



One – Year Report 2017-18

UDDYAM – TALASARI INTEGRATED SKILLS DEVELOPMENT PROJECT

United Nations Development Programme
New Delhi, India



One - Year Report

May 26, 2017 to July 31, 2018

Talasari *Taluka*, Palghar District, Maharashtra



UNITED NATIONS DEVELOPMENT PROGRAMME
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Project Title:	Uddyam – Talasari Integrated Skills Development Project
Project Start Date:	26 th May, 2017
Project End Date:	31 st July, 2018
Implementing Agencies:	BAIF Institute for Sustainable Livelihoods and Development Digital Empowerment Foundation PRATHAM Premsagar Yuvak Samajik Sanstha Under The Mango Tree
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Convergence Partners:	Maharashtra State Rural Livelihoods Mission; Integrated Tribal Development Project
Funding Party:	Larsen & Toubro Public Charitable Trust
<p>UNDP and LTPCT have entered partnership to implement Project Uddyam for integrated development of Talasari <i>taluka</i> in the Palghar district of Maharashtra. The project aims to benefit 3,000 families across the three-groups <i>Gram Panchayats</i> of Zari, Girgaon, and Kochai-Bormal in the Talasari <i>taluka</i>. Also, two components of the programme are expected to cover the entire <i>taluka</i> extensively. UNDP and LTPCT executed a Memorandum of Understanding between them. The purpose is to provide a Framework of Cooperation between the two organizations on a non-exclusive basis, in the areas of common interest.</p> <p>The project aims to enable women and their families and vulnerable communities to experience a transformational impact regarding:</p> <ul style="list-style-type: none"> • Increased income of women members and their families • Increased opportunities with productive skills and occupations for the families in the project area • Improved access to government schemes and benefits <p>This report aims to provide a broad overview of the activities and outputs generated through Project Uddyam. This assists in informing the design and development of the next phase of Project Uddyam for the tribal populations and their households, especially women and youths (girls and boys).</p> <p>Also, it enables the Government of Maharashtra, UNDP, and other agencies, as well as other development agencies to establish baselines, activities, and a system to undertake livelihood initiatives, including the effect of such interventions in this <i>taluka</i>. The results are also crucial for the evidence-based development of government's priority actions in support of tribal populations who yearn for a reasonable standard of living and contribute towards the development of their area. Also, the results of the one-year work identify areas of complementarity in the programming process.</p>	
Total Project Budget	INR 1,79,55,000.00

LIST OF ACRONYMS AND ABBREVIATIONS

ATMA	Agriculture Technology Management Agency
BISLD	BAIF Institute for Sustainable Livelihoods and Development
CRP	Community Resource Person
DEF	Digital Empowerment Foundation
GIDC	Gujarat Industrial Development Corporation
GP	<i>Gram Panchayat</i>
HHs	Households
ICRP	Internal Community Resource Person
ICT	Information, Communication, and Technology
IA	Implementing Agency
ITDP	Integrated Tribal Development Project
PYSS	Premsagar Yuvak Samajik Sanstha
LTPCT	Larsen & Toubro Public Charitable Trust
MOU	Memorandum of Understanding
MSRLM	Maharashtra State Rural Livelihoods Mission
NRM	Non-Pesticide Management
SHG	Self Help Group
SICA	School Integrated Career Awareness Programme
SRI	System of Rice Intensification
UNDP	United Nations Development Programme
UTMT	Under The Mango Tree
VO	Village Organization

