</td>
<td>Planning &amp; design of catchment area treatment (CAT)</td>
<td></td>
</tr>
<tr>
<td>5.2.4</td>
<td>Convergence of resources &amp; activities from different schemes</td>
<td></td>
</tr>
<tr>
<td>5.2.5</td>
<td>Convergence of resources &amp; activities from different schemes</td>
<td></td>
</tr>
<tr>
<td>5.2.6</td>
<td>Planning and implementation process including site selection and estimate preparation</td>
<td></td>
</tr>
<tr>
<td>5.2.7</td>
<td>Identification of Livelihood opportunities and planning for group activities</td>
<td></td>
</tr>
<tr>
<td>5.2.8</td>
<td>Fund flow mechanism, accounting procedures and reporting systems</td>
<td></td>
</tr>
<tr>
<td>5.2.9</td>
<td>Knowledge about functioning of PRI systems</td>
<td></td>
</tr>
<tr>
<td>5.2.10</td>
<td>Maintenance of record, budgets and estimations</td>
<td></td>
</tr>
<tr>
<td>5.2.11</td>
<td>Participatory Rural Appraisal and micro-planning process</td>
<td></td>
</tr>
<tr>
<td>5.2.12</td>
<td>Coordination with line departments and PRI’s</td>
<td></td>
</tr>
<tr>
<td>5.2.13</td>
<td>Concepts and techniques of socio-economic survey</td>
<td></td>
</tr>
<tr>
<td>5.2.14</td>
<td>Participatory net planning, land use planning, data compilation and analysis</td>
<td></td>
</tr>
<tr>
<td>5.2.15</td>
<td>Social/Community mobilization and awareness generation techniques</td>
<td></td>
</tr>
<tr>
<td>5.2.16</td>
<td>Identification and planning of Entry Point Activities</td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td></td>
</tr>
<tr>
<td>5.3</td>
<td>State Level Nodal Agency (SLNA)</td>
<td>53 - 60</td>
</tr>
<tr>
<td>5.3.1</td>
<td>Strategic plan of watershed development</td>
<td></td>
</tr>
<tr>
<td>5.3.2</td>
<td>Implementation strategy by district and PIA level</td>
<td></td>
</tr>
<tr>
<td>5.3.3</td>
<td>Project report preparation</td>
<td></td>
</tr>
<tr>
<td>5.3.4</td>
<td>Planning, approval and fund release</td>
<td></td>
</tr>
<tr>
<td>5.3.5</td>
<td>Coordination and linkages with line departments and PRI’s</td>
<td></td>
</tr>
<tr>
<td><strong>6</strong></td>
<td><strong>CAPACITY BUILDING AT WORK PHASE</strong></td>
<td>61-105</td>
</tr>
<tr>
<td><strong>6.1</strong></td>
<td><strong>Project Implementing Agency (PIA)</strong></td>
<td>61 - 83</td>
</tr>
<tr>
<td>6.1.1</td>
<td>Conceptualization &amp; Design Procedure of Soil &amp; Water Conservation Structures</td>
<td></td>
</tr>
<tr>
<td>6.1.2</td>
<td>Participatory Natural Resource Management Planning</td>
<td></td>
</tr>
<tr>
<td>6.1.3</td>
<td>Monitoring through social auditing</td>
<td></td>
</tr>
<tr>
<td>6.1.4</td>
<td>Participatory planning &amp; Implementation Process</td>
<td></td>
</tr>
<tr>
<td>6.1.5</td>
<td>Addressing social issues in watershed Management</td>
<td></td>
</tr>
<tr>
<td>6.1.6</td>
<td>Measurements &amp; quality control of structures created</td>
<td></td>
</tr>
<tr>
<td>6.1.7</td>
<td>Package of Practices of Horticultural Crops</td>
<td></td>
</tr>
<tr>
<td>6.1.8</td>
<td>Soil fertility management through conservation &amp; development of biomass</td>
<td></td>
</tr>
<tr>
<td>6.1.9</td>
<td>Training on skill development –Bamboo craft/Incense stick making/Exotic floriculture etc</td>
<td></td>
</tr>
<tr>
<td>6.1.10</td>
<td>Training on Livelihood options-Composite Fish culture/Improved poultry farming</td>
<td></td>
</tr>
<tr>
<td>6.1.11</td>
<td>Income generation activities for livelihood improvement</td>
<td></td>
</tr>
<tr>
<td>6.1.12</td>
<td>Co-ordination &amp; Convergence</td>
<td></td>
</tr>
<tr>
<td>6.1.13</td>
<td>Budget Estimation &amp; preparation of Annual Action Plans</td>
<td></td>
</tr>
<tr>
<td>6.1.14</td>
<td>Training on MB &amp; Muster Roll</td>
<td></td>
</tr>
<tr>
<td>6.1.15</td>
<td>Contribution Collection (WDF) &amp; Management</td>
<td></td>
</tr>
<tr>
<td>6.1.16</td>
<td>Micro-Entrepreneurship Development Programme (MED)</td>
<td></td>
</tr>
<tr>
<td>6.1.17</td>
<td>Micro-enterprise selection and management training</td>
<td></td>
</tr>
<tr>
<td>6.1.18</td>
<td>Capacity building training programme for SHG members</td>
<td></td>
</tr>
<tr>
<td>6.1.19</td>
<td>SHG concept and financial literacy programme</td>
<td></td>
</tr>
<tr>
<td>6.1.20</td>
<td>Capacity building and leadership training programme for Self Help Group leaders</td>
<td></td>
</tr>
<tr>
<td>6.1.21</td>
<td>Training programme on entrepreneurship capacity building</td>
<td></td>
</tr>
<tr>
<td>6.1.22</td>
<td>Skill development training programme for handloom weaver</td>
<td></td>
</tr>
<tr>
<td>6.1.23</td>
<td>Training on livelihood development based on mushroom cultivation</td>
<td></td>
</tr>
<tr>
<td>6.1.24</td>
<td>Training on livelihood development based on bee-keeping</td>
<td></td>
</tr>
<tr>
<td><strong>6.2</strong></td>
<td><strong>Watershed Cell Cum Data Centre (WCDC)</strong></td>
<td>84 - 96</td>
</tr>
<tr>
<td>6.2.1</td>
<td>Suitable Horticultural systems for watersheds in Rainfed areas</td>
<td></td>
</tr>
<tr>
<td>6.2.2</td>
<td>Micro credit, micro financing and micro enterprise for livelihood development</td>
<td></td>
</tr>
<tr>
<td>6.2.3</td>
<td>Organic &amp; precision farming approaches for sustainable production</td>
<td></td>
</tr>
<tr>
<td>Section</td>
<td>Description</td>
<td></td>
</tr>
<tr>
<td>---------</td>
<td>-------------</td>
<td></td>
</tr>
<tr>
<td>6.2.4</td>
<td>Rainfed farming system modules with special reference to small &amp; marginal farmers</td>
<td></td>
</tr>
<tr>
<td>6.2.5</td>
<td>Development of fisheries in water harvesting structures</td>
<td></td>
</tr>
<tr>
<td>6.2.6</td>
<td>Engineering aspects of NRM &amp; maintenance practices</td>
<td></td>
</tr>
<tr>
<td>6.2.7</td>
<td>Analysis of off farm &amp; on farm micro enterprise based livelihood system</td>
<td></td>
</tr>
<tr>
<td>6.2.8</td>
<td>Process of analyzing the existing livelihood options</td>
<td></td>
</tr>
<tr>
<td>6.2.9</td>
<td>Production system analysis (Horticulture, Agro-forestry, Silvi-pasture etc)</td>
<td></td>
</tr>
<tr>
<td>6.2.10</td>
<td>Concepts of community managed production system (seed management, soil health management, irrigation management, collective marketing) etc</td>
<td></td>
</tr>
<tr>
<td>6.2.11</td>
<td>Training on estimate preparation &amp; measurement of soil &amp; water conservation activities</td>
<td></td>
</tr>
<tr>
<td>6.2.12</td>
<td>Preparation of Annual Action Plans</td>
<td></td>
</tr>
<tr>
<td>6.2.13</td>
<td>Promotion, nurturing, development &amp; management of community institutions (SHG/UG/WC etc)</td>
<td></td>
</tr>
<tr>
<td>6.2.14</td>
<td>Entrepreneurship Development programme</td>
<td></td>
</tr>
</tbody>
</table>

6.3 Sate Level Nodal Agency (SLNA) 97-105

<table>
<thead>
<tr>
<th>Section</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>6.3.1</td>
<td>Institutional &amp; financial arrangements</td>
</tr>
<tr>
<td>6.3.2</td>
<td>Operational issues, constraints, co-ordination &amp; linkages.</td>
</tr>
<tr>
<td>6.3.3</td>
<td>Impact assessment &amp; Social audit</td>
</tr>
<tr>
<td>6.3.4</td>
<td>Conceptual, legal &amp; practical issues of CPR management</td>
</tr>
<tr>
<td>6.3.5</td>
<td>Social development theories &amp; practices, Participatory development approaches</td>
</tr>
</tbody>
</table>

7 CAPACITY BUILDING AT CONSOLIDATION PHASE 106-137

<table>
<thead>
<tr>
<th>Section</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>7.1</td>
<td>Project Implementing Agency (PIA) 106-119</td>
</tr>
<tr>
<td>7.1.1</td>
<td>Post Project management of created assets</td>
</tr>
<tr>
<td>7.1.2</td>
<td>Growth &amp; maintenance of WDF</td>
</tr>
<tr>
<td>7.1.3</td>
<td>Transparency &amp; Participatory Monitoring System</td>
</tr>
<tr>
<td>7.1.4</td>
<td>Role of Community in monitoring</td>
</tr>
<tr>
<td>7.1.5</td>
<td>Exit Protocol &amp; maintenance of assets</td>
</tr>
<tr>
<td>7.1.6</td>
<td>Revolving Fund utilization</td>
</tr>
<tr>
<td>7.1.7</td>
<td>Sustainability of the structures in the Post Project Phase</td>
</tr>
<tr>
<td>7.1.8</td>
<td>Training programme on entrepreneurship capacity building</td>
</tr>
<tr>
<td>7.1.9</td>
<td>Skill development training programme for handloom weaver</td>
</tr>
<tr>
<td>7.1.10</td>
<td>Benefit Sharing methodology</td>
</tr>
<tr>
<td>7.1.11</td>
<td>Role of WC/SHG/UG in the process of convergence</td>
</tr>
<tr>
<td>7.1.12</td>
<td>Livelihood options for income generation- Pig rearing and production/ Goatery</td>
</tr>
<tr>
<td>7.1.13</td>
<td>Training on livelihood development based on mushroom cultivation</td>
</tr>
<tr>
<td>7.1.14</td>
<td>Training on livelihood development based on bee-keeping</td>
</tr>
</tbody>
</table>

7.2 Watershed Cell Cum Data Centre (WCDC) 120-130

<table>
<thead>
<tr>
<th>Section</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>7.2.1</td>
<td>Withdrawal strategy</td>
</tr>
<tr>
<td>7.2.2</td>
<td>Identification &amp; documentation of success stories within Project area</td>
</tr>
<tr>
<td>-------</td>
<td>---------------------------------------------------------------</td>
</tr>
<tr>
<td>7.2.3</td>
<td>Project Completion Report</td>
</tr>
<tr>
<td>7.2.4</td>
<td>Livelihood analysis &amp; planning livelihood options</td>
</tr>
<tr>
<td>7.2.5</td>
<td>Training on livelihood based on agro-processing and value addition/off and on farm activities</td>
</tr>
<tr>
<td>7.2.6</td>
<td>Micro-credit, micro financing and micro enterprise for livelihood improvement</td>
</tr>
<tr>
<td>7.2.7</td>
<td>Process &amp; Procedure of convergence</td>
</tr>
<tr>
<td>7.2.8</td>
<td>Tools &amp; Techniques of monitoring</td>
</tr>
<tr>
<td>7.2.9</td>
<td>Conceptual, legal and practical issues of CPR management</td>
</tr>
<tr>
<td>7.2.10</td>
<td>Institutional arrangements for income generation activities, coordination and linkages</td>
</tr>
<tr>
<td>7.2.11</td>
<td>Capacity building and leadership training programme for Self Help Group leaders</td>
</tr>
<tr>
<td>7.3</td>
<td>State Level Nodal Agency (SLNA)</td>
</tr>
<tr>
<td>7.3.1</td>
<td>Operational issues, constraints, coordination and linkages</td>
</tr>
<tr>
<td>7.3.2</td>
<td>Existing livelihood development approaches</td>
</tr>
<tr>
<td>7.3.3</td>
<td>Benchmarking, Monitoring &amp; Impact Evaluation</td>
</tr>
<tr>
<td></td>
<td>ANNEXURE</td>
</tr>
</tbody>
</table>

131-137

138-144
Introduction

Capacity building is recognised by Government as an essential component in the process of community development – and in ensuring that communities fully engage with local and regional regeneration initiatives. Planned development of (or increase in) knowledge, output rate, management, skills, and other capabilities of an organization through acquisition, technology, and or training is commonly known as capacity building.

Over the past five years, a broad common conceptual framework has emerged. This approach is increasingly being adopted by the development cooperation community. It involves a System Perspective that addresses various levels of environmental management capacities (i.e. capacities of institutions, individuals, overall countries and regions). This approach puts greater emphasis on the Capacity Development process itself, on local ownership of its process and on equal partnership in its support.

Capacity building involves human resource development, the development of organizations and promoting the emergence of an overall policy environment, conductive to the generation of appropriate responses to emerging need.

The concept of capacity building includes the following:

- Human resource development, the process of equipping individuals with the understanding, skills and access to information, knowledge and training that enables them to perform effectively.
- Organizational development, the elaboration of management structures, processes and procedures, not only within organizations but also the management of relationships between the different organizations and sectors (public, private and community).
- Institutional and legal framework development, making legal and regulatory changes to enable organizations, institutions and agencies at all levels and in all sectors to enhance their capacities

According to the United Nations Development Programme (UNDP):

In the global context, capacity refers to the ability of individuals and institutions to make and implement decisions and perform functions in an effective, efficient and sustainable manner. At the individual level, capacity building refers to the process of changing attitudes and behaviors-impacting knowledge and developing skills while maximizing the benefits of participation, knowledge exchange and ownership. At the institutional level it focuses on the overall organizational performance and functioning capabilities, as well as the ability of an
organization to adapt to change. It aims to develop the institution as a total system, including individuals groups and the organization itself.

Traditionally, interventions at the systemic level were simply termed institutional strengthening. This reflected a concern with human resource development as well as assisting in the emergence and improvement of organizations. However, capacity development further emphasizes the overall policy framework in which individuals and organizations operate and interact with the external environment, as well as the formal and informal relationships of institutions. Capacity is not the mere existence of potential but rather existing potential must be harnessed and utilized to identify and solve problems in order to be considered as capacity.

Community capacity building, also referred to as capacity development, is a conceptual approach to development that focuses on understanding the obstacles that inhibit people, governments, international organizations and non-governmental organizations from realizing their developmental goals while enhancing the abilities that will allow them to achieve measurable and sustainable results. Capacity building seeks to improve the performance of work units, departments, and the whole organization. Organizational capacity building is a system-wide, planned effort to increase organizational performance through purposeful reflection, planning, and action.

Community capacity building is a planned and systematic approach which is often linked with a specific programme or project, and which usually has a timescale associated with it. Any process of community capacity building should recognize value and build on the existing skills, knowledge and talents that people already have and can contribute. Community capacity building can involve:

- Developing skills, knowledge and confidence through learning and training opportunities. These can range from informal to very formal and may or may not be accredited.
- Networking and participation in different support forums, residential, best-practice visits and exchanges.
- Developing organisational structures, systems and mechanisms for managing projects, staff, buildings, etc.

Capacity Development has been recognized as a precursor for the success of any participatory project. Over a period of time, understanding on Capacity Development strategies has improved considerably with several related experiences from all over India. This understanding goes beyond “training” programs.

It is envisaged that the Capacity Development Strategy would be useful to the State Level Nodal Agency (SLNA) in providing required professionalism and competence to the stakeholders associated with implementing IWMP. The Capacity Development Strategy would include Organizational Development, Human Resource Development, cooperation and network development and Institutional development. All these processes are seen as a continuous process
enabling functionaries to enhance their knowledge and skills and to develop the required orientation and perspectives thereby becoming more effective in performing their roles and responsibilities.

Within Human Resource Development, Capacity Building of the primary stakeholder’s viz. farmers, SHGs, UGs, WC members including village volunteers, community link workers etc would be carried out by the Project Implementation Agencies (PIA’s). Capacity Building activities would cover a variety of thrust areas ranging from natural resources management, cropping systems development, skill development, development of Self Help Group (SHG), micro enterprise development, general awareness building etc. These will be addressed through trainings, skill development, exposure visits, hands on demonstrations etc. The District Watershed Development Unit (DWDU) shall undertake the Human Resource Development, Organizational Development and Institutional Development activities for the secondary stakeholders namely the PIAs, WDTs and line department staff etc. who in turn act as the trainers for the primary stakeholders.

The SLNA will organize Capacity Development programmes covering all its dimensions for policy makers, senior officials, project managers, PIA’s, WDT’s and WC’s by organizing workshops, seminars, exposure visits, e-learning, development of manuals and guidelines etc.

As per the Common Guidelines for Watershed Development 2008, there has been separate provision of funds over and above the earmarked Capacity Development under the IWMP to support development of Capacity Development strategies and for establishment of consortium of resource organization under SLNA.
Capacity Building Strategy

Capacity building seeks to improve the performance of work units, departments, and the whole organization. Organizational capacity building is a system-wide, planned effort to increase organizational performance through purposeful reflection, planning, and action. In particular, capacity building looks in depth at where an organization stands in comparison to where it hopes to be in the future, and develops the skills and resources to get there. Thus organizational capacity building is synonymous with organizational learning. The ultimate goal of capacity building is to enable the organization to grow stronger in achieving its purpose and mission. It asks the question, "What kinds of things do we need to do to keep ourselves healthy and vital as an organization?" and provides a variety of techniques to help find the answers.

Building organizational capacity typically involves four steps: diagnosing what is missing or needed in the organization, planning strategies to change the situation, educating personnel to carry out change, and evaluating results. As an organization engages in these activities it acquires new knowledge about organizational actions and outcomes. Organizational capacity expands when learning goes beyond solving a specific problem to gaining the skills and knowledge to solve future problems.

Diagnosis involves gathering information through the use of interviews, observations, and documents and records. Strategy planning is concerned with developing a plan for organization improvement based on these data. The process typically identifies problem areas in the organization and outlines steps to resolve the problems. Educating personnel consists of involving the people most affected by the problem in diagnostic and strategy planning steps. This makes implementation easier as changes are not imposed upon people but rather invented by them. In some cases the educating step involves sharing the information obtained in the diagnosis with the people who are affected by the problem and helping them adopt the planned change. The evaluation step is similar to the diagnostic step. Once changes have been implemented, data are gathered to determine the effects of the planned change. This information then informs the next cycle of planning and action.

The term Capacity Development is understood as the development of peoples, organizations and society’s capability to manage resources effectively and efficiently in order to realize their own goals on a sustainable basis. In this context, four dimensions have to be distinguished:
1) The development of the human resource or personnel development.

2) The strengthening of the effectiveness and efficiency of organization or organizational development.

3) The strengthening of cooperation between organizations and network development.

4) The promotion of institutional frameworks for development.

Capacity development is the key mechanism to introduce participatory approach for planning, implementation and management of watershed activities through Gram Panchayats (GPs) in the IWMP. It is the major means by which Panchayat Raj Institutions (PRIs) and project staff shall be enabled to successfully undertake their work with the communities of the project areas, including women and other vulnerable sections of the society. For smooth implementation of project activities, capacity building of all the stakeholders is essential, to build their conceptual, managerial, technical and operational capabilities. Participatory approach in Project Implementation requires the project participants to go in for a novel approach and experience of working in collaboration with each other. Hence, orientation of both project personnel and watershed communities according to the changing perspective is imperative. In this perspective, a Capacity Development Programme has multiple roles to play. It will enhance skills and competence of project staff to work with GPs. It will deepen the participatory process through imparting participatory rural appraisal skills and will initiate change in attitude among project staff. The success of trainings will be measured by the degree of institutional, organizational and attitudinal change, while recognizing that trainings have always to be reinforced by management. It will also be measured by the acquisition of new skills and competence, the performances of new tasks, and the performance of old tasks in a different way.

Levels of Capacity Building

- Individual: refers to the process of changing attitudes and behaviours-imparting knowledge and developing skills while maximizing the benefits of participation, knowledge exchange and ownership.
- Institutional: focuses on the overall organizational performance and functioning capabilities, as well as the ability of an organization to adapt to change.
- Systemic: emphasizes the overall policy framework in which individuals and organizations operate and interact with the external environment.

Objectives

1. Develop proper conceptual understanding about Integrated Participatory Watershed Management including Equity and Environmental and Social sustainability among all the implementing agencies including PRIs as well as local communities.
2. Build necessary skills and competence among the project officials, PRIs, especially GPs and other Communities Based Organizations (CBOs) about planning, implementation and management of various project activities.

3. Help in the institutional development of Watershed Committees at the Gram.

4. Panchayat level and organizational development of watershed perspective at the district level.

5. Develop understanding about the Environmental and Social issues including application of an Environmental and Social Management Framework (ESMF).

6. Build and enhance the capability of all stakeholders for the sustainability of programmes initiated by the project.

For the IWMP the capacity building strategy aims at the following target groups:

1. Policy makers and executives of PRIs
2. DWDU”s / PIAs
3. Social mobilizers
4. Watershed Committee
5. CBOs and other community members
6. Secretaries of WC to be appointed under the project
7. Watershed Development Teams
8. Finance Officer at State, District and PIA level

**Capacity Building of Policy Makers and Executives of PRIs:**

These include members of all three tiers of the Panchayati Raj viz. Zila Parishad, Block Development Committees and members of Gram Panchayat. Besides, the local MLAs, MPs and other leaders of the project areas concerned will also be given coverage. The above policy makers and executives of PRIs need to be sensitised on project concept, various aspects of integrated participatory watershed development, its concept, approach, methodology, roles and responsibilities of PRIs, institutional and financial arrangements, coordination linkages and operational issues and constraint. Sensitisation and orientation on the need for maintaining Transparency and Participatory Monitoring and Evaluation and the importance of ESMF in planning, implementation, and management of project is of utmost importance.
Capacity Building of DWDU’s / PIAs/ WDT’s:

Substantial amount of training and Human Resource Development of the district functionaries also needs to be carried out. It is a part of preparatory process and is as important as the process of preparing the communities. Training courses, Workshops and Exposure visits would be organized to cater to their specific needs as per project requirements. Ministerial staff of PIA’s would also be given training on office management, store purchase rules, upkeep of records, computer skills and any other project requirements.

Capacity Building of Watershed Committee:

Since IWMP will be a novel experience of working in collaboration with Panchayat Raj Institutions (PRIs) especially Gram Panchayats (GPs), the members of all the three tiers of PRIs are to be sufficiently oriented towards IWMP. Gram Panchayats have pivotal role to play in the formation of Watershed Committee. The Watershed Committee will play a significant role in planning and implementing the IWMP. The members of GPs, WC have to work with government officials and are required to be strengthened mentally as well as technically through capacity building programmes to achieve the project objectivities and to bear the responsibilities regarding their own development. This also includes orientation of other CBOs in respect of programmes to be adopted in IWMP. For this capacity building programme will be organized on an ongoing basis rather than one off-event, and will include regular access to resource persons.

Capacity Building of CBOs and Other Community Members:

The target groups would be Revenue Village Committees (RVC), Self Help Groups (SHGs), Users Groups (UGs), Van Panchayats, Mahila and Yuvak Mangal Dals and their Apex bodies, villager leaders and vulnerable sections. Besides, community members not included in the above CBOs would also be given coverage by these programmes. It is envisaged in the IWMP that the SHGs and UGs in the project areas would mainly be comprised of the vulnerable sections viz. women and SC/STs. Training Need Assessment (TNA) would be done and an action plan to meet their capacity building requirements would be formulated. These programme are required to build and enhance their skill for participatory management, socio-economic empowerment and their institutional strengthening. Understanding of ESMF, its integration into all their proposals and its application is of utmost importance.

Capacity Building of Secretaries of WC:

The Watershed Committee Secretary is the co-signatory along with the WDT nominee for Drawing and Disbursing of funds allocated to the WC for various watershed activities. IWMP provides for appointment of WC Secretary by the GPs in the project area. In this case, capacity building of Watershed Committee Secretaries needs to be done as regards project concept and orientation, fund flow and its components, accounting procedures, book keeping,
budget estimates, maintenance of records, report preparation and auditing and basic ESMF and so on. Efforts would be made in the trainings of WC secretaries, prior to commencement of the new project and to complete them within two months of the Preparatory phase.

