



MHRD



Capacity Building for Community Engagement

Building Self-Sustaining 'Village Republics' through UBA



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FOREWORD

Unnat Bharat Abhiyan, the flagship programme of the Ministry of Human Resource Development, Government of India, was initiated in 2014 with a vision of bringing transformational change in rural development processes by leveraging knowledge institutions to help build the architecture of an Inclusive India. The idea behind this ambitious programme is to involve the higher educational institutions (technical / non-technical / public / private) of the country in the process of indigenous development of self-sufficient and sustainable village clusters.

Through Unnat Bharat Abhiyan, the educational institutions in the country will be able to help in the overall development of the nation by adopting villages. The educational institutions will also be able to understand and participate in the development process by employing technologies in the rural areas and in turn students of the academic institutions and faculty members will enrich themselves.

In order to provide the knowledge and technology support to improve livelihoods in rural areas and to upgrade the capabilities of both the public and private organizations in the society, 12 Subject Expert Groups (SEGs) were created under Unnat Bharat Abhiyan. Capacity Building, Strategy for Convergence and Implementation of Various Govt. Schemes headed by the National Institute of Rural Development & Panchayati Raj (NIRD&PR, Hyderabad), is one of those Subject Expert Groups where the focus is levied on building the capacity of the rural sector through various technologies, creating opportunities through convergence, and to disseminate right information and application of the government schemes at the grassroots level.

I see great potential in this SEG Compendium designed and drafted deliberately while holding dexterity of various experts at one single platform. This compendium will help the Higher Educational Institutions (HEIs) in creating a foundation for how they can improvise their adopted villages under Capacity Building, Strategy for Convergence and Implementation of Various Govt. Schemes SEG.

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PREFACE

Unnat Bharat Abhiyan (UBA) aims at enabling Higher Education Institutions (HEI) to work with the people of rural India in identifying development challenges and evolving appropriate solutions for accelerating sustainable growth. Thus, it aims at creating a virtuous cycle between society and an inclusive academic system by providing knowledge and practices for emerging professions and to upgrade the capabilities of both the public and the private sectors in responding to the development needs of rural India.

UBA demands a connection between HEI and local communities in order to address the development challenges through appropriate technologies/management models and so on. Actually, there are several universities and science & technological institutions that already have community service as an integral component of their academic programmes. Nevertheless, sometimes it ends up as an NSS camp in the surrounding villages, where students clean up village streets - when the villagers look on; or arrange games and play with local school children etc.

Possibly, this is because of a lack of understanding about what community engagement is all about; or what are the modes through which meaningful community engagement can be taken up by Universities and Science & Technology Institutions. This handbook provides the approaches and strategies HEIs can put to use so to get started with meaningful community engagement in the neighbourhood. I must put on record the encouragement given by Dr W R Reddy IAS, Director General NIRD & PR, Hyderabad. I am indebted to Dr R R Prasad, former Professor, NIRD&PR for I have drawn the 'format for visioning exercise' from his idea of a dream village. Thanks are due to Prof. Virendra K Vijay, and Dr Vivek at IIT Delhi for their comments on the draft version of this handbook, and for bringing out this handbook for wider use.

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CHAPTER – 1

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LEARNING IS AN INVOLVEMENT

“One ounce of practice is worth a 1000 words”

- M K Gandhi

There is profound truth in the statement that greater the application of science and technology in various spheres of life; better will be the quality of life in any given society. Similarly, finer the practice of democracy at the community level, superior will be the dignity of life. In order to enhance the quality of life and to achieve the dignity of life for the common man science, technology and management have to play a significant role at the actual application level, for which Higher Education Institutions (HEIs) have to contribute substantially.

In reality, universities / HEIs in India are mostly involved in teaching (or training); occasionally in research; and rarely in community engagement. Perhaps, it does not occur to us that an academic institution's active engagement in development practice reinforces teaching; and prods research providing researchable issues. 'Village Adoption' can be one of the ways for HEIs to have regular development engagement with the rural community.



The UBA Programme of the Ministry of Human Resource Development (MHRD) has moved into UBA 2.0. The programme aims at connecting institutions of higher education with local communities to address the development challenges through appropriate technologies. The objectives of Unnat Bharat Abhiyan are broadly two-fold:

1. Building institutional capacity in Institutes of higher education in research & training relevant to the needs of rural India.
2. Provide rural India with professional resource support from institutes of higher education, especially those which have acquired academic excellence in the field of Science, Engineering & Technology and Management

This handbook clarifies the concept of village adoption and a range of approaches and strategies that universities and higher education institutions specializing in Science & Technology and Management may appropriate for the application. The Participating Institutions of UBA may necessarily have to put in place a mechanism to give the space the HEIs ought to offer to the idea of village adoption.

The HEIs should recognize that application - of concepts, theories, technologies and models - into practice is as important as learning them in a classroom or laboratory is, which otherwise might be viewed as rote learning i.e. memorization technique based on repetition. Active learning and associative learning kindle the critical faculty of the learner to become energetic. Simply, its impact on the learner lasts longer – often for a lifetime. Learning must become an involvement – an ‘empathized involvement’. Learning without involvement ends up in placement prospects and pay packs.

The Concept of Village Adoption

The concept of Village Adoption entails development practice that is reflexive, and socially useful. It involves moving from ideation to action. During the action, there is critical monitoring of the self and the other taking place – in terms of development principles, development ethics and prevailing development policy. We may call it Action – Response – Action Continuum. It's sort of Reflexive Practice, a contrast to blind-folded execution of protocol or guidelines. It must result in improvement in the local situations, refinement of local practice, and betterment in the conditions of living of the people we are working with. Such learning is more delightful and gratifying to the learners as well as to the

academic guide who is involved.

Village Adoption is a development engagement undertaken by an academic / researcher or a development professional who *aspires to learn from 'practice' and from the unintended mistakes during the course*. It demands research-minded practice on the part of the professional in question, which is called 'reflexive-practice'. It demands peer-review of *'what's going on'* to be able to figure out and explain. It should result in useful social action for the community we are working with.

Operationalising Village Adoption is based not merely on professional competence, but it relies on prudence and practical wisdom as well. Academics / student researchers begin their research process by systematically collecting and interpreting the data in order to provide an analysis that sheds light on the issue, and opens a path for possible transformation. Doing 'use-inspired' contextual research is especially well suited for service learning, socially embedded research of technology, and community partnerships. It aims at researching and communicating so as to address certain real world concerns.