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KEY ACHIEVEMENTS

- Project Uddyam partnership between LTPCT and UNDP is the first project of its kind project to demonstrate an effective multi-stakeholder partnership – between Government, Private Sector, UN, and the Community – which can result in an area-based intervention to bring about SDG-aligned social transformation.
- The project has formed a real understanding and an exposure of livelihoods interventions at the community level with directly influencing 3,000 families; thereby creating a base for future activities in Talasari.
- Project Uddyam introduced SRI for increasing rice productivity. Paddy is the dominant Kharif crop of the Konkan region (including Talasari *taluka*). The project reached out to 422 families through its SRI intervention. It has contributed towards increasing the productivity & production enhancement of the paddy crop, which will address the problems of malnutrition and undernutrition in the area. Increase in grain production helped to fulfill the annual self-consumption need of the families and will boost the food security.
- Vegetable cultivation supported 450 families, which assisted in improving balanced diet requirements and providing nutritious food to the families.
- Eight collection Centre were set-up in the three-group *gram panchayats* (GPs) of Zari, Girgaon, and Kochai-Bormal under the supervision of Village Organizations (VOs). Formation of Community-based organizations (i.e., VOs and Self-Help Groups) and mobilization of women has been a continuing process under Umed. Uddyam interventions brought in the regularity of meetings and injected focused approach through constant support from Community Resource Persons (CRPs), which helped in fostering a sense of belonging and discipline among the community members. It has increased their ability to work together, to educate, and helped in building camaraderie among women.
- By working with women and mainstreaming them into the marketing related activities has helped in developing an agency of their own. Women were at the centre of activities and received additional training from the project to improve their livelihood opportunities.
- Talasari has lagged behind on the Warli art landscape in comparison to the *talukas* of Dahanu, Wada, and Jawhar. Lack of stimulus was a key factor that Uddyam has attempted to overcome. The new-found interest among young budding artists coupled with few professional artists in the *taluka* has bought a renewed interest among the people about Warli art and paintings. DEF trained 150 Warli artisans during the programme.
- The convergence with line departments and support from MSRLM provides a strong background for development activities of similar nature to take deep roots. With exposure to a different set of livelihood intervention, community members are learning new practices. At the same time, they have provided a positive thought towards such grassroots level work where women are empowered and willing to take up a community engagement role while at the same time coordinating with external visitors and field staffs in their local area.

- Pratham programme was a success from the start towards developing a model for integrating career awareness and life skills curriculum within schools. The programme reached out to 3,000 students. The programme participants found the entire concept to be novel and enjoyed exposure to content/ knowledge they would otherwise have never had access to.
- UTMT trained 102 farmers in Beekeeping and generated awareness regarding pollination for agriculture among 250 farmer families. The beekeeping component of the project demonstrated that it is an excellent livelihood option for farmers in the area with great potential for scaling up to more marginal farmers in the district.
- Project Uddyam has been successful in convergence with various government line departments. It has successfully mobilized Rs. 33,56,160 through different departments. Besides, Rs. 28,10,000 value projects have been submitted to different departments for their approval.

Chapter 1: Introduction

Project Uddyam is under implementation from 26th May 2017 in Talasari *taluka* of Palghar district in the state of Maharashtra. It aimed to cover the entire *taluka* with a particular focus on the three group *gram panchayats* of Zari, Kochai-Bormal, and Girgaon, which are part of the Sustainable Village Transformation Project of the Government of Maharashtra. The project collaborated with district line departments, local government bodies, and Panchayati Raj institutions as their working partners. Its operational strategy emphasized the integration of activities with Umed – The Maharashtra State Rural Livelihoods Mission to the extent that they are compatible with the objectives of the framework of cooperation signed between UNDP and LTPCT. Moreover, the project aimed to strengthen the cooperation with the government agencies led by the MSRLM – the flagship programme of Government of Maharashtra. Umed endeavours to impact rural poverty through a range of comprehensive and strategic livelihoods interventions in a time-bound manner. The Mission aims at eradicating rural poverty by building sustainable institutions of poor and ultimately leading them to sustainable livelihoods.