**Guiding Principles:**

1) Capacity building inputs will be in tune with the project management cycle

2) Develop a realistic Action plan for providing capacity development inputs at all levels.

3) Capacity development inputs go beyond “training”.

4) Need based and continuous capacity development inputs to be offered

5) Provision of decentralized and institutionalized capacity development inputs

**Approach to identify capacity building needs**

![Diagram showing current situation, capacity building needs, and desired future improved situation]

**Training Programmes Proposed**

After assessing the training needs of all the stakeholders as well as identifying suitable training programmes for them. Evolving need based and suitable modules along with pertinent strategy becomes important to build up the capabilities of all stakeholders towards integrated participatory watershed management. The following programmes are proposed to impart capacity building training:
Sensitization Programmes for Project:

These are proposed for policy makers who need to be made fully aware of the problems of natural resources degradation and the scope and potentials of watershed approach. They must also develop conceptual clarity of the strategy and approach of the watershed programmes. They need to be sensitised to the need and potentials of watershed approach. Awareness generation programme will be conducted for all project stakeholders at watershed level with the basic purpose of educating them and creating more interest in them regarding various aspects of the project including the ESMF to be followed.

Orientation:

Orientation programme will aim at developing the managerial capabilities among the stakeholders at respective level, apart from conceptual clarity about participatory approach as envisaged in the IWMP. These programmes will primarily focus on aspects of integrated participatory watershed project approach. In view of the roles and responsibilities of different stakeholder groups, planning, implementation and monitoring process, inter and intra sectoral coordination, convergence of schemes and services, social mobilisation methodologies, application of ESMF on planning, implementation, and management of project etc. will also be included in these programmes.

Capacity building for application of ESMF in Planning, Implementation, and Management of Project Activities:

An Environmental and Social Management Framework (ESMF) will be developed for the IWMP. It includes Environmental and Social Guidelines (ESGs) to carryout environment and social assessments, mitigation measures for identified negative impacts and monitoring indicators for sub projects expected to be promoted under this project. The ESMF has to be integrated at each level of planning, implementation, and management of the entire project. The environmental and social aspects dealt upon in this ESMF framework would have to be considered, implemented and monitored by all project partners. Therefore, capacity building as regards understanding and application of ESMF in planning, implementation, and management of the overall project is required for all levels of project stakeholders.

Skill Development:

This type of programme involves transfer of technical knowledge to the stakeholder for enhancing their technical competence and effectiveness. These training will be in addition to orientation and target group based training for the project personnel, WC, RVC members, PRIs, UGs and SHGs and other CBOs. Training would be given in technical aspects of in-situ soil and moisture conservation, operation and maintenance of civil works, production systems, farming system, CPR management, nursery raising, livestock management, fodder and pasture management, dairy and poultry farming, pisciculture and vermi-culture including integrated pest management. Training on IGA for additional livelihood opportunities would be a major component. For this micro enterprise training, including production and other related skills like value addition etc. will be provided in a planned and systematic way, especially to the vulnerable sections of the society.
Training of Trainers (TOT):

Primary objective of TOT is to enhance the training capability of trainers at field level. The skills need to be enhanced in the use of various training tools and methodology of imparting training, preparation of training modules and participatory management of IWMP, for the sustainable development of natural resources and to build the institutional capacity of communities to manage such affairs.

Specialised Training Programmes:

Apart from improving basic competence and capability, some specialised training programmes have also been envisaged for certain target groups, addressing specific needs and skill areas like financial management, accounts keeping, rural development programmes, technology specific subjects (livestock development, pisciculture, sericulture, hi-tech nurseries/off-season vegetable production, cultivation of aromatic and medicinal plants and so on). These programmes will be of short duration and demand driven for particular groups of managers, facilitators, UGs, SHGs or general farmers.

Workshops/Seminars/Conferences:

With a view to address relevant and urgent issues in the participatory planning and management of integrated participatory watershed project, certain theme based workshops, seminars and conferences will be organised at national and regional levels. The senior policy planners and executives, social activists, representatives of renowned NGOs, programmes managers will deliberate views on respective themes/issues and provide policy recommendations to manage the programme effectively. Project will also conduct at different levels i.e. micro watershed level and sub-watershed level review workshops to scale up its participatory Process and improve upon the technical appropriateness at the intervention. The review workshops will mainly review the process development so far taken place, cost sharing, arrangement equity issues, the gender concerns, technological innovations, networking process, the inter village issues on watershed development, participatory monitoring & evaluation and sustainability measures adopted by the project. These workshops will be conducted to churn macro level policies from micro level, the institutional initiatives and practices to sustain the project interventions.

Exposure Visits:

Exposure visits of community members and staff will be organised to different watershed development projects in different parts of the country to broaden their concept and vision on integrated participatory watershed management, which mainly help in bringing attitudinal change in the farmers. For the community members, visits will also be organized to research institutions on Soil & Water Conservation, Horticulture and Agricultural universities existing near the project area in order to expose them and link them with these institutions for support in
the future. The communities' members will also be exposed to farmers' fair at GP Pant university of Agriculture & Technology, Punjab University and Agri- Expo fair at New Delhi.

For the project staff exposure visits will be organized at different watershed management projects and they will be exposed to the technical and participatory aspects of institutions. The staff will mainly acquaint themselves with the new technologies on holistic approach to watershed development. Emphasis will be given to expose the staff to gender friendly technologies and adoption of low cost effective indigenous technologies during such exposure visit. Most of the visits will be conducted in terms of exposure workshops so that learning from the discussion and reflection of the participants go hand in hand with what they observe during exposure. The WPMU at Directorate will co-ordinate with the resources agencies and organise exposure workshops on relevant social institutional and technological subjects pertaining to the watershed development. Women empowerment, equity and local initiative for watershed protection and management will be the main subjects that will be covered during the visit.

The exposure visit within the country will cover different watershed organizations in India namely WOTR (Watershed Organization Trust) in western India. AKRSP, Ralegaon Siddhi, MYRADA, Western India Rain fed farming projects supported by DFID and Watershed Projects supported by ICIMOD in Central Himalayas.
Participatory Training and Methodology

This chapter deals with methodology and materials of participatory training. Educators know very well that there is no one method and material for making learning sessions successful and effective. Your understanding of various methods and materials for using in different contexts of learning lead you to a more varied and interesting way of holding the attention of adult learners. In the last analysis the exercise of planning for your own self development appears to be a key for your success as the more you have a feeling of self-confidence and clarity of your professional goals the better is going to be your success in making learning processes more effective.

What is training methodology and a material is?

To answer the ‘what’ question, you may say that training methods and materials are the techniques and resources the adult educator uses to implement the workshop and transfer new knowledge, skills, and attitudes to participants.

Difference between Methods, Aids, Equipments and Techniques

Methods
Refer to how subject matter is going to be dealt with in a broad sense. e.g. group discussion, lecture, role play, demonstration, etc

Tools/ Aids
Refer to the various supporting materials that are used in the course of training e.g. slides, posters, film clips, models, etc.

Equipments
Refer to the infrastructure which helps in utilizing aids i.e. over head projectors, slide projectors, etc.

Techniques
Refer to the variations of the method, e.g. under the broad heading of Small Group Discussion (SGDs), the method used could be plenary, brainstorming, fishbowl, etc.

How training methodology and materials is?

In order to answer the ‘how’ question, you can point out that active learning workshops use a variety of training methods in order to engage participants in the learning process. When choosing teaching methods for a particular session, you may consider the following questions.
i. Is the method suitable for the objectives?

ii. Does the method require more background knowledge or skills than the participants possess?

iii. How much time does it take to prepare and then to use it in the learning session?

iv. Is that sort of time available with the educator and learners?

v. How much space does the learning session take?

vi. Is that kind of space available at the venue of learning sessions?

vii. Is the method appropriate for the size of the learning group?

viii. What kind of teaching materials does it require?

ix. Are those materials available?

x. Does the method require special skills to use?

xi. Does the adult educator possess these skills?

Knowledge-based Learning Sessions

Participants learn more by listening and actively participating than by taking detailed written notes. Ask participants to tell stories about how the facts will be used. Among the materials to be used, whenever possible, use audio-visual aids such as

i. Chalk board

ii. Photographs

iii. Flip chart

iv. Overheads

v. Models

vi. Slides

vii. Posters

viii. Video

Examples of Exercises for Knowledge-based Lessons

- If the lesson includes anatomy, put a chart on the wall and ask individual learners to explain the name and function of relevant body parts.

- Ask participants to pull the name of an organ from a bag, place it correctly on the chart and describe its function.
Ask participants how they will use this knowledge to improve their work performance.

Ask individual or small groups of students what would you do if...—or— How would you...?

Then have them present their conclusions to the rest of the participants.

Ask participants to share myths about the facts, which you talked about, and then explain why the myths are not true.

**Skills-based Learning Sessions**

If the focus of learning is to increase skills, the methods used are more of practice sessions, demonstrations, apprenticeship and learning by doing.

**Examples of Activities during Skills-based Learning Sessions**

1. Name the skill. Ask if participants have for it any other name(s) in local language(s).
2. Tell why it is important. Ask if participants have in mind other reasons for its importance.
3. Explain when to use it. Ask participants if they use the skill in any other context.
4. Describe the steps involved in performing the skill. Ask the participants if they include some other steps in performing the skill.
5. Demonstrate the skill. Ask the participants to demonstrate the skill as understood by them.
6. The demonstration must use effective methods, which are applicable to the work environments of the participants. Ask the participants if there are other effective methods to master the skill.

**Awareness Generating Sessions**

If the focus of learning is to generate awareness then the methods used would be Street play/drama, wall writing, wall Painting, puppet show, essay writing competition, sit and draw competition etc. One’s own experiences, both past and present and others’ experiences form an important source of learning. Hence the experiential learning methods provide an opportunity for learners to experience, share reactions and observations, reflect upon implications and consequences, discuss patterns and dynamics, develop practical and conceptual understanding and apply it to the real life situations.

**Mass awareness on IWMP activities**

i. **Street play/drama:**

Street play/drama or theatre is a form of theatrical performance and presentation in outdoor public spaces without a specific paying audience. These spaces can be anywhere, including shopping centres, car parks, recreational reserves and street
corners. They are especially seen in outdoor spaces where there are large numbers of people. The actors who perform street theatre range from buskers to organised theatre companies or groups that want to experiment with performance spaces, or to promote their mainstream work.

ii. Wall writing:
A short and simple document that is written on a outdoor wall surface to promote their mainstream work. These spaces can be anywhere, including shopping centres, boundary wall, street corners. They are especially seen in outdoor spaces where there are large numbers of people passes by.

iii. Wall Painting:
A painting that is applied to a wall surface to promote their mainstream work.

iv. Puppet show:
Puppetry or puppet show is a form of theatre or performance that involves the manipulation of puppets. Puppetry takes many forms but they all share the process of animating inanimate performing objects.

v. Essay writing competition:
An essay is generally a short piece of writing written from an author's personal point of view. Essays can consist of a number of elements, including: literary criticism, political manifestos, learned arguments, observations of daily life, recollections, and reflections of the author.

vi. Sit and draw competition:
Again drawing competition is a form of awareness generating activities

<table>
<thead>
<tr>
<th>Sl. No.</th>
<th>Expenditure head</th>
<th>Suggested Cost</th>
<th>Amount (INR)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Hiring of vehicle</td>
<td>700/-</td>
<td>700.00</td>
</tr>
<tr>
<td>2.</td>
<td>Hiring of PA system</td>
<td>600/-</td>
<td>600.00</td>
</tr>
<tr>
<td>3.</td>
<td>Make up item etc.</td>
<td>500/-</td>
<td>500.00</td>
</tr>
<tr>
<td>4.</td>
<td>Honorarium of drama artist</td>
<td>150/- x 6 nos.</td>
<td>900.00</td>
</tr>
<tr>
<td>5.</td>
<td>Refreshment for street play team members</td>
<td>50/- x 6 nos.</td>
<td>300.00</td>
</tr>
<tr>
<td>6.</td>
<td>Miscellaneous</td>
<td>1000/-</td>
<td>1000.00</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td></td>
<td><strong>4000.00</strong></td>
</tr>
</tbody>
</table>

Budget for each puppet show
### Essay writing competition (For 20 participants)

<table>
<thead>
<tr>
<th>Sl. No.</th>
<th>Expenditure head</th>
<th>Suggested Cost</th>
<th>Amount (INR)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Room/ Hall arrangement</td>
<td>500/-</td>
<td>500.00</td>
</tr>
<tr>
<td>2.</td>
<td>Materials</td>
<td>Rs.25 x 20/-</td>
<td>500.00</td>
</tr>
<tr>
<td>4.</td>
<td>Prizes/Gifts &amp; Certificates for 20 participants</td>
<td>150/- x 20 nos.</td>
<td>3000.00</td>
</tr>
<tr>
<td>5.</td>
<td>Refreshment</td>
<td>25/- x 20 nos.</td>
<td>500.00</td>
</tr>
<tr>
<td>6.</td>
<td>Miscellaneous</td>
<td>500/-</td>
<td>500.00</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td></td>
<td><strong>5000.00</strong></td>
</tr>
</tbody>
</table>

### Sit & Draw Competition (For 50 participants)

<table>
<thead>
<tr>
<th>Sl. No.</th>
<th>Expenditure head</th>
<th>Suggested Cost</th>
<th>Amount (INR)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Sitting arrangement</td>
<td>500/-</td>
<td>500.00</td>
</tr>
<tr>
<td>2.</td>
<td>Materials (Drawing sheet, etc)</td>
<td>300/-</td>
<td>300.00</td>
</tr>
<tr>
<td>4.</td>
<td>Prizes/Gifts &amp; Certificates for 50 participants</td>
<td>60/- x 50 nos.</td>
<td>3000.00</td>
</tr>
<tr>
<td>5.</td>
<td>Publicity/Miking etc.</td>
<td>700/-</td>
<td>700.00</td>
</tr>
<tr>
<td>6.</td>
<td>Refreshment</td>
<td>20/- x 50 nos.</td>
<td>1000.00</td>
</tr>
<tr>
<td>7.</td>
<td>Miscellaneous</td>
<td>500/-</td>
<td>500.00</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td></td>
<td><strong>6000.00</strong></td>
</tr>
</tbody>
</table>

**Budget for each wall writing (size-8”x 5’) - Rs. 500.00**

### Participatory Training Methods

Participatory training has several methods which are in vogue in adult learning. We will discuss the following more popular methods in this section.

**a) Lecture:**

The lecture method is an effective way to introduce new information or concepts to a group of learners. The learners always appreciate a concise, stimulating and well-delivered
lecture. The lecture method is primarily used to build upon the learners’ existing base of knowledge.

b) Case Study:
In the case study method, the group gets an opportunity to look at others’ experiences in the form of a case. The learners reflect upon and analyze these experiences to derive new ideas. The learner’s own experiences, values, feelings form the basis for analysis of others’ experiences. The adult educator may present case studies in written or verbal forms or even through the medium of films or songs, depending upon the background and experiential level of learners.

c) Role Play:
One of the most common training methods is the role-play. Role-play is useful where learners share a somewhat similar experience, which is difficult to recall because of its emotional nature.

d) Simulation:
Simulation is a method based on ‘here and now’ experience shared by all learners. It involves assigning definite roles to each participant and having them act out a situation according to the given roles. It is carried on long enough to generate responses and reactions based on real feelings as participants need to genuinely ‘get into their role’. However, learning takes place without any serious risk because the situation is after all ‘make-believe’.

e) Instruments:
‘Instruments’ are usually in the printed format containing clear instructions and a series of questions, either with multiple choices, or requiring brief replies. Participants fill in the questionnaire individually or in twos/threes for each other. There are instructions at the end of the instruments explaining how to examine answers, assign scores and tally them.

f) Learning Games:
Learning games are seemingly fun activities involving all participants. There are rules and regulations and the games may or may not include a competitive element. You may use games to convey feelings and processes which are implied within the game being played, e.g. trust games, leadership games and so on. After the game is over, it is essential that the feelings of the participants are debriefed and consolidated; otherwise it will remain either an icebreaker or an energizer.

g) Other methods:
Besides the methods discussed above, you may also look at the following other methods which are useful in some cases.
i. Demonstrations
ii. Field visits
iii. Apprenticeship Practice

i) Demonstrations:

Demonstrations refer to methods in which the learners are provided with an opportunity to observe for themselves the object or processes that they wish to learn. It can be real-life or make believe situations or models. This method is useful in conveying complex information simply, as seeing and understanding is considerably easier than hearing and understanding. Examples include - demonstrating what a biogas plant or a sanitary latrine is through a model, demonstration by the adult educator on how to conduct an interview demonstrating how to conduct safe deliveries to dais (TBA) – through models, etc.

ii) Field Visits:

Field visits refer to demonstrations in practical situations i.e. where the subject matter actually occurs or happens in real life. Some examples of field visits are as follows - taking the learners to a hospital in the course of health training, or taking learners to villages in the course of a Participatory Rural Appraisal (PRA) training, or taking community level workers to the block office for training on local government etc. The emphasis again is on observing, asking questions and understanding.

iii) Apprenticeship Practice:

Apprenticeship and practice are methods of paramount importance for skill training. The difference between the two lies in that practice is done in controlled situations while apprenticeship is done in real life situations and is usually of longer duration. It is essential in both methods that the learner be supervised by the adult educator and given feedback. These two methods can be used for any skill. In the course of training, it is easier to incorporate practice, while apprenticeship can be an entire training in itself.

Training Materials and Resources

When planning which training materials to use, the adult educator may consider the following questions.

- What materials are available?
- Will the material facilitate active learning?
- What can the training facility accommodate?
- Does the adult educator know how to use the material?
- Can the participants learn how to use the material?

Types of training materials include written materials which are useful when teaching knowledge. If they are not available at the appropriate learning level, the educator may have to develop new materials. Examples of written materials are equipment instructions, lists for decision-making skills, and blank charts for record-keeping. While developing and using written materials, make sure that they contain only the information that participants need to know and
they are clear. Here, as layout is very important, you need to keep pages looking ‘clean’ and uncluttered and use language and diagrams appropriate to participants’ level of knowledge. For example, use graphs if participants can read a graph. Audio-visual materials are useful for teaching knowledge and skills. While choosing audio-visual materials, you need to consider how the material would enhance active learning and if the material is appropriate to the knowledge level of the participants. Also consider how you will use the material and if it is available for the training. You need to ensure that all the participants are able to see and hear the material. In case the method requires any supplemental materials, ensure their availability. To show a film you need a screen or blank white wall. To use a flip chart you may want to use different color markers. Make sure that the facilities are appropriate for use of the material. Examples of audio-visual materials are Chalk board Photographs Flip chart Overheads Chart and Diagrams Slides Models Video
Participatory Rural Appraisal

PRA has been described as 'a growing family of approaches and methods to enable local people to share, enhance and analyse their knowledge of life and conditions to plan and to act.' PRA entails groups of local people analysing their own conditions and choosing their own means of improving them. They may use a variety of tools, such as maps and diagrams, and the support of a trained facilitator. Rapid Rural Appraisal (RRA) is a similar technique developed for analysing the needs of rural communities quickly, cost effectively and with little disruption to everyday life.

RRA evolved in the 1980s and emphasised multi-disciplinary teams, careful observation, semi-structured interviewing and focus groups. PRA, which began in the late 1980s offers methods which involve groups rather than individuals, and visual representations rather than solely verbal communication.

Key issues
- To highlight the different PRA techniques available for understanding the access strengths and constraints of the rural poor
- To describe the best conditions for use of PRA techniques
- To highlight the constraints of using PRA techniques

Key topic areas
- PRA survey methods and their practical use
- Critical considerations of PRA methods, regulations and code of conduct

Participatory Rural Appraisal techniques are typically used in the field to gather qualitative data, often to complement quantitative data derived from traffic counts and origin and destination data.

The emerging participatory development 'paradigm' suggests two perspectives:
  a. Substantively involving local people in the selection, design, planning and implementation of programmes and projects that will affect them, thus ensuring that local perception, attitudes, values and knowledge are taken into account as fully as possible.
  b. To make more continuous and comprehensive feedback an integral part of all development activities.

PRA techniques can also be used to priorities the transport needs of the rural poor, and to determine the supply and demand relationship of transport methods. The intention of this paper is to identify some useful PRA survey techniques for use in rural transport research. The list is by no means exhaustive, and much of the existing PRA survey work has been undertaken with developmental or agricultural research in mind. Therefore, the application of these techniques for transport researchers has not been widely tested; however they are equally applicable in this field and provide a useful addition to more conventional quantitative research methods.
Key principles for conducting PRA's

Preparation:
It is imperative that thorough preparation is undertaken prior to the surveys to ensure that all available secondary data on the locality and subject has been reviewed, allowing suitable villages to be identified to capture a broad sample, before surveying commences.

Facilitation:
It is imperative that the external professional displays good facilitation skills, which aims to enable local people to undertake some or all of the investigation, mapping, modelling, diagramming, ranking, scoring, quantification, analysis, presentation and planning themselves. Analysis is then shared with outsiders, but the information stays with the people who generated it.

Behaviour and attitudes
The behaviour and attitudes of external facilitators are of primary importance, more important than methods even. All important attitudes include: critical self awareness and embracing error, sitting down, listening and learning, not lecturing but allowing the villagers to be the main teachers and analysts. It means that outsiders must take time to reflect on how their role in community interactions change and what they must learn to do and to stop doing, if local people are to benefit from this.

Longevity
Participatory approaches are not substitutes for, but are rather an integral part of, long term dialogue and sustained interaction. A single, brief participatory exercise with a group of local people will not lead to positive and lasting change. PRAs are not a panacea to qualitative surveying. PRAs work most effectively where they are carried out over a sufficient length of time, with the facilitators living amongst the community under survey and absorbing themselves in community life. In this way, mutual respect will be gained, and less formal information can be extracted. In addition, the longer the survey, the greater and more representatives the sample will be.

PRA methods
One of the strengths of PRA is that many of the methods are visual and, therefore, accessible to a larger group of people. The group debates that ensue further stimulate improvisation resulting in new applications. Group activities can also be very dynamic and promote further discussions, other than that which is pre-prepared. This section will elaborate on the description of PRA methods found in the survey techniques paper.
**Triangulation**

Triangulation is simply a method of linking different survey methods in order to crosscheck the information collected from each method. These are often carried out in groups of three to increase the credibility of each survey technique. Triangulation is of particular use when employing mapping, ranking and scoring, flow diagrams, venn diagrams and wealth ranking techniques, as these involve group participation which may require some verification.

**Observation**

Prior to conducting any PRA techniques, researchers should be clear in their mind as to what exactly it is they are researching, and to have some realistic objectives of the PRA surveys. Although much of the techniques employed in PRA are flexible in their content and design, it is important to have some questions in mind at all times, to capture the livelihoods of the rural poor in their entirety. Researchers should act on what they see, and recognise distinctions in gender, age, and wealth etc. amongst the community.

**Semi-structured interviews**

Interviewing is one of the main techniques used in development studies. Participatory methods have contributed to adjusting the interview to make it more conversational, while still controlled and structured. This is the semi structured interview (SSI) whereby only some of the questions and topics are predetermined, whilst the majority of questions will be formulated during the interview. Questions are asked according to a flexible checklist and not from a formal questionnaire. SSIs tend to be conducted alongside other exploratory and participatory techniques, and are used to complement the participatory survey methods with in-depth information. SSIs often take time to prepare, and to conduct on a one to one basis, and therefore should be used in addition to the group survey methods, but are useful in extracting information from particular members of the community.

**Ranking and scoring techniques**

Ranking and scoring have long been used to assess people's expectations, beliefs, attitudes, preferences and opinions. Ranking and scoring means placing something in order:

- Ranking: putting in order
- Scoring: weighting differences

**Types of ranking:**

**Preference ranking**
Preference ranking is a way of quickly identifying main preferences as experienced by individual villagers or village groups.

Matrix ranking
Matrices can be used to express other issues, where a two dimensional comparison is useful, it involves listing the elements down one side, and the criteria on which they are judged, gained from informal discussion or pair wise ranking, across the top. Each element is then considered in terms of each criteria.

Figure 1: Matrix scoring technique

Types of sorting

Card sorting
The most common technique for ranking is card sorting. Informants sort cards which represent occupations into piles. There tends to be a close correlation in rank orders between different informants, showing high consistency.

Scoring
When scoring, there are a number of different methods that can be used that have individual strengths and weaknesses depending on context and desired 'output'. Free scoring enables participants to score each element against each criteria with no limits placed on the scores.