✿ The twin objectives of Village Adoption



The Village Adoption aims at:

- (1) Instituting socially useful action; and
- (2) sharpening the professional competence and development facilitating skills of the Faculty members as well as the students involved in this exercise.

Customising Technologies: Adopt a village for reflexive learning / experiential learning, as a social laboratory for designing / customising technologies for varying contexts. In other words, Village Adoption should help the faculty in question to learn things practically – the least one can learn is *that it's not as easy as it is said in the classroom or done in the laboratory*. Secondly, the village adopted, and the residents involved must benefit through the action initiated. It can be the introduction of a new agricultural practice, or the introduction of an improvised technology that can enhance productivity or reduce drudgery in their work and so on.

Need for Village Adoption

- ❖ It's an opportunity to put one's professional competence for the practical utility of a community in need.
- ❖ It is an opportunity to be of service, and get to know if an academic or what a student learns in a classroom is being relevant to the contemporary realities in the village or is being a boring drudge in the classroom talking of things that s/he does not fully understand about.
- ❖ It prevents one from being lopsided / from being bookish / and from being insensitive to local realities.
- ❖ It helps a kind of self-appraisal of one's relevance to the changing rural realities, or s/he is talking of matters that are no more relevant.

We initially mentioned that village adoption is about moving from 'ideation to practice'. It's about experiential-learning (i.e. experiencing and learning). It enables us to be *practical thinkers and reflexive doers*. It's about replacing passive learning, and rote learning by active learning through practice and subjecting oneself into it. It's about actual application and going-through-the-mill-oneself, rather than reading about what somebody else went through and producing carbon copies of the same.

More than anything else, how wonderful and impactful it can be, if all the institutions of higher learning in India, started working with a couple of villages in their neighbourhoods.

✿ A litmus test for your relevance

How implausible it sounds when a technically qualified professional in an academic or training institution said: *I know my subject well. I transfer my knowledge to my students quite well. But, how it is applied to solve real world problems is not my cup of tea.* First of all, it is unethical for an academic to make such a statement. When this is done, the programme participants might well quip: 'ANYTHING IS EASY FOR SOMEONE WHO DOES NOT HAVE TO DO IT'. Knowledge without a grip over ground realities and practical aspects of it, to be able to apply it in order to solve real life problems is of very little value. A litmus test for this is: Try explaining to a villager, what you are studying in your University. If you succeeded in making him/her understand, then you have an idea of how to relate classroom learning to solve real-life problems.



✿ Village Adoption lends 'authenticity'

Unless one is involved in community engagement, especially in academic and training institutions, one shall be constrained to talk only from text books, which the programme participants can easily figure out, where that boring drudge is coming from. Therefore, for academics, Village Adoption lends talking with authenticity in the classroom.

The fair scale measurement

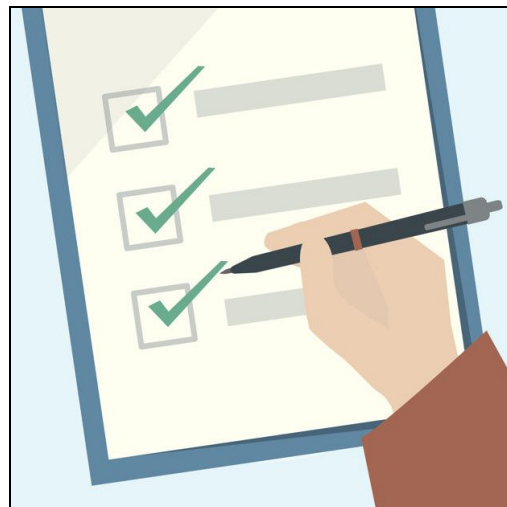
In any village development endeavour, village development as well as learning should concurrently take place. If village development has taken place, but no new learning has been gained - that's being *imperceptive, uncritical and uninformed*. If learning has taken place, but hardly any development took place - that's *being unethical, unprincipled and two-faced*. This should serve as a reference point for an academic to get himself/herself engaged in Village Adoption.



WHAT WORKS TO TAKE UP, AND HOW?

✿ Whose Priority is it?

As academics and students at Institutions of Higher Learning in India, we have several courses of work to complete; of which one is the application of our knowledge to solve real-world problems through village adoption. There are dedicated departments of the government for every domain of development, plus many other development promotion agencies viz. non-governmental, bi-lateral, multilateral and for-profit organizations and so on and so forth. They are meant to take up large scale development works.



All we, as HEIs, can lay hand in is at the low-hanging fruits. For instance, problems that can be solved by:

- (a) Connecting the dots
- (b) Providing the guidance required for solving a problem in its entirety;
- (c) Taking things to the finish-line perhaps by providing the last mile footing; and
- (d) Activities that put to use our expertise by application of technology, or management model etc.

The Government of India aims at putting to use, *saturation approach* to achieving model villages in the country. Saturation simply means reaching 100% in every aspect of development. Zero omission. For example, the Jal Jeevan Mission of the Ministry of Jal Sakthi aims at providing Functional House Tap Connection for drinking water supply to every rural household by the year 2024.

If you identify 30% of the households do not have access to piped water supply in a village. Make plans and officially move to ensure that you reach 100% by providing them piped water supply. Use the Rural Water Supply Scheme. Talk to the Panchayat, make a plan, and connect to the RWS Department. This way, you ensure, 100% of households have access to piped water supply; 100% of the

households have and use toilets; 100% of school-going children are in school; 100% of children of less than 4 years of age are enrolled in Anganwadi; 100% immunization against seven vaccine-preventable diseases; 100% institutional delivery and so on.

Zero hunger. Zero malnutrition. Zero drop-outs. The full transition from primary to the secondary level of education - from secondary to higher secondary (of both boys and girls) level etc.

In order to do this, we need to get at the baseline in any intervention. That means to get to know where a village stands in a given sphere of development. For example, how many children have been vaccinated against vaccine-preventable diseases? Once you know the baseline, planning to fill the gap so as to reach 100% becomes easy. This helps us monitor the progress we make. The baseline can be obtained through various sources like data available with Panchayat Office, through PRA [Participatory Rural Appraisal], through a household survey, by direct observation in schools and Anganwadis and so on.

What does a typical proposal contain?

