

Summer Training at



UDAYAN CENTRE FOR COLLABORATIVE LEARNING
Bhatiwada, Seoni, Madhya Pradesh.
(1st April – 30th May , 2019)

Understanding the Socio Economic Structure of a Village through
Collaborative Learning

By
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Under the Guidance of
Dr. Goutam Sadhu

MBA in Rural Management
2018-2020



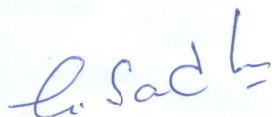
School of Develeopment Studies
Indian Institute of Health Management and Research
Jaipur
2019

CERTIFICATE

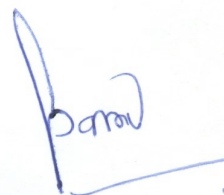
This is to certify that **Mehvash Ul Haque** has undergone Summer Training at **Udayan – Center for Collaborative Learning** from 1st April 2019 to 31st May 2019.

The candidate himself completed the project assigned to him in Summer training. His approach to project was sincere and proactive. This Summer Training is in partial fulfillment of the course requirement recommended for the award of MBA in Rural Management.

I wish him success in all his future endeavors.



Dr. Goutam Sadhu
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INTERNSHIP CERTIFICATE

This certificate is awarded to

Mehwash Haque

in appreciation of your outstanding accomplishment in the organisation as an intern at the

Udayan Centre for Collaborative Learning

from 1.04.2019 to 31.05.2019

We take this opportunity to wish you all the best for your future endeavours.

Sudarshan

Sudarshan Suchi, Co-founder

S. Srinivas

Suchismita Srinivas, Co-founder

ACKNOWLEDGMENT

This report is a result of our Summer Training done **in Udayan Center for Collaborative Learning** over a period of 2 months during which we were very fortunate to interact with a wide variety of people in the village. The insights provided by them have been instrumental in making this training a success.

The satisfactory and euphoria that accompany the successful completion of the project would be incomplete without mentioning the people who made it possible.

First, we would like to thank our parents for allowing us to realize our potential. All the support which they have provided us over the years was the greatest gift anyone has ever given.

Next, we will thank **Udayan Centre for Collaborative Learning, Bhatiwada, Seoni, Madhya Pradesh** and its **Secretary, Mr. Sudarshan Suchi** for giving us such an opportunity to complete our project in the organization and **The IIHMR University and Dean (MBA RM) Professor Rahul Ghai**, for placing us in such a wonderful organization.

We would also like to thank my mentor **Dr. Goutam Sadhu, from IIHMR University** for guiding and providing us the support throughout the internship and suggesting us some tips for preparing our report.

We will also thank Mr. **Hiyaram Uikey (worker in Udayan)** for his guidance throughout this journey.

We express our gratitude towards the villagers, panchayat, anganwadi center, each and every one who always welcomes us with love and supported us in every possible manner.

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ORGANIZATION PROFILE

Udayan the Centre for collaborative learning is founded in 2019. It is situated in Bhatiwada panchayat of Seoni district, Madhya Pradesh. “Udayan” is a hindi word and it means “rising”. It has established itself in a way where the main motive is Rural Development through collaborative learning. It starts with understanding the root of the situations which is affecting the life of villagers of Bhatiwada panchayat. Therefore, Udayan believes that the development will grow only if it is introduced with the people by sharing and learning from them.

The Bhatiwada panchayat consists of six villages: Magarkatha, Sargapur, Bhatiwada, Khapa, Muari and Banjar. All the villages have their own culture and traditions. The people are mostly from Gond community. The organization wants to find out the way by which it will help people to know their own strength to utilize the existing resources. So that they do not depend on others for their development in future. The organization is also collaborating with other organizations like Agrini for education, Udyogini for entrepreneurship etc.. The logo of the Udayan clearly define the mission of the organization.

Sudarshan Suchi, secretary of Udayan is taking many different steps for accomplishing the goals set by the organization. One of the first worker to work in this organization is Hiyaaram Uikey, a common village person from Sargapur.

ABOUT SEONI DISTRICT



Seoni is a district of state Madhya Pradesh. It is in the southern part of the state. The total area of the district is 8758 km square. According to census 2011, the population of this village was 1379131. Seoni consists 50.45% of male and 49.55% female. It has an average literacy rate of 90.46%. where male literacy rate is 94.76% and female literacy rate is 86.03%.

It has 37% forest cover. It is bordered by Jabalpur, Narsinghpur and Mandla district to north and Balaghat to east and Chindwara to west. It also shares its southern boundary with Nagpur (Maharashtra). National highway no NH 44 is the longest of India connects Kanyakumari to Banaras passes through the district from north to south.

The major attraction of tourist is **Pench Tiger Reserve**. Also, Pench National Park is named after Pench river which flows from north to south through the park. Leopards, tigers, small Indian civet and palm civet are common here. Wild dogs are commonly seen in packs of 12 to 15 and wild boars are ubiquitous. Sloth bears occupy the hilly rocky outcrops. Chinkara are present in small number.

Bheemgarh Dam: it also known as Sanjay Sarovar Bandh and upper Wainganga dam is built across the Wainganga river in Chhapara tehsil of Seoni district. Bheemgarh dam is also known as the biggest mud/ earthen dam of Asia. It is bounded by mountains from all sides.

2 OBJECTIVES OF THE STUDY:

- To find out the gaps which needs to be filled for the development of Bhatiwada Panchayat.
- To make people aware of the resources available in their surroundings and so that they try to fully utilize them.
- To make people motivated enough so that they help themselves for their development instead of depending on government.
- Working together cooperatively to accomplish shared learning goals.
- To learn the function of the organization in grassroot level.
- To get an insight into the socio-economic and cultural realities of rural life.
- To understand the dynamics of various village level institution in addressing the developmental work.
- To understand condition of village whether good or bad, and the reasons behind it.
- To understand the status of women and their contribution.
- To understand the dynamics of social structure, infrastructure, resources, various intervention on the villagers and how it affects them.
- To blend classroom learning with the field experience.
- To work in areas where I will have to face challenges and difficulties for coming out of my comfort zone.
- To prepare myself for my upcoming future in this field.
- To make my concepts clear by observing things and asking more and more questions so that I can make my own way in this sector.
- To measure and test myself that where do I actually stand so that I can modify and rectify those point before I go to work on a real job.
- To know how to deal with the pressure, tension, and praise in work relations.

3 RESEARCH AND METHODOLOGY:

The study area under Udayan Centre for collaborating learning was Bhatiwada Panchayat of Seoni district in Madhya Pradesh. Bhatiwada Panchayat has six villages: Magarkatha, Sargapur, Bhatiwada, Khapa, Muari Raiyyat and Muari Maal also known as Banjar. We worked there from 1st April to 30th May 2019.

There are total 347 household with a population of 1690 where we studied.

We collected data by transect walk in every village before surveying. We also did door to door survey of each household and interacted with them. We asked question and discuss about the natural resources mapping in Participatory Rural appraisal method. For collecting data, we made self-questionnaire because we were the first interns here. We did more improvement in questionnaire after surveying one house to other. Also, by self-observing to the situation we collected the data.