Wealth ranking
Wealth ranking enables villagers to divide households in the community according to economic and other 'well-being' categories. This helps identify target group members for
projects, specifically the poorest sections of a society. It also subdivides larger groups for further PRA discussions. Differences in wealth and particularly well-being affect people’s perceptions and coping strategies. It is important to understand this prior to further appraisal or planning.

Wealth ranking requires a list of names of households, which can then be ranked, either from

a. Card sorting, where household names are written on cards and these cards sorted into different piles.

b. Direct from social mapping, which identifies individual households. Households are then ranked according to wealth at the side of the map.

**Figure 2: Wealth ranking exercise**

Diagramming

Diagrams, including maps, sketches and transects, summaries data in such a way that they can be used for different purposes such as planning, field discussion, analysis and problem identification. They are useful for opening up discussions between community members and the external team and helping clarify issues and questions.
Participatory mapping

Maps can be used to identify the comparative location and importance of different resources within an area. They can examine a great breadth of subject matter, and allow for a range of different types of map to be produced for one area, or for comparative analysis by different groups within the same area. Maps are also a useful tool to aid communication and to generate the following:

Provide a framework for discussion over the relative location of resources
1) Highlight resources of importance, using maps as a spatial guide
2) Raise issues which affect or are affected by these resources
3) Analyse the present status or condition of a location
4) Create a focus for interest in a discussion over resources

Figure 3: Participatory map, Farm Sketch

Flow diagrams
Flow diagrams are used for the systematic analysis of a wide range of issues whereby a whole series of cause and effect relationships are examined. They can act as a basis for discussing the relationships between different groups, individuals or issues, and can demonstrate potential multiplier effects.

Venn diagrams

Venn diagrams are used to depict key institutions, organisations and individuals, and their interaction with the local community. Key players in decision making are shown, and institutions analysed can be both local ones internal to the community, and external ones which have a local influence.

Constraints of PRA methods

Although PRA techniques have a potentially wide application in the field of project development and research, it is important that they are applied appropriately, with sufficient resources and should not be conducted hastily. The following is a list summarising lessons learnt from existing PRA surveys:

1. A common mistake is, projects do not contact local government officials from the start - hence no local government support which is a prerequisite for success.
2. The step from problem identification with participatory PRA methods to follow up project definition is often poorly prepared.
3. Project Officers should leave any class and gender biases they may carry at home.
4. There should be continual analysis of the qualitative data whilst in the field.
5. PRA methods require that the researcher knows the context and participates.
6. Dialogue between the target group and Project Officers will be of benefit to both parties. The researcher must be able to listen but also to establish dialogue and share own experience.
7. Very few project results are shared with the people who most need them.

PRA Tools

The selection and use of training tools must match the training needs and type of training. The major challenges are:

a) Sensitization to bring about attitudinal and behavioral change; and

b) Using participatory techniques to build rapport, elicit support, information and participation of the people in their own development.

Importance of participatory techniques

i. Participatory techniques aim to ‘break the silence’ of the poor and disadvantaged sections, recognize the value of popular collective knowledge and wisdom and legitimize the production of knowledge by the people themselves.
Participatory approaches seek to be catalysts enabling and empowering the people.

These have internalized some key techniques in adult training for learning such as

a) linking learning to problems,
b) linking learning to people’s goals and visions, and
c) giving trainees control over decisions on training.

**Participatory rural appraisal**

Participatory rural appraisal (PRA) is a methodology to enhance

1. The development agent’s understanding of the rural reality for the planning and development of projects; and
2. The feeling of a greater degree of ownership and responsibility in the rural poor for better results and social acceptance of the programme.

The effectiveness of participatory approaches has led donors, government organizations and NGOs to use PRA in their programmes. Participatory training is based on the belief that

1. Learners with their life experiences are themselves a rich source of learning;
2. Learning cannot be imposed; the learner can only be encouraged to learn;
3. Learners learn best by doing or practising an activity; and
4. Learning is facilitated by a positive/successful activity/experience resulting in further achievement, thereby building up a ‘virtuous circle’.

**Aims of participatory methods**

Different participatory methods are used for different ends. Sometimes participatory approaches are the means and ends as well.

In the case of decentralized development, the ends are:

1. Peoples’ active participation in prioritizing needs/micro-planning;
2. Activating the key *panchayati Raj* institution - the *Gram sabha* and
3. Attitudinal and behavioral change in the bureaucracy.

Since village *panchayat* have to play an active role in initiating the micro-planning exercise, they need a locally relevant database that is validated by the local people. This will form the
basis for setting local priorities. This should help, in turn, in the formulation of local action plans in the form of development activities/projects/programmes.

**PRA is used**

1. To ascertain needs
2. To establish priorities for development activities
3. Within the scope of feasibility studies
4. During the implementation phase of projects
5. Within the scope of monitoring and evaluation of projects
6. For studies of specific topics
7. For focusing formal surveys on essential aspects, and identifying conflicting group interests.

**Areas of application**

1. Natural resource management
2. Agriculture
3. Poverty alleviation/women in development programmes
4. Health and nutrition
5. Preliminary and primary education
6. Village and district-level planning
7. Institutional and policy analysis
Capacity Building at Preparatory Phase

PROJECT IMPLEMENTING AGENCY (PIA)

Training-1

Need of watershed management, project concept and orientation

Stakeholder group: Watershed Secretaries and Presidents, Watershed Committee members and WDT members

Duration: Three (3) days (1 day field visit)

Objectives:

1. To orient participants on common guidelines 2011 for watershed management projects.
2. To familiarize participants with watershed concept, needs, objectives, and approaches etc.
3. To enable participant to identify their role in potential contribution toward the watershed development.
4. To familiarize participants with project methodology, development plan preparation and project management.

Training on:

i. Need and Concepts of Watershed
ii. Salient feature of common guidelines 2011
iii. Institutional arrangement at state/district and Project level
iv. Roles and responsibilities of PIA at project level
v. Watershed Development Team and its role and responsibilities
vi. Institutional arrangement at village level and people’s participation
vii. Self help Group (SHG’s)/User Group (UG’s) and their criteria
viii. Watershed committee-its functioning procedure
ix. Allocation of funds, Release of fund
x. DPR preparation
xi. Livestock Management livelihood Planning and establishment of micro-enterprise etc
xii. Field visit
Training-2

*Awareness generation of watershed programme*

**Stakeholder group:** Watershed Secretaries and Presidents, Watershed Committee members, WDT members and watershed community

**Duration:** One (1) day

**Objectives:**

1. To convey consciousness among the watershed community and stakeholder group.
2. To make the community understand the need of watershed project.
3. To enable them for community approach towards the project implementation.
4. To make acquainted with project methodology, development plan preparation and project management.

**Training on:**

i. Why watershed?
ii. Watershed development need and concept-watershed introduction, objectives of watershed, need of watershed in community
iii. Vision of watershed, Importance of watershed, Scope and opportunities in IWMP
iv. Participatory approach for implementation of the watershed programme
v. Need of peoples participation

Training-3

*Roles and responsibilities of PRI’s in IWMP*

**Stakeholder group:** Watershed Secretary, SHG, UG, Watershed Committee, community and WDT members

**Duration:** One (1) day

**Objectives:**

1. To make them acquainted with PRI bodies.
2. To craft them understand the role and responsibilities of Panchayati Raj Institution.
3. To familiarize with district and intermediate level (block) structure of PRI.
4. Awareness among the stakeholders for financial management by the Panchayati Raj Institutions.

**Training on:**

i. Fundamentals of Panchayati Raj
ii. Administration and management
iii. District and intermediate level (block) structure
iv. Activities of PRI in IWMP
v. Monitoring and evaluation
vi. Financial management
vii. Functions of different institutions

---

**Training- 4**

**Roles and responsibilities of SHGs and UG’s**

**Stakeholder group:** Watershed Secretary and President, SHG, UG, Watershed Committee and WDT members

**Duration:** One (1) day

**Objectives:**

1. To facilitate project partners to understand and implement SHGs/UGs formation, management and strengthening.
2. To make the stakeholders understand the background, structure, rules and regulation of SHGs/UGs with respect to needs, demands and risk bearing factors.

**Training on:**

i. Definition (What & Why)
ii. Process of SHGs/UGs formation (How)
iii. Structure of SHGs/UGs
iv. Role and responsibilities of committee and members
v. Rules and regulations of SHGs/UGs
Training- 5

Group formation and functioning

Stakeholder group: Watershed Secretary, SHG, UG, Watershed Committee and WDT members

Duration: One (1) day

Objectives:

1. To facilitate project partners to understand and implement SHGs/UGs formation.
2. To build up the leadership quality among the stakeholders for proper functioning.
3. To develop the risk bearing abilities at the time of adversity.

Training on:

i. Need and concept of group
ii. Characteristics and types of groups
iii. Structure of SHG/UGs
iv. Importance and strengthening of SHGs/UGs,
v. Group management
vi. Activity planning

Training- 6

Report preparation and auditing

Stakeholder group: Watershed committee members and WDT members

Duration: One (1) day

Objectives:

1. To enable them to develop the skills of writing official correspondence and statement system.
2. To facilitate project members the technique of presenting and exposing success stories.
3. To familiarize participants with different formats of concerned project.
4. To develop skills of accounting, budgeting and record maintaining.
**Training on:**

i. Preparation of reports  
ii. Reporting system  
iii. Pre and Post evaluation  
iv. Development of success stories  
v. Accounting procedures  
vi. Maintenance of records  
vii. Budget estimates  
viii. Social Audit

---

**Training- 7**  

**Financial management and record keeping in IWMP**

**Stakeholder group:** *Watershed secretary, committees, SHG and WDT members*

**Duration:** One (1) day

**Objectives:**

1. To develop skills of accounting, budgeting and record maintaining.  
2. To make them aware of the need of watershed development fund and its system of contribution and collection.  
3. Aware of government schemes and its convergence in watershed areas.

---

**Training on:**

i. Maintenance & handling of cash register, voucher register, contingency bill register etc.  
ii. Maintenance of asset register, revolving fund register  
iii. WDF Accounts register-documentation and handling procedure  
iv. Maintenance of different types of records  
v. Different government schemes and convergence
Training- 8

*Participatory approach to watershed planning*

**Stakeholder group:** Watershed secretary, committees, SHG, UGs, Landless, farmers, watershed community and WDT members

**Duration:** Four (4) days (*1 day for watershed survey and 1 day field visit*)

**Objectives:**

1. To build skills for participatory project planning, implementation, monitoring and evaluation of watershed project.
2. To strengthen WC-President/Secretary, WC members, SHGs/UGs through subject specific knowledge inputs.
3. To familiarize the participants with tools and techniques of participatory rural appraisal.
4. Demonstrate and practice the tools and techniques during field visit.

**Training on:**

i. Analysis of present situation
ii. Problem identification
iii. Resource identification
iv. Participatory planning
v. Types of participation
vi. Obstacles in the way of participation
vii. Positive approach to prepare the DPR
viii. Survey process
ix. Participatory approach for implementation of watershed programme
x. Field implementation
xi. Monitoring and evaluation
Training on design, participatory estimate preparation for soil and water conservation structures/items.

Stakeholder group: Watershed secretary and committee members

Duration: Two (2) days (1 day for field visit)

Objectives:

1. To build skills for participatory project planning through necessary inputs of sustainable designing and construction procedures
2. To widen ideas of participants for different sustainable soil and water harvesting structures.
3. Enabling participants for understanding the value and cost estimation of assets created.
4. To develop measurement and record maintaining skills of created assets.

Training on:

i. Designing of watershed structures.
ii. Design of different mechanical measures
iii. Mechanical measures and construction procedures
iv. Plantation techniques.
v. Calculating slopes and marking contours.
vi. Measurement and record keeping systems.
vii. On field exercise on area and drainage line treatments.
viii. Direct and indirect costs
ix. Cost estimation of assets created
x. Project client information
xi. Principles of soil and water conservation
xii. Estimation of cost for different activities

Training- 10

Participatory ground water management

Stakeholder group: Watershed committee members and watershed community
Duration: One (1) day

Objectives:

1. Discussions is triggered at the community level about rainfall-draft-water level relationships
2. To evolve water use plans by the community based on utilizable ground water resources
3. To steering stakeholders for participation from community for common water resources build up.
4. To make aware of the present and future ground water situation w.r.t water depletion, toxicity etc.

Training on:

i. Global Groundwater Situation
ii. Basics of Groundwater hydrology
iii. Local Regulation in Groundwater
iv. Wise Groundwater Use
v. Promoting Micro Planning
vi. Participatory Groundwater Monitoring
vii. Making Use of Water Laws
viii. Awareness Building

Training- 11
Basic resource survey and benchmarking for preparation of DPR

Stakeholder group: Watershed secretary, committee and WDT members

Duration: Three (3) days (1 day field visit and 1 day practical)

Objectives:

1. Discussions surrounding basic resource survey for identifying potential resources.
2. To understand the need and methodology of Detailed Project Report (DPR) preparation.
3. To familiarize participants with different formats of detailed project Report.
4. To build and strengthen skills for detailed project report preparation.

**Training on:**

i. Methodology for DPR preparation
ii. Data entry process in DPR
iii. Different formats of DPR – Watershed Development
iv. Different land uses and treatments
v. Data analysis
vi. Various types of mapping & exercise through PRA & use of cadastral Map in DPR
vii. Year wise and component wise Phasing in DPR & Fund allocation
viii. Preparation of action plan in DPR
ix. Convergence plan in DPR
x. Livelihood & micro enterprise concept- for DPR
xi. Capacity building plan in DPR
xii. Use of GIS maps and informations
xiii. Field Practical
WATERSHED CELL CUM DATA CENTRE (WCDC)

Training- 1

Community Organisation and formation of WC, SHG’s and UG’s

Stakeholder group: Watershed Development Teams, Watershed committee and PIA’s

Duration: Two (2) days (1 day field visit)

Objectives:

i. To facilitate project partners to understand and implement SHGs/UGs formation.
ii. To build up the leadership quality among the stakeholders for proper functioning.
iii. To develop the risk bearing abilities at the time of adversity.

Training on:

i. Definition (What & Why)
ii. SHG concept and formation
iii. Process of SHGs/UGs formation (How)
iv. Structure of SHGs/UGs
v. SHGs/UGs strengthening
vi. SHG saving & credits
vii. Rules and regulations of SHGs/UGs
viii. Watershed committee concept and formation
ix. Role and responsibilities of committee and members
x. Field visit

Training- 2

Concepts & components of ridge to valley approach for preparing treatment and management plan

Stakeholder group: WDT members and PIA’s

Duration: Two (2) days (1 day practical)
Objectives:

1. Discussions surrounding base line survey for identifying potential resources.
2. To widen ideas of participants for different sustainable soil and water harvesting structures in ridges and valleys.
3. Enabling participants for understanding the value and cost of treatments.
4. To develop record maintaining and management skills.

Training on:

i. Concept of ridge to valley approach
ii. Phasing out approach
iii. Participatory planning for ridge treatment
iv. Participatory planning for upper valley
v. Participatory approach for foot hill
vi. Types of treatments
vii. Work Plan
viii. Management Plan

Training- 3

Planning & design of catchment area treatment (CAT)

Stakeholder group: WDT members and PIA’s

Duration: Two (2) days (1 day practical)

Objectives:

1. Discussions surrounding base line survey for identifying and developing database.
2. To widen ideas of participants for different sustainable soil and water harvesting structures.
3. Enabling participants for understanding the value and cost estimation of assets created.
4. To develop measurement and record maintaining skills of created assets.
Training on:

i. Problem definition
ii. Base line survey, data development and database collection & acquisition
iii. Erosion intensity assessment
iv. Prioritization of sub watersheds for treatment
v. Activities to be undertaken (Biological measures and Engineering)
vi. Period and Schedule of CAT plan implementation
vii. Overall cost estimate of the CAT plan

Training- 4
Convergence of resources & activities from different schemes

Stakeholder group: PIA’s, WDT members and watershed secretary

Duration: Two (2) days (1 day practical)

Objectives:

1. Aware of government schemes and its convergence in watershed areas
2. To develop skill for departmental coordination, cooperation and convergence of schemes
3. To build up managerial capabilities for fast linkages and convergence by line departments
4. To mindset for post project management and evaluation.
5. Training on:
   i. Credit /Grant linkages with the Banks and other Financial institutions
   ii. Coordination and cooperation
   iii. Convergence Coordination
   iv. Linkages Convergence of Programs
   v. NHM, NBM, MGNREGA etc. programs convergence by line-departments in WS area
   vi. Fund management components
vii. Post project management

Training- 5

*Orientation on project concept and managerial capabilities*

**Stakeholder group:** *PIA’s, WDT members, watershed committee members*

**Duration:** Two (2) days (*1 day field visit*)

**Objectives:**

1. To orient participants on common guidelines 2011 for watershed management projects.
2. To familiarize participants with watershed concept, needs, objectives, and approaches etc.
3. To enable participant to identify their role in potential contribution toward the watershed development.
4. To familiarize participants with project methodology, development plan preparation and project management.

**Training on:**

i. Need and Concepts of Watershed
ii. Salient feature of common guidelines 2011
iii. Planning, implementation and management of watershed

Training- 6

*Training on DPR formats, chapter writing and presentation*

**Stakeholder group:** *PIA’s, WDT members, watershed committee members*

**Duration:** Two (2) days (*1 day practical*)

**Objectives:**

1. Discussions surrounding basic resource survey for identifying potential resources.
2. To understand the need and methodology of Detailed Project Report (DPR) preparation.
3. To familiarize participants with different formats of detailed project Report.
4. To build and strengthen skills for detailed project report preparation.

Training on:

i. Need and importance of DPR preparation
ii. Methodology for DPR preparation
iii. Household and land use survey and data entry process in DPR
iv. Different formats of DPR – Watershed Development
v. Different land uses and treatments
vi. Data analysis
vii. Various types of mapping & exercise through PRA & use of cadastral Map in DPR
viii. Year wise and component wise Phasing in DPR & Fund allocation
ix. Preparation of action plan in DPR
x. Convergence plan in DPR
xi. Livelihood & micro enterprise concept- for DPR
xii. Capacity building plan in DPR
xiii. Use of GIS maps and informations
xiv. Presentations and discussions on Model DPR
xv. Field Practical

Training- 7

Planning and implementation process including site selection and estimate preparation

Stakeholder group: PIA’s, WDT members, watershed committee members

Duration: Four (4) days (1 day field visit)

Objectives:

1. To develop the watershed secretaries/president & WC members for implementation of watershed project
2. To provide a conceptual understanding of watershed development
3. To orient the participants on common guidelines 2011 for watershed development
4. To orient the participants on different land uses and treatments for watershed.
5. To build skills for planning and implementation of watershed treatments.
6. To familiarize with work measurement and recording system.

**Training on:**

i. Common guidelines 2011 for watershed development
ii. Watershed development need and concept - watershed introduction, objectives of watershed, need of watershed in community
iii. Vision of watershed - watershed concept, importance of watershed, scope & opportunities in IWMP
iv. Need of people’s participation
v. Component of watershed development
vi. Different land uses and treatments
vii. Site (project area) selection and alignment or marking of treatments
viii. Role and responsibilities of Watershed Secretary
ix. Work measurement and payment
x. Various types of record keeping in watershed
xi. Maintenance of various types of registers etc.
xii. Watershed committee - its functioning, procedure etc
xiii. Formation of UG’s and SHG’s
xiv. Field visit to nearby watershed

---

**Training- 8**

*Identification of Livelihood opportunities and planning for group activities*

**Stakeholder group:** *WDT members and watershed committee members*

**Duration:** Two (2) days *(1 day practical)*

**Objectives:**

1. To strengthen WDT and watershed secretary through subject specific knowledge inputs.
2. To build skills for participatory project planning, implementation, monitoring and evaluation of watershed projects.
3. To build up the leadership quality among the stakeholders for proper functioning.

**Training on:**

- i. Livelihood concept & definition
- ii. Types of livelihood
- iii. Livelihood approaches for farm and non-farm activities
- iv. Livelihood planning-Sustainable Rural Livelihood Framework (SRLF)
- v. Integration of different livelihood options
- vi. Vulnerability context (shocks, trends, seasonality) in livelihood
- vii. Livelihood strategy
- viii. Livelihood outcomes
- ix. Livelihood analysis tools
- x. Livelihood through resource utilization
- xi. Livelihood based on livestock, Fishery and poultry etc. management
- xii. Livestock resource management
- xiii. Social marketing of agro Products and Products

---

**Training- 9**

*Fund flow mechanism, accounting procedures and reporting systems*

**Stakeholder group:** *WDT members and watershed committee members*

**Duration:** Two (2) days (*1 day practical*)

**Objectives:**

1. To make participants understand the fund flow mechanism from central allocation to watershed committee.
2. To orient their thinking to the need of WD fund and its importance.
3. To enrich them with the directions of approving and sanctioning a project.
4. To enable them to develop the skills of writing official correspondence and statement system.
5. To facilitate project members the technique of presenting and exposing success stories.
6. To familiarize participants with different formats of concerned project.
7. To develop skills of accounting, budgeting and record maintaining.
Training on:

i. Approval and sanctions of Projects
ii. Fund flow mechanism: Central-SLNA-WCDC-PIA-WC
iii. Allocation of fund to states & districts
iv. Procedure for release of installments
v. User charges
vi. Watershed development Fund
vii. Foreclosure of Project
viii. Maintenance & handling of cash register, voucher register, contingency bill register etc.
ix. Maintenance of asset register, revolving fund register
x. WDF Accounts register-documentation and handling procedure
xi. Preparation of reports
xii. Reporting system
xiii. Pre and Post evaluation
xiv. Development of success stories

Training- 10

Knowledge about functioning of PRI systems

Stakeholder group: WDT members and watershed committee members

Duration: One (1) day

Objectives:

1. To make them acquainted with PRI bodies.
2. To craft them understand the role and responsibilities of Panchayati Raj Institution.
3. To familiarize with district and intermediate level (block) structure of PRI.
4. Awareness among the stakeholders for financial management by the Panchayati Raj Institutions.

Training on:

i. Fundamentals of Panchayati Raj
ii. Roles and Responsibilities
iii. Administration and management
iv. District and intermediate level (block) structure
v. Activities of PRI
vi. Content and process of micro planning
vii. Monitoring and evaluation
viii. Financial management
ix. Functions of different institutions
x. Women and Panchayati Raj Institution
xi. Education intervention

Training- 11

*Maintenance of record, budgets and estimations*

**Stakeholder group:** *WDT members and watershed committee members*

**Duration:** One (1) day

**Objectives:**

1. To strengthen WDT and other concerned related to IWMP (Project wise), through subject specific knowledge inputs.
2. To build skills for participatory project planning, implementation, monitoring and evaluation of watershed projects.
3. To develop skills of accounting, budgeting and record maintaining.
4. To make them aware of the need of watershed development fund and its system of contribution and collection.
5. Aware of government schemes and its convergence in watershed areas.

**Training on:**

i. Maintenance & handling of cash register, voucher register, contingency bill register etc.
ii. Maintenance of asset register, revolving fund register
iii. WDF Accounts register-documentation and handling procedure
iv. Maintenance of different types of records
v. Different government schemes and convergence
Training- 12

*Participatory Rural Appraisal and micro-planning process*

**Stakeholder group:** *WDT members and watershed committee members*

**Duration:** Two (2) days (*1 day practical*)

**Objectives:**

1. To familiarize participants with tools and techniques of participatory rural appraisal.
2. Demonstrate & practice the tools and techniques during field visit.
3. To build capacity by participants to prepare their development plan for implementation.
4. Increasing information base about the area and its people to utilize available resources.
5. Identification of root cause to solve problems.
6. Increasing decision-taking capacity.
7. Enhance negotiation abilities.

**Training on:**

i. Concept and importance of PRA
ii. Types of participation
iii. Difference between RRA and PRA
iv. Basic elements of PRA
v. Tools and techniques of PRA
vi. Venue diagram and Mapping
vii. PRA field practical
viii. Planning & Microplan
ix. Principles of microplanning
x. Methods for microplans

Training- 13

*Coordination with line departments and PRI’s*

**Stakeholder group:** *PIA’s, WDT members and watershed committee members*
Duration: One (1) day

Objectives:

1. To get aware of government schemes and its convergence in watershed areas
2. To develop skill for departmental coordination, cooperation and convergence of schemes
3. To build up managerial capabilities for fast linkages and convergence by line departments
4. To set mind for post project management and evaluation.