The expected outcome is to enable women and their families and vulnerable communities in Talasari to experience a transformational impact in their lives. The transformational impact is expected in three different ways:

- Increased incomes and economic well-being of the families
- Improved human development outcomes, with higher levels of productive skills and ways to engage in productive occupations
- Improved access to benefits and programme of the Government

At the outcome level, Project Uddyam contributes to the micro-level achievement of the Sustainable Development Goals, the achievement of which is a significant goal of UNDP:

SDG 1	End poverty in all its forms everywhere
SDG 2	End hunger, achieve food security and improved nutrition and promote sustainable agriculture
SDG 3	Ensure healthy lives and promote well-being for all at all ages
SDG 4	Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all
SDG 5	Achieve gender equality and empower all women and girls
SDG 8	Promote sustained, inclusive and sustainable economic growth, full and productive employment and decent work for all
SDG 12	Ensure sustainable consumption and production patterns

Chapter 2: Principal Objective

The principal objective of Project Uddyam is to create an ecosystem that can enhance the skill-sets of people of Talasari and benefit the entire population of the intervention area – men, women, and children. This project covers the entire *taluka* through a variety of intervention ranging from agri-allied activity, arts & handicrafts, and school education for youths. It aims to achieve multiple objectives.

Firstly, at the community level, social capital creation - institution building and capacity building with women as the primary change agents.

Secondly, targeting school-going youths who are the future of the society and country – how to invite them to be part of the journey, which can build a sustainable future for them and their families.

Thirdly, boosting and strengthening the indigenous arts and crafts at Talasari, which has been practiced by the people from the Warli tribe.

The project mission is part of the social mobilization strategies of the Deendayal Antyodaya Mission – the flagship poverty reduction intervention of the Government of India, which in Maharashtra State is anchored by the Maharashtra State Rural Livelihoods Mission (Umed - MSRLM).

Expected Results in the first-year intervention of Project Uddyam

Incomes of participating families increased through improved utilization of land and animal-bird resources in the villages under the three selected Group *Gram Panchayats*

Increased income for families engaged in Warli painting and crafts

Career guidance, counselling and support mechanisms catering to students and school drop-outs are made available locally

Besides, the Uddyam – Talasari Integrated Development Project is an extension and expansion of the existing interventions of LTPCT in the *taluka*. The goodwill that has been created in the area by LTPCT's existing work was utilized to make a connection – with local communities, government functionaries, and other relevant stakeholders. Each implementing agency implemented a different objective, which together converged to address the broader scope of the programme.

Chapter 3: Project Performance and Results

This section provides information on the performance of the implementing agencies and the results achieved in the Project Uddyam. These findings are based on the reports received from them and the field visits conducted by the project consultants carried out within the three-group *gram panchayats* of Talasari and *taluka* in general to investigate the processes, activities, and project outcomes.

Overall, the five implementing agencies completed their output achievements. Though additional time had to be given to complete the project and these extensions was agreed by UNDP. Initially, the pace of implementation was slow since this was a new kind of intervention implemented in these communities. Therefore, it challenged the implementing agencies who had to work diligently to cover the ground. In the process, they went through their own learning curve, which has significantly helped them to improve their performances and implementation on the ground.

3.1.1. BAIF Institute for Sustainable Livelihoods and Development (BISLD)

BISLD implemented projects in the two-*gram panchayats* of Zari and Girgaon in the Talasari *taluka*. The project was implemented in two phases by them:

July 2017 to September 2017

December 2017 to June 2018

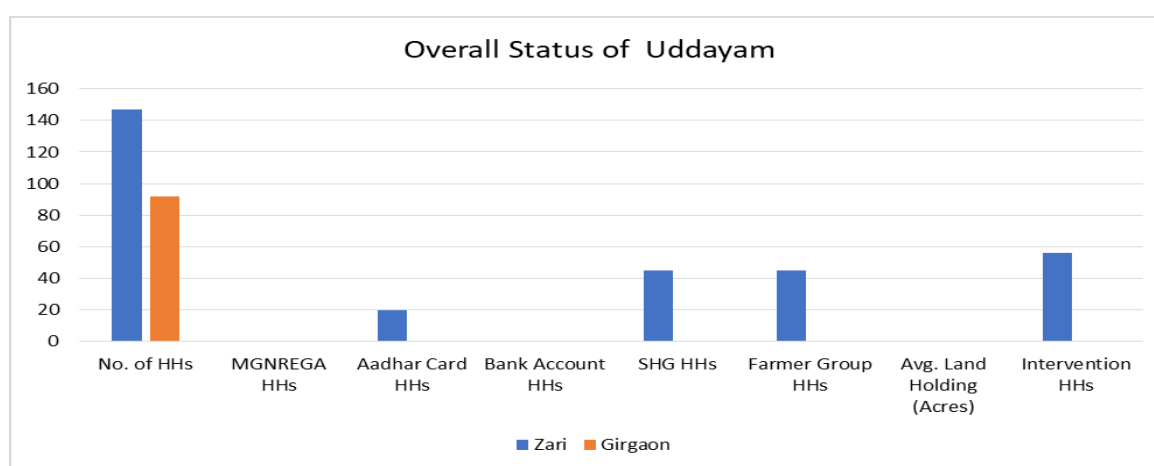
BISLD worked to mobilize families for floriculture, vegetable farming, productivity and yield enhancement through crop rotation, poultry, and other agricultural activities. It involved consistent training and demonstration of best practices on floriculture, vegetable cultivation, backyard poultry and strengthening of the CRPs, community-led institutions in the form of Self-Help Groups (SHGs) and VOs and enhancement of convergence with government line-departments.

Overall status of key project deliverables for BISLD:

Deliverables	Outputs Achieved
Introduction of one livelihood intervention or extension activities with at least 1,200 Households (HHs) in the identified project villages including initiation of direct livelihood activities with 500 HHs	Completed and Achieved
Demonstration of best practices and productivity techniques in cereals, pulses, floriculture, vegetable farming, backyard poultry	Completed and Achieved
Training and capacity building of SHGs and Village Organizations (VOs) in the project area	Completed and Achieved. Though additional capacity building work is required in the next phase

Establishment of two collection centres in two VOs	Completed and Achieved. BISLD established four collection centres two supported by Project Uddyam and two through Convergence with MSRLM
Training and capacity building of community cadres in project area i.e. Community Resource Persons (CRPs)	Completed. 12 CRPs were recruited and trained by the BISLD project functionaries.

BISLD conducted baseline and secondary data research to assess the project area. The initial analysis showed that no family has received worked in MGNREGA and did not have access to bank accounts either. The families in Zari Gram Panchayats. has better adaptability and access to initiatives such as SHGs, Farmer Groups, and AADHAR enrollment in comparison to families in Girgaon *Gram Panchayat*.



BISLD conducted four different farm-based and farm-related interventions in the project areas to demonstrate the best practices and production techniques in cereals, floriculture, vegetable farming and backyard poultry. BISLD chose the following activities for implementation.

- A System of Rice Intensification (SRI)
- Cultivation of vegetable crops
- Floriculture (jasmine flowering)
- Residual moisture crops (lentils, beans), and
- Poultry rearing in the household backyard

Summary of Intervention Adoptions by the Households

- *Introduction of one livelihood intervention or extension activities with at least 1,200 HHs in the identified project villages including initiation of direct livelihood activities with 500 HHs.*
- *Demonstration of best practices and production techniques in cereals, pulses, floriculture, vegetable farming, and backyard poultry.*

BISLD achieved the target of direct livelihood activities with more than 700 HHs. Besides, it closely worked with the 500+ families to orient and trained them on various aspects of sustainable livelihoods. BISLD organized capacity building programmes in the use of appropriate technologies and sustainable farming practices to orient the 1,200 HHs (including 500 direct beneficiaries). It focused on the promotion of small-scale livelihood interventions with the households. Regular visits were conducted to mobilize the masses and confederate them to administer training sessions and farm demonstrations.