4 LIMITATIONS:

- Villagers were hesitated to answer the questions asked because of previous bad experience.
- The study time was limit for six villages.
- Self-made questionnaire was lacking with more questions
- The villagers are engaged in seasonal festivals and marriage. So, it was getting difficult to interact with them

5 VILLAGE PROFILE: MAGARKATHA

5.1 HISTORY:

Village Magarkatha was formed around 250 years back. It is surrounded by dense forest. It is earlier known by the 'Marghata' means Shamshan. There were many rocks in the village. Later people calling it Magarkatha. In beginning, it was a small part of Ballarpur. The Gond community were living in the village. Only nine houses were there which were made of grass and clay. The people depend on the agriculture and natural resources from the nearby forest. The area was barren and rocky. People face difficulties to go outside because of non-availability of road and transport system. Then there were no sources of drinking facility. People fetched water from well. That time there were no infrastructure for education. Few people teach the children in their own home.

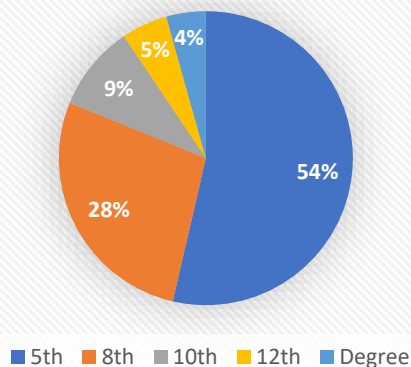
5.2 POPULATION OF THE VILLAGE

Total no of males	Total no of female	children	Total population
80	78	69	227

5.3 EDUCATION:

Total literacy rate of the village is 67.74%. this is based on in which class they have studied.

Percentage of decreasing pattern of educated people in Magarkatha



Observation:

After talking with the people in the village, we found that 54% people have studied till class 5th. But they got no opportunity to study further. the children do not go to school and 28% shows that they drop out after class 8th and did not continue their study. The guardian has not enough time to guide their children and help in the school homework. They engage in agriculture household activities and source of earning. Some people told that their parents did not give them education that's why they are not aware of the education system. The children do not have basic knowledge according to their class. They still studying the basic alphabets of Hindi and English in class 3rd. few children are studying government residential school in Seoni city where they are provided free education facilities. Only 5% are at the intermediate level which can be seen due to the major contribution of Reliance Foundation in the field of education in last few years.

5.4 INFRASTRUCTURE

On the basis of participatory rural appraisal, it was found that



Aanganwadi	1
Primary School	1
Sabha Manch	1
Small shops	1

Observation:

There is an Aanganwadi and primary school for children of class 5th. After 5th class the children go to Ballarpur for higher classes. Sabha Manch was established in 2018. People discuss about the schemes in the meeting which is

held in Sabha Manch. There is a small shop in the village where small food items like biscuits, egg, toffee and snacks can be purchased. Shopkeeper sell the petrol oil for their motorcycle of passing people.

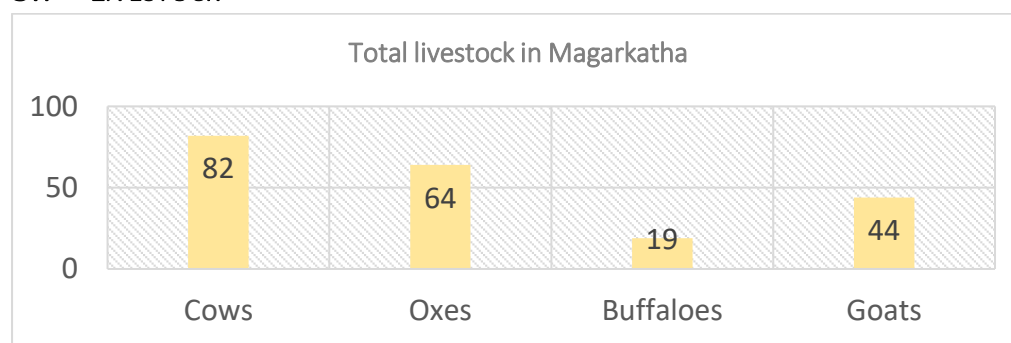
5.5 LAND PATTERN

The people of the Magarkatha own average land less than five acre. The soil in the land is black and red Murom and highly eroded. Only one or two farmers have more than 50-acre land. They use the irrigation motor for agriculture. Some farmer take land from them for one year at the cost of five thousand. Some farmers are sharecroppers.

5.6 TIMELINE

Name	years
Electricity	1985
School	1995
Public pond	2004
Terri cotton	2008
Irrigation motor	2016
Tractor	2017

5.7 LIVESTOCK



Observation:

Livestock is the assets of the villagers. People keep cows in maximum as compared to other animals. They used to make khowa from the milk. They use oxes for the farming purpose. Where goats are kept for animal husbandry. The animals were taken to nearby forest for grazing at the evening. The fodder for animal is a problem at the summer season because all the trees and plants have fallen their leaves and there is no grass in land. There is no public pond for animals.

6 VILLAGE: SARGAPUR

6.1 HISTORY:

Sargapur was formed around 200 years back. From the beginning, Gond community were living here in grass and clay houses. The people were originally from here. Around forty to fifty houses were existing at that time. The people of Sargapur depended on the forest. They fetched water from the making hole in river. People were not educated because lack of education infrastructure. The road and transport system were not available in the village.

6.2 POPULATION OF THE VILLAGE

Total no of males	Total no of Females	Total no of children	Total population
125	127	114	366

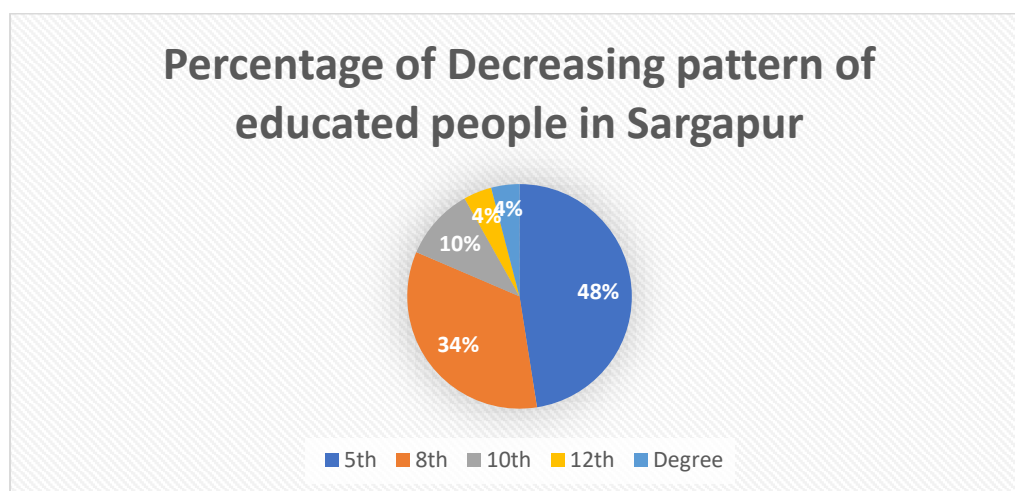
6.3 SOCIAL STRUCTURE:

The people of various social groups can be seen now like Gond, Pradhan, Yadav. The village has ST SC OBC categories. Tribal community is in majority.

6.4 EDUCATION:

The literacy level of this village is 65.67%. it is based on the classes in which they have studied.

Graph:



Observation:

The graph shows that 48% of people are those who are parents and they have studied till class 5th due non availability of education facility. The 34% people are those children who dropped out their studies recently. The less percentage of people acquiring higher studies. Only 4% of the people are doing 12th and graduation. The children are failed and get demotivated after class 8th. The reason is their basic knowledge is not up to the mark that they do not clear their 9th class examination. The children who are doing graduation are in government residential school.

