

# **Training on Micro-Level Planning** **Bundelkhand University, Jhansi, U.P.**

14-18 February 2006

## **Completion Report**

Organised by  
**Development Alternatives**

Facilitated by  
**Praxis- Institute for Participatory Practices**

## Introduction

The Poorest Areas Civil Society (PACS) Programme is a collaborative civil society effort to reduce poverty in the poorest districts of India. The Programme is being implemented in 100 poorest districts in the states of Bihar, Chhattigarh, Jharkhand, Madhya Pradesh, Maharashtra and Uttar Pradesh and spans over 10,500 villages in these six states. It aims to strengthen the capacity of the poor to advocate their rights and demand their entitlements.

As it also aims to strengthen civil society organisations (CSOs) working for the poor. A five-days training programme on 'Micro-Level Planning' was held at Bundelkhand University campus, Jhansi, U.P. The training was organized by Development Alternatives (DA), Management Consultants, PACS Programme for the staff of its Partner CSOs. Praxis-Institute for Participatory Practices being a resource organization in the programme and a leading agency in promotion of participatory approach of development was invited to facilitate the training. 18 participants from equal number of CSOs participated in the training.

Based on the training needs assessments conducted by DA for its partner organisations and expectations expressed by them a training module was conceptualized keeping in mind the following objectives:

- Inculcate conceptual clarity among the participants about the need, processes and issues of planning in general in micro-level planning in particular.
- Update the participants about the genesis, philosophy and trends in participatory micro-level planning.
- Impart skills to undertake participatory micro-level planning in their respective project areas.

The training was residential and housed in the campus of Bundelkhand University, Jhansi, U.P. As per the schedule, the training started on 14<sup>th</sup> February and concluded on 18<sup>th</sup> February 2006

## **Day- One**

### **Introductory Session**

#### **Introduction of the participants**

After arrival of participants the training started with a welcome note by the organizers, who elaborated on the background, objectives, follow-up and the logistics of the training. Thereafter the facilitation was handed over to the facilitators. At the outset, participants were advised to introduce themselves. The introduction was through an exercise wherein all the participants were asked to write about themselves in small cards i.e. preparing a brief resume of their own. The cards were then collected and shuffled. The pile of cards was kept on the table and each one of the participants were asked to come to the front one by one, pick one card and introduce the person, whose name was there. The session took about 50 minutes but the participants enjoyed throughout the process and also came to know each other very well.

#### **Expectations of participants**

After the elaborate introduction session the participants were asked to express their expectation from this 5-day training keeping in mind the objectives of the training as enumerated earlier. Once again they were asked to write the expectations in small cards. They were advised that each one could write as many cards they want to but one expectation should be written in one card. The written cards were then displayed on the floor for everybody to read and understand. Later on they were asked to club the similar cards at one place. The summarized expectation of the participants is as under.

- What is MLP and how it will be done?
- Problems in MLP and probable solutions
- MLP for SHG, Mahila Mandal and youth Mandal
- How to do MLP for agriculture and animal husbandry

## **Developing five days schedule with the participants**

Based on the expectations of the participants a broad agenda for the next five days was prepared.

### **February 14, 2006**

- Why MLP? (MLP: its need and relevance in the present context)
- What is MLP? (MLP: its genesis, philosophy and salient features)

### **February 15, 2006**

- How MLP? With whom and when?

### **February 16, 2006**

- Field-work in two groups  
(Nimkhera & BamhoriSheetal villages of Niwari block, Dist- Tikamgarh, M.P.)

### **February 17, 2006**

- Presentation of the findings by the groups
- Discussion on problem faced, solution and learnings from the field

### **February 18, 2006**

- Revisiting training programme
- Planning for their respective project areas
- Evaluation of the training
- Conclusion

## Technical session-1

### Need of MLP

An animation film "Whose Reality" prepared by Praxis was screened to set the tone of training. The film was based on the issue of top-down approach of planning and the need of understanding people's perception about their realities. The film raised several opinions on the present planning scenario in our country. Following points were discussed at length.

- Planning on the top, doesn't reach to the bottom.
- Five yearly planning in India
- What is planning commission?
- Who finalise the planning?
- Different types of project of the Government.
- Failure of the projects of the Government
- How planning started in India
- Socialistic and Capitalistic models of development
- Green revolution and its impact
- Who is benefited from the Govt. schemes
- Criteria of BPL
- Different types of schemes for the poor

### Group work for Societal Analysis

Participants were asked to get into four groups and find out the causes of poverty in the context of India with the experiences and situation of their own working area. The group work was presented to the large groups and in-depth discussion took place on various issues. Finally, the analysis was presented by the facilitators with the help of OHP transparencies on the following topics.