A process of rapport building immersed project beneficiaries and continuous dialogue with the targeted households through existing SHG members/VO formed under the MSRLM provided reasonable support to the activities. BISLD took an open-ended approach and went for the promotion of community-managed activity in the villages.

Total Target Achieved

#	Livelihood Activities	Zari HHs	Girgaon HHs	Total
1	Backyard Poultry	86	59	145
2	Vegetable Cultivations	138	104	242
3	Floriculture	84	70	154
4	Residual Moisture Crops	38	12	50
5.	System of Rice Intensification	100	97	197
6.	Bamboo Nursery	1	-	1
	Total No. of Households	447	342	789

FLORICULTURE:



Jasmine informative posters in the collection centre

154 households cultivated jasmine flowers (*mogra*) on their farms. 57 Kg were sold at the local market or in the wholesale market. The process of community mobilization (village-level meetings, exposure visits, the formation of new groups, and nurturing of the existing SHGs) provided a strong foundation for this work.

Participants were encouraged to work together in user groups. The implementation of livelihood activities and its engagement with the existing structure of the VO, SHGs further strengthened these community structures. The model consisted of five *guntha* area for cultivation of Jasmine by the farmers. Farmers received technical support through installations of low-cost drip irrigation unit and inputs in critical growth stages and marketing support for the establishment of a chain of production to reach the market. Drip irrigation is useful for the fertigation, reduces water wastage and increases productivity. Field training and demonstrations exposed farmers to adopt these initiatives.

JASMINE CROP PARTICULARS

Particulars	Details
Economic production Cycle	10 to 12 Year
Plantation Season	August – September
Crop Type	Jasmine
Botanical Name	<i>Jasminum sambac</i>
Family	Oleaceae
Variety	Arabian Nights (Bangalori)
Area of cultivation	500 square meters (0.05 ha)
Saplings	200 Number
Gestation period	6-8 Months
Production (Per day)	0.750 to 1 kg.
Production (Per year)	200 to 270 kg.
Average rate (Mumbai market)	Rs. 190/- per kg
Income (Per year)	INR 38,380/- to 51,000/-

Floriculture Output

Gram Panchayat	Number of Households (HHs)	Floriculture adopted HH	Total Land under flower farming - Acres	Jasmine Bud harvested	Production – [21 st April to 30 th April (in Kg)]
Zari	1,442	84	10.5	18	24.500
Girgaon	1,185	70	8.5	11	22.500
Total	2,627	154	19	29	57.00 Kg

VEGETABLE CULTIVATION



Chili seedling preparation through tray method

BISLD used its previous intervention experiences of implementing Integrated Cultivation and Marketing of Vegetables Model in Jawhar *taluka* in Palghar. The project “commercial cultivation of vegetables and marketing” (the Year 2011 – 2016) got implemented in Jawhar. The primary objective achieved was to show farmers the commercial cultivation of vegetables using rainwater, and to learn marketing skills, which ensued additional income generation during the monsoon period. BISLD replicated these learnings and experiences in the project Uddyam.

Initially, the organization faced challenges in assembling farmers and adoption rate was low. Then, it changed its approach and started group formations and demarcation of land for vegetable purposes, defined crop systems, and cultivation patterns and the package of practices leading to the clusterization of beneficiaries. It increased the pace of adaptation and enhancement of technical knowledge among the target groups. Modern farming techniques through training, field demonstrations, and exposure visits gave new insights to the farmers. It made the marketing process easier and led to improved income security of the farmers.



Smt. Sami Raghya Chimudiya cultivates cluster bean

Model Component/Activities

Enhanced skill, knowledge, and appropriate technology

Producer group formation and their capacity building

Technology Transfer (Farm mechanization, introduced new crops/varieties, micro irrigations)

Improved Market Access - Establishment of collection centres, initial marketing supports (surveys, transportation support, market selection etc.)