Source: The following map is done by villagers in group discussion.



Observation:

The village Sargapur has maximum number of pond and well. The people have own personal well for irrigation but not in use. But only one is in use for drinking purpose. This is because Reliance Foundation has worked earlier in this village in watershed development. Rest pond is dried in summer season. The village consists of four Mohalla or tola in which a smaller number of people in fourth Mohalla. Most people do not have pukka houses. Pukka Road has been made in last few years. Village has maximum number of temples.

6.5 Basic Infrastructure facility in Sargapur village:

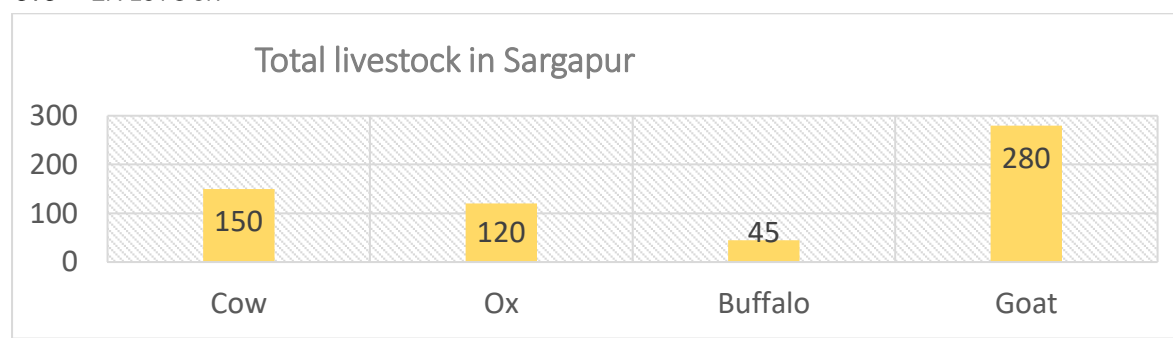
Table no:

Aanganwadi	Absent
Primary school	1
Sabha Manch	1
Small_shop	2

Observation:

There is no infrastructure of Aanganwadi for children. Although it started in 2009. Children go to home of Aanganwadi worker everyday where she teaches and give them the food provided by the government. No proper arrangement has been found on her house like it should be. There are two teachers have appointed in Sargapur village for class 5th who come from Bhatiwada and Seoni.

6.6 LIVESTOCK



Observation:

The villagers of Sargapur have a greater number of goats. They use these for their source of earning. The people has also enough cow and ox for agriculture. People also engage in milk selling business in this village.

6.7 LAND PATTERN

The farmers of the Sargapur village have Average five-acre land. They grow only one seasonal crop. The maximum household has their own well but at the summer season they dried. Only one farmer in the village who has about 75-

Watch	1980
Primary School	1990
Cycle	2000
Motorcycle	2001
Electricity	2017

acre land and they grow two seasonal crops in his land. He owns his tractor for agriculture and other purposes. Rest of the farmer use their oxes for farming.

6.8 TIMELINE

Source: PRA method

7 VILLAGE: BHATIWADA

Around 450 years ago, the community Bhoi lived in Paraswada. About fourteen houses were there in the hill. The villagers were dependent on the livestock and natural resources from the forest. From the serious attack of Heja, community shifted to nearby forest which named as Bhatikwada. The story behind the Bhatikwada is people were often diverted their way due to dense forest. So, this village was named as Bhatikwada. After few years ago, Sahu community purchased Maalgujari land and they expand their land in the village.

➤ Population of the village

Total al no of ma le	Total no of Fema le	Total no of childr en	Total Populati on
135	123	171	429

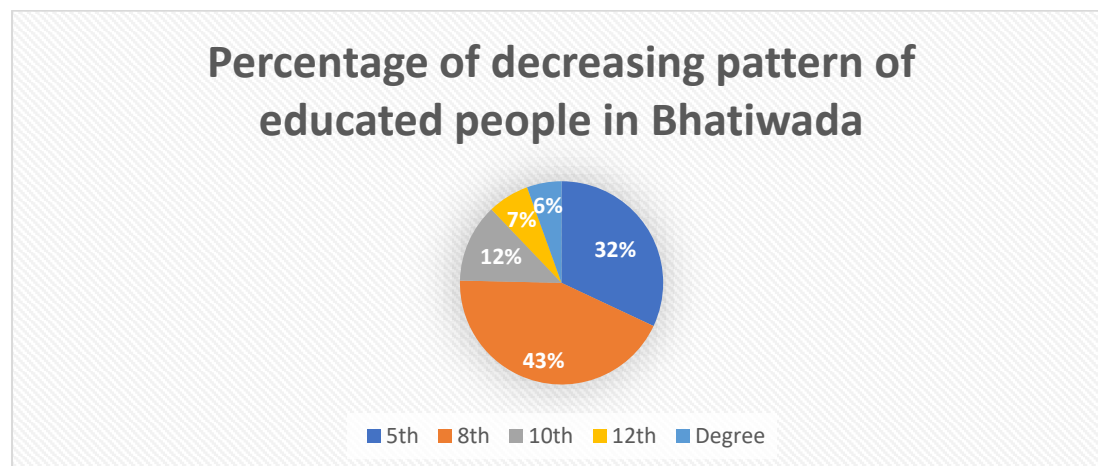
7.1 SOCIAL STRUCTURE:

In the village of Bhatiwada, people of Gond Rai, Vishwakarma, Pradhan Sahu community live together. There are ST, SC and OBC categories.

7.2 EDUCATION:

The literacy the village is 59.44%.

This graph is based on the class in which they have studied.



Observation:

In Bhatiwada village, the drop out children are more. The children left their study after class 10th. They involved in agriculture and income generating sources. Youth are gradually migrating in other state after class 10th and 12th. The parents are not aware in giving them education. Only few children are studying whose parents are doing job.



Source: PRA method



7.3 INFRASTRUCTURE

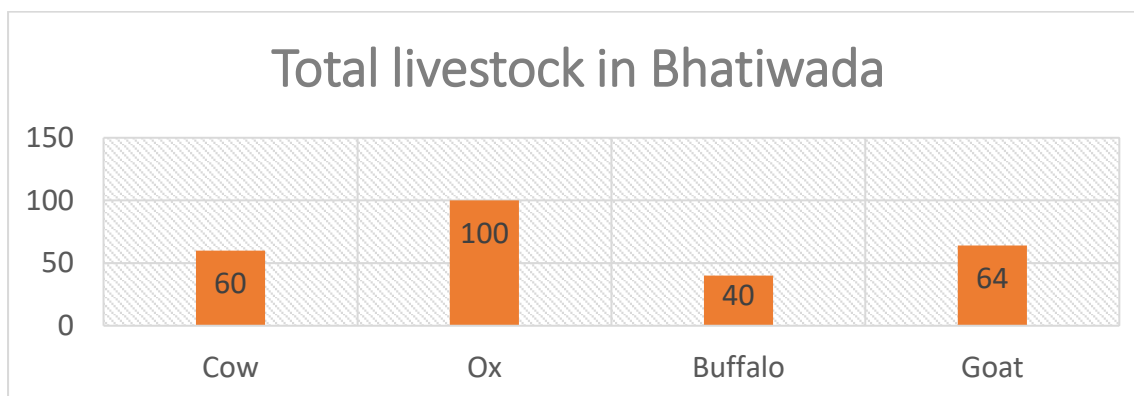
Aanganwadi	1
Primary school	1
Small shop	2

Flour mill	1
Sabha manch	1

Observation:

Bhatiwada village has Aanganwadi facility and primary school of class 8th. Children from nearby village come here after studying 5th class. There are two small shops where things of small and basic requirement can be bought like toothpaste, brush, soap, shampoo, biscuits egg etc. The villagers buy rest of the things from Bandol, Kalaarwanki and Ballarpur also. The construction of tower of jio network is in working. The panchayat office of Sarpanch Sachiv is also in the Bhatiwada village.