Training on:

i. Credit/Grant linkages with the Banks and other Financial institutions
ii. Coordination and cooperation
iii. Convergence
iv. Fund management components
v. Post project management

Training- 14

Concepts and techniques of socio-economic survey

Stakeholder group: PIA’s, WDT members and watershed committee members

Duration: Two (2) days (1 day practical)

Objectives:

1. To orient participants for collection of data on current livelihoods and agricultural practices.
2. To gain greater knowledge about the impacts of climate change among small-holder farmers in the project areas.
3. To make the participants understood the data from this socio-economic survey as a snapshot of the current situation.

Training on:

1. Preparation stage
   i. Goals and objectives identification
ii. Process identification
iii. Stakeholders identification
iv. Study areas and study sites identification
v. Contact and consult with local authority
vi. Define the parameters and sub-parameters
vii. Identify the assessment team

2. Plan the survey
i. Decide sampling unit
ii. Decide the key informants, respondents (number of sample)
iii. Build up the questionnaire
iv. Data tracking
v. Develop a coding system
vi. Define plans for analysis
vii. Establish the field survey teams
viii. Define the schedule for field data collection
ix. Train field teams in the data collection methods using questionnaire and skill of survey using
x. Provide a summary on locality (culture, custom...)
xii. Logistics arrangement

3. Conduct survey

4. Data management and analysis

5. Reporting

6. Data analysis using MS EXCEL

Training - 15

**Participatory net planning, land use planning, data compilation and analysis**

**Stakeholder group:** PIA’s, WDT members, watershed committee members and watershed community

**Duration:** Two (2) days

**Objectives:**

1. To create a safe, healthy, pleasant, socially functional living and working environment which provides for the needs of various population groups, such as children, the elderly and the handicapped.
2. To make them understand the economical urban structure and land use.
3. To aware the participants about protection of the beauty of the built environment and of cultural values.
4. To assess the need of biological diversity and other natural values.
5. To create awareness of environmental protection and prevention of environmental hazards.
6. To enable them for provident use of natural resources.
7. To provide the concerned farmer, his wife an active role in the planning and implementation of water and soil conservation practices to be implemented in his field.
8. To ensure greater participation and ownership of the landholder.

Training on:

i. Participatory planning
ii. Participatory net Planning- Concept, Key Elements, Implementation and Steps
iii. The Context and Origins of Participatory Net Planning (PNP)
iv. Participatory rural appraisal
v. Social and resource mapping
vi. Seasonal and socio-economic survey
vii. Concept and definition
viii. Types of planning
ix. Methods of land use planning
x. Data development and database collection & acquisition

Training- 16

Social/Community mobilization and awareness generation techniques

Stakeholder group: WDT members, watershed committee members and watershed community

Duration: Two (2) days

Objectives:

1. To strengthen WDT, WC-President/Secretary, WC members, SHGs/UGs through subject specific knowledge inputs.
2. To build skills for participatory project planning, implementation, monitoring and evaluation of watershed projects.
3. To create a safe, healthy, pleasant, socially functional living and working environment which provides for the needs of various population groups, such as children, the elderly and the handicapped.

**Training on:**

i. Role of *Gram Sabha* and public information in social mobilization  
ii. Participation of rural poor in local governance  
iii. Build up skills for participatory project planning  
iv. Social and institutional building  
v. Social work practices, methods and techniques  
vi. Social sector issues and components  
vii. Principles of participatory watershed management  
viii. Baseline data collection and analysis  
ix. Equity, benefit sharing, constraints, coordination and linkages  
x. Moral leadership development  
xi. Motivation for watershed development

---

**Training- 17**  
*Identification and planning of Entry Point Activities*

**Stakeholder group:** *WDT members, watershed secretary, committee members and watershed community*  
**Duration:** 2 days (*1 day field visit*)

**Objectives:**

1. To enable participants for participatory social mobilization for need assessment of watershed area.  
2. To strengthen WDT, WC-President/Secretary, WC members, SHGs/UGs through subject specific knowledge inputs.  
3. To build skills for participatory project planning, implementation, monitoring and evaluation of watershed projects.

**Training on:**

i. Orientation of Community members
ii. Community members involvement in the Project
iii. Need assessment and community mobilization
iv. Identifying the potential thematic areas for EPA
v. Livestock development
vi. Health and sanitation
vii. Safe drinking water
viii. Rural infrastructure
ix. Food and nutritional security
STATE LEVEL NODAL AGENCY (SLNA)

Training- 1
Strategic plan of watershed development

Stakeholder group: Technical expert, Project manager and PIA

Duration: One (1) day

Objectives:

1. Discussions surrounding strategy development, management and visioning of plans.
2. Experience sharing among the stakeholders for quantitative and qualitative workout of plans.

Training on:

i. Strategic management-basics
ii. Visioning, development of Vision and plans
iii. Monitoring the plans- progress- quantitative and qualitative
iv. Learning-feedback, review, view of poor

Training- 2

Implementation strategy by district and PIA level

Stakeholder group: Technical expert, Project manager, PIA and WDT members

Duration: One (1) day

Objectives:

1. To provide a conceptual understanding of watershed development
2. To orient the participants on common guidelines 2011 for watershed development
3. To orient the participants on different land uses and treatments for watershed.
4. To build skills for planning and implementation of watershed treatments.
5. To familiarize with work measurement and recording system.

**Training on:**

i. Common guidelines 2011  
ii. Watershed Development Need and concept  
iii. People participation  
iv. Institutional arrangement of village level  
v. Component of watershed development  
vi. Different land Uses and treatments  
vii. Site selection (Project area) selection and alignment or marking of treatments

---

**Training- 3**

**Project report preparation**

**Stakeholder group:** *WDT members and Watershed committee*

**Duration:** One (1) day

**Objectives:**

1. To enable them to develop the skills of writing official correspondence and statement system.
2. To facilitate project members the technique of presenting and exposing success stories.
3. To familiarize participants with different formats of concerned project.
4. To develop skills on field survey and data entry procedures.

**Training on:**

i. Preparation of reports  
ii. Reporting system  
iii. Pre and Post evaluation  
iv. Development of success stories  
v. Methodology for DPR preparation  
vi. Different formats of DPR  
vii. Preparation of Action plan report  
viii. Household and land use survey & data entry process
Training- 4

Planning, approval and fund release

Stakeholder group: Technical expert, Project manager, PIA and WDT members

Duration: One (1) day

Objectives:

i. To make participants understand the fund flow mechanism from central allocation to watershed committee.

ii. To build up skills for action plans for timely release of funds.

iii. To enrich participants with the directions of approving and sanctioning a project.

iv. To develop skills of accounting, budgeting and record maintaining.

Training on:

i. Road map preparation

ii. Approval of Project/Action Plan

iii. Administrative and technical sanction

iv. Formation of technical committee

v. Financial management

vi. Coordination

vii. Timely release of funds

viii. Monitoring and Evaluation

ix. Accounting procedure and finance management

x. Maintenance of ledger

xi. Book keeping

xii. Monitoring and evaluation

xiii. Skill upgradation

Training- 5

Coordination and linkages with line departments and PRI’s

Stakeholder group: Technical expert, Project manager, PIA and WDT members

Duration: One (1) day
**Objectives:**

1. To get aware of government schemes and its convergence in watershed areas.
2. To develop skill for departmental coordination, cooperation and convergence of schemes.
3. To build up managerial capabilities for fast linkages and convergence by line departments.
4. To set mind for post project management and evaluation.

**Training on:**

i. Credit /Grant linkages with the Banks and other Financial institutions
ii. Coordination and cooperation
iii. Convergence Coordination,
iv. Linkages Convergence of Programs
v. Fund management components
vi. Post project management
Tentative Estimate/Budget break up for 4(four) days training programme

**DAY-1(A)**

<table>
<thead>
<tr>
<th>Sl. No.</th>
<th>Expenditure head</th>
<th>Suggested Cost</th>
<th>Amount (INR)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Training Kits (File/Folder, Pen, Pad etc.)</td>
<td>30 nos. x @ Rs. 50</td>
<td>Rs. 1500/-</td>
</tr>
<tr>
<td>2.</td>
<td>Banner/Flex</td>
<td>Rs. 500 x 1</td>
<td>Rs. 500/-</td>
</tr>
<tr>
<td>3.</td>
<td>Hall room preparation/decoration etc</td>
<td>Rs. 1000/-</td>
<td>Rs. 1000/-</td>
</tr>
<tr>
<td>4.</td>
<td>Resource Person’s Honorarium</td>
<td>2 x @ Rs. 300/-</td>
<td>Rs. 600/-</td>
</tr>
<tr>
<td>5.</td>
<td>Lunch</td>
<td>30 nos. x @ Rs. 150/-</td>
<td>Rs. 4500/-</td>
</tr>
<tr>
<td>6.</td>
<td>Refreshment (Tea/Coffee, Snacks etc.)</td>
<td>30 nos. x @Rs. 50/-</td>
<td>Rs. 1500/-</td>
</tr>
<tr>
<td>7.</td>
<td>Misc.</td>
<td>Rs. 2500/-</td>
<td>Rs. 2500/-</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td></td>
<td><strong>Rs. 12,100/-</strong></td>
</tr>
</tbody>
</table>

**DAY-2 (B)**

<table>
<thead>
<tr>
<th>Sl. No.</th>
<th>Expenditure head</th>
<th>Suggested Cost</th>
<th>Amount (INR)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Lunch</td>
<td>30 x @Rs. 150/-</td>
<td>Rs. 4500/-</td>
</tr>
<tr>
<td>2.</td>
<td>Refreshment (Tea/Coffee, Snacks etc.)</td>
<td>30 nos. x @Rs. 50/-</td>
<td>Rs. 1500/-</td>
</tr>
<tr>
<td>3.</td>
<td>Resource Person’s Honorarium</td>
<td>4 x @ Rs. 300/-</td>
<td>Rs.1200</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td></td>
<td><strong>Rs. 7200/-</strong></td>
</tr>
</tbody>
</table>

**DAY-3 (C)**

<table>
<thead>
<tr>
<th>Sl. No.</th>
<th>Expenditure head</th>
<th>Suggested Cost</th>
<th>Amount (INR)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Lunch</td>
<td>30 x @Rs. 150/-</td>
<td>Rs. 4500/-</td>
</tr>
<tr>
<td>2.</td>
<td>Resource Person’s Honorarium</td>
<td>4 x @ Rs. 300/-</td>
<td>Rs.1200</td>
</tr>
<tr>
<td>3.</td>
<td>Refreshment (Tea/Coffee, Snacks etc.)</td>
<td>30 nos. x @Rs. 50/-</td>
<td>Rs. 1500/-</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td></td>
<td><strong>Rs. 7200/-</strong></td>
</tr>
</tbody>
</table>

**DAY-4 (D)**

<table>
<thead>
<tr>
<th>Sl. No.</th>
<th>Expenditure head</th>
<th>Suggested Cost</th>
<th>Amount (INR)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Hiring of vehicle (Field visit)</td>
<td>Rs. 4000/-</td>
<td>Rs. 4000/-</td>
</tr>
<tr>
<td>2.</td>
<td>Lunch</td>
<td>30 x @Rs. 150/-</td>
<td>Rs. 4500/-</td>
</tr>
<tr>
<td></td>
<td>Refreshment (Tea/Coffee, Snacks etc.)</td>
<td>30 nos. x @Rs. 50/-</td>
<td>Rs. 1500/-</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td></td>
<td><strong>Rs. 10,000/-</strong></td>
</tr>
</tbody>
</table>

**Grand Total (A+B+C+D) = Rs. 36,500/- (Thirty six thousand and five hundred) only**
**Tentative Estimate/Budget break up for 3(three) days training programme**

### DAY-1 (A)

<table>
<thead>
<tr>
<th>Sl. No.</th>
<th>Expenditure head</th>
<th>Suggested Cost</th>
<th>Amount (INR)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Training Kits (File/Folder, Pen, Pad etc.)</td>
<td>30 nos. x @ Rs. 50</td>
<td>Rs. 1500/-</td>
</tr>
<tr>
<td>2.</td>
<td>Banner/Flex</td>
<td>Rs. 500 x 1</td>
<td>Rs. 500/-</td>
</tr>
<tr>
<td>3.</td>
<td>Hall room preparation/decoration etc</td>
<td>Rs. 1000/-</td>
<td>Rs. 1000/-</td>
</tr>
<tr>
<td>4.</td>
<td>Resource Person’s Honorarium</td>
<td>2 x @ Rs. 300/-</td>
<td>Rs. 600/-</td>
</tr>
<tr>
<td>5.</td>
<td>Lunch</td>
<td>30 nos. x @ Rs. 150/-</td>
<td>Rs. 4500/-</td>
</tr>
<tr>
<td>6.</td>
<td>Refreshment (Tea/Coffee, Snacks etc.)</td>
<td>30 nos. x @Rs. 50/-</td>
<td>Rs. 1500/-</td>
</tr>
<tr>
<td>7.</td>
<td>Misc.</td>
<td>Rs. 2500/-</td>
<td>Rs. 2500/-</td>
</tr>
<tr>
<td>**Total</td>
<td>**</td>
<td><strong>Rs. 12,100/-</strong></td>
<td></td>
</tr>
</tbody>
</table>

### DAY-2 (B)

<table>
<thead>
<tr>
<th>Sl. No.</th>
<th>Expenditure head</th>
<th>Suggested Cost</th>
<th>Amount (INR)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Lunch</td>
<td>30 x @Rs. 150/-</td>
<td>Rs. 4500/-</td>
</tr>
<tr>
<td>2.</td>
<td>Refreshment (Tea/Coffee, Snacks etc.)</td>
<td>30 nos. x @Rs. 50/-</td>
<td>Rs. 1500/-</td>
</tr>
<tr>
<td>3.</td>
<td>Resource Person’s Honorarium</td>
<td>4 x @ Rs. 300/-</td>
<td>Rs. 1200</td>
</tr>
<tr>
<td>**Total</td>
<td>**</td>
<td><strong>Rs. 7200/-</strong></td>
<td></td>
</tr>
</tbody>
</table>

### DAY-3 (C)

<table>
<thead>
<tr>
<th>Sl. No.</th>
<th>Expenditure head</th>
<th>Suggested Cost</th>
<th>Amount (INR)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Hiring of vehicle (Field visit)</td>
<td>Rs. 4000/-</td>
<td>Rs. 4000/-</td>
</tr>
<tr>
<td>2.</td>
<td>Lunch</td>
<td>30 x @Rs. 150/-</td>
<td>Rs. 4500/-</td>
</tr>
<tr>
<td></td>
<td>Refreshment (Tea/Coffee, Snacks etc.)</td>
<td>30 nos. x @Rs. 50/-</td>
<td>Rs. 1500/-</td>
</tr>
<tr>
<td>**Total</td>
<td>**</td>
<td><strong>Rs. 10,000/-</strong></td>
<td></td>
</tr>
</tbody>
</table>

**Grand Total (A+B+C) = Rs. 29,300/- (Twenty nine thousand and three hundred) only**
Tentative Estimate/Budget break up for 2(two) days training programme

**DAY-1(A)**

<table>
<thead>
<tr>
<th>Sl. No.</th>
<th>Expenditure head</th>
<th>Suggested Cost</th>
<th>Amount (INR)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Training Kits (File/Folder, Pen, Pad etc.)</td>
<td>30 nos. x @ Rs. 50</td>
<td>Rs. 1500/-</td>
</tr>
<tr>
<td>2.</td>
<td>Banner/Flex</td>
<td>Rs. 500 x 1</td>
<td>Rs. 500/-</td>
</tr>
<tr>
<td>3.</td>
<td>Hall room preparation/decoration etc</td>
<td>Rs. 1000/-</td>
<td>Rs. 1000/-</td>
</tr>
<tr>
<td>4.</td>
<td>Resource Person’s Honorarium</td>
<td>2 x @ Rs. 300/-</td>
<td>Rs. 600/-</td>
</tr>
<tr>
<td>5.</td>
<td>Lunch</td>
<td>30 nos. x @ Rs. 150/-</td>
<td>Rs. 4500/-</td>
</tr>
<tr>
<td>6.</td>
<td>Refreshment (Tea/Coffee, Snacks etc)</td>
<td>30 nos. x @Rs. 50/-</td>
<td>Rs. 1500/-</td>
</tr>
<tr>
<td>7.</td>
<td>Misc.</td>
<td>Rs. 2200/-</td>
<td>Rs. 2200/-</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td></td>
<td><strong>Rs. 11,800/-</strong></td>
</tr>
</tbody>
</table>

**DAY-2 (B)**

<table>
<thead>
<tr>
<th>Sl. No.</th>
<th>Expenditure head</th>
<th>Suggested Cost</th>
<th>Amount (INR)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Lunch</td>
<td>30 x @Rs. 150/-</td>
<td>Rs. 4500/-</td>
</tr>
<tr>
<td>2.</td>
<td>Refreshment (Tea/Coffee, Snacks etc.)</td>
<td>30 nos. x @Rs. 50/-</td>
<td>Rs. 1500/-</td>
</tr>
<tr>
<td>3.</td>
<td>Resource Person’s Honorarium</td>
<td>4 x @ Rs. 300/-</td>
<td>Rs. 1200</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td></td>
<td><strong>Rs. 7200/-</strong></td>
</tr>
</tbody>
</table>

**Grand Total (A+B) =Rs. 19,000/- (Nineteen thousand) only**
## Tentative Estimate/Budget break up for 1 (One) day training programme

### DAY-1(A)

<table>
<thead>
<tr>
<th>Sl. No.</th>
<th>Expenditure head</th>
<th>Suggested Cost</th>
<th>Amount (INR)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Training Kits (File/Folder, Pen, Pad etc.)</td>
<td>30 nos. x @ Rs. 50</td>
<td>Rs. 1500/-</td>
</tr>
<tr>
<td>2.</td>
<td>Banner/Flex</td>
<td>Rs. 500 x 1</td>
<td>Rs. 500/-</td>
</tr>
<tr>
<td>3.</td>
<td>Hall room preparation/decoration etc</td>
<td>Rs. 1000/-</td>
<td>Rs. 1000/-</td>
</tr>
<tr>
<td>4.</td>
<td>Resource Person’s Honorarium</td>
<td>4 x @ Rs. 300/-</td>
<td>Rs. 1200/-</td>
</tr>
<tr>
<td>5.</td>
<td>Lunch</td>
<td>30 nos. x @ Rs. 150/-</td>
<td>Rs. 4500/-</td>
</tr>
<tr>
<td>6.</td>
<td>Refreshment (Tea/Coffee, Snacks etc)</td>
<td>30 nos. x @Rs. 50/-</td>
<td>Rs. 1500/-</td>
</tr>
<tr>
<td>7.</td>
<td>Misc.</td>
<td>Rs. 1800/-</td>
<td>Rs. 1800/-</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td></td>
<td><strong>Rs. 12,000/-</strong></td>
</tr>
</tbody>
</table>

**Grand Total = Rs. 12,000/- (Twelve thousand) only**
Capacity Building at Work Phase

PROJECT IMPLEMENTING AGENCY

Training-1

Conceptualization & Design Procedure of Soil & Water Conservation Structures

Stakeholder group: Watershed Committee, SHG, User Group, Watershed Community

Duration: Two (2) days

Objectives:

5. To build skills for participatory project planning through necessary inputs of sustainable designing and construction procedures
6. To widen ideas of participants for different sustainable soil and water harvesting structures.
7. Enabling participants for understanding the value and cost estimation of assets created.
8. To develop measurement and record maintaining skills of created assets.

Training on:

i. Objectives of soil and water conservation
ii. Design criteria
iii. Principles of soil and water conservation
iv. Mechanical Measures
v. Mechanical measures construction procedures
vi. Design of different mechanical measures
Training-2

*Participatory Natural Resource Management Planning*

**Stakeholder group:** *Watershed Committee, SHG, User Group, Watershed Community and WDT members*

**Duration:** Two (2) days

**Objectives:**

i. To build skills for participatory project planning, implementation, monitoring and evaluation of watershed projects.

ii. To strengthen WDT members, WC-President & secretary, WC-members through subject specific knowledge inputs.

**Training on:**

i. Methods used for planning

ii. Participatory patch planning

iii. Objectives of PPP

iv. Process of PPP

v. Pre-requisites of PPP

vi. User group planning

vii. Preparation of watershed base Map

viii. Resource Mapping

ix. Geographical transects and land Use planning survey

x. Proposed land use planning and treatment plan

xi. Ranking of NRM interventions

xii. Negotiation process and action plan

Training-3

*Monitoring through social auditing*

**Stakeholder group:** Watershed Committee, SHG, User Group, Watershed Community

**Duration:** One (1) day

**Objectives:**

1. To create awareness among beneficiaries and providers of local services.
2. To improve citizens’ access to information concerning government documents.
3. To be a valuable tool for exposing corruption and mismanagement.
4. To produce information that is perceived to be evidence-based, accurate and impartial.
5. To strengthen WC-President & secretary, WC-members through subject specific knowledge inputs.

**Training on:**

i. Basis of social audit
ii. What is social audit?
iii. Scope and importance of social audit
iv. Objectives of social audit
v. Advantages of social audit
vi. Social audit methodologies
vii. Social audit process
viii. Social audit format
ix. Obstacles in social audit
x. Strengths and challenges
xi. Field visit

---

**Training-4**

**Participatory planning & Implementation Process**

**Stakeholder group:** Watershed Committee, SHG, User Group, Watershed Community

**Duration:** Two (2) days (1 day Theory & 1 day Field visit and film show)

**Objectives:**

1. To develop the watershed secretaries/president & WC members for implementation of watershed project
2. To provide a conceptual understanding of watershed development
3. To orient the participants on common guidelines 2011 for watershed development
4. To orient the participants on different land uses and treatments for watershed.
5. To build skills for planning and implementation of watershed treatments.
6. To familiarize with work measurement and recording system.
Training on:

i. Participatory planning  
ii. Awareness building on principles of participatory planning  
iii. How to initiate participatory planning  
iv. Participatory Planning Operational Steps  
v. Need of people’s participation  
vi. Different land uses and treatments  
vii. Work measurement and payment  
viii. Various types of record keeping in watershed  
ix. Maintenance of various types of registers etc.  
x. Leadership and team building  
xi. Formation of UG’s and SHG’s  
xii. Field visit to nearby watershed  
xiii. Film show

Training-5

Addressing social issues in watershed Management

Stakeholder group: Watershed Committee, SHG, User Group, Watershed Community

Duration: Two (2) days (1 day theory and 1 day monitoring and film show)

Objectives:

1. To orient the participants on common guidelines 2011 for watershed development  
2. To strengthen WDT members, WC-President & secretary, WC-members through subject specific knowledge inputs.  
3. To provide a conceptual understanding of community based agencies  
4. To orient the participants on gender biasness and integration.  
5. To build skills for participatory planning and implementation of watershed treatments.

Training on:

i. Concept of watershed
Stakeholders analysis

Community based organizations (CBO’s)-formation, function and conflict management

Capacity building process of CBO’s

Women’s promotion activities and gender integration

Social auditing and transparency for participation

Participatory concurrent and impact monitoring

Film show

---

**Training-6**

*Measurements & quality control of structures created*

**Stakeholder group:** *Watershed Committee, SHG, User Group and WDT members*

**Duration:** Two (2) days (*1 day theory and 1 day field exercise*)

**Objectives:**

1. To build skills for participatory project planning through necessary inputs of sustainable designing and construction procedures.
2. To widen ideas of participants for different sustainable soil and water harvesting structures.
3. Enabling participants for understanding the value and cost estimation of assets created.
4. To develop measurement and record maintaining skills of created assets.

**Training on:**

i. Concept of WS.

ii. Treatments in watershed.

iii. Use of field equipments.

iv. Concept of participatory net planning.

v. Plantation techniques.

vi. Social aspects in watershed.

vii. Designing of watershed structures.
viii. Calculating slopes and marking contours.
ix. Measurement and record keeping systems.
x. On field exercise on area and drainage line treatments.

---

**Training-7**

**Package of Practices of Horticultural Crops**

**Stakeholder group:** Watershed secretary and committee, SHG, User Group and farmers

**Duration:** One (1) day

**Objectives:**

1. Enabling participants for understanding the season and off season horticultural crops.
2. To widen ideas of participants for different sustainable exotic and off season horticultural crop cultivation.
3. To build skills for large horti-plantation planning through necessary inputs of sustainable designing.
4. To develop post harvest and marketing skills to bring economical sustainability.

**Training on:**

i. Different types of *kharif* and *rabi* horticultural crops
ii. Different types of cole crops, summer and winter vegetables
iii. Package of practices of summer vegetables
iv. Improved package of practices for winter vegetables
v. Exotic vegetable cultivation
vi. Orchard planning and layout w.r.t micro-watershed
vii. Package and practices of different horticultural plantations with special reference to watershed management
viii. Cultivation of various erosion resisting horti-cover crops
ix. Prospect of Floriculture based farming
x. Improved package of practices for different floricultural crops
xi. Post harvest management and marketing of horticultural crops
Training-8

Soil fertility management through conservation & development of biomass

Stakeholder group: Watershed secretary and committee, SHG, User Group and farmers.