Linkage with local markets, APMC markets, and Outlets

Vegetable cultivation was encouraged on small plots. During the winter season, BISLD selected 150 HHs for the intervention. Commercial vegetable cultivations on an average required 5-10 R. area. Staffs introduced a specific cropping system, and two crops for cultivation; Chili and cluster bean vegetable

species with improved quality seed. These were selected based on suitability to the local climate as well as high market value and demand.

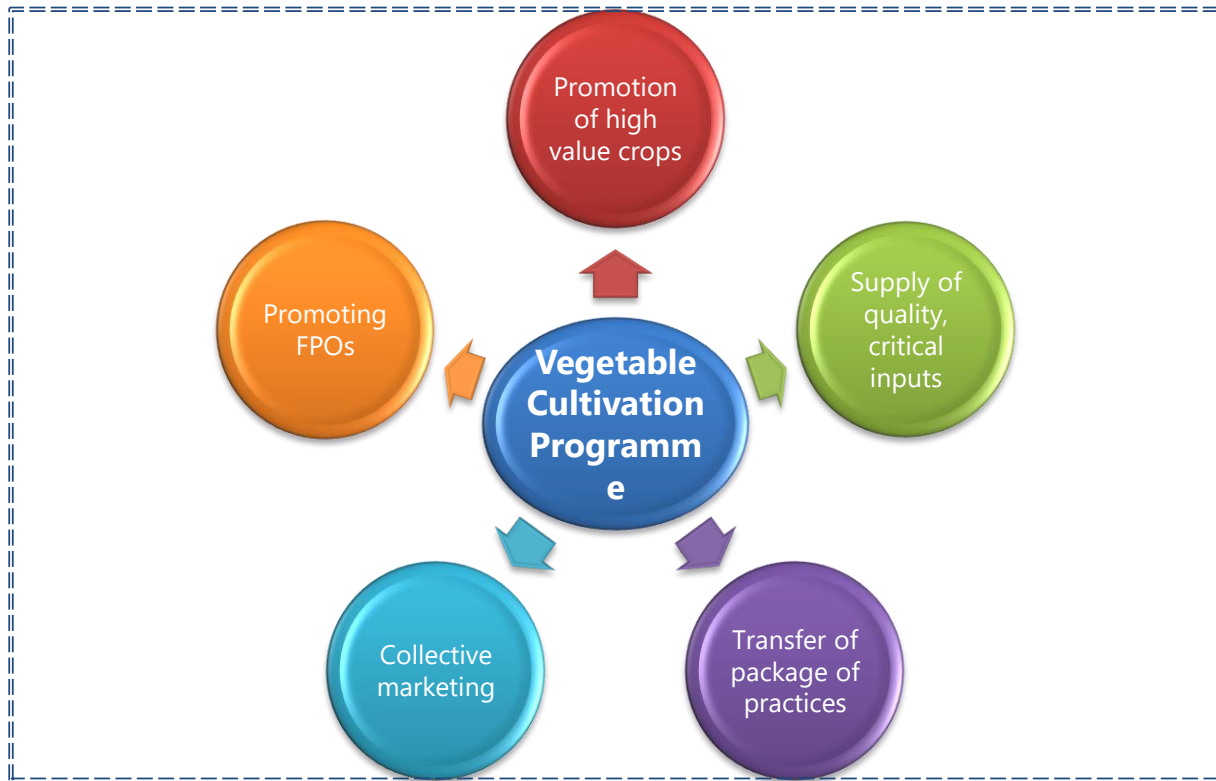
Introduced Variety for Vegetable Cultivation:

Crop	Variety	Method of plantations	Spacing	Estimated Productions	Income (INR)
Cluster Bean	Nilam 51	Ridges and furrow, Flat bed	30 x 60 cm	500 kg/10 R	4,500 -5,500/-
Chili	Pride 151	Ridges and furrow	45 x 90 cm	600 kg/10 R	5,000 -6,000/-

Vegetable Cultivation Output					
<i>Gram panchayat</i>	No. of Households (HHs)	Vegetable HHs	Total Land under Cultivations – (in Acre)	Production (in Kg)	Avg. Income (in Rs.)
Zari	1,442	138	17.75	6,340	3,250
Girgaon	1,185	104	16.25	5,423	
Total	2,627	242	34.00	11,763	

Individual Level Production and Collective Marketing Model

This model is designed to benefit individual level production; ensures investments of resources and ownership of the production process at the family level. The collective marketing is more beneficial for small and marginal cultivators. It saves cost and time for all as well as improves the bargaining power of farmers, ensures market and sharing of work and responsibilities lead to bonding and trust between the members.