The UBA National Coordination Team seeks proposals from Participating Institutions (PIs) to come up with proposals that the UBA can consider for financial support. The financial support helps the PIs to move out to the village, identify problems that the community feels are important, and what we, as HEIs or concerned learners, can do about it – in resolving the issues being raised. This proposal must emerge from the community in question. Social acceptability of a solution requires that you take up an issue that the people feel is urgent. Thus, it is more about social acceptability than about our having a technical solution. Unless your technical solution is workable / or exciting, it is unlikely to get accepted.

One weakness with many of us is as the saying goes, *for someone with a hammer in hand everything would look like a nail*. For someone who has specialized in developing mobile applications, s/he has a tendency to think that anything can be solved through a mobile app. There is nothing wrong trying to reach a solution from the standpoint of what one thinks s/he is good at / has expertise in. Yet, this should not be limiting us from thinking of some solution that is simpler, out-of-the-box, which the villagers are likely to put to more sustainable use. Because of this reason, the UBA asks all the PIs to be familiar with PRA methods and techniques that have a menu of participatory development methods, which come in handy while trying to arrive at community-based

solutions and solutions that the villagers are most likely to accept.

Please ensure while writing a proposal who are the beneficiaries? How many are likely to benefit through the solution being proposed? What are the key deliverables? How is it likely to change the situations and conditions that are existing? What value does your intervention add / what problem does it resolve? It happens, often enough, a student has a solution, and he is looking for a problem village. There is nothing wrong with this approach. For instance, you have a technical solution to remove excess fluoride or arsenic from drinking water. Find villages that are suffering from fluoride/arsenic in drinking water, and help resolve. Instead, if you recommend it for any village irrespective of presence or absence of fluoride/arsenic in water it becomes the story of our proverbial 'mobile app developer'.

Visit the Gram Panchayat Office

Any village you wish to visit, please visit the Gram Panchayat Office. You can contact the elected representatives such as Gram Panchayat President, Vice-president, Ward members, and the appointed Secretary and a computer operator in every Gram Panchayat. They can be your first source of information. Do not assume. Ask. Inquire. The Gram Panchayats are supposed to maintain and provide data pertaining to many development issues/schemes being implemented / not implemented etc. It is good to take the Panchayat into confidence and plan any work you are trying to take up. Do not try to work in isolation.



Panchayats are constitutionally recognized local institutions in India that any Higher Education Institution (HEI) can officially link up with. The Panchayat you visit may be weak. Let us understand that that's the reason you are there. Instead of ridiculing at their lack of capacity to resolve issues, lend a helping hand. The poor are credible. They have an earnestness to come up in life. They have not been able to muster the support system that you have managed to. Lend your hand.

How to Initiate a Discussion?

See **Annexure -1** for how people want to see their village after 5 years from now. Every Gram Panchayat is supposed to develop a Gram Panchayat Development Plan (GPDP). GPDP is a five-year perspective plan for village development – possibly broken down into annual plans. This is a mandatory requirement from the Ministry of Panchayati Raj for all the Gram Panchayats to become eligible to obtain government funds for rural development. Asking about it could be a good place to initiate a discussion. Then you can move on to talk about: what schemes are being implemented during the current year. How many departments of the government converge schemes for this village? It could be the Department of Rural Development, Department of Agriculture, Rural Water Supply, Swachh Bharat Mission-Gramin, and so on. Let them roll out and complete the list. Then you can ask about the details such as the number of beneficiaries each of this programme benefits.

Play the role of a learner, instead of trying to jump half-way unable to resist the temptation to offer your solutions to some of the problems they have. In order to provoke their thinking, you can possibly ask questions from the hints provided below. For example, (1) *how far is your Gram Panchayat from providing safe drinking water to all the households through House Tap Connections?* (2) *Can you say all the children at school-going-age are in school – including the girls?* (3) *at what age do girls drop out, and why?* See if the reason is related to access / cultural/social/economic? Etc.



🌸 The type of vision you may provide them to ponder over

- Safe drinking water available to all households / piped water supply to all
- Open-defecation-free Village
- Child-labour free village
- 100% Anganwadi enrolment
- 100% school enrolment – no dropout and 100% transition
- 100% of mothers and children are covered under immunization
- Malnutrition-free village
- Put in Place a Waste Management System (composting, Bio-gas options)
- Use of solar-powered motor pumps for rural water supply
- Management of household wastewater through appropriate simple technologies
- Making institutional / community latrines functional (at schools, Anganwadi, panchayat office, local clinic, local bus stop, sanitary complexes if any)
- Help set up e-panchayats (e-governance at Panchayat level)
- E-Seva centres at Panchayat
- GPDP in Plan Plus
- Labour budgeting for full utilization of funds under MGNRES for maintaining common assets

- Water saving, water conservation, and maintaining water harvesting structures
- Measures to achieve SDGs or any of the Goals of SDGs e.g. Hunger-free villages.
- Electricity connection for all
- LPG for all
- Hut-less village (PMAY)
- Skilling mission for the youth
- Actions to Improve Own Source Revenue (OSR) of Panchayats
- Taking up many no-cost / low-cost activities

🌸 Mission Indradhanush Scheme

- This is for children either unvaccinated or partially vaccinated against seven vaccine-preventable diseases which include diphtheria, whooping cough, tetanus, polio, tuberculosis, measles and hepatitis B. Identify and facilitate with health care workers, and hospitals.



✿ Bal Swachhta Mission

- Clean school and Anganwadi
- Clean surroundings like a playground
- Clean self (personal Hygiene / child health)
- Clean Food and Safe Drinking Water
- Clean and functional Toilets
- Adequate school infrastructure and sports facilities



✿ Poshan Abhiyan

- ICDS – Anganwadi
- Nutritional Status of children
- Follow-up on the progress of children with poor BMI
- Orientation to mothers on nutrition from local vegetables



✿ Pension Schemes / National Social Assistance Programme of Govt

- Atal Pension Yojana
- National Disability Pension Scheme
- National Old age Pension Scheme
- National Widow Pension Scheme

✿ Enrolment Camps

- Pradhan Mantri Jan Dhan Yojana
- Aadhar Card enrolment
- Rural Postal Life Insurance Scheme
- Soil Health Card



✿ Camps

- General Health Camps
- De-addiction Camps
- Eye Camps (General and in schools)
- Personal Hygiene / Menstrual Hygiene Camps
- Immunization and Deworming Camps
- Ensuring 100% toilet-use by 100% of the rural residents
- Awareness + Action Camps on Communicable Diseases and Prevention of Epidemics
- Animal Health Camp & preparing quality animal-feed, forage crop cultivation.