Duration: One (1) day

Objectives:

1. To orient the participants on ill effects of depleted soil fertility.
2. To strengthen WDT members, WC-President & secretary, WC-members through subject specific knowledge inputs.
3. To provide a conceptual understanding of organic manures and composting.
4. To orient the participants on crop rotation and crop diversification.
5. To build skills for participatory planning and implementation of need based treatments.

Training on:

i. Soil fertility and productivity
ii. Soil fertility management through INM
iii. Soil acidity and soil alkalinity and their reclamation procedures
iv. Calculation and judicious use of fertilizers w.r.t different crops
v. Organic manures and its importance
vi. Compost and various types of composting procedures
vii. Vermiculture and vermicomposting
viii. Vermiwash and its importance
ix. Green manuring and green manuring crops
x. Green manuring and leguminous crop based cropping system for maintaining soil fertility
Training-9

Training on skill development –Bamboo craft/Incense stick making/Exotic floriculture etc

Stakeholder group: Watershed secretary and committee, SHG, User Group and farmers.

Duration: Two (2) days (1 day skill training & 1 day exposure visit)

Objectives:

1. To offer SHGs/landless poor’s economic sustainability.
2. To provide a conceptual understanding of income generating activities.
3. To orient the participants on different livelihood options.
4. To build skills for planning and implementation of livelihood options.

Training on:

i. Concept of bamboo craft
ii. Market demand and season
iii. Bamboo mission
iv. Importance of bamboo craft
v. Social and cultural influence
vi. Technique of crafting different items
vii. Bamboo plantation
viii. Incense raw material
ix. Marketing of products
x. Consumer acceptability
xi. Exposure visit to model livelihood areas
Training-10

Training on Livelihood options-Composite Fish culture/Improved poultry farming

Stakeholder group: Watershed secretary and committee, SHG, landless and farmers.

Duration: Two (2) days

Objectives:

1. To develop the watershed secretaries/president & WC members for need based beneficiary selection for livelihood options.
2. To provide a conceptual understanding of income generating activities.
3. To orient the participants on different livelihood options.
4. To build skills for planning and implementation of livelihood options.

Training on:

A) Composite Fish culture

i. Fish species, their feeding habit and feeding zone
ii. Selection of pond
iii. De-silting or deepening of existing pond
iv. Pond management
v. Liming of pond
vi. Intensification of natural productivity by fertilization
vii. Supplementary feeding
viii. Manuring
ix. Harvesting

B) Improved poultry farming

i. The market for poultry
ii. Branches of the poultry business
iii. Location, situation and poultry quarters
iv. Poultry fixtures and devices
v. Breeding and breeds
vi. Feeding and feeds  

vii. Egg production, Incubation and rearing

Training-11

**Income generation activities for livelihood improvement**

**Stakeholder group:** *Watershed secretary and committee, SHG, landless and farmers.*

**Duration:** Two (2) days (*1 day theory & 1 day Practical*)

**Objectives:**

4. To strengthen WDT and watershed secretary through subject specific knowledge inputs.
5. To provide a conceptual understanding of income generating activities.
6. To orient the participants on different livelihood options.
7. To build up the risk bearing capability in distress situation.

**Training on:**

i. Income generating activities (IGA)-definition  

ii. Income generating programmes  

iii. Social dimension of the programme  

iv. Basic principles for initiating IGA  

v. Financing IGA  

vi. Beneficiaries and IGA  

vii. Monitoring, evaluation and systemization  

viii. Livelihood approaches for farm and non-farm activities  

ix. Integration of different livelihood options  

x. Livelihood based on livestock, Fishery and poultry etc. management  

xi. Livestock resource management  

xii. Social marketing of agro Produces and Products

Training-12
Co-ordination & Convergence

Stakeholder group: Watershed secretary and committee, SHG and WDT members.

Duration: One (1) day

Objectives:

5. To get aware of government schemes and its convergence in watershed areas.
6. To develop skill for departmental coordination, cooperation and convergence of schemes.
7. To build up managerial capabilities for fast linkages and convergence by line departments.
8. To set mind for post project management and evaluation.

Training on:

vii. NHM, NBM, MGNREGA etc. programs convergence by line-departments in WS area
viii. Convergence Coordination
ix. Linkages Convergence of Programs
x. Fund management components
xi. Post project management
xii. Credit /Grant linkages with the Banks and other Financial institutions
xiii. Coordination and cooperation

Training-13
**Budget Estimation & preparation of Annual Action Plans**

**Stakeholder group:** PIA’s, Watershed secretary and committee and WDT members

**Duration:** One (1) day

**Objectives:**

1. To make participants understand the fund flow mechanism from central allocation to watershed committee.
2. To build up skills for action plans for timely release of funds.
3. To strengthen WDT and other concerned related to IWMP (Project wise), through subject specific knowledge inputs.
4. To develop skills of accounting, budgeting and record maintaining.
5. To build and strengthen skills for annual action plan report preparation.

**Training on:**

i. Approval and fund released
ii. Direct and indirect costs
iii. Cost estimation
iv. Project client information
v. Objectives of annual action plan
vi. Office set up and human Resources
vii. Watershed perspective and implementation plan
viii. Financial management system
ix. Procurement management systems
x. Action plan of pilot projects
xi. Innovative forums

---

**Training-14**
Training on MB & Muster Roll

Stakeholder group: PIA’s, Watershed secretary and committee and WDT members

Duration: Two (2) days (1 day theory and 1 day practical)

Objectives:

1. For a transparent mechanism in the implementation of all watershed interventions through maintaining the measurement of work done at the different stages of each activity.
2. Valuation of all watershed interventions through ensuring the measurement of each activity at the completion of work. After the completion of final measurement, value of that intervention can be calculated at any time by multiplying the quantity with the rate.
3. For monitoring the work done at the different stages of each watershed, interventions like maintaining progressive measurement book should be done at the time of completion of different stages of each activity.
4. Payment at the completion of different stages can be justified through showing the output of the work done against the payment made.
5. It is an important document to justify the work at the time of evaluation and audit and during other visits that it is completed as per the estimate.

Training on:

i. Objective of measurement book
ii. Managerial aspects
iii. Administrative aspects
iv. Social aspects
v. MB formats
vi. Procedure of recording measurement book
vii. Calculation for the monitoring of payment
viii. Payment Register Format
ix. Muster roll and unique identity number
x. Maintaining agencies of muster roll
xi. Muster roll format
xii. Wage slip format

Training-15
Contribution Collection (WDF) & Management

Stakeholder group: PIA’s, Watershed secretary and committee and WDT members

Duration: One (1) day

Objectives:

8. To enrich them with the directions of approving and sanctioning a project.
9. To orient their thinking to the need of WD fund and its importance.
10. To enable them to develop the skills of collection and timely submission to the WDF account.
11. To facilitate watershed community the transparency of collection.
12. To develop techniques of monitoring and evaluating.

Training on:

i. Watershed development fund-concept and definition
ii. Peoples contribution
iii. Category based contribution
iv. Contribution collection procedure and bank accountancy
v. Role of watershed secretaries in collection and submission
vi. Transparency in collected contribution
vii. Monitoring and evaluation

Training-16
**Micro-Entrepreneurship Development Programme (MED)**

**Stakeholder group:** Watershed secretary and committee, unemployed youths, landless and User groups

**Duration:** Two (2) days

**Objectives:**

1. To inculcate the desire to take up entrepreneurship as a career.
2. To differentiate between wage employment, self-employment and entrepreneurship.
3. To define and know the meaning of the terms entrepreneur, entrepreneurship and enterprise.
4. To learn about the functions performed by an entrepreneur.
5. To understand the role of entrepreneurship in economic development.
6. To differentiate the roles of an entrepreneur and a manager.

**Training on:**

i. Description of micro-level enterprises
ii. Market analysis method for selection of trade
iii. Market feasibility analysis for planning
iv. Marketing and promotion
v. Budget and cash management
vi. Resource, time and self management for growing M.E
vii. Challenges and opportunities of micro-enterprises

---

**Training-17**

**Micro-enterprise selection and management training**

**Stakeholder group:** Watershed secretary and committee, unemployed youths, landless and User groups

**Duration:** Two (2) days

**Objectives:**

1. To inculcate the desire to take up micro-enterprise as a career.
2. To differentiate between wage employment, self-employment and entrepreneurship.
3. To define and know the meaning of the terms entrepreneur, entrepreneurship and enterprise.
4. To learn about the functions performed by an entrepreneur.
5. To understand the role of entrepreneurship in economic development.
6. To differentiate the roles of an entrepreneur and a manager.

**Training on:**

i. Concept of micro-enterprise (micro-enterprise and entrepreneurship)
ii. Proper business planning of NRM based micro level enterprise in rural areas
iii. Quality of micro-entrepreneur
iv. Market and business trend analysis
v. Production and financial analysis
vi. Communication and marketing skills
vii. Planning, management and credit skills
viii. Maintain of financial and business records

---

**Training-18**

*Capacity building training programme for SHG members*

**Stakeholder group:** *Self-help group members*

**Duration:** Three (3) days

**Objectives:**

3. To facilitate project partners to understand and implement SHGs formation, management and strengthening.
4. To make the stakeholders understand the background, structure, rules and regulation of SHGs with respect to needs, demands and risk bearing factors.
5. To build up the leadership quality among the stakeholders for proper functioning.
6. To develop the risk bearing abilities at the time of adversity.

**Training on:**

i. Concept and principles of self help groups
ii. Stages in group formation
iii. Mobilization  
iv. Essential of SHG phenomenon  
v. Aims and objectives of a self help group  
vi. Structure of a SHG  
vii. Rules, regulation and function of SHG’s  
viii. Importance and procedure of regular meeting  
ix. Communication and interpersonal relationship  
x. Vision and goal setting  
xi. Credit and bank linkages  
 xii. Book keeping and record maintenance  
xiii. Leadership in a SHG  
xiv. Decision making and conflict resolution in SHG’s  
xv. Procedure to setup livelihood activities through SHG  
xvi. Buildup social capital through SHG

---

**Training-19**

**SHG concept and financial literacy programme**

**Stakeholder group:** *Self-help group members*

**Duration:** Two (2) days

**Objectives:**

1. To facilitate project partners to understand and implement SHGs formation, management and strengthening.
2. To make the stakeholders understand the background, structure, rules and regulation of SHGs with respect to needs, demands and risk bearing factors.
3. To build up the leadership quality among the stakeholders for proper functioning.
4. To develop the risk bearing abilities at the time of adversity.

**Training on:**

i. Definition, process, concept and structure of SHG  
ii. Rules and definition of SHG  
iii. Strengthening tools and management procedure  
iv. Financial literacy through bank linkages, record keeping and interlanding.  
v. Micro-Credit and micro-loaning process.  
vi. Procedure to setup livelihood activities through SHG
vii. Buildup social capital through SHG

---

**Training-20**

*Capacity building and leadership training programme for Self Help Group leaders*

**Stakeholder group:** *SHG leaders*

**Duration:** Two (2) days

**Objectives:**

1. To assign specific responsibilities to group leaders who may be called leaders, representatives or office bearers.

2. To explain that the selected leaders, must be trustful, respect the other members, have a vision and encourage members to participate in group decision making.

3. To explain that the leaders should have specific term of office and they should be changed after the end of the term.

4. To assign responsibility, performance and functioning of SHG leaders.

5. To coordinate all activities of the group and to build good relationships among members.

6. To ensure that all members participate effectively in group activities and monitor group progress and improve performances.

7. To coordinate with banks and other organizations and bring out the best in every member.

8. To create opportunities for all members to develop leadership qualities.

9. To promote belongingness and ownership of the group by all members and to avoid domination of the majority by a few influential members.

10. To encourage all other members to participate in group activities including decision making.
11. To be responsible, impartial and supportive of others and should not be selfish, dominating and dictatorial (autocratic leaders).

12. To let the participants know about the SHGs leaders qualities such as self-disciplined, dedicated, balanced in attitude and behaviour, honest, patient and concerned about the development of the group.

**Training on:**

i. Self analysis and motivation  
ii. Group dynamics  
iii. Type of leadership  
iv. Qualities of SHG leaders  
v. Role and responsibilities of group leaders  
vi. Planning process for sustainable group development  
vii. Accounts and book keeping  
viii. Strengthening, savings, bank linkage, grading process and credit  
ix. SHG and social responsibility

---

**Training-21**

**Training programme on entrepreneurship capacity building**

**Stakeholder group:** Artisans/SHG leaders/NGO members

**Duration:** Two (2) days

**Objectives:**

1. To inculcate the desire to take up entrepreneurship as a career.  
2. To differentiate between wage employment, self-employment and entrepreneurship.  
3. To define and know the meaning of the terms entrepreneur, entrepreneurship and enterprise.  
4. To learn about the functions performed by an entrepreneur.  
5. To understand the role of entrepreneurship in economic development.  
6. To differentiate the roles of an entrepreneur and a manager.
Training on:

i. Self analysis and motivation
ii. Entrepreneurship, enterprise and entrepreneurs
iii. Entrepreneurship terminology
iv. Planning for ME/SHG/NGO income generating project launching
v. Various govt. scheme for development of SHG/ME/NGO
vi. Financial and non financial assistance for ME/SHG/NGO
vii. Technique of preparing feasibility report
viii. Importance of working capital in a project and assessment of actual requirements
ix. Role of SIDBI/NEDFI/KVIC/Banks and other financial institution for development of ME
x. Micro-finance scheme and its importance
xi. Accounts management
xii. Product design and packaging etc.

Training-22

Skill development training programme for handloom weaver

Stakeholder group: Artisans/SHG leaders/NGO’s

Duration: Three (3) days

Objectives:

1. To develop the watershed secretaries/president & WC members for need based beneficiary selection for livelihood options.
2. To provide a conceptual understanding of income generating activities.
3. To orient the participants on different livelihood options.
4. To build skills for planning and implementation of livelihood options.

Training on:

i. Self analysis and awareness on skill development
ii. Design development and product diversification
iii. Proper market channel and market linkages
iv. Various MSME schemes for village industries (KVIC/KVIB/DIC/DCH/SIDBI/NEDFI) etc.
v. Understanding cluster method concept
vi. Cost effective methodology
vii. Key strategic intervention for product/market/quality/technology/expert/design development
viii. Linkages with business development services

Training-23

**Training on livelihood development based on mushroom cultivation**

**Stakeholder group:** SHG’s, UG’s and rural women’s

**Duration:** Three (2) days

**Objectives:**

1. Refinement in mushroom cultivation technology.
2. To enhance the entrepreneurial skills of SHG’s, UG’s and rural women’s and impart hands on/Experiential training.
3. To impart vocational training to the prospective growers.
4. To provide forward and backward linkages by extending technical knowledge and guidance.
5. To motivate and organize rural people in mushroom growers groups /societies /self help groups.
6. To grow up mushroom production and this can assume the shape of commercial as well as domestic industry in this part of the state.

**Training on:**

i. What and why mushroom?
ii. Accessibility as table food
iii. Seeds/spawn preparation technique
iv. Substrate preparation technique
v. Infrastructure requirement for setting up of a composite mushroom farm
vi. Crop raising and crop management
vii. Pest/diseases management
Training-24

Training on livelihood development based on bee-keeping

Stakeholder group: SHG’s, UG’s and rural women’s

Duration: Four (4) days

Objectives:
1. To be addressed so that farmers can make the most of the potential of beekeeping to provide income for families and communities and to contribute to rural development in general.

2. To build the capacity of farmers and other related individuals and organizations in managing bee colonies to enhance honey production and pollination services.

3. To make the most of market opportunities, and honey trade and policy related issues.

4. To improve the knowledge of development workers in topics related to the potentials of beekeeping, including promoting awareness of the role of bees as pollinators in agricultural productivity and biodiversity.

5. To facilitate an enabling environment for trade in terms of national and other policies.

Training on:

i. Introduction to Beekeeping – Importance, Status, and Challenges

ii. Bee Species – Characteristics and Conservation

iii. The Honeybee Life Cycle and morphology and Work Division of Adult Honeybees

iv. Beehives and Beekeeping Equipment

v. Colony Inspection and annual Colony Cycle & Seasonal Management

vi. Swarming

vii. Dividing a Colony and Uniting Colonies

viii. Transferring Bees from a Traditional Hive to a Movable Frame Hive

ix. Artificial Diet and Comb Foundation and Management

x. Queen Production Methods
xi. Control and Management of Laying Workers
xii. Bee Pasture
xiii. Honeybee Diseases, Malnutrition, and Mortality
xiv. Bee Parasite Management
xv. Honeybee Pests
xvi. Honeybees and Pollination
xvii. Colony Migration
xviii. Honey Production, Harvesting, Processing, Storage, and Use
xix. Pesticide Poisoning and Integrated Pest Management
xx. Honey Value Chains and Market Management
xxi. Beekeeping as an Enterprise and Institutional Development
WATERSHED CUM DATA CENTRE (WCDC)

Training-1

Suitable Horticultural systems for watersheds in Rainfed areas

Stakeholder group: Watershed secretary and committee and WDT members

Duration: One (1) day

Objectives:

1. Enabling participants for understanding the season and off season horticultural crops.
2. To widen ideas of participants for different sustainable exotic and off season horticultural crop cultivation.
3. To build skills for large horti-plantation planning through necessary inputs of sustainable designing.
4. To develop post harvest and marketing skills to bring economical sustainability.

Training on:

i. Different types of kharif and rabi horticultural crops
ii. Different types of cole crops, summer and winter vegetables
iii. Profitable summer vegetable cultivation
iv. Growing short duration winter vegetables
v. Encouraging exotic vegetable and flower cultivation
vi. Orchard planning and layout w.r.t micro-watershed
vii. Raising agri-horti or agri-horti-silvi system of farming
viii. Cultivation of various erosion resisting horti-cover crops
ix. Vision for Floriculture based farming
x. Post harvest management, processing and marketing of horticultural crops
Training-2

*Micro credit, micro financing and micro enterprise for livelihood development*

Stakeholder group: PIA’s, watershed secretary and committee, SHG, UGs and WDT members

Duration: One (1) day

**Objectives:**

1. To enrich them with the terms micro credit, financing and enterprise respectively.
2. To orient their thinking to credits or financing for entrepreneurship development.
3. To enable them to develop the skills of successfully establishing enterprise and timely repaying.
4. To facilitate watershed community the transparency of credit and financing.

**Training on:**

i. Concept and definition of micro savings, micro finance and micro credit
ii. Impact of micro finance and micro-credit
iii. Micro-credit for social and livelihood development
iv. Micro-finance debates and challenges
v. Micro-finance standards and principles
vi. Micro-finance and social interventions

__________________________

Training-3

*Organic & precision farming approaches for sustainable production*

Stakeholder group: PIA’s, watershed secretary and WDT members

Duration: One (1) day

**Objectives:**

1. To provide a conceptual understanding of conservation farming and relationship with sustainability.
2. Discussion with participants on various innovative farming technologies for sustainability.
3. To build skills for participatory planning and implementation of need based treatments.
4. To orient the participants mind for crop rotation and crop diversification.

**Training on:**

i. Principles and practices of Organic farming
ii. Certification and standards and market scenario
iii. On-farm inputs such as compost, liquid manures, vermicompost, bio-digester and bio-pesticides.
iv. Green manures and cover crops
v. Compost production and use in sustainable farming systems
vi. Maintenance of soil organic matter through crop cover, manuring and composting
vii. Need for precision farming
viii. Technologies for Precision farming
ix. Knowing use of Global Positioning system (GPS)
x. Application of Geographic Information system (GIS)

---

**Training-4**

**Rainfed farming system modules with special reference to small & marginal farmers**

**Stakeholder group:** PIA’s, watershed secretary and committee and WDT members

**Duration:** One (1) day

**Objectives:**

1. To conceptualize the characteristic of integrated farming systems.
2. To proceed small and marginal farmers with capital scarcity in a step-wise manner to adopt one and sometimes two new inputs or practices at a time.
3. To develop the skills of a combination of crop and livestock enterprises and in some cases may include combinations of poultry, agro-forestry, horticulture, apiary etc
Training on:

i. Concept and Background
ii. Identification of rainfed farming systems: Process
iii. Participatory farming systems development
iv. Impact Assessment
v. Operationalization of the rainfed farming systems

---

Training-5

*Development of fisheries in water harvesting structures*

**Stakeholder group:** *Watershed committee, SHG’s, UG’s and WDT members*

**Duration:** Two (2) days (*1 day theory and 1 day practical*)

**Objectives:**

1. To motivate the community for fisheries in WHS as it has high quality animal protein for human consumption.
2. To orient the participants mind set for fish farming into the existing farm to create additional income and improve its water management.
3. To realize the participants that the fish produced in a pond are the owner's property; they are secure and can be harvested at will.
4. To direct the farmers thinking of effective use of marginal land e.g. land that is too poor, or too costly to drain for agriculture can be profitably devoted to fish farming provided that it is suitably prepared.

Training on:

i. Fish farming: Basic principles and advantages
ii. Methods of fish farming
iii. Pond culture
iv. Fish farming ponds
v. Guidelines for pond design and construction
vi. Fish pond building
vii. Periphyton based fish farming  
viii. Fish species and fish quantity  
ix. Maintaining water quality  
x. Maintenance and monitoring

---

**Training-6**

*Engineering aspects of NRM & maintenance practices*

**Stakeholder group:** PIA’s, watershed secretary, SHG’s, UG’s and WDT members

**Duration:** Two (2) days (*1 day theory and 1 day field visit*)

**Objectives:**

1. To build skills for participatory project planning through necessary inputs of sustainable designing and construction procedures.  
2. To widen ideas of participants for different sustainable soil and water harvesting structures.  
3. Enabling participants for understanding the value and cost estimation of assets created.  
4. To develop measurement and record maintaining skills of created assets.

**Training on:**

i. Irrigation Application, Storage and Supply Systems  
ii. Water Resource Planning and Management  
iii. Sustainable Soil Management  
iv. Field monitoring and problems cited  
v. Need of reconstruction/Rejuvenation for cited problem  
vi. Maintaining proper quality of work
Training-7

**Analysis of off farm & on farm micro enterprise based livelihood system**

Stakeholder group: *Watershed secretary, Watershed committee and community, SHG’s, UG’s and WDT members*

Duration: Two (2) days (*1 day theory and 1 day practical*)

**Objectives:**

1. To promote on/off farm micro enterprises/livelihoods for resource poor women and farmers and access to credit for SHG/farmers/youth groups from villages.
2. To builds skills for vulnerable women and farmers on right based issues and dry land farming system.
3. To facilitate watershed community with different types of micro-enterprise for livelihood.
4. To orient their thinking for establishing entrepreneurship by credits or finance.
5. To enable them to develop the skills of successfully establishing enterprise and timely repaying.
6. To develop the skills of market strategy and marketing.

**Training on:**

i. Micro-enterprises, Markets and Technology
ii. Market Structure
iii. The Role of Technological Change
iv. Income-Generating Micro-enterprises
v. Concept of entrepreneurship, entrepreneurial traits.
vi. Identification of IG potentials – methodology
vii. Marketing – concept, rural markets etc
viii. Business opportunities search and scanning (BOSS) – tools for identification
ix. Project profile preparation – methodology and project profile preparation
Training-8

**Process of analyzing the existing livelihood options**

**Stakeholder group:** Watershed secretary, Watershed committee, SHG’s, UG’s and WDT members

**Duration:** One (1) day

**Objectives:**

1. To promote livelihoods for resource poor women and farmers and access to credit for SHG / farmers / youth groups from villages.
2. To builds skills for vulnerable women and farmers on right based issues and dry land farming system.
3. To strengthen WDT and watershed secretary through subject specific knowledge inputs.
4. To build skills for participatory project planning, implementation, monitoring and evaluation of watershed projects.

**Training on:**

i. Livelihood approaches for farm and non-farm activities
ii. Livelihood planning-Sustainable Rural Livelihood Framework (SRLF)
iii. Integration of different livelihood options
iv. Vulnerability context (shocks, trends, seasonality) in livelihood
v. Livelihood strategy and outcomes
vi. Livelihood analysis tools
vii. Livelihood through resource utilization
viii. Livelihood based on livestock, fishery and poultry etc. management
ix. Livestock resource management
x. Social marketing of agro produces and products
Training-9
*
Production system analysis (Horticulture, Agro-forestry, Silvi-pasture etc)
*

Stakeholder group: Watershed secretary, Watershed committee, SHG’s, UG’s and WDT members

Duration: One (1) day

Objectives:

1. Enabling participants for understanding the season and off season horticultural crops.
2. To widen ideas of participants for different sustainable exotic and off season horticultural crop cultivation.
3. To build skills for large-scale horti-plantation planning through necessary inputs of sustainable designing.
4. To provide visions for growing models of agri-horti or agri-horti-silvi farming system.
5. To develop post harvest and marketing skills to bring economical sustainability.