Marketing journey:



BACKYARD POULTRY



Backyard poultry in a beneficiary house

The backyard poultry model consisted of 40 broods (5 males and 35 females) to each household with a specific space in their backyard for poultry promotion. Selected households received one-month-old vaccinated chicken broods along with essential equipment (drinkers and feeders), poultry feed, and training in maintenance and healthy growth (supplementary feeds). The project introduced the improved indigenous breed of *Deshi Pathardi*. These are more adaptable to the microclimatic conditions and weather changes and are considered suitable for meat, egg production, and provide better price-point in the local market.

The key activities undertaken for the backyard poultry:

Key Activities
Provision of one-month old poultry birds
Feed and equipment for nutrients management
Timey seasonal vaccination – four shots at the initial stage and before summer and rainy season for health management
Technical support to the families (Maintaining a ratio of male and female)
Marketing of eggs and male birds from the growing flock

Poultry outputs in the three-group gram panchayats:

Poultry Output			
<i>Gram panchayat</i>	No. of Households	Poultry Households	Average Number of Chicks
Zari	1,442	86	37
Girgaon	1,185	59	38
Total	2,627	145	37.5

Residual Moisture Crops

Tapping residual moisture for cropping was an age-old practice still practiced in parts of the country; used to grow beans, peas, cowpea, and gram since these can grow by tapping into the moisture contained in the earth after the paddy harvest. Farmers received support ranging from inputs for cultivations seed of pulses like gram, beans, and lentils to 50 HHs (seeds support to 25 HHs from the project and 25 HHs from the Panchayat Samiti). Dissemination of new learnings via the after-care management practices, training, demonstrations, and field visits appealed the farmers. The identified farmers managed to take the second crop from the available soil moisture. Additionally, it helped in crop rotation in their paddy fields. RCM helped in fixation of nitrogen in soils as well and benefits the farmers, in the long run, to get good paddy crop in seasonal monsoon plantations.

<i>Gram panchayat</i>	No. of households (HHs)	Residual moisture (RM) crop HHs	Average land in RM crop	Total Land under cultivation – (in acre)	Total production (in Kg)	Value (Rs.)	Average pulses output (in Kg)
Zari	1,442	38	0.05	1.9	286	20,880	10.59
Girgaon	1,185	12	0.05	0.6	201	15,075	15.46
Total	2,627	50	0.05	2.5	487	35,955	13.03

- BISLD distributed 80 kg of pulses seed in Rabi season (Lentil, Peas/*Kaduwal*) among farmers, which gave a harvest of 487 kg pulses in return.
- Traditionally used to produce pulses seeds in piloting residual moisture crop plantations.
- Pulses add to protein and nutrition in a family their diet and are stored for sowing purposes in the next season as well.
- This practice supports crop rotational system, and the nitrogen fixations support paddy in the next Kharif season for the farmers.

Also, CRPs and technical assistants ensured that community members participate in the event and remain available for the learning sessions. Demonstration of best practices and production techniques in cereals, pulses, floriculture, vegetable farming, backyard poultry, etc. helped members of SHG and VOs to gain an improved understanding of livelihoods. The capacity building sessions and training programmes strengthened the VOs at the *Gram Panchayat* level. For these interventions, CRPs actively worked with VO functionaries and engaged with the other members of the SHGs. CRPs have found a new passion for community work, and this helps in creating a cadre of young and energetic professionals on the grassroots. There is still considerable scope for their capacity building and training, but this opportunity has given them a different vision to life. The multitude of activities helped in achieving their target of 1,200 HHs and creating an impact base for future intervention in the area.