Livelihoods Enhancement / Diversification

- Backyard country chicken development (Provide them with the facilities)
- Identify candidates from villages for appropriate skilling under DDU-GKY
- Agriculture development programme – Organic agricultural practices
- Introduction of high yielding seed varieties (cereals, pulses, and vegetables)
- Horticulture development
- *Krishi Mela*



Details in the Annexure - 2

A brief description of many of these schemes/programmes presented above is given at the Annexure - 2. The Office of the District Collector in every district has Section Officers / Nodal Officers dealing with almost all of these programmes.

Also, please visit <https://samanvay.cpse.in/> for more information.

OPERATIONALISING VILLAGE ADOPTION

❁ Modes of Operationalizing Village Adoption

1. Village Adoption in *Conventional Mode*
2. Village Adoption in *Naturalized Mode*
3. Village Adoption in *Demonstration Mode*
4. Village Adoption like in *Adarsh Gram Mode*
5. Village Adoption in *Action Research Mode*

Let us try to expand each one of this mode – what each one of this means to us.

1. Conventional Mode

- ❖ The conventional mode is established and predominant usage in Village Adoption.
- ❖ It means you adopt a village and go about planning and carrying out things for - Overall Development, Holistic Development, and Integrated Development
- ❖ Under conventional mode, you work in almost all sectors and take the help of sector specialists when needed.
- ❖ This idea is as old as Mahatma's 'Gram Swaraj'. Every village is a complete republic, independent of its neighbours for its own vital wants and yet interdependent for many others in which dependence is necessary. Develop your own groundwater bank, grow your own food crops etc.

2. Naturalized (Canonical) Mode

- ❖ This is a sector-specific intervention
- ❖ Work in a specific sector, for instance, (i) drinking water and sanitation (ii) seed production technologies; (iii) water conservation and rainwater harvesting, (iv) e-governance system etc.
- ❖ The naturalized mode gives the liberty of working within one's professional competence and specific sector you / your institution specialises in. This is taking up not more than what one can professionally handle.

- ❖ Taking up only what you are specializing in, and what you feel confident about.

3. Demonstration Mode

- ❖ In Demonstration mode, you have a specific proven model of development or prototype of a technology that you would like to implement, and demonstrate to the world that it works in your village – the village you adopted. The point is it should work in similar contexts elsewhere as well.
- ❖ For example, development through an innovative group lending model / water-saving technology / energy-saving technology etc. You have SHGs and bank linkage models plus SHG federations that work wonderfully well. You have a thorough understanding of how it works / how your technology works. You implement it and demonstrate it works. It contributes to village development.
- ❖ There are several others such as Watershed Models; Mobile-based Marketing Information System; Technology-enabled Drinking Water Service Delivery; Placement-assured Skill Training Model; Household Toilet model constructed within the subsidy amount given by the government; waste management technologies; wastewater management technologies etc. Take your model to the village. Demonstrate that it works.

4. Adarsh Gram Mode

- ❖ This approach aims at triggering processes which lead to holistic development (personal, Human, Economic, Social) of the identified Gram Panchayat. Adarsh incomplete sense of the term. E-enablement of Panchayat.
- ❖ An engaging community for participatory local level development.
- ❖ Converging different government programmes, private and voluntary initiatives.
- ❖ Building partnerships with voluntary organizations, cooperatives, academic and research institutions.
- ❖ Nurture the identified Adarsh Grams as ‘School of Practice’ to train other Gram Panchayats.
- ❖ Hygienic Behaviour and practices – Clean village
- ❖ Reducing Risk Behaviour – alcoholism, smoking etc.
- ❖ Health and Nutrition - Drinking water (piped water supply).

- ❖ Education for all
- ❖ Social Development
- ❖ Diversified agriculture
- ❖ Rural Industrialization/micro & small business management
- ❖ Skill Development for all eligible youth
- ❖ SHGs and Financial Inclusion
- ❖ Employment under MGNREGA
- ❖ Tree Plantation
- ❖ Watershed – rainwater harvesting – roof water harvesting
- ❖ Roads / Electricity / Telecom / PDS / Village Markets
- ❖ Transparency in administration, Social Audit, Proactive Disclosure

5. Action Research Mode

- ❖ **Taking action:** what you do in your practice to improve something / a situation
- ❖ **Doing Research:** how you find out about and analyse what you do in your practice, to see whether something has actually improved
- ❖ **Telling the story and sharing your findings:** telling others what you have done and how you have done it, and why it is important
- ❖ You make a claim to knowledge *that you have done or learned something that has influenced the processes of improvement*
- ❖ Descriptions show the situation as it is, and as it unfolds.
- ❖ Explanations contain the reasons and purposes for actions, why you did what you did and what you hoped to achieve and your awareness of the significance of what you have done. This is emergent learning. Learn as things emerge. Make mistakes and learn from the mistakes to correct, and redo it.
- ❖ They also contain a claim to knowledge, that you have found something out that was not known before.

✿ How to select one?

How to select one of these approaches depends on factors such as (i) the pressing need of the community you are deciding to work with; and (ii) what you feel confident about, as your professional competence, and so on.

- It can be holistic (like the Adarsh model)
- It can be sector-specific (going by your professional competence)
- It can be a demonstration of a model that you fabricated taking cues from some research / action research / International experience reported as case.
- Peer-reviewed ideas (as trials) for action research
- You have developed a model after a series of discussions with your target population e.g. how solid waste can be collected for safe disposal.
- Try it out in action. Follow it up. Share experiences through appropriate documentation.

✿ Where & how does one get started?

- ❖ Baseline data of the village, and specifically the status of the nature of work we aim at focusing is necessary. There are plenty of templates prepared by various institutions, and departments for various purposes. Make use of one of them, if you think there is no point spending time on something where researchers have already spent sufficient time. If you have strong reasons, why you should custom design your baseline survey format, you are free to prepare one. UBA has one.
- ❖ Draw up a (Participatory) Strategic Plan for one year and an Operational Plan for every three months. Do a quarterly review against the plan.
- ❖ Identify the stakeholders, and rope in relevant departments of government (DRDA, NABARD, Local Banks, Agriculture, Agri Engineering, Horticulture, Forestry etc.) wherever possible, besides using Village Adoption facility, if any provided by your institution.
- ❖ You don't have to work in a Village Panchayat in full. Maybe, you can work in one habitation /or with 100 households / 100 farmers / 100 children if that's all you think you can handle.
- ❖ Asking the right questions usually means starting by asking the right people to help define the problem or question. Service users are our key informants.