Training on:

i. Different types of kharif and rabi horticultural crops
ii. Different types of cole crops, summer and winter vegetables
iii. Profitable summer vegetable cultivation
iv. Growing short duration winter vegetables
v. Encouraging exotic vegetable and flower cultivation
vi. Orchard planning and layout w.r.t micro-watershed
vii. Raising agri-horti or agri-horti-silvi system of farming
viii. Cultivation of various erosion resisting horti-cover crops
ix. Vision for Floriculture based farming
x. Post harvest management, processing and marketing of horticultural crops
Training-10

Concepts of community managed production system (seed management, soil health management, irrigation management, collective marketing) etc

Stakeholder group: Watershed secretary, Watershed committee, SHG’s, UG’s and WDT members

Duration: One (1) day

Objectives:

1. To strengthen WDT members, WC-President & secretary, WC-members through subject specific knowledge inputs.
2. To create awareness about seeds and its allied activities.
3. To orient the participants on ill effects of depleted soil fertility and ways to reclaim it.
4. To provide a conceptual understanding of organic manures and composting.
5. To orient the participants on crop rotation and crop diversification.
6. To build knowledge about different types of water saving irrigation techniques.

Training on:

i. Factors affecting seed quality
ii. Seed treatment and storage
iii. Seed certification and vigour and viability
iv. Seed production: Post harvest management
v. Seed health test
vi. Soil fertility management through INM
vii. Soil acidity and soil alkalinity and their reclamations procedures
viii. Compost and various types of composting procedures
ix. Vermiculture and vermicomposting
x. Green manuring and leguminous crop based cropping system for maintaining soil fertility.
xi. Water management- Fertigation and life saving irrigation
xii. Sprinkler irrigation and drip irrigation
Training-11

*Training on estimate preparation & measurement of soil & water conservation activities*

**Stakeholder group:** Watershed secretary, Watershed committee, SHG’s, UG’s and WDT members

**Duration:** Two (2) days (*1 day theory and 1 day practical*)

**Objectives:**

1. To build skills for participatory project planning through necessary inputs of sustainable designing and construction procedures
2. To widen ideas of participants for different sustainable soil and water harvesting structures.
3. Enabling participants for understanding the value and cost estimation of assets created.
4. To develop measurement and record maintaining skills of created assets.

**Training on:**

i. Approval and fund released
ii. Direct and indirect costs
iii. Cost estimation
iv. Project client information
v. Principles of soil and water conservation
vi. Mechanical Measures
vii. Mechanical measures and construction procedures
viii. Design of different mechanical measures
ix. Estimation of cost for different activities
Training-12

Preparation of Annual Action Plans

Stakeholder group: Watershed secretary, Watershed committee, SHG’s, UG’s and WDT members

Duration: One (1) day

Objectives:

1. To make participants understand the fund flow mechanism from central allocation to watershed committee.
2. To build up skills for action plans for timely release of funds.
3. To build and strengthen skills for annual proposed implementation planning in the watershed area.
4. To strengthen WDT and other concerned related to IWMP (Project wise), through subject specific knowledge inputs.
5. To develop skills of accounting, budgeting and record maintaining.

Training on:

i. Objectives of annual action plan
ii. Approval and fund released
iii. Office set up and human Resources
iv. Watershed perspective and implementation plan
v. Financial management system
vi. Procurement management systems
vii. Action plan of pilot projects
viii. Innovative forums
Training-13

Promotion, nurturing, development & management of community institutions (SHG/UG/WC etc)

Stakeholder group: Watershed secretary, Watershed committee, SHG’s, UG’s and WDT members

Duration: One (1) day

Objectives:

1. To facilitate project partners to understand and implement SHGs/UGs formation, management and strengthening.
2. To build up the leadership quality among the stakeholders for proper functioning.
3. To develop the risk bearing abilities at the time of adversity.

Training on:

A. SHG concept and formation
   i. Definition (What & Why)
   ii. Process of SHGs/UGs formation (How).
   iii. Structure of SHGs/UGs
   iv. Role and responsibilities of committee and members
   v. Rules and regulations of SHGs/UGs

B. SHGs/UGs strengthening
   i. Importance of strengthening of SHGs/UGs
   ii. Tools for strengthening SHGs/UGs

C. SHG saving & credits
   i. Definition
   ii. SHGs/UGs-saving and credit management
   iii. Preparation of investment plan
   iv. Fund raising from different sources

D. Field visit
   i. Interaction with project partners and participants
   ii. Observation of implementation of SHGs/UGs
   iii. Lesson learned
   iv. Reflection
v. Action planning

Training-14

**Entrepreneurship Development programme**

Stakeholder group: Watershed secretary, SHG’s, UG’s and WDT members

Duration: One (1) day

**Objectives:**

1. To inculcate the desire to take up entrepreneurship as a career.
2. To differentiate between wage employment, self-employment and entrepreneurship.
3. To define and know the meaning of the terms entrepreneur, entrepreneurship and enterprise.
4. To learn about the functions performed by an entrepreneur.
5. To understand the role of entrepreneurship in economic development.
6. To differentiate the roles of an entrepreneur and a manager.

**Training on:**

i. Entrepreneurship-Definition and concept
i. Role of entrepreneurship in economic development
ii. Entrepreneurship and economic development
iii. Entrepreneurship and education
iv. Functions of an entrepreneur
v. Personal qualities
vi. Physical and Psychological qualities
vii. Managerial skills
viii. Qualities of an entrepreneur
ix. Identifying a project
x. Resources and profit
xi. Market research and Marketing strategy
xii. Project proposal and financial institutions
SATE LEVEL NODAL AGENCY (SLNA)

Training-1

Institutional & financial arrangements

Stakeholder group: Technical Experts, staff of SLNA, PMs, PIAs and WDTs

Duration: One (1) day

Objectives:

1. To make participants understand the fund flow mechanism from central allocation to watershed committee.
2. To enrich them with the directions of approving and sanctioning a project.
3. To facilitate project members with the project batches, fund allocation and installments.
4. To familiarize participants with different components of the each installments of concerned project.
5. To develop skills of accounting, budgeting and record maintaining.

Training on:

i. Approval and sanction of project
ii. Fund flow mechanism
iii. Office set up and human Resources
iv. Allocation of fund at SLNA-District-PIA level
v. Watershed batches and financial approval
vi. Batch wise fund allocation and installments
vii. Component wise fund
viii. Financial management system
Training-2

Operational issues, constraints, co-ordination & linkages.

Stakeholder group: Technical Experts, staff of SLNA, PMs, PIAs and WDTs

Duration: One (1) day

Objectives:

1. To make participants understand the different operational issues of the project
2. To enrich them with the directions of approving and sanctioning a project.
3. To develop skills of accounting, budgeting and record maintaining.
4. To get aware of government schemes and its convergence in watershed areas.
5. To develop skill for departmental coordination, cooperation and convergence of schemes.
6. To build up managerial capabilities for fast linkages and convergence by line departments.
7. To set mind for post project management and evaluation.

Training on:

i. Institutional arrangements
ii. Criteria for Selection of Watershed Projects
iii. Project Management
iv. Allocation of Funds, Approval of Projects and Release of Funds
v. Capacity Building Strategy
vi. Monitoring, Evaluation and Learning
vii. Coordination and cooperation
viii. Convergence Coordination
ix. Linkages Convergence of Programs
x. Fund management components
xi. Post project management
Training-3

**Impact assessment & Social audit**

**Stakeholder group:** Technical Experts, staff of SLNA, PMs, PIAs, WDTs and Watershed Secretary

**Duration:** One (1) day

**Objectives:**

1) To create awareness among beneficiaries and providers of local services.
2) To improve citizens’ access to information concerning government documents.
3) To be a valuable tool for exposing corruption and mismanagement.
4) To produce information that is perceived to be evidence-based, accurate and impartial.
5) To permit stakeholders to influence the behavior of the government.
6) To monitor progress and help to prevent fraud by deterrence.
7) To strengthen WC-President & secretary, WC-members through subject specific knowledge inputs.

**Training on:**

i. Basis of social audit
ii. What is social audit?
iii. Scope and importance of social audit
iv. Objectives of social audit
v. Advantages of social audit
vi. Social audit methodologies
vii. Social audit process
viii. Social audit format
ix. Obstacles in social audit
x. Strengths and challenges
xi. Field visit
Training-4

Conceptual, legal & practical issues of CPR management

Stakeholder group: Technical Experts, staff of SLNA, PMs, PIA, WDTs and Watershed Secretary

Duration: One (1) day

Objectives:

1. To providing certain basic statistics on the size of CPRs.
2. To focus the participants on the type of benefits derived from CPRs.
3. To make understand the magnitude and the proportion of households making use of CPRs.

Training on:

i. Concept and definition of common property resources
ii. Types of local resources- Natural and physical resources
iii. Land improvement and soil conservation
iv. Land reforms
v. Water and irrigation
vi. Local Governing Institutes(LGI) functions related to forest resources
vii. Economic and social / cultural reasons for the development of CPR management practices
viii. Political, legal and governance issues
ix. Conflict resolution, administrative and organizational problems and solutions
x. Principles and methods for sustainable management of CPRs
xi. Designing (including technical designing) commons and CPR management strategies
xii. Case studies
Training-5

**Social development theories & practices, Participatory development approaches**

**Stakeholder group:** Technical Experts, staff of SLNA, PMs, PIAs, WDTs

**Duration:** One (1) days

**Objectives:**

4. To gain greater knowledge about the impacts of climate change among small-holder farmers in the project areas.
5. To build skills for participatory project planning, implementation, monitoring and evaluation of watershed project.
6. To strengthen WC-President/Secretary, WC members, SHGs/UGs through subject specific knowledge inputs.
7. To familiarize the participants with tools and techniques of participatory rural appraisal.
8. Demonstrate and practice the tools and techniques during field visit.

**Training on:**

i. Goals and objectives identification
ii. Process identification
iii. Stakeholders identification
iv. Study areas and study sites identification
v. Contact and consult with local authority
vi. Define the parameters and sub-parameters
vii. Identify the assessment team
viii. Analysis of present situation
ix. Problem identification
x. Resource identification
xi. Participatory planning
xii. Survey process
xiii. Participatory approach for implementation of watershed programme
xiv. Field implementation
xv. Monitoring and evaluation
## Tentative Estimate/Budget break up for 4(four) days training programme

### DAY-1(A)

<table>
<thead>
<tr>
<th>Sl. No.</th>
<th>Expenditure head</th>
<th>Suggested Cost</th>
<th>Amount (INR)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Training Kits (File/Folder, Pen, Pad etc.)</td>
<td>30 nos. x @ Rs. 50</td>
<td>Rs. 1500/-</td>
</tr>
<tr>
<td>2.</td>
<td>Banner/Flex</td>
<td>Rs. 500 x 1</td>
<td>Rs. 500/-</td>
</tr>
<tr>
<td>3.</td>
<td>Hall room preparation/decoration etc</td>
<td>Rs. 1000/-</td>
<td>Rs. 1000/-</td>
</tr>
<tr>
<td>4.</td>
<td>Resource Person’s Honorarium</td>
<td>2 x @ Rs. 300/-</td>
<td>Rs. 600/-</td>
</tr>
<tr>
<td>5.</td>
<td>Lunch</td>
<td>30 nos. x @ Rs. 150/-</td>
<td>Rs. 4500/-</td>
</tr>
<tr>
<td>6.</td>
<td>Refreshment (Tea/Coffee, Snacks etc)</td>
<td>30 nos. x @Rs. 50/-</td>
<td>Rs. 1500/-</td>
</tr>
<tr>
<td>7.</td>
<td>Misc.</td>
<td>Rs. 2500/-</td>
<td>Rs. 2500/-</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td></td>
<td><strong>Rs. 12,100/-</strong></td>
</tr>
</tbody>
</table>

### DAY-2 (B)

<table>
<thead>
<tr>
<th>Sl. No.</th>
<th>Expenditure head</th>
<th>Suggested Cost</th>
<th>Amount (INR)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Lunch</td>
<td>30 x @Rs. 150/-</td>
<td>Rs. 4500/-</td>
</tr>
<tr>
<td>2</td>
<td>Refreshment (Tea/Coffee, Snacks etc.)</td>
<td>30 nos. x @Rs. 50/-</td>
<td>Rs. 1500/-</td>
</tr>
<tr>
<td>3</td>
<td>Resource Person’s Honorarium</td>
<td>4 x @ Rs. 300/-</td>
<td>Rs. 1200</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td></td>
<td><strong>Rs. 7200/-</strong></td>
</tr>
</tbody>
</table>

### DAY-3 (C)

<table>
<thead>
<tr>
<th>Sl. No.</th>
<th>Expenditure head</th>
<th>Suggested Cost</th>
<th>Amount (INR)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Lunch</td>
<td>30 x @Rs. 150/-</td>
<td>Rs. 4500/-</td>
</tr>
<tr>
<td>2</td>
<td>Resource Person’s Honorarium</td>
<td>4 x @ Rs. 300/-</td>
<td>Rs. 1200</td>
</tr>
<tr>
<td>3</td>
<td>Refreshment (Tea/Coffee, Snacks etc.)</td>
<td>30 nos. x @Rs. 50/-</td>
<td>Rs. 1500/-</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td></td>
<td><strong>Rs. 7200/-</strong></td>
</tr>
</tbody>
</table>

### DAY-4 (D)

<table>
<thead>
<tr>
<th>Sl. No.</th>
<th>Expenditure head</th>
<th>Suggested Cost</th>
<th>Amount (INR)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Hiring of vehicle (Field visit)</td>
<td>Rs. 4000/-</td>
<td>Rs. 4000/-</td>
</tr>
<tr>
<td>2</td>
<td>Lunch</td>
<td>30 x @Rs. 150/-</td>
<td>Rs. 4500/-</td>
</tr>
<tr>
<td></td>
<td>Refreshment (Tea/Coffee, Snacks etc.)</td>
<td>30 nos. x @Rs. 50/-</td>
<td>Rs. 1500/-</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td></td>
<td><strong>Rs. 10,000/-</strong></td>
</tr>
</tbody>
</table>

**Grand Total (A+B+C+D) = Rs. 36,500/- (Thirty six thousand and five hundred) only**
**Tentative Estimate/Budget break up for 3(three) days training programme**

**DAY-1(A)**

<table>
<thead>
<tr>
<th>Sl. No.</th>
<th>Expenditure head</th>
<th>Suggested Cost</th>
<th>Amount (INR)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Training Kits (File/Folder, Pen, Pad etc.)</td>
<td>30 nos. x @ Rs. 50</td>
<td>Rs. 1500/-</td>
</tr>
<tr>
<td>2.</td>
<td>Banner/Flex</td>
<td>Rs. 500 x 1</td>
<td>Rs. 500/-</td>
</tr>
<tr>
<td>3.</td>
<td>Hall room preparation/decoration etc</td>
<td>Rs. 1000/-</td>
<td>Rs. 1000/-</td>
</tr>
<tr>
<td>4.</td>
<td>Resource Person’s Honorarium</td>
<td>2 x @ Rs. 300/-</td>
<td>Rs. 600/-</td>
</tr>
<tr>
<td>5.</td>
<td>Lunch</td>
<td>30 nos. x @ Rs. 150/-</td>
<td>Rs. 4500/-</td>
</tr>
<tr>
<td>6.</td>
<td>Refreshment (Tea/Coffee, Snacks etc)</td>
<td>30 nos. x @ Rs. 50/-</td>
<td>Rs. 1500/-</td>
</tr>
<tr>
<td>7.</td>
<td>Misc.</td>
<td>Rs. 2500/-</td>
<td>Rs. 2500/-</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td></td>
<td><strong>Rs. 12,100/-</strong></td>
</tr>
</tbody>
</table>

**DAY-2 (B)**

<table>
<thead>
<tr>
<th>Sl. No.</th>
<th>Expenditure head</th>
<th>Suggested Cost</th>
<th>Amount (INR)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Lunch</td>
<td>30 x @ Rs. 150/-</td>
<td>Rs. 4500/-</td>
</tr>
<tr>
<td>2.</td>
<td>Refreshment (Tea/Coffee, Snacks etc.)</td>
<td>30 nos. x @ Rs. 50/-</td>
<td>Rs. 1500/-</td>
</tr>
<tr>
<td>3.</td>
<td>Resource Person’s Honorarium</td>
<td>4 x @ Rs. 300/-</td>
<td>Rs. 1200</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td></td>
<td><strong>Rs. 7200/-</strong></td>
</tr>
</tbody>
</table>

**DAY-3 (C)**

<table>
<thead>
<tr>
<th>Sl. No.</th>
<th>Expenditure head</th>
<th>Suggested Cost</th>
<th>Amount (INR)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Hiring of vehicle (Field visit)</td>
<td>Rs. 4000/-</td>
<td>Rs. 4000/-</td>
</tr>
<tr>
<td>2.</td>
<td>Lunch</td>
<td>30 x @ Rs. 150/-</td>
<td>Rs. 4500/-</td>
</tr>
<tr>
<td></td>
<td>Refreshment (Tea/Coffee, Snacks etc.)</td>
<td>30 nos. x @ Rs. 50/-</td>
<td>Rs. 1500/-</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td></td>
<td><strong>Rs. 10,000/-</strong></td>
</tr>
</tbody>
</table>

**Grand Total (A+B+C) =Rs. 29,300/- (Twenty nine thousand and three hundred) only**
### Tentative Estimate/Budget break up for 2(two) days training programme

#### DAY-1(A)

<table>
<thead>
<tr>
<th>Sl. No.</th>
<th>Expenditure head</th>
<th>Suggested Cost</th>
<th>Amount (INR)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Training Kits (File/Folder, Pen, Pad etc.)</td>
<td>30 nos. x @ Rs. 50</td>
<td>Rs. 1500/-</td>
</tr>
<tr>
<td>2</td>
<td>Banner/Flex</td>
<td>Rs. 500 x 1</td>
<td>Rs. 500/-</td>
</tr>
<tr>
<td>3</td>
<td>Hall room preparation/decoration etc</td>
<td>Rs. 1000/-</td>
<td>Rs. 1000/-</td>
</tr>
<tr>
<td>4</td>
<td>Resource Person’s Honorarium</td>
<td>2 x @ Rs. 300/-</td>
<td>Rs. 600/-</td>
</tr>
<tr>
<td>5</td>
<td>Lunch</td>
<td>30 nos. x @ Rs. 150/-</td>
<td>Rs. 4500/-</td>
</tr>
<tr>
<td>6</td>
<td>Refreshment (Tea/Coffee, Snacks etc)</td>
<td>30 nos. x @ Rs. 50/-</td>
<td>Rs. 1500/-</td>
</tr>
<tr>
<td>7</td>
<td>Misc.</td>
<td>Rs. 2200/-</td>
<td>Rs. 2200/-</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td></td>
<td><strong>Rs. 11,800/-</strong></td>
</tr>
</tbody>
</table>

#### DAY-2 (B)

<table>
<thead>
<tr>
<th>Sl. No.</th>
<th>Expenditure head</th>
<th>Suggested Cost</th>
<th>Amount (INR)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Lunch</td>
<td>30 x @ Rs. 150/-</td>
<td>Rs. 4500/-</td>
</tr>
<tr>
<td>2</td>
<td>Refreshment (Tea/Coffee, Snacks etc.)</td>
<td>30 nos. x @ Rs. 50/-</td>
<td>Rs. 1500/-</td>
</tr>
<tr>
<td>3</td>
<td>Resource Person’s Honorarium</td>
<td>4 x @ Rs. 300/-</td>
<td>Rs. 1200</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td></td>
<td><strong>Rs. 7200/-</strong></td>
</tr>
</tbody>
</table>

**Grand Total (A+B) = Rs. 19,000/- (Nineteen thousand) only**
# Tentative Estimate/Budget break up for 1(One) day training programme

## DAY-1(A)

<table>
<thead>
<tr>
<th>Sl. No.</th>
<th>Expenditure head</th>
<th>Suggested Cost</th>
<th>Amount (INR)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Training Kits (File/Folder, Pen, Pad etc.)</td>
<td>30 nos. x @ Rs. 50</td>
<td>Rs. 1500/-</td>
</tr>
<tr>
<td>2.</td>
<td>Banner/Flex</td>
<td>Rs. 500 x 1</td>
<td>Rs. 500/-</td>
</tr>
<tr>
<td>3.</td>
<td>Hall room preparation/decoration etc</td>
<td>Rs. 1000/-</td>
<td>Rs. 1000/-</td>
</tr>
<tr>
<td>4.</td>
<td>Resource Person’s Honorarium</td>
<td>4 x @ Rs. 300/-</td>
<td>Rs. 1200/-</td>
</tr>
<tr>
<td>5.</td>
<td>Lunch</td>
<td>30 nos. x @ Rs. 150/-</td>
<td>Rs. 4500/-</td>
</tr>
<tr>
<td>6.</td>
<td>Refreshment (Tea/Coffee, Snacks etc)</td>
<td>30 nos. x @Rs. 50/-</td>
<td>Rs. 1500/-</td>
</tr>
<tr>
<td>7.</td>
<td>Misc.</td>
<td>Rs. 1800/-</td>
<td>Rs. 1800/-</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td></td>
<td><strong>Rs. 12,000/-</strong></td>
</tr>
</tbody>
</table>

**Grand Total =Rs. 12,000/- (Twelve thousand) only**
Capacity building at Consolidation Phase

PROJECT IMPLEMENTING AGENCY (PIA)
Training-1
Post Project management of created assets

Stakeholder group: Watershed committee members

Duration: Two (2) days

Objectives:

1. To improve the sustainability of various interventions under the project.
2. To prescribe allocation of users right over common property resources.
3. To carry out participatory planning, implementation and monitoring activities during consolidation phase.
4. To evaluate project as per the expected outcomes terminally.
5. To strengthen and activate the linkages established with external resource agencies for knowledge, credit, input procurement, sale of local produce, carrying on processing activities.

Training on:

i. Preparation of project completion report with details about status of each intervention.
ii. Documentation of successful experiences.
iii. Repair, maintenance, protection and collection of user charges for CPRs.
iv. Sustainable utilization of developed natural resources.
v. Involvement of PRI institutions for sustainability of common resources.
vi. Utilization of revolving fund under the project as well as credit and technical support from external institutions.
vii. Promotion of agro-processing, marketing arrangements of produce and similar off – farm and informal sector enterprises.
viii. Formation of SHG federation and village level cluster.
ix. Pesticide management
x. Organic farm management
Training-2

**Growth & maintenance of WDF**

**Stakeholder group:** Watershed committee, secretary, members, user groups and farmers

**Duration:** One (1) day

**Objectives:**

1. To orient their thinking to the need of WD fund and its importance.
2. To enable them to develop the skills of collection and timely submission to the WDF account.
3. To facilitate watershed community the transparency of collection.

**Training on:**

viii. Selection of villages for watershed projects based on contribution towards the Watershed Development Fund (WDF)
ix. Watershed development fund-concept and definition
x. Peoples contribution
xi. Category based contribution
xii. Form of acceptable contributions-in cash/labour
xiii. Contribution collection procedure and bank accountancy
xiv. Role of watershed secretaries in collection and submission
xv. Transparency in collected contribution
xvi. Monitoring and evaluation

Training-3

**Transparency & Participatory Monitoring System**

**Stakeholder group:** Watershed committee, secretary, members, user groups, landless, SHG’s and farmers

**Duration:** One (1) day

**Objectives:**

1. To facilitate watershed community the transparency of evaluation.
2. The participatory process honors human contributions and cultural knowledge.
3. Participants commit to work together to decide on the evaluation focus, how it should be conducted, how findings will be used and what action will result.
4. Participants learn together to take corrective actions and improve programs.
5. To use creative methodologies to match the resources, needs and skills of participants.
6. To examine whether it was right to have invested resources in the project in the context of competing needs.
7. To examine whether the underlying assumptions and design were right.
8. To examine whether progress was made towards planning changes, and if not, why; and
9. To examine unplanned changes that may have occurred.

Training on:

i. Aim of participatory monitoring and evaluation
ii. Differences between participatory and conventional evaluation.
iii. Understanding goal/objectives of local development project/programme.
iv. Identifying activities to achieve objectives
v. Identifying measurements to assess results or show extent of progress achieved.
vi. Developing measurement indicators.
vii. Identifying methods and techniques of collecting information.
viii. Transparent evaluation process for watershed community.
ix. Participatory approach from watershed community
x. Monitoring process and outcome monitoring.
i. Rapid appraisal techniques used in participatory evaluation.
ii. Various opportunities to use participatory approaches.
iii. Internal Monitoring by project teams (PIA).