- Land distribution in India
- Health and education status
- Per capita Consumption of steel and energy
- Per capita consumption of paper
- Different types of perception about the development

The analysis was summed up with an emphasis on the following points.

- Society in general is divided on different lines of class, caste, creed, religion etc.
- Few in the society dominate and exploit the larger chunk.
- Poor are unorganized, unaware and do not have any access or control on the existing resources.
- There are several approaches to development like relief, capitalistic and socialistic.

### **Planning: The Fuel for Good Governance**

- \* **Improves the quality of life of the deprived** by adhering to certain non-negotiable principles and values.
- \* The basic feature of good governance is to ensure a **dignified life** to each and every individual living under its jurisdiction through formulation and implementation of its welfare and development plan and policies.
- \* Planning is the key factor that guides the life of each individual, family/society and moreover, it is in-built in each system.
- \* Planning is the intrinsic element/characteristic that makes Governance successful in its endeavors to become good.

## **Technical Session –II**

### **About MLP**

In this session the emphasis was on the concept of MLP, different planning methods and how MLP is different from other planning methods. The role and importance of participation was discussed through exercises and role-play. Difference in micro level planning and micro planning was also discussed during the session.

### **MLP: Making The Invisible Visible**

- \* MLP is a process whereby each individual household dwelling in a hamlet gets a fair chance to participate and design the Plan.
- \* The beauty of the plan lies in people's approval and flexibility that gives a scope to revisit the steps and rectify the mistakes.
- \* When people of various categories with an individual focus, are involved thoroughly in all the stages; i.e. right from problem analysis to resource allocation and role-define, the process itself challenges the existing power structure without resorting to any violent means.
- \* Hence, probability of change in power equation, assertion of rights assigned to each individual under constitutional framework and finally the development programs (as designed by the people and approved by the state) do work out in tandem.
- \* For this very reason MLP is often defined as a people's empowerment process. As the communities get involved in the analysis of problems for formulation, execution and monitoring of MLP they get empowered in the process.
- \* The basis of MLP is people-centred and emphasizing on people's decision.
- \* It gives opportunity to people to define "development" as per their own perception and do their planning accordingly so as to play the major role and become accountable in its implementation.

- \* Here, the bias of the planner is reduced to a large extent. The local resources are put into optimal use and the communities as critical support only to complement the local resources and initiatives mobilize external resources.
- \* The resources from various support agencies are pooled together to solve different village problems, thereby avoiding duplicity of efforts.
- \* It entails a more integrated development process, which is different from the present watertight departmental developmental programs.

### **DOMAIN OF MLP**

MLP is a dynamic process that takes the side of most vulnerable such as poor, marginalized, destitute women, uncared aged and People with Disabilities (PWDs) by facilitating a process of categorization in the village basing on caste, class, wealth, occupation etc. MLP attempts the following endeavours:

- \* It provides each and every individual, family, category of the community of a hamlet, the basic unit of planning, a forum to analyze their situation critically and understand the power relations existing in every sphere of life-political, socio-economic and cultural.
- \* It generates introspection among the villagers through graphics and visuals thereby catering to the needs of the people who are not conversant with alphabets and writing. It strikes at the root cause of the problem through the cause and effect analysis and explore/exposes the process of marginalisation that has been enduring for years.

- \* It makes mobilization of resources more feasible in terms of money, Labour, materials, etc. Moreover, it ascertains area specific physical and human potential.
- \* It provides space for individual planning, accepting the fact that the basis of planning cannot be village as unit due to the various dynamics and inequity involved but has to be individualized in order to make people's plan a reality.
- \* It ensures transparency and public accountability. It provides opportunities for social audit and constant scrutiny of plans and their implementations.
- \* It strengthens the knowledge and capacity of the planner i.e. individual, family, group and community by providing all sorts of information on various systems, which regulates their life. Thus, it gives the informed choice to the stakeholder to choose the best possible solution. Moreover, it is the eye-opener for the poor and marginalized who has become silent and passive in the long course of marginalisation and exploitation.
- \* It is a continuous process, which never ends at one phase. it gives scope to revisit the whole planning and modify it as per the need. Hence, this is a continuous cycle, which never stops.