✿ Selection of Village for adoption

- ❖ Village selection can be based on access / remoteness / a village that has a lot of potential to put your expertise to use.
- ❖ Availability / Access to technologies
- ❖ Service delivery effectiveness / ineffectiveness
- ❖ Power imbalance - poverty and vulnerability.
- ❖ If your choice of mode is sector specific or to do with demonstrations, the approach to Village Adoption, obviously has to rely on recognizing the possibility for demonstration of a given model in a given context or presence of relevant issues / for selection of a village. It is mostly 'demonstration mode' that the PIs of UBA are supposed to engage in.

✿ Operational Procedure

- ❖ Selection of village
- ❖ Data collection – use a data collection format / template
- ❖ Availability of access to technologies – traditional – appropriate – intermediate – advanced.
- ❖ Get into grips with what your data communicates on the issues you are likely to focus
- ❖ Participatory Planning
- ❖ Go ahead with your own strategy and tactics to implement (roping in relevant institutions)

✿ Some Imperatives

We need to maintain a field diary so as to record not only what we do, and why we do it; but also our explanation about (not mere description of) what's going on. We also serve as providers of vital development information to the villagers, and help them link up with officials / banks etc. Select also the poorest of the poor in your village and spend time discussing the way they make their living. This will naturally trigger you to initiate actions that help address issues that affect them.

✿ Lessons learnt from Action spiral

How do you explain your 'action'; people's response; and the results achieved vis-à-vis the result expected? What went right, what went wrong? What should have and could have happened? What concept / theory / model is no good for practice, what improvisation is needed? What technology is appropriate and why? How you incorporate the lessons in your academic programme / training module of MDPs.

✿ Sharing your Findings / achievement

- ❖ Say what has been achieved (they contain a claim to knowledge, plus social usefulness)
- ❖ Describe and explain how it has been achieved (generate a theory)
- ❖ Seek critical feedback about what they are saying (test the validity of a concept / model / theory / technology) so that the story may be believed.
- ❖ Outline the significance of your work in relation to its rigour and original contributions to new forms of thinking and acting, so that it may be legitimated in the public domain. Can we call it a new model? Has it been socially useful and has had some educative value to the community you were working with? Has it contributed to enrich your professional competence to handle real-world problems better in the days to come?

Village Adoption helps us to determine what to do, and how to go about it, in the absence of extensive evidence about 'what works'? To avoid excessive subjectivity and bias, we need to temper common sense with evidence gathering. We need to do some research which asks the right questions and addresses real problems.

We need to undertake trials which make sense, but which are pre-tested – at least by peer-review of the ideas which have gone into their design. We need to design adequate ways of evaluating the successes and failures of such trials. The UBA does not encourage you to take up R & D works or laboratory based work. We need to take the step beyond small-scale trials and 'pilots' to interventions at meaningful scale - most possibly, in association with relevant departments of the government or with a potential donor agency, foreign university etc.

Village adoption helps identify real problems, seek greater understanding, explore innovative solutions and propose and implement ways forward, joining hands with other potential partners such as a relevant government department. This provides a win-win for the students involved, and the community they are engaged in.



FORMAT FOR REPORTING OUTCOMES OF THE VISIONING EXERCISE IN A VILLAGE

5 YEARS VISION FOR VILLAGE DEVELOPMENT

How do people want to see their village after 5 years? For example - a clean village, all pucca houses, education for all, zero poverty, zero hunger, etc.

---INFRASTRUCTURE---

Present Situation



Future Situation



---EDUCATION---

Present Situation



Future Situation



---LIVELIHOODS & AGRICULTURE---

Present Situation



Future Situation



---MARKETS---

Present Situation



Future Situation



---SANITATION & ENVIRONMENT---

Present Situation



Future Situation



---ROADS & TRANSPORT---

Present Situation



Future Situation



---ELECTRICITY---

Present Situation



Future Situation



---IRRIGATION---

Present Situation



Future Situation



---FOOD SECURITY---

Present Situation



Future Situation



---STATUS OF GIRLS & WOMEN---

Present Situation



Future Situation



---STATUS OF DISADVANTAGED SECTIONS---

(SCs, STs, PERSONS WITH DISABILITY (PWD))



Present Situation



Future Situation



---STATUS OF AGED/WIDOWS/DESTITUTES---

Present Situation	Future Situation
	

Also describe any other items, which are not listed above, which surfaced during the process of visioning exercise

Programmes / Schemes meant for Rural & Agricultural Development

Atal Pension Yojana (APY): The pension scheme focuses on the unorganized workforce of the country where a person in the age group of 18-40 years can become a beneficiary. Beneficiaries should have a bank/post office savings account. Depending on their contribution a beneficiary can get a guaranteed minimum pension of Rs. 1000, 2000, 3000, 4000 and 5000. Contact the District Collector's Office.



Pradhan Mantri Suraksha Bima Yojana (PMSBY): Any person with a bank account in the age group of 18 to 70 years can become a beneficiary and he/she has to pay Rs. 12 per year as a premium. The beneficiary will be eligible for risk coverage of Rs. 2 lakh accidental death and full disability and 1 lakh for partial disability.

Pradhan Mantri Jeevan Jyoti Bima Yojana (PMJJBY): Any person in the age group of 18 to 50 and having a bank account is eligible to enroll in the scheme. The premium amount Rs. 330 per annum and risk coverage benefits of Rs 2 lakh in case of death for any reason.



Aam Admi Bima Yojana (AABY): Aam Aadmi Bima Yojana is a Group Insurance scheme for those below the poverty line and marginally above the poverty line. The person aged between 18 to 59 years can be a beneficiary and the beneficiaries should normally be the head or an earning member of the targeted family under the identified vocational group/rural landless household. The premium of Rs. 200 per person per annum is shared by the state and central government. The benefits of the scheme are risk coverage of Rs. 30,000 if natural death or Rs. 75,000 if death/permanent disability (loss of 2 eyes or one limb) due to accident, Rs. 37,500 and scholarship of Rs. 300 per quarter per child for two children of the member, studying 09th and 12th standard as an extended benefit.

Sukanya Samridhhi Accounts for Girl Children (SSA): It is a small deposit scheme especially for girl child as this account can be opened after the birth of a girl child till she turns 10 with a minimum deposit of Rs. 1,000.00 and maximum of Rs. 1.5 lakh in one financial year. The account can be opened in any post office

or authorized branches of commercial banks. The account will remain operative up to 21 years from the date of opening or till the date of marriage after she turns 18. To meet higher educational expenses partial withdrawal of 50 % maximum can be allowed after she turns 18 or full amount will be allowed to withdraw when she turns 21. The current interest rate of the scheme is 8.1 % and has a provision for income tax benefit.