7.4 LIVESTOCK



observation:

- In this village we found that people use their oxes for agriculture because they have generally average land.
- People also used the milk to produce Khoya to sell.

7.5 TIMELINE

Source: PRA method

Cycle	1974
Electricity	1985
Soybean	1985
Television	1987
Tractor	1991

8 VILLAGE: KHAPA

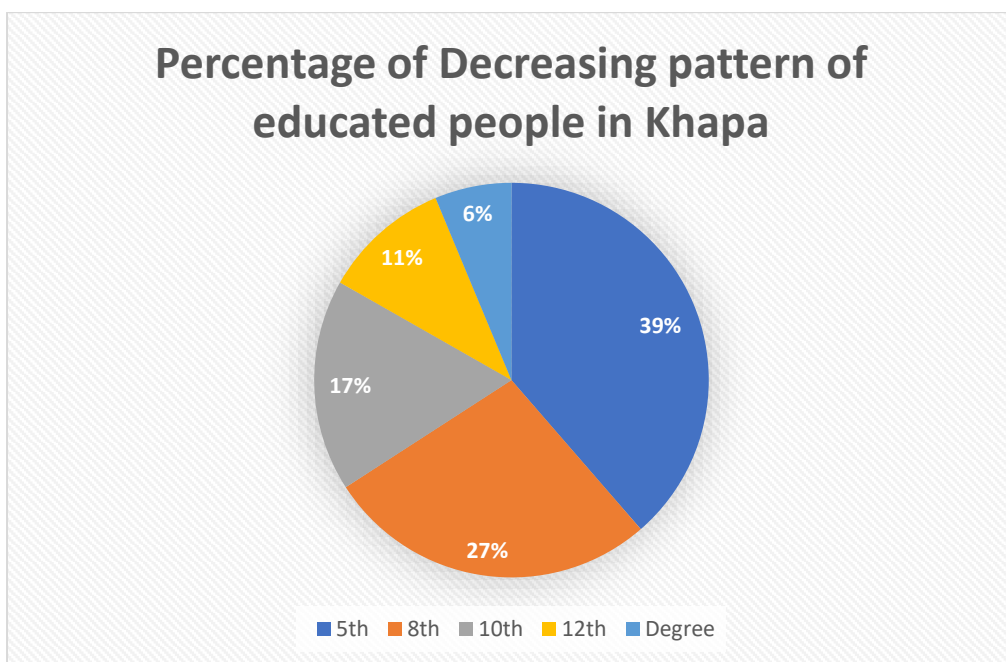
8.1 HISTORY:

The village Khapa was formed around 180 years ago. The Gond and Virju community lived in the village, the village had one percent people who were lived from the beginning. By the time the people of nearby villages came and purchased malgujari land. There was no pond or tube well then. People fetched water from one well.

No of male	No of females	No of children	Total population
159	157	149	465

8.2 EDUCATION

The total literacy of Khapa is 69.67%.



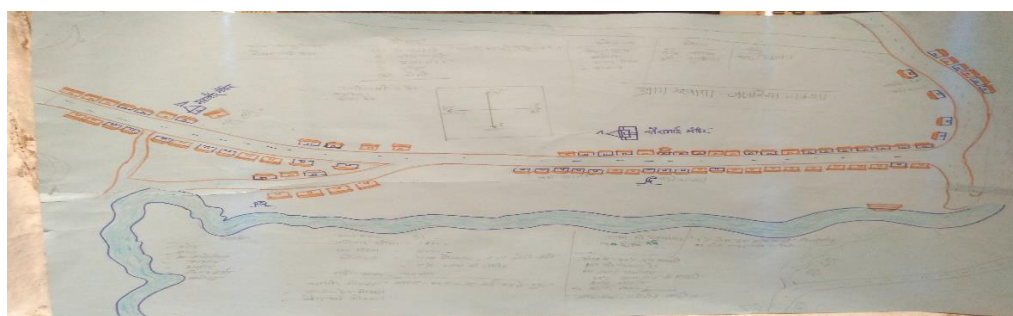
Observation and inference

The number of drop out students are more after 5th and class 8th. But 11% people have studied till 10th class which is larger as compared to other five villages. There is a chance for students to go primary schools. The problem is that there is no higher school or college nearby the villages. Students have to go thirty kilometers away from the village and there is no transport facility. Girls drop out from their school due to this reason.

8.3 INFRASTRUCTURE IN KHAPA VILLAGE:

Observation:

In Khapa village, there is Aanganwadi which started in 1986. The number of children decrease and increase in different season. After meeting with Aanganwadi worker, we found that they take their children to field in the time farming and do not send them to Aanganwadi. The primary school is of class 8th. But after 8th children go to Kalaarwanki for higher school. There is no Sabha Manch in the village. The people used to meet in temple in the village. Men participate the meeting, but women are not allowed to sit with them. The sarpanch of the Bhatiwada panchayat lives in the Khapa village. The people go to Bhatiwada for flour mill.

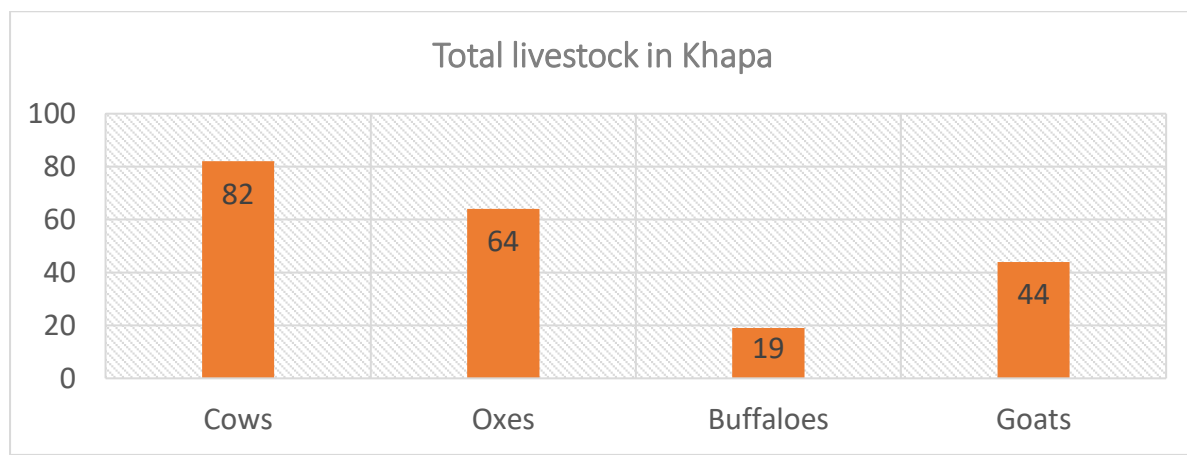


8.4 LAND PATTERN

- People grow only one seasonal crop like paddy maize in a year. They have average less than ten-acre land. Only one or two people are there who have 75-acre land and they are rich farmers. Beside agriculture people migrate to Haidrabad Pune. They work in the factory of cement door making, work in brick making.