Training-4

Role of Community in monitoring

Stakeholder group: Watershed committee and community, user groups, landless, SHG’s and farmers

Duration: One (1) day

Objectives:

1. To provides the community with accurate estimates of well-being for the entire population of watershed.
2. To encourage widespread participation of community members in the design, maintenance, and use of the resources.
3. To develop a community-based monitoring and evaluation system, that communities found simple and inherently interesting.
4. To generate information for decision-makers and community members that is easily understandable and readily usable to answer specific questions.
5. Provides timely data about trends in well-being and in risk and protective factors that predict youth outcomes.
6. Guides priority setting and decision-making regarding choice of programs, policies, and practices to improve sustainability.

Training on:

i. Bringing transparency by the involvement of PRI bodies, Self-Help Groups, User Groups and WDT members
ii. Conduction of gram sabha and review of physical and financial progress of work for transparency.
iii. Community participatory approach for monitoring
iv. Transparency in evaluation process by community
v. Facilitating capacity building explicitly
vi. Facilitating a discussion of a common vision for community development
vii. Assisting communities in identifying signs of community well-being
viii. Ensuring the strength of signs of well-being selected
ix. Measuring community vision for development over time

Training-5

Exit Protocol & maintenance of assets

Stakeholder group: Watershed committee and community, user groups, landless, SHG’s and farmers

Duration: Two (2) days

Objectives:

1. To identify a mechanism for maintenance of assets created.
2. To specify a mechanism for augmentation including levy and collection of user charges.
3. To develop mechanism for maintaining and utilization of the Watershed Development Fund.
4. To develop measurement and record maintaining skills of created assets.
Training on:

i. Mechanism for equitable distribution
ii. Sustainability of benefits accrued under WDP
iii. Ensuring that the detailed mechanism for exit protocol forms part of the action plan/treatment plan.
iv. Maintenance of common resources
v. WDF to be utilized for post project maintenance of common works
vi. Skills of record maintaining
vii. Participatory monitoring and evaluation

Training-6

Revolving Fund utilization

Stakeholder group: Watershed committee and community, user groups, landless, SHG’s and farmers

Duration: One (1) day

Objectives:

1. To understand the importances of group capital build up through appropriate use of group savings and project loan.
2. To understand the relationship between the group savings fund and the project revolving fund.
3. To understand the important elements and procedures in management of the project revolving fund.

Training on:

i. Revolving fund-concept
ii. SHG’s and revolving fund
iii. SHG bank linkage program
iv. Up scaling of successful experiences/off-farm livelihood and revolving fund
v. Revolving fund as advance loan
vi. Thrift and credit activities
Self Help Promoting Institutions (SHPIs) / Mutually Aided Cooperative and Thrift Societies (MACTS).

Training-7

**Sustainability of the structures in the Post Project Phase**

**Stakeholder group:** *Watershed committee and community, user groups, landless, SHG’s and farmers*

**Duration:** Two (2) days

**Objectives:**

9. To build skills for participatory project planning through necessary inputs of sustainable designing and construction procedures.
10. To widen ideas of participants for different sustainable soil and water harvesting structures.
11. Enabling participants for understanding the value and cost estimation of assets created.
12. To develop measurement and record maintaining skills of created assets.

**Training on:**

vii. Objectives of soil and water conservation
viii. Principles of soil and water conservation
ix. Mechanical measures construction procedures
x. Design of different mechanical measures
xi. Farm pond bank plantation.
xii. De-siltation of farm ponds
xiii. Farm tank barrier for stray animals and pests
xiv. Sustainable designing of watershed structures.
xv. Introduction of fish fingerling
xvi. On field exercise on area and drainage line treatments.
Training-8

Training programme on entrepreneurship capacity building

Stakeholder group: Artisans/SHG leaders/NGO’s

Duration: Two (2) days

Objectives:

7. To inculcate the desire to take up entrepreneurship as a career.
8. To differentiate between wage employment, self-employment and entrepreneurship.
9. To define and know the meaning of the terms entrepreneur, entrepreneurship and enterprise.
10. To learn about the functions performed by an entrepreneur.
11. To understand the role of entrepreneurship in economic development.
12. To differentiate the roles of an entrepreneur and a manager.

Training on:

xiii. Self analysis and motivation
xiv. Entrepreneurship, enterprise and entrepreneurs
xv. Entrepreneurship terminology
xvi. Planning for ME/SHG/NGO income generating project launching
xvii. Various govt. scheme for development of SHG/ME/NGO
xviii. Financial and non financial assistance for ME/SHG/NGO
xix. Technique of preparing feasibility report
xx. Importance of working capital in a project and assessment of actual requirements
xxi. Role of SIDBI/NEDFI/KVIC/Banks and other financial institution for development of ME
xxii. Micro-finance scheme and its importance
xxiii. Accounts management
xxiv. Product design and packaging etc.
Training-9

*Skill development training programme for handloom weaver*

**Stakeholder group:** Artisans/SHG leaders/NGO’s

**Duration:** Three (3) days

**Objectives:**

5. To develop the watershed secretaries/president & WC members for need based beneficiary selection for livelihood options.

6. To provide a conceptual understanding of income generating activities.

7. To orient the participants on different livelihood options.

8. To build skills for planning and implementation of livelihood options.

**Training on:**

ix. Self analysis and awareness on skill development

x. Design development and product diversification

xi. Proper market channel and market linkages

xii. Various MSME schemes for village industries (KVIC/KVIB/DIC/DCH/SIDBI/NEDFI) etc.

xiii. Understanding cluster method concept

xiv. Cost effective methodology

xv. Key strategic intervention for product/market/quality/technology/expert/design development

xvi. Linkages with business development services

Training-10

*Benefit Sharing methodology*

**Stakeholder group:** Watershed committee, SHG’s, UG’s and farmers

**Duration:** One (1) day

**Objectives:**
1. To conserve and improve livelihoods than generating income for itself, thus offers exclusive right.
2. To share the revenue generated among the community to compensate lost opportunities by reverting to collaborative NRM.
3. To share corresponding to defined roles and responsibilities (compensation for time, energy and cost inputs).
4. To maintain living standard at national/regional level (regional or national equity).
5. To maintain the revenue equity with nearby similar cases.
6. To grossly defined share relative to generable income (e.g. 25: 75%, 50:50%, etc.)

**Training on:**

i. Livelihoods and natural resources dependency
ii. Nature of benefit in collaborative NRM
iii. Financial and social benefits
iv. Benefit sharing mechanisms in collaborative NRM
v. Principle for setting benefit sharing mechanism in collaborative NRM
vi. Disbursement of benefits
vii. Revenue accounting method
viii. Revenue generating products & their gross revenues
ix. Wood based revenue generation
x. Ecosystem services & Carbon financing
xi. Institutional framework and benefit sharing
xii. Policy environments for collaborative NRM

**Training-11**

**Role of WC/SHG/UG in the process of convergence**

**Stakeholder group:** *WC, SHG’s and UG’s*

**Duration:** One (1) day

**Objectives:**

1. To converge and harmonise resources of different schemes and programmes with watershed development projects.
2. To get aware of government schemes and its convergence in watershed areas.
3. To develop skill for departmental coordination, cooperation and convergence of schemes.
4. To build up managerial capabilities for fast linkages and convergence by line departments.
5. To set mind for post project management and evaluation.

**Training on:**

i. Convergence Planning, management and works
ii. Guiding principles, cost norms and execution
iii. Monitoring, evaluation and review

---

**Training-12**

**Livelihood options for income generation- Pig rearing and production/ Goatery**

**Stakeholder group:** *Livelihood and micro-enterprise beneficiaries*

**Duration:** Three (3) days

**Objectives:**

1. To develop the watershed secretaries/president & WC members for need based beneficiary selection for livelihood options.
2. To provide a conceptual understanding of income generating activities.
3. To orient the participants on different livelihood options.
4. To build skills for planning and implementation of livelihood options.

**Training on:**

**Piggery**

viii. Breeds of pigs, selection of breeding stock, pig breeding and artificial insemination
ix. Feeds and feeding management and modern feeding systems
x. Pig production, Incubation and rearing
xi. Outdoor Pig Production and housing & equipment
xii. Common diseases and remedy
xiii. Farrowing pens and weaners and weaner housing
xiv. Backyard, commercial/Large Scale Operations, processing and marketing
**Goatery**

i. Breeds of goats, selection of breeding stock, goat breeding and artificial insemination  
ii. Feeds and feeding management  
iii. Outdoor goat production  
iv. Common diseases and remedy  
v. Backyard goat rearing  
vi. Processing and marketing

---

**Training -13**

**Training on livelihood development based on mushroom cultivation**

**Stakeholder group:** SHG’s, UG’s and rural women’s

**Duration:** Two (2) days

**Objectives:**

7. Refinement in mushroom cultivation technology.  
8. To enhance the entrepreneurial skills of SHG’s, UG’s and rural women’s and impart hands on/Experiential training.  
9. To impart vocational training to the prospective growers.  
10. To provide forward and backward linkages by extending technical knowledge and guidance.  
11. To motivate and organize rural people in mushroom growers groups /societies /self help groups.  
12. To grow up mushroom production and this can assume the shape of commercial as well as domestic industry in this part of the state.

**Training on:**

ix. What and why mushroom?  
x. Accessibility as table food  
xi. Seeds/spawn preparation technique  
xii. Substrate preparation technique
Training-14

Training on livelihood development based on bee-keeping

Stakeholder group: SHG’s, UG’s and rural women’s

Duration: Four (4) days

Objectives:

6. To be addressed so that farmers can make the most of the potential of beekeeping to provide income for families and communities and to contribute to rural development in general.

7. To build the capacity of farmers and other related individuals and organizations in managing bee colonies to enhance honey production and pollination services.

8. To make the most of market opportunities, and honey trade and policy related issues.

9. To improve the knowledge of development workers in topics related to the potentials of beekeeping, including promoting awareness of the role of bees as pollinators in agricultural productivity and biodiversity.

10. To facilitate an enabling environment for trade in terms of national and other policies.

Training on:

xxii. Introduction to Beekeeping – Importance, Status, and Challenges
xxiii. Bee Species– Characteristics and Conservation
xxiv. The Honeybee Life Cycle and morphology and Work Division of Adult Honeybees
xxv. Beehives and Beekeeping Equipment
xxvi. Colony Inspection and annual Colony Cycle & Seasonal Management
xxvii. Swarming
xxviii. Dividing a Colony and Uniting Colonies
Training-15

Capacity building and leadership training programme for Self Help Group leaders

Stakeholder group: SHG leaders

Duration: Two (2) days

Objectives:

13. To assign specific responsibilities to group leaders who may be called leaders, representatives or office bearers.

14. To explain that the selected leaders, must be trustful, respect the other members, have a vision and encourage members to participate in group decision making.

15. To explain that the leaders should have specific term of office and they should be changed after the end of the term.

16. To assign responsibility, performance and functioning of SHG leaders

17. To coordinate all activities of the group and to build good relationships among members.

18. To ensure that all members participate effectively in group activities and monitor group progress and improve performances
19. To coordinate with banks and other organizations and bring out the best in every member.

20. To create opportunities for all members to develop leadership qualities.

21. To promote belongingness and ownership of the group by all members and to avoid domination of the majority by a few influential members.

22. To encourage all other members to participate in group activities including decision making.

23. To be responsible, impartial and supportive of others and should not be selfish, dominating and dictatorial (autocratic leaders).

24. To let the participants know about the SHGs leaders qualities such as self-disciplined, dedicated, balanced in attitude and behaviour, honest, patient and concerned about the development of the group.
WATERSHED CELL CUM DATA CENTRE (WCDC)

Training-1

Withdrawal strategy

Stakeholder group: Watershed committee, PRI and WDT members

Duration: Two (2) days

Objectives:

1. To let the participants acknowledge with the duration and withdrawal of the project
2. To build capacity for post project management strategy
3. To learn about the exit protocols for the post project and to document the improvement after the project.
4. To transfer the responsibility in a strategic way to other committee/organization/individuals.

Training on:

i. A participatory, interactive, feed-back oriented approach
ii. Delineation of activities and selection of indicators to gauge impact
iii. Analysis of the financial progress as per activities/sub heads
iv. Strategies for meaningful completion and withdrawal
v. Processes for withdrawal at micro-watershed level
vi. Operational phase for withdrawn
vii. Networking of SHG or their federation with line departments, industries, NGOs etc
viii. Making provisions for enabling the WDC to carry out all govt. programmes as single window agency.
ix. Formation of SHG federation and capacity building
x. Patch wise UG formation and develop rule and regulation for distribution of resources & collection of user fees.
xi. Arranging sensitization programmes for PRIs about project activities and ensuring their effective participation
xii. Arranging exposure visits to successful federation
xiii. Developing CPR-institution linkages
Training-2

Identification & documentation of success stories with in Project area

Stakeholder group: Watershed secretary and WDT members

Duration: Two (2) days

Objectives:

13. To let the participants know about capturing progress over time.
14. To educating decision makers about the impact of your program.
15. To demonstrate responsible use of resources to stakeholders.
16. To share “best practices” with other similarly-funded programs.
17. To attract new partners for collaboration.
18. To motivate the participants about different success stories of others
19. To develop the skills of identifying success stories among the participants
20. To facilitate project members the technique of presenting and exposing success stories.

Training on:

i. Identification of model micro watershed
ii. Choosing a program/activity to highlight
iii. Development of success stories
iv. Reaching various audiences through your success story
v. Formatting your success story-Title, Problem Overview, Program/Activity Description, Program/Activity Outcomes and Additional Information
vi. Messaging simple and concise
vii. Use of simple language
viii. Photography in short
Training-3

**Project Completion Report**

Stakeholder group: *Watershed secretary and WDT members*

**Duration:** Two (2) days

**Objectives:**

1. To identify which objectives of the project were met and not met; documents reason(s) why an objective was not met
2. To identify actual completion dates for key milestones
3. To identify outstanding issues
4. To identify budget and scope variances
5. To self evaluate the reliability and quality at state level including project level monitoring and evaluation.

**Training on:**

i. Clear understanding of what was and was not accomplished by the project
ii. Outstanding issues, actions are identified and assigned or closed
iii. Gathering information from WC, budget reports (or project tracking sheet), contractors invoices, vendor invoices
iv. Referring to project charter and project plan for completion dates and objectives, include information from approved change orders
v. Expense Tracking Sheet
vi. Contracts/Invoices
vii. Project Plan
viii. Sign-off Forms and Guidelines
ix. Issue Logs
x. Project Completion Report Template
Training-4

Livelihood analysis & planning livelihood options

Stakeholder group: SHG’s and Livelihood beneficiaries

Duration: Two (2) days

Objectives:

5. To develop the watershed secretaries/president & WC members for need based beneficiary selection for livelihood options.
6. To provide a conceptual understanding of income generating activities.
7. To orient the participants on different livelihood options.
8. To build skills for planning and implementation of livelihood options.
9. To strengthen WDT and watershed secretary through subject specific knowledge inputs.
10. To provide a conceptual understanding of income generating activities.
11. To orient the participants on different livelihood options.
12. To build up the risk bearing capability in distress situation.

Training on:

xiii. Livelihood approaches for farm and non-farm activities
xiv. Income-Generating through livelihood activities
xv. Concept of livelihood based entrepreneurship
xvi. Identification of IG potentials – methodology
xvii. Marketing – concept, rural markets etc
xviii. Financing IGA
xix. Beneficiaries and IGA
xx. Monitoring, evaluation and systemization
xxi. Integration of different livelihood options
xxii. Livelihood resources based on livestock, fishery and poultry etc. management
xxiii. Social marketing of agro Produces and Products
Training-5

**Training on livelihood based on agro-Processing and value addition/ off and on farm activities**

**Stakeholder group:** *SHG’s and livelihood beneficiaries*

**Duration:** Three (3) days (*1 day field visit*)

**Objectives:**

1. To promote on / off farm micro enterprises / livelihoods for resource poor women and farmers and access to credit for SHG / farmers / youth groups from villages.
2. To builds skills for vulnerable women and farmers on right based issues and dry land farming system.
3. To facilitate watershed community with different types of micro-enterprise for livelihood.
4. To orient their thinking for establishing entrepreneurship by credits or finance.
5. To enable them to develop the skills of successfully establishing enterprise and timely repaying.
6. To develop the skills of market strategy and marketing.

**Training on:**

- x. Market Structure
- xi. The Role of Technological Change
- xii. Income-Generating through livelihood activities
- xiii. Concept of entrepreneurship, entrepreneurial traits.
- xiv. Identification of IG potentials – methodology
- xv. Agro processing enterprise
- xvi. Homestead value addition
- xvii. Marketing – concept, rural markets etc
- xviii. Business opportunities search and scanning (BOSS) – tools for identification
- xix. Project profile preparation – methodology and project profile preparation
Training-6

**Micro-credit, micro financing and micro enterprise for livelihood improvement**

**STAKEHOLDER GROUP:** SHG, livelihood and micro-enterprise beneficiaries

**DURATION:** Two (2) days

**OBJECTIVES:**

5. To enrich them with the terms micro credit, financing and enterprise respectively.
6. To orient their thinking to credits or financing for entrepreneurship development.
7. To enable them to develop the skills of successfully establishing enterprise and timely repaying.
8. To facilitate watershed community the transparency of credit and financing.

**TRAINING ON:**

i. Concept of microloan
ii. Micro credit-definition
iii. Modern microcredit
iv. Impact of micro-credit
v. Micro-credit for water supply and sanitation
vi. Micro-finance-definition
vii. Micro-finance debates and challenges
viii. Micro-finance standards and principles
ix. Micro-finance and social interventions

-------------

Training-7

**Process & Procedure of convergence**

**STAKEHOLDER GROUP:** Watershed committee, PIA and WDT members

**DURATION:** One (1) day

**OBJECTIVES:**

9. To get aware of government schemes and its convergence in watershed areas.
10. To develop skill for departmental coordination, cooperation and convergence of schemes.
11. To build up managerial capabilities for fast linkages and convergence by line departments.
12. To set mind for post project management and evaluation.

**Training on:**

xiv. Convergence Coordination  
v. Linkages Convergence of Programs  
xvi. Fund management components  
xvii. Post project management  
xviii. Credit /Grant linkages with the Banks and other Financial institutions  
xix. Coordination and cooperation  
xx. NHM, NBM, MGNREGA etc. programs convergence by line-departments in WS area.

---

**Training-8**

**Tools & Techniques of monitoring**

**Stakeholder group:** *Watershed community, PIA and WDT members*

**Duration:** One (1) day

**Objectives:**

1. Provide an overview of some of the key concepts and techniques of monitoring  
2. Explain how IWMP can use monitoring to improve the outputs and impacts of micro-watershed projects/activities.  
3. Introduce a generic monitoring procedure which can be tailor-made to a particular context.  
4. Provide extensive references to other documents and resources on monitoring.  
5. To assess the current situation and compare it to our expectations or goals.  
6. To monitor and practically reviewing performance of the project.  
7. To build capacity in monitoring tools and techniques.  
8. To support, control and assess the beneficiaries’ performances.  
9. To support, assist, advise the beneficiaries.
Training on:

i. Performance indicators - inputs, processes, outputs, outcomes, and impacts for development projects, programs, or strategies.
ii. Improving quality of project work, program and activity.
iii. Assisting the preparation of detailed project reports.
iv. Providing objective basis for activity review, monitoring, and evaluation.
v. Providing evidence on delays, “leakage,” and corruption
vi. Participatory methods
vii. Impact evaluation
viii. Cost-benefit and cost-effectiveness analysis

---

**Training-9**

**Conceptual, legal and practical issues of CPR management**

**Stakeholder group:** *Watershed community, PRI body and WDT members*

**Duration:** One (1) day

**Objectives:**

1. To providing certain basic statistics on the size of CPRs.
2. To focus the participants on the type of benefits derived from CPRs.
3. To make understand the magnitude and the proportion of households making use of CPRs.

---

**Training on:**

xiii. Concept and definition of common property resources
xiv. Economic and social / cultural reasons for the development of CPR management practices
xv. Political, legal and governance issues
xvi. Conflict resolution, administrative and organizational problems and solutions
xvii. Legal, institutional and policy frameworks in India with respect to different kinds of CPRs: water, forest, and wasteland
xviii. Principles and methods for sustainable management of CPRs
xix. Designing (including technical designing) commons and CPR management strategies
xx. Case studies

---

**Training-10**

*Institutional arrangements for income generation activities, co-ordination and linkages*

**Stakeholder group:** *SHG’s, livelihood and micro-enterprise beneficiaries*

**Duration:** One (1) day

**Objectives:**

8. To strengthen WDT and watershed secretary through subject specific knowledge inputs.
9. To provide a conceptual understanding of income generating activities.
10. To orient the participants on different livelihood options.
11. To build up the risk bearing capability in distress situation.

**Training on:**

i. Income generating activities (IGA)-definition
ii. Income generating programmes
iii. Social dimension of the programme
iv. Basic principles for initiating IGA
v. Financing IGA
vi. Beneficiaries and IGA
vii. Monitoring, evaluation and systemization
viii. Livelihood approaches for farm and non-farm activities
ix. Integration of different livelihood options
x. Livelihood based on livestock, Fishery and poultry etc. management
xi. Livestock resource management
xii. Social marketing of agro Products and Products
xiii. Credit /Grant linkages with the Banks and other Financial institutions
xiv. Coordination and cooperation
Training-11

**Capacity building and leadership training programme for Self Help Group leaders**

**Stakeholder group:** *SHG leaders*

**Duration:** Two (2) days

**Objectives:**

1. To assign specific responsibilities to group leaders who may be called leaders, representatives or office bearers.
2. To explain that the selected leaders, must be trustful, respect the other members, have a vision and encourage members to participate in group decision making.
3. To explain that the leaders should have specific term of office and they should be changed after the end of the term.
4. To assign responsibility, performance and functioning of SHG leaders.
5. To coordinate all activities of the group and to build good relationships among members.
6. To ensure that all members participate effectively in group activities and monitor group progress and improve performances.
7. To coordinate with banks and other organizations and bring out the best in every member.
8. To create opportunities for all members to develop leadership qualities.
9. To promote belongingness and ownership of the group by all members and to avoid domination of the majority by a few influential members.
10. To encourage all other members to participate in group activities including decision making.
11. To be responsible, impartial and supportive of others and should not be selfish, dominating and dictatorial (autocratic leaders).
12. To let the participants know about the SHGs leaders qualities such as self-disciplined, dedicated, balanced in attitude and behaviour, honest, patient and concerned about the development of the group.
STATE LEVEL NODAL AGENCY (SLNA)

Training-1

Operational issues, constraints, coordination and linkages

Stakeholder group: Watershed secretary and WDT members

Duration: One (1) day

Objectives:

8. To make participants understand the different operational issues of the project
9. To enrich them with the directions of approving and sanctioning a project.
10. To develop skills of accounting, budgeting and record maintaining.
11. To get aware of government schemes and its convergence in watershed areas.
12. To develop skill for departmental coordination, cooperation and convergence of schemes.
13. To build up managerial capabilities for fast linkages and convergence by line departments.
14. To set mind for post project management and evaluation.

Training on:

xii. Institutional arrangements
xiii. Criteria for Selection of Watershed Projects
xiv. Project Management
xv. Allocation of Funds, Approval of Projects and Release of Funds
xvi. Capacity Building Strategy
xvii. Monitoring, Evaluation and Learning
xviii. Coordination and cooperation
xix. Convergence Coordination
xx. Linkages Convergence of Programs
xxi. Fund management components
xxii. Post project management
Training-2

Existing livelihood development approaches

Stakeholder group: Members of Self Help Groups

Duration: One (1) day

Objectives:

1. To develop the watershed secretaries/president & WC members for need based beneficiary selection for livelihood options.
2. To provide a conceptual understanding of income generating activities.
3. To orient the participants on different livelihood options.
4. To build skills for planning and implementation of livelihood options.
5. To strengthen WDT and watershed secretary through subject specific knowledge inputs.
6. To provide a conceptual understanding of income generating activities.
7. To orient the participants on different livelihood options.
8. To build up the risk bearing capability in distress situation.