Rural Postal Life Insurance Scheme (RPLIS): The insurance scheme offered by the Department of Post with a focus on weaker sections and women workers from rural areas. Any person, male or female in the age group of 19 to 55 years and 19 to 45 years for a person having non-standard age proof can avail any of the six policies of RPLIS. Benefits are different in six schemes so the beneficiaries need to visit the post office for opening an account and to avail the scheme.

Pradhan Mantri Jan Dhan Yojana (PMJDY): The scheme provides an opportunity for any Indian citizen to open a zero balance bank account with RuPay Debit card in addition to the accidental insurance cover of Rs. 1 lakh. After six months of opening of the bank account, the holders can avail of Rs. 5000 loan from the bank. Other allied benefits and financial services also can be availed by the account holders like Banking services & deposit accounts, remittance, credit insurance, insurance and pension in an affordable manner.

Pradhan Mantri Fasal Bima Yojana (PMFBY): PMFBY ensures about 75% to 80 % subsidy for the farmers in insurance premium as there is a uniform premium of only 2% to be paid by farmers for all Kharif crops and 1.5% for all Rabi crops. In case of annual commercial and horticulture crops, the premium to be paid by farmers will be only 5 % and balance premium will be paid by the government to provide full insured amount to the farmers against crop loss on account of natural calamities. There is no upper limit on Government subsidy even if the balance premium is 90% it will be borne by the government.

National Disability Pension Scheme (NDPS): The scheme is targeting persons of the age group 18-79 years who have a severe and multi disability (disability 80 % and above) and living below the poverty line. A central contribution of Rs.300 per month is being provided to beneficiaries where every state contributes over and above to this amount which differs from one state to another. The scheme is applicable in urban and rural areas whereas the local bodies need to forward the

application with their recommendation.

National Widow pension scheme (IGNWPS): IGNWPS provides financial assistance to widows in the age group of 40 -59 years who belong to a household living below the poverty line. Central government gives Rs. 300 per month and the concerned state contributes over and above this amount.

National Family Benefits Scheme (NFBS): Financial assistance an amount of Rs. 20,000 is given by the central government for households below the poverty line on the death due to natural or accidental causes of the primary breadwinner in the bereaved family. The assistance is being given to surviving members of the household of the deceased who is determined to be the head of the household after the local inquiry.

Pradhan Mantri MUDRA Bank Yojana (PMMY): The scheme provides loans up to 10 lakh to the non – corporate, non-farm small/micro-enterprises. The scheme especially focuses on unemployed youth. The interested individual can approach either a Bank, MFI, or NBFC for availing of Micro Units Development & Refinance Agency Ltd. (MUDRA) loans under Pradhan Mantri Mudra Yojana (PMMY). MUDRA has already created the following products/schemes -

Shishu: covering loans upto 50,000/-

Kishor: covering loans above 50,000/- and upto 5 lakh

Tarun: covering loans above 5 lakh and upto 10 lakh

The interventions have been named 'Shishu', 'Kishor' and 'Tarun' to signify the stage of growth/development and funding needs of the beneficiary micro unit/entrepreneur and also provide a reference point for the next phase of graduation/growth to look forward to.

PM Employment Generation Program and other Credit Support Schemes:

The scheme aims to generate employment opportunities in rural as well as urban areas of the country through setting up of new self-employment ventures/projects/micro-enterprises in their own places by exploring local possibilities like promotion of traditional rural artisans. The maximum cost of the project/unit admissible in the manufacturing sector is Rs. 25 lakhs and in the business/service sector, it is Rs. 10 lakhs. Per capita investment should not exceed Rs. 1.00 lakh in plain areas and Rs. 1.50 lakhs in Hilly areas. The beneficiary's own contribution is 5% to 10% of the project cost.

General category beneficiaries can avail of margin money subsidy of 25 % of the project cost in rural areas and 15% in urban areas. For beneficiaries belonging to

special categories such as scheduled caste/scheduled tribe/women, the margin money subsidy is 35% in rural areas and 25% in urban areas. The balance amount of the total project cost will be provided by the banks in the form of term loan and working capital.

Any individual, above 18 years of age with at least VIII standard pass qualification for projects costing above Rs.10 lakh in the manufacturing sector and above Rs. 5 lakh in the business/service sector. Only new projects are considered for sanction under PMEGP. Self Help Groups (including those belonging to BPL provided that they have not availed benefits under any other Scheme), Institutions registered under Societies Registration Act, 1860; Production Co-operative Societies, and Charitable Trusts are also eligible. The interested individual need to contact the State/Divisional Directors of KVIC, KVIB and Director of Industries of respective states (for DICs).

Deen Dayal Upadhyaya Grameen Kaushalya Yojana (DDU-GKY): DDU_GKY is focused on rural youth between 15 to 35 years from poor families. The scheme presents an unprecedented opportunity for India to train its youth population and place them in jobs across the world. The scheme also provides an innovative and skilling ecosystem for rural youth folks of the country by which they can realize their potential.

Roshni Skill Development Scheme: ROSHNI is a special initiative under *Pandit Deen Dayal Upadhyaya Grameen Kaushalya Yojana*. The main objectives of the Scheme “Skill Development and provide employment to youth in 34 Districts affected by Left Wing Extremism” and 50 per cent of the beneficiaries of the scheme will be women only.

Pradhan Mantri Kaushal Vikas Yojana (PMKVY): Pradhan Mantri Kaushal Vikas Yojana (PMKVY) is the flagship scheme of the Ministry of Skill Development & Entrepreneurship (MSDE). The objective of this Skill Certification Scheme is to enable a large number of Indian youth to take up industry-relevant skill training that will help them in securing a better livelihood. Individuals with prior learning experience or skills will also be assessed and certified under Recognition of Prior Learning (RPL). Under this Scheme, Training and Assessment fees are completely paid by the Government.

Stand-Up India: The scheme promotes entrepreneurship among people from schedule caste/schedule tribe and women. The loan amount is starting from Rs. 10 lakh to Rs. 100 lakh will be provided to entrepreneurs for setting up new enterprises. RuPay Debit Cards will be given for the withdrawal of working capital.