Aanganwadi	1
Primary school	1
Sabha manch	Absent
Small shop	2
Flour mill	Absent

8.5 LIVESTOCK



In Khapa we found that people used to give monthly wages Rs 100 for grazing their animals. This is peculiar as compared to other villages. They used to keep animals for milk and make khowa also. This is income generating sources for them. They use animals for agriculture practices.

9 VILLAGE: MUARI MAAL

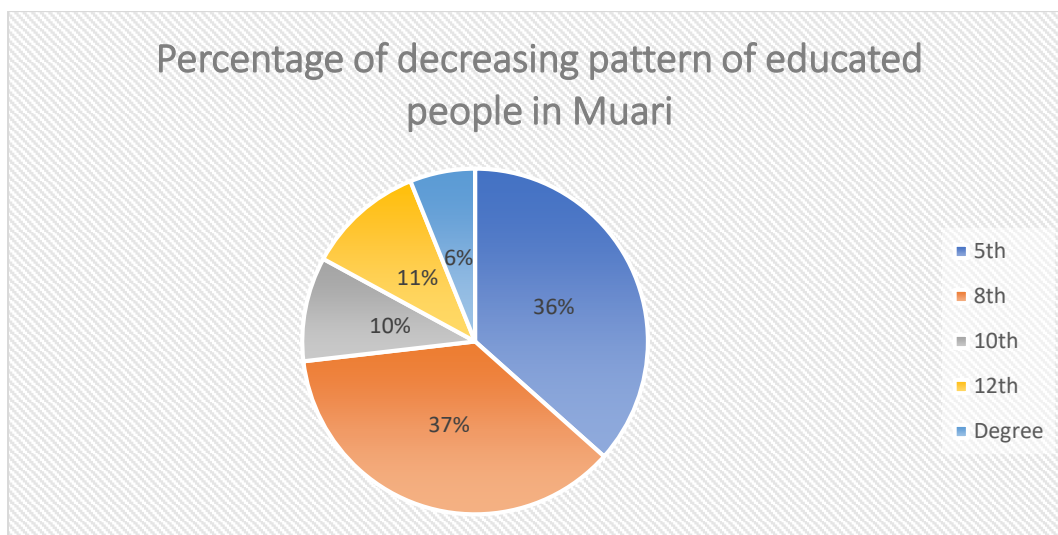
9.1 HISTORY:

Mauri village formed around 200 years back. It was malgujari land of pandit. It is surrounded by the forest. In the beginning only fourteen fifteen houses were there. The Dhurve families of Gond community were living in another place. Suddenly people were attacked from Katak Disease. They get shifted to hilly place which is currently known as Mauri village. The wild animals often got into the villages and harm the crops of the farmers.

No of male	No of female	No of children	Total population
58	35	36	129

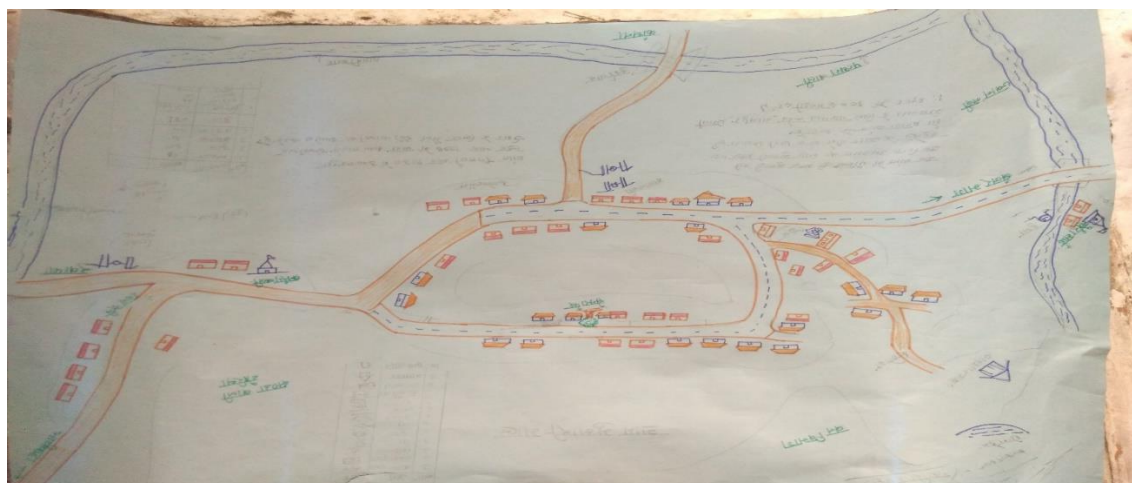
9.2 EDUCATION:

The literacy rate of Mauri is 63.56%.



Observation:

- People send their Children to nearby school of Bhatiwada or Kalaarwanki after 5th class. Maximum children drop out after 8th class. After dropping the school, they engaged in the Agriculture and labor. It was pointed after discussing with the people, that they are not happy with the education system which is not failing the children before class 8th. It spoils the education level of the children. Still 6% people have their graduation degree.



9.3 INFRASTRUCTURE

Aanganwadi	1
Primary school	1
Small shop	Absent
Flour mill	Absent
Sabha Manch	Absent

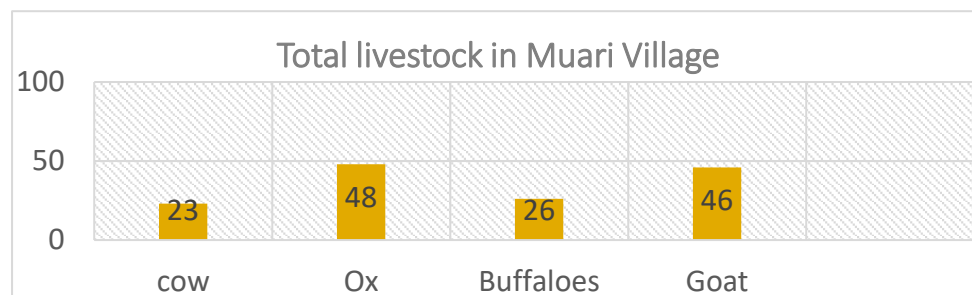
Observation:

In Mauri, Aanganwadi infrastructure is better than another village. There is a primary school of class 8th. There is no small shop, flour mill, Sabha Manch was found. The people used to go Kalaarwanki or Pondi for their rations and vegetables.

9.4 LAND PATTERN

The people grow one seasonal kharif crops like paddy maize wheat etc. The people have average ten-acre land. In which they earn about forty thousand. Two or three farmers have more than twenty-acre land and, they have their own tractor. that is why they earn about one lakh.

LIVESTOCK



Observation:

- People used both tractor and animals for the agriculture.
- Some people used milk to sell and produce khoya.