### **Participatory methods**

Since MLP is based on the theory of Participatory approach an attempt was made to know the status of the participants Vis a Vis their knowledge of PRA/PLA. An exercise was thus introduced in which participants scored themselves on a scale of ten points on the knowledge of PRA/PLA. Ten of the participants scored zero whereas

five of them scored below five, rest three provided themselves more than five however, none scored ten.

The earlier session hinted on having a separate session on methods of participatory methods. The participants were divided into groups and asked to present some of the methods that they have practiced or are confident of. They presented the methods of social map, resource map, chapatti diagram, timeline and seasonality diagrams. The facilitators added to the presentations and clarified the doubts raised by the participants.

Later the facilitators presented some methods like matrix ranking and scoring, wellbeing analysis and cobweb analysis.

## Day- Two

### Technical Session- 3

#### Steps of the MLP

Once the participants had clarity on the fundamentals of MLP and knowledge about the basic participatory methods, the facilitators initiated the discussion on the basic steps of planning. The participants in an open discussion finalized the following steps necessary for any planning process.

- Identification and analysis of the problem
- Prioritization of the problem
- Assessment of the available resources
- How to solve the problem
- Activity- Time taken
- Responsibility fixation
- Availability/management of resources
- Monitoring the activities
- Evaluation
- Follow-up

Later the facilitators discussed about the steps need to be taken in the process of MLPs.

#### Ten Steps of MLP

- |                  |   |
|------------------|---|
| <b>STEP- I</b>   | <b>Environment building</b><br>Individual contact/ rapport building<br>Clarity and encouraging local peoples<br>Identification of facilitator<br>Preliminary activities |
| <b>STEP- II</b>  | <b>Collection of secondary data</b><br>Population data<br>Govt. Scheme coverage<br>Available facilities<br>Resources<br>Business category<br>Social cultural category   |
| <b>STEP- III</b> | <b>Village/hamlet analysis</b><br><br>Participatory survey  |

Assessment of available resources  
 Classification of community and  
 identification of the poorest of the  
 poor/Neglected communities

(Use of PRA tools)

- Social map
- Natural resource map
- Transect walk
- Seasonal calendar
- Chapati diagram
- Time line
- Matrix scoring
- Force field analysis
- Cobweb analysis
- Cause effect analysis

**STEP- IV. – Well-being analysis**

- Analysis of the process of being marginalized

**STEP- V Problem analysis identification in marginalized groups**

**STEP- VI Prioritization of problems in the marginalized groups**

**STEP- VII Informative options by the technical group**

**STEP- VIII Planning meeting**

Problem	What has been done earlier	What is to be done	Why this particular activity	Who all will be benefited	Time to be taken	When to start	Resources required	Responsibility	Indicator of success

After identification of activities following questions should be asked to see the probability:

- Does it help in achieving the objectives?
- Can it be implemented fully and quickly?
- Is it harmful for the environment?

- Will it give expected result?
- Whether benefit will reach to the target group?
- Is it hampering other activity?
- Will it continue after the project?
- Whether it will benefit more and more person
- Is it removing gender disparity?
- Is it based on the local resources?
- Will it be sustainable from economic point of view?

**STEP- IX      Presentation of the plan in Gramsabha**

**STEP- X      Implementation of MLP**

**Non-negotiable principles of MLP**

- ▶ Gender Equity
- ▶ Equity
- ▶ Sustainability
- ▶ Environment
- ▶ Participation
- ▶ Taking sides
- ▶ Equipped facilitators

## **Day- Three**

### **Practical Session**

#### **Field-work**

Two groups of 9 persons each was formed for the field work in an open session along with the participants. Some basic things that were considered while forming the groups were gender balance, experience of PRA/PLA and knowledge of local dialect.

Before proceeding for the field the two groups met to decide their plan of action in the village, responsibilities for different activities, time frame, requirement of materials for the exercises etc.

One group went to village Nimkhera and the second group to village Bamhori sheetal both in Niwari development block of Tikamgarh district in MP.

The fieldwork concluded with a programme of site seeing.

## **Day – Four**

### **Technical Session -4**

#### **Report preparation and presentation:**

##### **Group No. 1 – Nimkhera**

There are 105 families residing in this village. Main source of income is agriculture. Apart from agriculture villagers are involved in caste base occupation. Few of them migrate outside the village and district in search of job. The main problem emerged out of this exercise is availability of drinking and irrigation water. So MLP is being developed.