Rural Self Employment Training Institutes (RSETIs): RSETIs are managed by Banks with active cooperation from the Government of India and State Government. The institution has a purpose to ensure necessary skill training and skill up-gradation of the rural BPL youth to mitigate the unemployment problem. RSETI concept is based on RUDSETI (Rural Development and Self Employment Training Institute), a society established jointly by three agencies i.e. Syndicate Bank, Canara Bank and Sri Manjunatheshwara Trust based at Ujire in Karnataka. One RSETI is established in every district in the country. After successful completion of the training, they will be provided with credit linkage assistance by the banks to start their own entrepreneurial ventures.

Nai Roshni: For women empowerment, the Ministry started “Nai Roshni”, a Leadership Development Programme for Minority Women. The objective of the scheme is to empower and instill confidence among minority women, including their neighbours from other communities living in the same village/locality, by providing knowledge, tools and techniques for interacting with Government systems, banks and other institutions at all levels.

Pradhan Mantri Krishi Sinchayee Yojana (PMKSY): The main objectives of the WDC-PMKSY are to restore the ecological balance by harnessing, conserving and developing degraded natural resources such as soil, vegetative cover and water. The outcomes are prevention of soil erosion, regeneration of natural vegetation, rainwater harvesting and recharging of the groundwater table. This enables multi-cropping and the introduction of diverse agro-based activities, which help to provide sustainable livelihoods to the people residing in the watershed area. The concerned state needs to make a decentralized plan in consultation with concerned blocks and districts for developing their irrigation plan with a horizon of 5 to 7 years.

Deen Dayal Upadhyaya Gram Jyoti Yojana (DDUGJY): The scheme provides electricity to rural areas of the country and the major component of the scheme are feeder separation (rural households & agricultural) and strengthening of sub-transmission & distribution infrastructure including metering at all levels in rural areas. This will help in providing round the clock power to rural households and adequate power to agricultural consumers.

Indradhanush Scheme: The mission aims to cover all those children by 2020 are either unvaccinated or partially vaccinated against seven vaccine-preventable diseases which include diphtheria, whooping cough, tetanus, polio, tuberculosis, measles and hepatitis B.

Soil Health Card Scheme: The scheme targets to test soil samples across the country and experts will analyze the strength and weaknesses (micro-nutrients deficiency) of the soil and suggest crop-wise recommendations measures to deal with it. The result and suggestions will also be displayed in the soil health card.

Gram Uday Se Bharat Uday Abhiyan: The Abhiyan mainly aims to improve rural livelihoods and promote rural development, strengthen the Panchayati Raj Across the country, increase social harmony, creating awareness-information regarding agriculture schemes, foster farmer progress.

Pradhan Mantri Awas Yojana (PMAY-G): It is a rural housing program that aims to provide a 25-square meter pucca house including a dedicated area for hygienic cooking which includes basic amenities to beneficiaries of the scheme. The houses are disaster-resilient, low cost, and take into consideration the socio-cultural and geo-climatic factors. The unit assistance given to beneficiaries under the programme is Rs 1,20,000 in plain areas and to Rs 1,30,000 in hilly states/difficult areas /Integrated Action Plan (IAP) for Selected Tribal and Backward Districts. The beneficiary is entitled to 90 or 95 days of unskilled labour from MGNREGA. Provision of toilets also has been made in the scheme. The beneficiary would be facilitated to avail loan of up to Rs.70,000/- for construction of the house which is optional.

Identification of eligible beneficiaries for assistance and their prioritisation to be done using information from the Socio-Economic and Caste Census (SECC). The list will be presented to Gram Sabha to identify beneficiaries who have been assisted before or who have become ineligible due to other reasons. Beneficiaries will be identified through a participatory process by the Gram Sabha. Gram Sabha will need to justify in writing with reasons for any alteration of priority in the original list.

Swachh Bharat Mission (SBM-G): The mission aims to make India an open defecation free country. It seeks to improve the levels of cleanliness in rural areas through Solid and Liquid Waste Management activities and making Gram Panchayats Open Defecation Free (ODF), clean and sanitised.

Incentive, as provided under the Mission for the construction of Individual Household Latrines (IHHL), shall be available for all Below Poverty Line (BPL) Households and Above Poverty Line (APL) households restricted to SCs/STs, small and marginal farmers, landless labourers with homestead, physically handicapped and women-headed households. The Incentive amount provided

under SBM(G) to Below Poverty Line (BPL) /identified APLs households shall be up to Rs.12,000 for construction of one unit of IHHL and provide for water availability, including for storing for hand-washing and cleaning of the toilet. The beneficiary is to be encouraged to additionally contribute to the construction of his/her IHHL to promote ownership.

Swachh Vidyalaya Abhiyan: The Ministry of Human Resource Development has launched Swachh Vidyalaya Programme under Swachh Bharat Mission with an objective to provide separate toilets for boys and girls in all government schools within one year. The programme aims at ensuring that every school in the country must have a set of essential interventions that relate to both technical and human development aspects of a good Water, Sanitation and Hygiene Programme.

The Ministry financially supports States/Union Territories inter alia to provide toilets for girls and boys in schools under Sarva Shiksha Abhiyan (SSA) and Rashtriya Madhyamik Shiksha Abhiyan (RMSA).

Bal Swachhta Mission: The main themes of the scheme are a clean school, Anganwadicenters, surroundings like playgrounds, clean self (Personal hygiene/child health), clean food, clean drinking water and clean toilets.

Rashtriya Swachata Kosh: The Swachh Bharat Kosh (SBK) has been set up to facilitate and channelize individual philanthropic contributions and Corporate Social Responsibility (CSR) funds to achieve the objective of Clean India (Swachh Bharat) by the year 2019. The Kosh will be used to achieve the objective of improving cleanliness levels in rural and urban areas, including in schools. The allocation from the Kosh will be used to supplement and complement departmental resources for such activities. To incentivise contributions from individuals and corporate, modalities are being considered to provide tax rebates where it is possible.

National Rural Employment Guarantee Scheme (MGNREGS): The MGNREGS provides a minimum one hundred days of employment in every financial year to adult members of any rural household willing to do public work-related unskilled manual work at the statutory minimum wage. This act was introduced with the aim of improving the purchasing power of the rural people, primarily semi or unskilled work to people living below the poverty line in rural India.

Adult members of rural households have to submit their application of willingness to work to the Gram Panchayat. The Panchayat has to provide work within 15 days of the application and the employment will be provided within a radius of 5

km if it is above 5 km extra wage will be paid. The wages of the scheme vary from one state to another.