Training on:

i. Livelihood approaches for farm and non-farm activities
ii. Income-Generating through livelihood activities
iii. Concept of livelihood based entrepreneurship
iv. Identification of IG potentials – methodology
v. Marketing – concept, rural markets etc
vi. Financing IGA
vii. Beneficiaries and IGA
viii. Monitoring, evaluation and systemization
ix. Integration of different livelihood options
x. Livelihood resources based on livestock, fishery and poultry etc. management
xi. Social marketing of agro Produces and Products
Training-3

Benchmarking, Monitoring & Impact Evaluation

Stakeholder group: Watershed committee, PIA and WDT members

Duration: One (1) day

Objectives

1. Provide an overview of some of the key concepts and techniques of monitoring
2. Explain how IWMP can use monitoring to improve the outputs and impacts of micro-watershed projects/activities.
3. Introduce a generic monitoring procedure which can be tailor-made to a particular context.
4. Provide extensive references to other documents and resources on monitoring.
5. To assess the current situation and compare it to our expectations or goals.
6. To monitor and practically reviewing performance of the project.
7. To build capacity in monitoring tools and techniques.
8. To support, control and assess the beneficiaries’ performances.
9. To support, assist, advise the beneficiaries.

Training on:

i. Performance indicators- inputs, processes, outputs, outcomes, and impacts for development projects, programs, or strategies.
ii. Improving quality of project work, program and activity.
iii. Assisting the preparation of detailed project reports.
iv. Providing objective basis for activity review, monitoring, and evaluation.
v. Providing evidence on delays, “leakage,” and corruption
vi. Participatory methods
vii. Impact evaluation
viii. Cost-benefit and cost-effectiveness analysis
**Tentative Estimate/Budget break up for 4(four) days training programme**

### DAY-1 (A)

<table>
<thead>
<tr>
<th>Sl. No.</th>
<th>Expenditure head</th>
<th>Suggested Cost</th>
<th>Amount (INR)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Training Kits (File/Folder, Pen, Pad etc.)</td>
<td>30 nos. x @ Rs. 50</td>
<td>Rs. 1500/-</td>
</tr>
<tr>
<td>2.</td>
<td>Banner/Flex</td>
<td>Rs. 500 x 1</td>
<td>Rs. 500/-</td>
</tr>
<tr>
<td>3.</td>
<td>Hall room preparation/decoration etc</td>
<td>Rs. 1000/-</td>
<td>Rs. 1000/-</td>
</tr>
<tr>
<td>4.</td>
<td>Resource Person’s Honorarium</td>
<td>2 x @ Rs. 300/-</td>
<td>Rs. 600/-</td>
</tr>
<tr>
<td>5.</td>
<td>Lunch</td>
<td>30 nos. x @ Rs. 150/-</td>
<td>Rs. 4500/-</td>
</tr>
<tr>
<td>6.</td>
<td>Refreshment (Tea/Coffee, Snacks etc)</td>
<td>30 nos. x @ Rs. 50/-</td>
<td>Rs. 1500/-</td>
</tr>
<tr>
<td>7.</td>
<td>Misc.</td>
<td>Rs. 2500/-</td>
<td>Rs. 2500/-</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td></td>
<td><strong>Rs. 12,100/-</strong></td>
</tr>
</tbody>
</table>

### DAY-2 (B)

<table>
<thead>
<tr>
<th>Sl. No.</th>
<th>Expenditure head</th>
<th>Suggested Cost</th>
<th>Amount (INR)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Lunch</td>
<td>30 x @ Rs. 150/-</td>
<td>Rs. 4500/-</td>
</tr>
<tr>
<td>2.</td>
<td>Refreshment (Tea/Coffee, Snacks etc.)</td>
<td>30 nos. x @ Rs. 50/-</td>
<td>Rs. 1500/-</td>
</tr>
<tr>
<td>3.</td>
<td>Resource Person’s Honorarium</td>
<td>4 x @ Rs. 300/-</td>
<td>Rs. 1200</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td></td>
<td><strong>Rs. 7200/-</strong></td>
</tr>
</tbody>
</table>

### DAY-3 (C)

<table>
<thead>
<tr>
<th>Sl. No.</th>
<th>Expenditure head</th>
<th>Suggested Cost</th>
<th>Amount (INR)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Lunch</td>
<td>30 x @ Rs. 150/-</td>
<td>Rs. 4500/-</td>
</tr>
<tr>
<td>2.</td>
<td>Resource Person’s Honorarium</td>
<td>4 x @ Rs. 300/-</td>
<td>Rs. 1200</td>
</tr>
<tr>
<td>3.</td>
<td>Refreshment (Tea/Coffee, Snacks etc.)</td>
<td>30 nos. x @ Rs. 50/-</td>
<td>Rs. 1500/-</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td></td>
<td><strong>Rs. 7200/-</strong></td>
</tr>
</tbody>
</table>

### DAY-4 (D)

<table>
<thead>
<tr>
<th>Sl. No.</th>
<th>Expenditure head</th>
<th>Suggested Cost</th>
<th>Amount (INR)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Hiring of vehicle (Field visit)</td>
<td>Rs. 4000/-</td>
<td>Rs. 4000/-</td>
</tr>
<tr>
<td>2.</td>
<td>Lunch</td>
<td>30 x @ Rs. 150/-</td>
<td>Rs. 4500/-</td>
</tr>
<tr>
<td></td>
<td>Refreshment (Tea/Coffee, Snacks etc.)</td>
<td>30 nos. x @ Rs. 50/-</td>
<td>Rs. 1500/-</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td></td>
<td><strong>Rs. 10,000/-</strong></td>
</tr>
</tbody>
</table>

**Grand Total (A+B+C+D) = Rs. 36,500/- (Thirty six thousand and five hundred) only**
Tentative Estimate/Budget break up for 3(three) days training programme

**DAY-1 (A)**

<table>
<thead>
<tr>
<th>Sl. No.</th>
<th>Expenditure head</th>
<th>Suggested Cost</th>
<th>Amount (INR)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Training Kits (File/Folder, Pen, Pad etc.)</td>
<td>30 nos. x @ Rs. 50</td>
<td>Rs. 1500/-</td>
</tr>
<tr>
<td>2.</td>
<td>Banner/Flex</td>
<td>Rs. 500 x 1</td>
<td>Rs. 500/-</td>
</tr>
<tr>
<td>3.</td>
<td>Hall room preparation/decoration etc</td>
<td>Rs. 1000/-</td>
<td>Rs. 1000/-</td>
</tr>
<tr>
<td>4.</td>
<td>Resource Person’s Honorarium</td>
<td>2 x @ Rs. 300/-</td>
<td>Rs. 600/-</td>
</tr>
<tr>
<td>5.</td>
<td>Lunch</td>
<td>30 nos. x @ Rs. 150/-</td>
<td>Rs. 4500/-</td>
</tr>
<tr>
<td>6.</td>
<td>Refreshment (Tea/Coffee, Snacks etc)</td>
<td>30 nos. x @ Rs. 50/-</td>
<td>Rs. 1500/-</td>
</tr>
<tr>
<td>7.</td>
<td>Misc.</td>
<td>Rs. 2500/-</td>
<td>Rs. 2500/-</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td></td>
<td><strong>Rs. 12,100/-</strong></td>
</tr>
</tbody>
</table>

**DAY-2 (B)**

<table>
<thead>
<tr>
<th>Sl. No.</th>
<th>Expenditure head</th>
<th>Suggested Cost</th>
<th>Amount (INR)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Lunch</td>
<td>30 x @ Rs. 150/-</td>
<td>Rs. 4500/-</td>
</tr>
<tr>
<td>2</td>
<td>Refreshment (Tea/Coffee, Snacks etc.)</td>
<td>30 nos. x @ Rs. 50/-</td>
<td>Rs. 1500/-</td>
</tr>
<tr>
<td>3</td>
<td>Resource Person’s Honorarium</td>
<td>4 x @ Rs. 300/-</td>
<td>Rs. 1200</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td></td>
<td><strong>Rs. 7200/-</strong></td>
</tr>
</tbody>
</table>

**DAY-3 (C)**

<table>
<thead>
<tr>
<th>Sl. No.</th>
<th>Expenditure head</th>
<th>Suggested Cost</th>
<th>Amount (INR)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Hiring of vehicle (Field Visit)</td>
<td>Rs. 4000/-</td>
<td>Rs. 4000/-</td>
</tr>
<tr>
<td>2.</td>
<td>Lunch</td>
<td>30 x @ Rs. 150/-</td>
<td>Rs. 4500/-</td>
</tr>
<tr>
<td></td>
<td>Refreshment (Tea/Coffee, Snacks etc.)</td>
<td>30 nos. x @ Rs. 50/-</td>
<td>Rs. 1500/-</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td></td>
<td><strong>Rs. 10,000/-</strong></td>
</tr>
</tbody>
</table>

Grand Total (A+B+C) = Rs. 29,300/- (Twenty nine thousand and three hundred) only
**Tentative Estimate/Budget break up for 2(two) days training programme**

### DAY-1(A)

<table>
<thead>
<tr>
<th>Sl. No.</th>
<th>Expenditure head</th>
<th>Suggested Cost</th>
<th>Amount (INR)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Training Kits (File/Folder, Pen, Pad etc.)</td>
<td>30 nos. x @ Rs. 50</td>
<td>Rs. 1500/-</td>
</tr>
<tr>
<td>2.</td>
<td>Banner/Flex</td>
<td>Rs. 500 x 1</td>
<td>Rs. 500/-</td>
</tr>
<tr>
<td>3.</td>
<td>Hall room preparation/decoration etc</td>
<td>Rs. 1000/-</td>
<td>Rs. 1000/-</td>
</tr>
<tr>
<td>4.</td>
<td>Resource Person’s Honorarium</td>
<td>2 x @ Rs. 300/-</td>
<td>Rs. 600/-</td>
</tr>
<tr>
<td>5.</td>
<td>Lunch</td>
<td>30 nos. x @ Rs. 150/-</td>
<td>Rs. 4500/-</td>
</tr>
<tr>
<td>6.</td>
<td>Refreshment (Tea/Coffee, Snacks etc)</td>
<td>30 nos. x @Rs. 50/-</td>
<td>Rs. 1500/-</td>
</tr>
<tr>
<td>7.</td>
<td>Misc.</td>
<td>Rs. 2200/-</td>
<td>Rs. 2200/-</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td></td>
<td><strong>Rs. 11,800/-</strong></td>
</tr>
</tbody>
</table>

### DAY-2 (B)

<table>
<thead>
<tr>
<th>Sl. No.</th>
<th>Expenditure head</th>
<th>Suggested Cost</th>
<th>Amount (INR)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Lunch</td>
<td>30 x @Rs. 150/-</td>
<td>Rs. 4500/-</td>
</tr>
<tr>
<td>2</td>
<td>Refreshment (Tea/Coffee, Snacks etc.)</td>
<td>30 nos. x @Rs. 50/-</td>
<td>Rs. 1500/-</td>
</tr>
<tr>
<td>3</td>
<td>Resource Person’s Honorarium</td>
<td>4 x @ Rs. 300/-</td>
<td>Rs. 1200</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td></td>
<td><strong>Rs. 7200/-</strong></td>
</tr>
</tbody>
</table>

**Grand Total (A+B) =Rs. 19,000/- (Nineteen thousand) only**
Tentative Estimate/Budget break up for 1(One) day training programme

**DAY-1(A)**

<table>
<thead>
<tr>
<th>Sl. No.</th>
<th>Expenditure head</th>
<th>Suggested Cost</th>
<th>Amount (INR)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Training Kits (File/Folder, Pen, Pad etc.)</td>
<td>30 nos. x @ Rs. 50</td>
<td>Rs. 1500/-</td>
</tr>
<tr>
<td>2.</td>
<td>Banner/Flex</td>
<td>Rs. 500 x 1</td>
<td>Rs. 500/-</td>
</tr>
<tr>
<td>3.</td>
<td>Hall room preparation/decoration etc</td>
<td>Rs. 1000/-</td>
<td>Rs. 1000/-</td>
</tr>
<tr>
<td>4.</td>
<td>Resource Person’s Honorarium</td>
<td>4 x @ Rs. 300/-</td>
<td>Rs. 1200/-</td>
</tr>
<tr>
<td>5.</td>
<td>Lunch</td>
<td>30 nos. x @ Rs. 150/-</td>
<td>Rs. 4500/-</td>
</tr>
<tr>
<td>6.</td>
<td>Refreshment (Tea/Coffee, Snacks etc)</td>
<td>30 nos. x @Rs. 50/-</td>
<td>Rs. 1500/-</td>
</tr>
<tr>
<td>7.</td>
<td>Misc.</td>
<td>Rs. 1800/-</td>
<td>Rs. 1800/-</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td></td>
<td><strong>Rs. 12,000/-</strong></td>
</tr>
</tbody>
</table>

Grand Total =Rs. 12,000/- (Twelve thousand) only
## ANNEXURE

### A. National Level: Govt. Institutes

<table>
<thead>
<tr>
<th>Institutes</th>
<th>Specialization</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. Vivekanand Parvatiya Krishi Anusandhan Kendra (VPKAS), Almora</td>
<td>Agriculture, Horticulture &amp; Water harvesting</td>
</tr>
<tr>
<td>3. Forest Research Institute Dehradun (FRI)</td>
<td>Forestry</td>
</tr>
<tr>
<td>4. State Forest Service College, Dehradun (SFS)</td>
<td>Forestry</td>
</tr>
<tr>
<td>5. Indian Council of Agricultural Research Delhi (ICAR)</td>
<td>Agriculture and Horticulture</td>
</tr>
<tr>
<td>7. G.B. Pant Agricultural University, Pantnagar, Ranichauri (GBPUAT)</td>
<td>All type of technical training and extensions</td>
</tr>
<tr>
<td>9. Administrative Staff College of India (ASCI), Hyderabad</td>
<td>Project Management, World Bank Procurement and Disbursement Procedures</td>
</tr>
<tr>
<td>10. Central Soil and Water Conservation Research &amp; Training Institute (CSWCRTI)</td>
<td>Soil and Water Conservation</td>
</tr>
<tr>
<td>11. Indian Institute of Forest Management (IIMF)</td>
<td>Forest Management, Multi Stakeholder Analysis, Participatory Approach in NRM</td>
</tr>
<tr>
<td>12. Indian Institute of Management (IIM)</td>
<td>General Management</td>
</tr>
<tr>
<td>15. Forest Survey of India, Dehradun (FSI)</td>
<td>GIS, Remote Sensing</td>
</tr>
<tr>
<td>16. Banker Institute of Rural Development, (BIRD), Lucknow</td>
<td>Credit Management</td>
</tr>
<tr>
<td>Institutes</td>
<td>Specialization</td>
</tr>
<tr>
<td>---------------------------------------------------------------------------</td>
<td>--------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>18. Indian Institute of Management, Ahmedabad</td>
<td>Participatory Impact Assessment</td>
</tr>
<tr>
<td>19. Institute of Rural Management Anand, Gujarat</td>
<td>Rural Development &amp; Management</td>
</tr>
</tbody>
</table>

B. NGO’s
<table>
<thead>
<tr>
<th>Name of NGO</th>
<th>Specialization</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. MYRADA, Bangalore</td>
<td>SHG and Participatory Watershed Management, Documentation Skill, Participatory Monitoring Evaluation, Impact Assessment and Social Audit. Exposure Visit</td>
</tr>
<tr>
<td>2. Self Employed Women's Association, Ahmedabad (SEWA)</td>
<td>SHG Works, Gender Issues</td>
</tr>
<tr>
<td>3. SEWA Mandir, Udaipur</td>
<td>SHG Works, Gender Issues</td>
</tr>
<tr>
<td>5. Aga Khan Rural Research Programme (AKRSP) Gujarat</td>
<td>Participatory Watershed Management, Monitoring &amp; Evaluation, Exposure visit</td>
</tr>
<tr>
<td>6. Tarun Bharat Sangh, Rajasthan (TBS)</td>
<td>Water Management, Harvesting &amp; SHG. Exposure visit</td>
</tr>
<tr>
<td>7. Sahbhagi Siskhan Kendra (SSK), Lucknow</td>
<td>Participatory Approach, ToT Training, PRA Technique</td>
</tr>
<tr>
<td>8. Society for Participatory Research in Asia (PRIA), Delhi</td>
<td>Capacity Building/ National/ International Seminar, Participatory Impact Assessment</td>
</tr>
<tr>
<td>10. Bharatiya Agro Industrial Foundation, Allahabad (BAIF)</td>
<td>Livestock Training</td>
</tr>
<tr>
<td>11. HAZARD, Karnataka</td>
<td>Environmental Safeguards</td>
</tr>
<tr>
<td>12. German Technical Cooperation</td>
<td>Project Management and Capacity Development</td>
</tr>
</tbody>
</table>

C. State Level: Govt. Institutes
<table>
<thead>
<tr>
<th>Institutes</th>
<th>Specialization</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Uttarakhand Academy of Administration, Nainital (UAA)</td>
<td>Administrative, Project Management</td>
</tr>
<tr>
<td>2. Watershed Management Directorate, Dehradun</td>
<td>Watershed Management, Environmental Safeguards</td>
</tr>
<tr>
<td>3. State Institute of Rural Development, (SIRD) Udhamsingh Nagar, Uttarakhand</td>
<td>Rural Development</td>
</tr>
<tr>
<td>4. Forestry and Forest Panchayat Training Institute, Haldwani (FTI)</td>
<td>Forestry, Van Panchayat, General Forest Management</td>
</tr>
<tr>
<td>5. Rural Training Centre (RTC) Ballowal</td>
<td>Watershed Management</td>
</tr>
<tr>
<td>6. State Bamboo Board</td>
<td>Bamboo Techniques</td>
</tr>
<tr>
<td>7. Organic Board</td>
<td>Organic Farming</td>
</tr>
<tr>
<td>8. Khadi Evam Gram Udyog Board (KVIC),</td>
<td>Small Scale Industries</td>
</tr>
<tr>
<td>9. Pashulok, Rishikesh</td>
<td>Livestock Training</td>
</tr>
<tr>
<td>10. Institute of Cooperative Management, Dehradun</td>
<td>Cooperative Management, Entrepreneurship</td>
</tr>
</tbody>
</table>

D. NGO’s

<table>
<thead>
<tr>
<th>Name of NGO</th>
<th>Specialization</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. People’s Science Institute (PSI)</td>
<td>Participatory Watershed Management, Water Conservation and Harvesting, Agriculture and Horticulture, Institution Building</td>
</tr>
<tr>
<td>2. Shri Bhuwaneshari Mahila Ashram (SBMA)</td>
<td>Rural Development</td>
</tr>
<tr>
<td>Name of NGO</td>
<td>Specialization</td>
</tr>
<tr>
<td>---------------------------------------------------------------------------</td>
<td>--------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>3. Dasholi Gram Swaraj Mandal, Gopeshwar</td>
<td>Water Conservation and Harvesting</td>
</tr>
<tr>
<td>4. Kasar Trust, Bageshwar</td>
<td>Community Based NRM, Water Conservation &amp; Harvesting</td>
</tr>
<tr>
<td>5. Himalayan Action Research Centre, Dehradun (HARC)</td>
<td>EDP, IGA skill training, SHG capacity building, Institution Building</td>
</tr>
<tr>
<td>6. Himalayan Environment Studies and Conservation Organization (HESCO),</td>
<td>IGA related skill capacity building, Water Conservation and Harvesting,</td>
</tr>
<tr>
<td>Dehradun</td>
<td>Institution Building</td>
</tr>
<tr>
<td>7. Lok Chetna Manch</td>
<td>Environmental education</td>
</tr>
<tr>
<td>8. INHERE, Masi, Almora</td>
<td>Watershed Development, Water Conservation and Harvesting, Agriculture and</td>
</tr>
<tr>
<td></td>
<td>Horticulture, Forestry and Fodder Development, EDP, IGA skill training, SHG</td>
</tr>
<tr>
<td></td>
<td>capacity building</td>
</tr>
<tr>
<td>9. CHIRAG, Nainital</td>
<td>Watershed Development, Water Conservation and Harvesting, Agriculture and</td>
</tr>
<tr>
<td></td>
<td>Horticulture, Forestry and Fodder Development, EDP, IGA skill training, SHG</td>
</tr>
<tr>
<td></td>
<td>capacity building</td>
</tr>
<tr>
<td>10. CHEA, Almora</td>
<td>Watershed Development, Water Conservation and Harvesting, Forestry and Fodder</td>
</tr>
<tr>
<td></td>
<td>Development, Enterprise Development</td>
</tr>
</tbody>
</table>

E. District and local level: Govt. Institutes

<table>
<thead>
<tr>
<th>Govt. Institutes</th>
<th>Specialization</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Regional Rural Training Centres located at Haridwar, Pauri, Almora</td>
<td>Rural Development</td>
</tr>
<tr>
<td>2. Forestry Training Centres located at Kalagarh, Almora</td>
<td>Forestry, Extension</td>
</tr>
<tr>
<td>3. Training Centre for Alternate Energy, Roorkee, Kashipur</td>
<td>Alternate Energy Utilization</td>
</tr>
</tbody>
</table>

F. NGO’s
<table>
<thead>
<tr>
<th>Name of the NGOs</th>
<th>Specialization</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Society for Rural Awareness and Development in Himalayan Area (SRADHA), Uttarakashi</td>
<td>Watershed Development, Agriculture and Horticulture, Animal Husbandry, Institution Building</td>
</tr>
<tr>
<td>2. Sankalp Samajik Sansthan, Uttarakashi</td>
<td>Agriculture, Horticulture, Institution Building</td>
</tr>
<tr>
<td>3. Uttarakhand Youth and Rural Development Centre (UYRDC), Chamoli</td>
<td>Watershed Development, Water Conservation and Harvesting, Agriculture and Horticulture, Forestry and Fodder Development, Institution Building</td>
</tr>
<tr>
<td>4. Dasoli Gram Swaraj Mandal, Chamoli</td>
<td>Forestry and Fodder Development, Institution Building</td>
</tr>
<tr>
<td>5. Jai Nanda Devi Swarojgar Shikshan Sansthan (Jandesh), Chamoli</td>
<td>Water Conservation and Harvesting, Forestry and Fodder Development and Institution Building</td>
</tr>
<tr>
<td>6. Himalayan Institute For Rural Awakening (HIRA), Rishikesh</td>
<td>Agriculture and Horticulture, Institution Building</td>
</tr>
<tr>
<td>7. SMTA, Dehradun</td>
<td>Watershed Development, Water Conservation and Harvesting, Institution Building</td>
</tr>
<tr>
<td>10. Shri Bhubaneshwari Mahila Ashram (SBMA), Tehri Garhwal</td>
<td>Water Conservation and Harvesting, Agriculture and Horticulture, Forestry and Fodder Development, Animal Husbandry, Enterprise Development and Institution Building</td>
</tr>
<tr>
<td>12. Appropriate Technology India (ATI), Rudraprayag</td>
<td>Enterprise Development, Institution Building and Animal Husbandry</td>
</tr>
<tr>
<td>Name of the NGOs</td>
<td>Specialization</td>
</tr>
<tr>
<td>------------------</td>
<td>----------------</td>
</tr>
<tr>
<td>14. Daliyo ka Dagadiya, Pauri Garhwal</td>
<td>Forestry and Fodder Development, Institution Building</td>
</tr>
<tr>
<td>15. ARPAN, Pithoragarh</td>
<td>Watershed Development, Water Conservation and Harvesting, Institution Building</td>
</tr>
<tr>
<td>16. KAGAS, Pithoragarh</td>
<td>Water Conservation and Harvesting, Agriculture and Horticulture, Forestry and Fodder Development and Institution Building</td>
</tr>
<tr>
<td>17. Kassar Trust, Bageshwar</td>
<td>Water Conservation and Harvesting, Institution Building</td>
</tr>
<tr>
<td>18. Mahila Haat, Bageshwar</td>
<td>Water Conservation and Harvesting, Agriculture and Horticulture, Forestry and Fodder Development and Institution Building</td>
</tr>
<tr>
<td>19. Himalayan Trust, Bageshwar</td>
<td>Water Conservation and Harvesting, Agriculture and Horticulture, Forestry and Fodder Development and Institution Building</td>
</tr>
<tr>
<td>21. Society for Uttarakhand Development and Himalayan Action (SUDHA), Almora</td>
<td>Watershed Development, Agriculture and Horticulture, Forestry and Fodder Development and Institution Building</td>
</tr>
<tr>
<td>22. Om Jan Vikas Samiti, Champawat</td>
<td>Water Conservation and Harvesting, Institution Building</td>
</tr>
<tr>
<td>23. SAMBANDH, Champawat</td>
<td>Watershed Development, Water Conservation and Harvesting, Agriculture and Horticulture and EDP</td>
</tr>
<tr>
<td>24. VIMARSH, Nainital</td>
<td>Water Conservation and Harvesting, Forestry and Fodder Development, EDP and Institution Building</td>
</tr>
<tr>
<td>25. SIMAR, US Nagar</td>
<td>Watershed Development, Agriculture and Horticulture, Forestry and Fodder Development</td>
</tr>
</tbody>
</table>