#### **Following informations collected by the participants:**

- Geographical conditions
- Social- economic status of the village
- Educational status
- Institutional status
- Health status
- Availability of resources

#### **Major problems identified:**

- Problem of drinking water
- Problem of Irrigation water and lack of other agricultural input.
- Lack of employment
- Health problem
- Dowry system
- Illiteracy
- Blind faith

**Main problem identified:** Availability of drinking and irrigation water

**What has been done before?**

**Who did it?**

**When:**

**Planning:**

**How:**

- Formation of committee of the villagers
- Contact with expert
- Selection of site by the villagers
- Water availability taste
- Contribution of villagers as labour and money
- Identification of resources
- Contact with the concerned persons for pulling those resources
- Construction and deepening of wells and tanks
- To increase the water table bunding work and tree plantation

**When to do?** After discussion with the villagers

**Resources available:**

- Human resource in the village and water taste equipment and other resources from outside village.

**Group – 2 Village – Bamhori sheetal**

Team members discussed with the villagers and conducted PRA exercise.

Following tools used:

- Social map
- Seasonal calendar
- Natural resource map
- Service opportunity map
- Mobility map
- Cobweb diagram
- Chapatti diagram

**Following informations collected by the participants:**

- Geographical conditions
- Social- economic status of the village
- Educational status
- Institutional status
- Health status
- Availability of resources

**Major problems of the village:**

- Problem of drinking water
- Open defecation system
- Health problem
- Problem of school

**Main problem identified:** Availability of drinking and irrigation water

**What has been done before?**

**Who did it?**

**When:**

Planning:

**How:**

- Formation of committee of the villagers
- Contact with expert
- Selection of site by the villagers
- Water availability taste
- Contribution of villagers as labour and money
- Identification of resources
- Contact with the concerned persons for pulling those resources
- Construction and deepening of wells and tanks
- To increase the water table bunding work and tree plantation

**When to do?** After discussion among the villagers

**Resources available:**

- Human resource in the village and water taste equipment and other resources from outside village.

## **Technical session 6**

After the presentations the facilitators drew attention of the participants towards some more challenges of MLP, which they would facing while implementation.

### **Challenges in MLP**

Based on the experiences of the fieldwork the challenges in MLP as under were discussed in an open session with the participants.

- Facilitator is the key person who initiates the process of MLP and keeps an eye watch on its operationalisation. Selection and capacity building of facilitator from the same community is the most crucial step whereby the foundation of the entire process exists.
- It is a new approach for individuals and village community who till recently have been totally dependent on the government for all kinds of support. Hence, sensitizing people and community i.e. environment building would be a challenging task before the facilitators.
- People are handicapped in many ways in exercising their constitutional right of participating in the planning process. They also lack experience, expertise and information base to prepare plans. Furnishing those inputs, basically information to enable them to involve themselves efficiently in the process is also vital.
- One of the major challenge is to counter the forces of vested interest groups, politicians and corrupt bureaucracy who would loose their power when this MLP gets operationalised.
- The whole problem of top to bottom planning is existing in the entire system. Therefore, in order to bring a radical change, we have to initiate MLP in a large scale so as to influence the bigger system i.e. government. For this, we also need to involve local PRIs, NGOs, CBOs, so that the importance and relevance of the process would be realized and reflected in different sectors. We have to bring an attitudinal change among those key players.

## **Day- Five**

### **Concluding Session**

#### **Revisiting Expectations**

In the last session the participants revisited the expectations that they had flagged on the first day. All of them agreed that it was more than their expectation and this would definitely help them to undertake and facilitate MLP in their respective project areas. Later the recap of all four days was initiated by the participants. The facilitators pitched in between to clarify the doubts wherever required.

#### **Plan of Action**

The participants developed future Planning for their respective project areas. Some salient features of the plans made by the participants are given below.

- Exercise of the MLP/ Selection of one village for this purpose
- Discussion in the office about MLP
- Use of PRA to collect information of the village
- Encourage villager to participate in MLP
- Development of MLP and approval from Panchayat
- Confidence building among villagers
- Develop local facilitator for developing MLP
- Environment building in the village for MLP
- Frequent visit and develop better relation with villagers
- Fixation of meeting place, date etc with the villagers
- Develop skill for facilitation
- Collect secondary information from different sources
- Identification of active person for involving them in MLP process
- Involvement of Govt. officials in this process
- To develop planning for availability of resources
- Use of tool for prioritization of the problems
- Training to the new staffs for MLP
- Sharing of MLP steps with the villagers
- Encourage poor peoples to participate in this process
- MLP with SHGs to prepare income generation activities
- Develop one village with MLP
- Planning with the organisation for MLP
- Use of MLP for strengthening women group

- Study of the materials given during MLP training and use in the field

### **Problem ahead**

The participants during the course of discussion also raised the problems as a caution or precautionary measures to be taken in the implementation of MLP. The facilitators then also addressed this.