9.5 TIMELINE

School	1999
Motorcycle	2005

11 VILLAGE: MAURI RAIYAT (BANJAR)

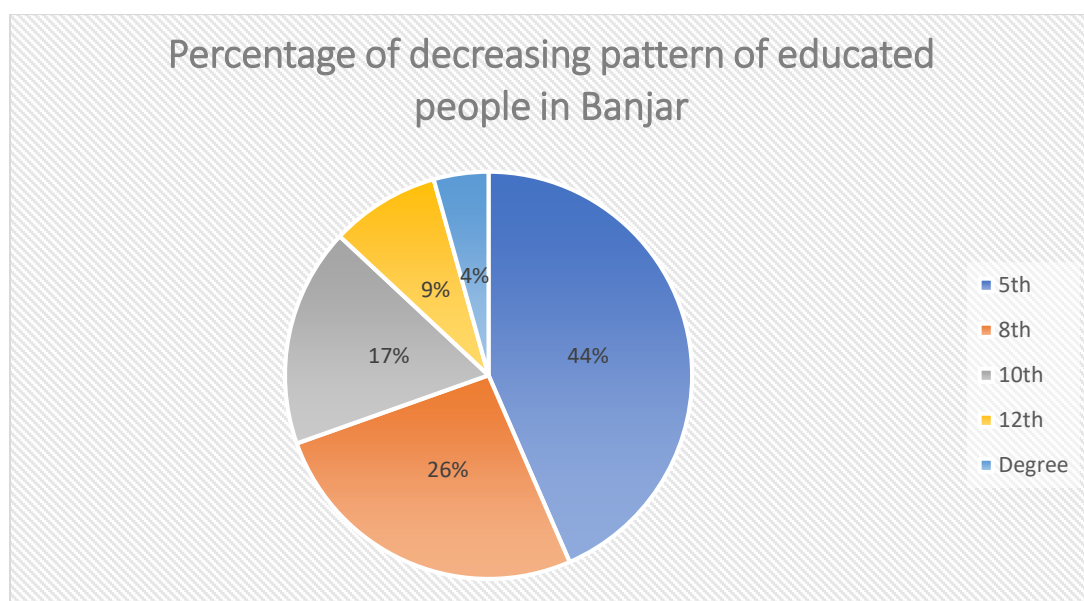
9.6 HISTORY:

The village Banjar formed around 200 years ago. It is surrounded by dense forest. It is a small village. Like Mauri, the people living here are also migrated people. From the beginning, the Gond community are living here. The houses were of grass and clay. The people buy the land which were then Maalgujari land. The people had miserable life. There are no transportation and drinking water facility. They fetched water from the well which were dug by the villagers.

No of male	No of female	No of children	Total population
29	23	21	73

9.7 EDUCATION:

The literacy rate of the Banjar is 55.42%. the following graphs shows in percentage of men and women.



Observation:

The population of Village Banjar is less as compared to the other villages in Bhatiwada panchayat. Still the number of drop out after 5th and 8th class is high. After 10th and 12th the children are involved in agriculture practices or labor. There are 4% people in the village who have done graduation are in government job.

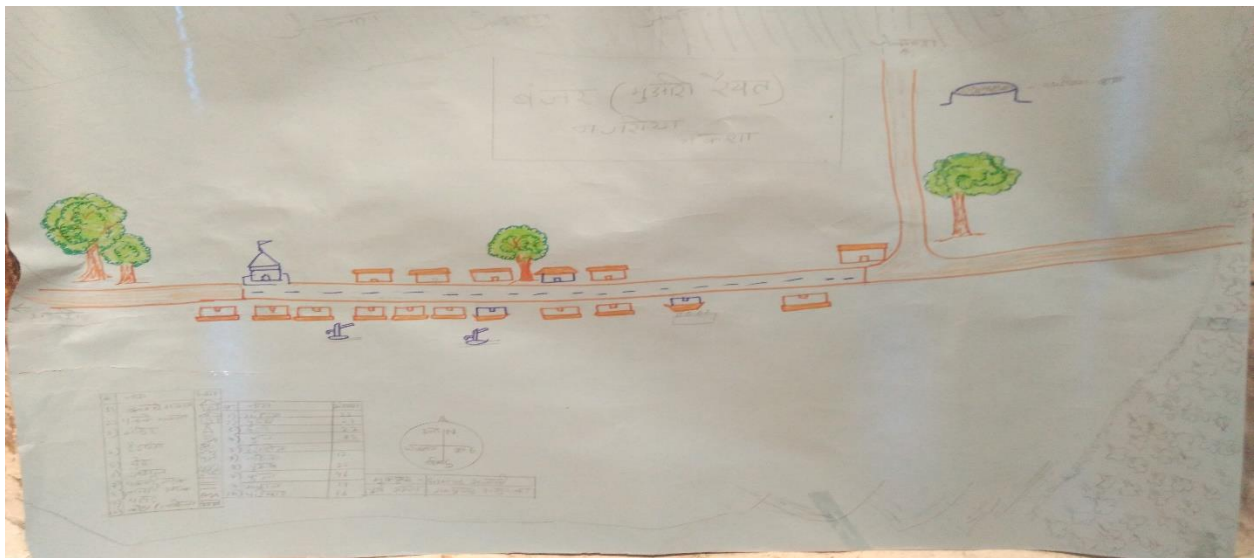
9.8 SOCIAL STRUCTURE OF THE VILLAGE:

In village Banjar, the tribal people Gond and Katiya live there. All the villagers are ST.

9.9 INFRASTRUCTURE

There is no infrastructure in this village like other villages of the Panchayat. The population of the village is less as compared to another village. Therefore, the small children go to Aanganwadi and primary school of Mauri village. The children face difficulties in rainy season to go there. That time their parents do

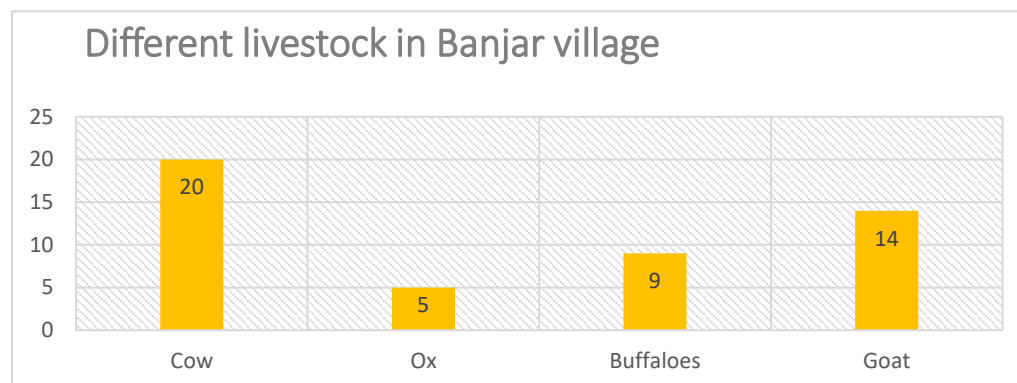
not send children to Aanganwadi. The people of this village go to Kalaarwanki for daily basic things like buying ration and vegetables.



9.10 LAND PATTERN

In Banjar the people have average five-acre land. They earn about twenty-five thousand from the land. Farmer grow one seasonal Kharif crops like corn rice. But two people have their own irrigation facility. So, they grow wheat on their land. From that they earn about eighty thousand.

9.11 LIVESTOCK



Observation: People used to sell khoya from the milk. That is why they keep cow and buffaloes.

10 STATUS OF WOMEN IN THE SOCIETY:

In the villages of Bhatiwada panchayat, the women is allowed to take decision in family but they cannot go outside independently. The girls are not allowed

to go higher secondary school for further study. She is engaged in household activities or agricultural activities. Only those girls are studying outside the village whose family is well educated and rich.