Pradhan Mantri Gram Sadak Yojana (PMGSY): The main aim of this scheme is to provide single all-weather road connectivity to eligible unconnected habitation of designated population size (500+ in plain areas and 250+ in North-East, hill, tribal and desert areas, 00 - 249 population in LWE districts as per Census, 2001) for overall socio-economic development of the areas.

Also, up-gradation (to prescribed standards) of the existing roads in those Districts where all the eligible Habitations of the designated population size have been provided all-weather road connectivity was to be taken up.

National Rural Livelihood Mission (NRLM): National Rural Livelihoods Mission (Aajeevika) is aimed to empower the women's self-help group model across the country. Under this scheme govt. provides a loan up to 3 lakh rupee at the rate of 7% which could be lowered to 4% on the timely repayment. This scheme is focused on promoting self-employment and organization of the rural poor. The basic idea behind this programme is to organize the poor into SHG (Self Help Groups) groups of women and make them capable of self-employment.

Jal Jeevan Mission: It is Government of India's (GoI) flagship rural drinking water mission to provide household level tap water connection to every household by 2024. The water given should be safe and adequate water for drinking, cooking, and other domestic needs on a sustainable basis with a minimum water quality standard, which should be conveniently accessible at all times and in all situations. It aimed to provide all rural households, in all rural habitations, government schools, and Anganwadis access to safe drinking water.

NYKS-NYV: The National Youth Corps (NYC) is a scheme implemented by the Nehru Yuva Kendra Sangathan, Ministry of Youth Affairs and Sports, Government of India, to tap the potential of the youth and channel their energy towards nation-building. The scheme has a provision for recruitment of two dedicated volunteers in each block of the intervention districts. For more details, an individual can contact the District Youth Coordinator.

National Rural Health Mission (NRHM): The main objective of the mission is to provide accessible, affordable and accountable quality health services even to the poorest households in the remotest rural regions. Accredited social health activists (ASHA) scheme is also operational under this scheme.

The scheme will provide medical insurance coverage of *Rs. 5 Lakh per family per*

year. The targeted population will be families belonging to poor and vulnerable populations based on the SECC database. The minimum premium would be around Rs. 2000 and maximum Rs. 5000 per family. The scheme will take care of almost all secondary and most tertiary care procedures.

Integrated Child Development Scheme (ICDS): Integrated Child Development Services (ICDS) is a government programme in India which provides food, preschool education, primary healthcare, immunization, health check-up and referral services to children under 6 years of age and their mothers. ICDS is also linked to *Anganwadi* centres established mainly in rural areas and staffed with frontline workers. In addition to fighting malnutrition and ill health, the programme is also intended to combat gender inequality by providing girls with the same resources as boys.

Rashtriya Bal Swasthya Karyakram (RBSK): Rashtriya Bal Swasthya Karyakram (RBSK) is an important initiative aiming at Child Health Screening, early identification and early intervention for children from birth to 18 years to cover 4 'D's viz. Defects at birth, Deficiencies, Diseases, Development delays including disability. This programme subsumes the existing school health programme.

Janani Suraksha Yojana (JSY): JSY is focused on safe motherhood intervention where it has the objective of reducing maternal and infant mortality by promoting institutional delivery among pregnant women. It provides financial assistance of Rs. 500 per birth up to two live births to the pregnant women who have attained 19 years of age and belong to the below poverty line households. The program is applicable to rural and urban areas.

Janani Shishu Suraksha Karyakram (JSSK): It is an initiative to provide completely free and cashless services to pregnant women including normal deliveries and caesarean operations and sick newborn (up to 30 days after birth) in Government health institutions in both rural & urban areas.

The following are the Free Entitlements for pregnant women:

- Free and cashless delivery
- Free C-Section
- Free drugs and consumables
- Free diagnostics
- Free diet during a stay in the health institutions
- Free provision of blood
- Exemption from user charges

- Free transport from home to health institutions
- Free transport between facilities in case of a referral
- Free drop back from Institutions to home after 48hrs stay
- The following are the Free Entitlements for Sick newborns till 30 days after birth. This has now been expanded to cover sick infants:
 - Free treatment
 - Free drugs and consumables
 - Free diagnostics
 - Free provision of blood
 - Exemption from user charges
 - Free Transport from Home to Health Institutions
 - Free Transport between facilities in case of a referral
 - Free drop Back from Institutions to home

Beti Bachao Beti Padhao: Beti Bachao, Beti Padhao (Save the daughter, educate the daughter) is a campaign of the Government of India that aims to generate awareness and improve the efficiency of welfare services intended for girls in India.

Antyodaya Anna Yojna (AAY): The scheme provides food grains to Below Poverty Line (BPL) families at a very subsidized rate. A total of 35 kgs of food grains are provided to a family. Rice is provided at the rate of Rs. 3/kg and wheat at 2 Rs.2/kg.

Village Grain Bank Scheme: This scheme was implemented by the department of food and public distribution. The main objective of this scheme is to provide safeguard against starvation during the period of natural calamity or during lean season when the marginalized food insecure households do not have sufficient resources to purchase rations. Under this scheme, needy people will be able to borrow food grains from the village grain bank and return it when they have abundant food.

Sarva Siksha Abhiyan: Its main aim is to make free and compulsory education to all children between the ages of 6 to 14, for universalisation of primary education in a time-bound manner as a fundamental right. Right to education is related to the 86th Amendment to the Constitution of India.

Mid-Day Meal Scheme: The programme started by the Government of India with a view to enhancing enrollment, retention and attendance and simultaneously

improving nutritional levels among school-age children nationwide. The programme supplies free lunches on working days for children in primary and upper primary classes in government, government-aided, local body, Education Guarantee Scheme, and alternate innovative education centres, Madarsa and Maqtabas supported under Sarva Shiksha Abhiyan, and National Child Labour Project schools run by the ministry of labour.

Sansad Adarsh Gram Yojana (SAGY): Sansad Adarsh Gram Yojana (SAGY) is a rural development project in which each Member of Parliament will take the responsibility of three villages and look after the personal, human, social, environmental and economic development of the villages. This would substantially improve the standard of living as well as the quality of life in the villages. No separated funding has been provided to this project as funding can be raised through existing schemes.



उन्नत भारत अभियान

UNNAT BHARAT ABHIYAN

शिक्षित भारत - स्वस्थ भारत - स्वच्छ भारत - स्वावलंबी भारत - संपन्न भारत