- Negative mentality of the villagers and environment building
- Negative attitude of the govt. officials
- Availability of resources
- Lack of cooperation at organizational level
- Developing relation with the active person of the village
- Identification of local and skilled facilitator
- Other engagement
- Working area is bugger so problem in monitoring
- Participation of poorer groups itself I a problem
- Fear of interference of upper caste and middleman
- Engagement of villagers in other work
- Appropriate planning for MLP
- It may create problem for already planned activities of the organisation

### **Evaluation**

The training programme was evaluated from ends, the participants as well as the organizers/ facilitators. The participants were asked to provide their feedback through a questionnaire whereas; the organizers/ facilitators also provided a set of questions to the participants to respond on. The outcome of both the evaluations are given below.

### **Feedback of the participants:**

- It is a different and new process for them
- They would implement in the field area
- Duration of field work should be more so that they can learn more in the field
- More group discussion and role play required
- Sightseeing should be organized last day

### **Campus Visit**

The participants were taken for a visit to the campus of Taragram where number of activities were going on mainly based on Participants got an opportunity to see paper plant, energy plant, tiles making, low cost housing for the poor families. The visit was useful for the participants as came to know lot of things related to income generation and rural technology.

### **Vote of thanks and Certificate distribution**

The training concluded with vote of thanks from the organizers, facilitators and participants to each other. In this session both the organizers and the facilitators assured the participants that if any one of them would show their interest to do something new they would get support from DA as well as from PRAXIS.

### **Observations and suggestions of the trainers:**

The training was very satisfying mainly because of the seriousness on the part of both the organizers as well as the participants. The number of participants was ideal for any such training. The logistics of the programme was excellent also helped to achieve the objectives of the training. However, as there is always a scope for improvement here are some suggestions for making it more effective and useful.

- At least two days for field work. It must be as per the convenient of the villagers even in the night if, possible.
- Four wheelers must be parked away from the venue of the meeting

- No interference of the trainer/ organizer team so that trainees would get opportunity to interact with the villagers
- Small group of facilitators. (4-5 persons), therefore the number of villages should be increased depending on the number of participants
- Follow up mechanism should be developed for post training period.
- Village visit – planning should be reviewed by the facilitators
- Sitting on chairs must be avoided in the village
- Activity of the organizer must not be the limitation in the process of planning it must be villagers planning
- CSOs should nominate their senior staff members so that they can be developed as trainer as well for trainings like MLP.

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**Annexure-1**  
**Programme Evaluation sheet**

**Training System group**  
**Development alternatives**

**Name of the programme**.....

**Date** .....

**Venue** .....

**1. Design of the programme**

1	2	3	4	5

**2. Content of the training**

1	2	3	4	5

**3. Duration of the programme**

1	2	3	4	5

**4. Resource person**

1	2	3	4	5

**5. Participation of the Participants**

1	2	3	4	5

**6. Reading material**

1	2	3	4	5

**7. Training resource**

1	2	3	4	5

8. Training hall / facilities

1	2	3	4	5

9. Practical usefulness of the training

1	2	3	4	5

10. Food and stay arrangements

1	2	3	4	5

11. Overall management of the training

1	2	3	4	5

12. What do you like about the programme

1	2	3	4	5

13. What you did not like about the programme

1	2	3	4	5

Name of the participant.

Name of the organisation and address...

Phone no. ....

**Annexure-2**  
**Compiled table of Programme Evaluation sheet**

Criteria	Name of the participants																
	Arun	Ramjanam	Rajju	KPS	Munna	Gulzar	Manoj	Jaya	Balchand	Amit	Rakesh	Umesh	Dalganjan	Baghel	Anita	Hridayesh	Dr. Rakesh
Design of the programme	5	5	2	3	3	3	4	3	4	5	3	2	5	3	4	3	5
Content of the programme	4	4	2	3	3	5	4	5	2	2	4	3	4	2	5	3	4
Duration of the program	5	5	4	2	2	2	4	4	1	3	3	5	4	2	4	4	5
Resource person	5	5	4	4	4	3	5	5	4	3	5	3	5	4	5	4	2
Participation of the participants	2	4	3	3	4	3	3	4	5	3	5	2	4	3	4	4	5
Training book	3	3	5	3	3	4	4	5	3	5	4	4	4	2	5	3	5
Training resource	3	3	5	4	3	5	4	5	2	5	3	3	5	4	5	5	5