11 MARRIAGE AND CEREMONIES:

Marriage and Ceremonies are the time when relatives come together to share joy and sorrow. In these villages people also celebrate likewise. The marriage age for boys is 18 to 22 and for girls it is 16 to 18 in the villages of Bhatiwada Panchayat. The people follow the sub caste system or goutra that belong to their god. The person of even number can't marry odd number. The villagers celebrates childbirth death ceremonies.

12 CULTURE FESTIVAL CALENDAR OF BHATIWADA PANCHAYAT

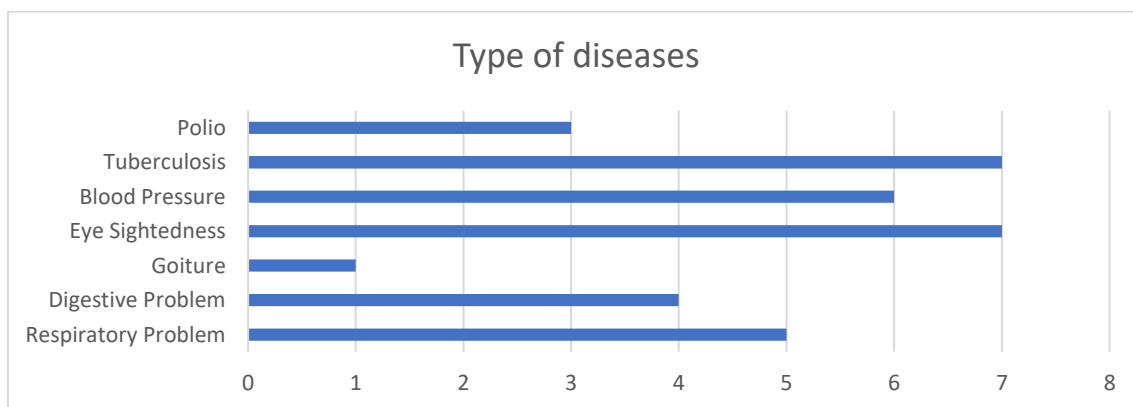
The villagers of Bhatiwada panchayat celebrate many festivals which are directly related to nature. They perform many rituals which have been continuing from the ancient times. From the beginning, Gond tribal has some own festivals but by the time they started to celebrate many festivals of Hindu.

Month	Festivals	No of day people Engaged
January	Makar Sankranti	1
February	shivratri	1
March		1
April	Ram Navami, marriage	1 3
May	marriage	2
June	marriage	2

July	Haryali, Amavasya tij	2
August	Rakhi, Nag Panchami	2
September	Ganesh utsav	1
October	Durga puja	1
November	Deepawali	1
December	marriage	1

13 HEALTH OF THE BHATIWADA PANCHAYAT

The environment of the village is fresh and pure. Anyone can live a disease-free life. After surveying the whole panchayat, still we found that the villagers are facing serious problem which affect their economic condition. They have to pay a large amount for this therefore they avoid to treatment.



Observation and inference:

About thirty-four household told that their disease has affect their income. They have to paying by selling their livestock for this. After enquiring them, it was found that there is no PHC or private hospital in the Bhatiwada panchayat. They have to cover far distance for even small fever.

14 OCCUPATION OF VILLAGERS DURING THE YEAR IN BHATIWADA

PANCHAYAT:

Sources of income	Duration
Farming	July to December
Teaching	January to December
Labor	3 months
Tailoring	Throughout year
Making Kowa	6 months
Collecting char, Bhemla	April, May
Collecting Tendu leaves	May
Collecting Mahua flower	April, May
From small shops	One year

Observation and Inference:

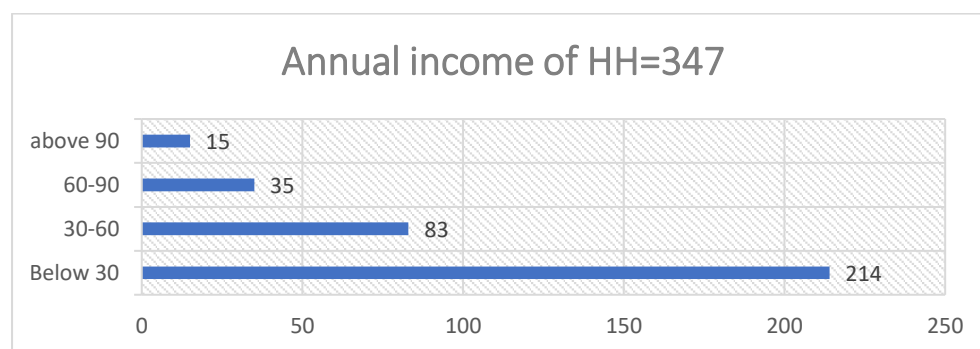
The people in Bhatiwada panchayat are engaged throughout the year to earn money for their family. All the members involve in collecting natural resources from the forest. But it lasts only two months and they get little money for it. Some household has own useful trees by which they use them for income. In All the villages, people have sufficient number of animals which they use for producing 'khowa' and sell it to middlemen or Sahukaar. The reason is that middlemen promise to give advance money whenever they need by taking promise to sell in low price. They get 100-150 per KG for it which is less according to market value. The people of the villages don't want to go market

because it is too far and there is no transport system. During Survey we also found that some women have been trained earlier and now they can work as a tailor but still they need to be more trained to earn more money.

15 AGRICULTURE PATTERN OF THE VILLAGES IN PANCHAYAT:

Ten years before	Type	Current Situation	Type
Kodu	local	Paddy	From market
Kutki	local	Maize	Local
Sama	local	Wheat	From market

16 TOTAL ANNUAL INCOME OF VILLAGERS IN BHATIWADA PANCHAYAT:



17 GOVERNMENT SCHEME IN BHATIWADA PANCHAYAT WHICH ARE FUNCTIONING

After meeting with officer of different department of seoni janpad, we found that there are many schemes which are functioning, but the villagers of Bhatiwada panchayat do not get profit from them. Here are the full list.

Sr. no	Goverment scheme	Focus area	objectives
1	MGNREGA (CG:SG,75%:25%)	Village people	100 days guarantee work and wages
2	Panch Parmeshwar	Construction work	Provide 5 lakh to village of population<2k
3	Mid-day meal	Primary and secondary students	Lunch for school students
4	aanganwadi	Children of age group (6 months to 8 years)	Taking care of children and providing food
5	ASHA health worker	Pre post pregnant women	Medical services
6	PMAY	Homeless and kutcha house	Providing 1.5 lakh for pukka house
7	Swachh Bharat Mission	toilet	12k for making toilet
8	Mukyamantri awash yojana	Homeless and kutcha house	Only 50% of loan to be returned
9	Widow pension	40>widow BPL	600/month
10	Bima Yojana		
11	Annapurna yojana	BPL SC ST	35 KG Wheat/ Rice
12	Wradhawastha Pension	60>	600/month
13	Cycle distribution	students	Free cycle for going school
14	Ladli Laxmi Yojana	Girls	Providing money for education and marriage

17.1

17.2 RELATED TO AGRICULTURAL

1. Soil Health Card. (CG)
2. Annapurna / Surajdhara
3. Beej gram Karyakarm. (SG)
4. Mukhya Mantri Khet Teerth Yojana. (SG)
5. Madhya Pradesh Me Jaivik Kheti Vikas Karyakarm. (SG)
6. Rashtriya Biogas and Khad Prabandh Karyakarm. (CG)
7. M.P Krishi me Mahilaon ki Bhagedari. (SG)
8. Laghu Sinchayi (SG)
9. Micro Irrigation Mission Yojana (SG)
10. Rashtriya Krishi Vikas Yojana (CG)
11. SMAE (Submission on agricultural extension)
12. Rashtriya Khad Suraksha (CG)
13. Pradhan Mantri Fasal Bima Yojana.

Related to Panchayat and Rural Development.

1. Rajya Gramin Ajeevika Mission.
2. Mukhya Mantri Yuva Swarozgar Evam Mukhyamantri Arthik Kalyan Yojana.
3. MNREGA
4. Swachh Bharat Mission.
5. Panch Parmeshwar

17.3 RELATED TO EDUCATION

- 1. Nishulk Cycle Praday Yojana.**
- 2. Chaatrwarti, Shishyavarti Evam Protsahan Yojana.**
- 3. Sudama Prematric Chaatrwarti Yojana.**
- 4. Swami Vivekanad Post Metric Pravinya Chaatrwarti Yojana.**
- 5. Sudama Shishyawrati Yojana.**
- 6. Dr. APJ Abdul Kalam Medhavi Chhatra Protsahan Yojana.**
- 7. Anya Chhatrwartiyan Sainik School Yojana.**
- 8. Super 100 Yojana.**
- 9. MDM**
- 10. Beti Bachao-Beti Padhao Yojana.**
- 11. Ladli Laxmi Yojana.**

17.4 RELATED TO SAMAJIK NYAY VIBHAG: -

- 1. Samajik Suraksha Pension Yojana.**
- 2. Wradhawastha Pension Yojana.**
- 3. Widow Pension Yojana.**
- 4. Nishakt Pension Yojana. (Handicap)**
- 5. Rashtriya Pariwar Sahayta Yojana.**
- 6. Mukhyamantri Kanya Abhibhawak Pension Yojana.**
- 7. Mukhyamantri Kanyadan/Nikah Yojana.**
- 8. Aam Admi Bima Yojana**

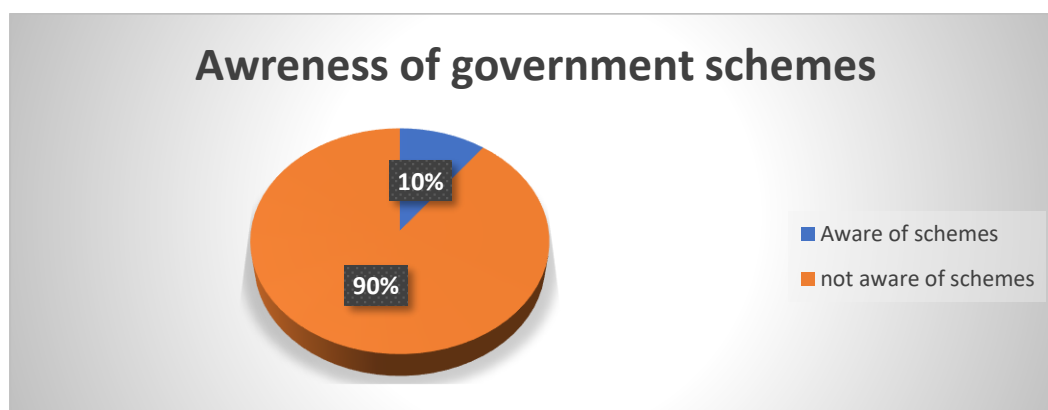
17.5 RELATED TO :-

- 1. Sehkarita.**

- 2. Forest Department**
- 3. Gram Udhyog**
- 4. Electricity (Urja)**
- 5. Higher Education**
- 6. Technical Education.**
- 7. Health and Family Development.**
- 8. Women**
- 9. Baal Vikas**
- 10. Pashu Palan**
- 11. Matsya Palan**

18 AWARENESS ABOUT THE SCHEMES IN BHATIWADA PANCHAYAT:

Whenever it is time for asking about any schemes which have come in their panchayat, the people of the villages afraid to tell us. In six villages we did meetings with wards and discuss with people. They don't know about the organization which has worked in their area. The following graph clearly tell us.



Observation and interference:

The people of the village do not attend meetings in panchayat. They are told about schemes by their ward members of the village, kothwari, Panch or neighbours. The ward members are very elder they cannot describe the full information about the government schemes. The people get demoralised when they do not information in panchayat or Seoni Janpad. Due to illiteracy they are not understanding what is the procedure of getting those schemes. This the reason why they do not utilised the government schemes.

19 CONCLUSION:

This summer training gave us the opportunity to understand the actual realities of rural life. Before this we had different perspective and knowledge about villages. The findings were different from the theory which had been taught us in the classroom. The situation is tough, and it is difficult to survive in these six villages. In spite this the people are living with scarcity of living facility. We were experienced such conditions in two months. The status of agriculture and sources of income is very bad. The people hope for better occupation and irrigation system in their village. There is a need to explore more opportunity in source of income for people.

20 FIELD WORK AND LEARNING EXPERIENCE:

The experience gathered from books though often valuable, but the nature of learning whereas the experience gained from actual life is one of the nature of wisdom. We have been living our life in village, but we never experienced such life earlier. After staying in the villages of Bhatiwada panchayat we realized the harsh realities of rural life. The geographical area is different. For first week, we had to stay in village Sargapur with one of the family. We was surprised to see that there is no toilet facility, no shops like we have heard in villages and scarcity of water. However, the people of these villages are very supportive and caring. They took care of us like their own children which we can never forget. This summer training was actually wholly about field work. We have been given six villages and we have to survey all the villages in two months. We were a team of three including Mehvas, Reema and Hiyaram Ji. We used to cover the locations in the same motorcycle in hilly and rocky areas.



In the beginning of the survey, we were happy to know that the local language used there is same as Hindi. We interacted with many people and started knowing about their social culture and economic status. This helped our communication with villagers. Sometimes the people were not taking interest to answer or discuss on the questions and they got irritated. That was challenging for us to engage in our discussion. The farmer in these six villages are

middle farmers. They can produce more seasonal crops and vegetables but due to lack of irrigation facility, they cannot grow more. And their source of income is also too low. They are depending on the government for the construction of canal which is in process as it will help them in future for their agriculture.



It is a bitter truth of these villages that people are not putting their efforts when it comes to education. They want to give education to their children, but they get demotivated because of low income. When it comes to marriages, the girls are not allowed to be send outside of the village for higher studies. We did PRA techniques in six villages. The most interesting thing about this summer training is that we did and learnt many thing by doing self-management. We were not treated as trainee but as involuntary member.

Our questionnaire was self-made. The daily diary writing and time management made us a different person. Sometimes there were some interpersonal conflicts but there was always a happy ending.

When it comes to learning new things, there are actually a bundle of it. Some of them are as follows :-

- Collaborative learning is very wide term and is very essential for development.
- How to stay relaxed and calm in a difficult situation.
- Performed some PRA techniques and experienced the effects.
- Learnt to cook, operate Gobar Gas, graze cattles, etc.
- Learnt to interact with different types of people.

- Learnt to do time management.
- Learnt to solve conflicts with team mates.
- Implementation without proper planning can lead to failure.
- You have to go their by keeping all your perspective aside with a reset mind.
- Understood some dynamics of various village level institution in addressing the developmental work.

To conclude, it was learning by self-doing. The most interesting thing is that we were guided by the person who is also a villager there. People have large potential in them. We can learn from them like they learn from us. Learning is a two way process.