What is not useful in programme	What is useful in programme	Overall management of the training	Boarding lodging arrangements	Practical usefulness of the training	Training hall other facilities
-	Learning analytical skill	4	2	5	3
-	Helpful in the field	3	3	5	5
-	Process	4	5	5	3
More time	Helpful in the field	3	4	5	3
-	Helpful in the field	3	3	3	3
-	PRA	3	5	3	5
Campus not suitable for	Process, Materials	3	4	4	4
-	Good learning	5	5	4	4
Open ended	PRA	1	2	4	2
-	Helpful in the field	4	4	5	3
Short duration	Useful tool	4	4	5	2
Old data	Steps of MLP	4	4	4	5
-	PRA	4	5	5	5
Food	Process	4	2	3	2
-	PRA	5	4	4	5
-	PRA, MLP steps, field	2	5	5	5
Food	PRA, MLP steps	4	4	5	4

Note: 1. Poor, 2. Satisfactory, 3. Good, 4. Very good, 5. Excellent

### Anexure-3

#### Participatory Evaluation Sheet (Evaluation of the participants)

1. What do you understand from MLP? 20 marks
2. Why MLP should be done? 20 marks
3. Write name of the five tools of PRA 20 marks
4. Following activities should be done in first step of MLP?  
20 marks
5. Which of the following is precise tool for well being analysis?
  - Chapati diagram
  - Time line
  - Transect walk
  - Matrix10 marks
6. Which of the following information can be collected without Village approach:
  - relation of the organisations
  - seasonal diseases
  - Problem of the neglected women
  - Secondary data10 marks

#### Annexure- 4

#### Marks obtained by the participants

Sl.No.	Names	Marks
1.	Mr. Ramjanam Sharma	- 70
2.	Mrs Jaya Chavhan	- 60
3.	Mr Amit kumar Vishwakarma	- 60
4.	Mr.Arun kumar	- 75
5.	Rajju Tikaramji Paripagar	- 60
6.	Mr. Manoj kumar Mandal	- 70
7.	Mr. Gulzar Singh	- 70
8.	Mr. Munna Yadav	- 65
9.	Mr. K.P. Singh Parmar	- 70
10.	Mr. Umesh Kumar Singh	- 70
11.	Dr. Rakesh Singh Rajput	- 70
12.	Mrs. Anita kumari tudu	- 60
13.	Mr. Dalganjan	- 60
14.	Mr. Baghel parte	- 50
15.	Hridayesh Kumar	- 55
16.	Balchand kushwaha	- 65
17.	Mr. Rakesh Jha	- 55
18.	Mr. Roy from U.P. returned back due to death of his father.	

## **Annexure-5**

### **List of the Participants (with organisation's names)**

1. Ramjanam Sharma, Patna Zila Gramin Vikas sammittee, Patna
2. Jaya Chawhan , Gramin samasya Mukti Trust, Maharashtra
3. Amit Kumar Vishwakarma, Agragati, ramgarh, Jharkhand
4. Mr. Arun Kumar, VSSSESS, Patna, Bihar
5. Rajju Tikaramji Paripagar, IIYW, Nagpur, Maharashtra
6. Mr. Manoj Kumar Mandal, YAMINDIA, Deoghar, Jharkhand
7. Mr. Gulzar Singh, Marg Darshak sewa Sansthan, Ambikapur, CG
8. Mr. Munna Yadav, GRVS, Devaria, U.P.
9. Mr. K.P. Singh Parmar, Vikas Vikalp , Taragram
10. Mr. Umesh Kumar Singh, BGVS, Urrai, U.P.
11. Dr. Rakesh Singh Rajput, Sarvodaya Ashram, hardoi, U.P.
12. Mrs. Anita Kumari Tudu, MASP, Deoghar, Jharkhand
13. Mr. Dalganjan, Shaswat Sahbhagi Sansthan, Sitapur, U.P.
14. Mr. Baghel Parte, Udyogini, C.G.
15. Mr. Hridayesh Kumar, Shramik bharti, Kanpur, U.P.
16. Mr. Balchand kushwaha, Vikas Vikalp, Taragram
17. Mr. Rakesh Jha, gram Vikas parishd, Madhubani
18. Mr. Roy from U.P. returned back due to death of his father.

### **Facilitators**

Md. Kalam Khan - Praxis  
Jay Kumar Verma - PRAXIS