The System of Rice Intensification

BISLD conducted SRI intervention with 197 families in their project area. It demonstrated SRI techniques such as raised bed nursery, transplanting, use of cono weeder, and proper water management process to the participants. Besides, it provided support of the critical inputs such as seeds, bio-fertilizer Urea, Briquettes, and pesticides to the farmers. These supports were provided to the individual farmer and in groups as well. It organized farmers Field School in each hamlet through the CRPs where they explained and showed SRI along with the traditional methods and differences within them. Project functionaries with technical experts regularly visited the SRI farms to monitor the progress and support the farmer.

SRI Output		
<i>Gram Panchayat</i>	Target	Achieved
Girgaon	110	97
Zari	110	100
Total	220	197

Training and capacity building of community cadres



CRPs of BISLD

Community mobilization and creation of a community cadre of frontline workers were the key to achieving the deliverables of this project by BISLD. It recruited 12 CRPs and conducted training programmes for their capacity building involving mock rehearsals and field demonstrations. Since these were among the first of such experiences that CRPs had, it took some time for the initial hesitation to be won over. Training was conducted at least twice every month for explaining their tasks such as farmers training and community mobilization for implementation.

The training has three significant components — Firstly, capacity building of CRPs; secondly, training on livelihood activities consisting of technical inputs on package of practices for crop paddy, floriculture, vegetable farming, and marketing awareness; and thirdly, exposure visits and farm demonstrations; the demonstrations included nursery raised bed preparation for SRI cultivation and layouts for vegetable cultivation. Trained CRPs have shown a keen interest in future activities with additional tools for empowerment and training. Exposure visits and training in different facilities can bring a sea change in their grasp of subjects. They have worked hard in providing the support to achieve the target of 1,200+ beneficiaries for BISLD in this project.

Training and capacity building of Self-help Groups and Village Organizations

Working with SHGs and VOs in the project area was an inherent feature of the project. The project was designed and converged with MSRLM in such a manner that almost all the project beneficiaries are members of one or the other SHGs/VOs. These members and their families automatically translate into those community members who are part of the project and availed various training and hand-holding exercises from the project.

Every programme involved one or the other functionaries of VO/SHGs. It ensured that they were also simultaneously receiving the training and building their capacity. All the activities mentioned above involved them. Therefore, their training and capacity building was a recurring theme of the Uddyam project. All the activities mentioned above involved them. However, in spite of their involvement and keen interest, the VOs and SHGs members are burdened with many other works.



Sakshi VO collection centre, Zari Patilpada

Four collection centres established

BISLD set up two collection centres through the Uddyam support and the other two were set-up with support from MSRLM. Functionaries of VOs received training on maintaining records and handling of financial and administrative functions. BISLD team conducted meetings and informal discussions with the VOs and explained the importance of collective activities. VOs took initiatives for joint procurement of agricultural inputs for last Rabi season. VOs are continuing the process of joint procurement, which exhibits the empowerment of people's institutions. VOs have procured inputs (both seeds & fertilizers) of INR 1,00,000 to date.

VO members have gained an understanding of the process, and with additional training and hand-holding, they will function independently. These collection centres were activated and started functioning at various frequencies in the project period. Collective marketing of the vegetables for the period between Kharif and summer had started. Vegetables and Jasmine flowers have been sold off almost more than forty-five thousand by the four VOs through the joint marketing up to the first fortnight of the June.

3.1.2. Premsagar Yuvak Samajik Sanstha

PYSS implemented the project in the Kochai – Bormal *gram panchayat*. It developed a calendar of activities for each intervention. This calendar of activities guided the project staff and CRPs to work with farmer beneficiaries to keep track of the crop cycle and timely inputs and maintenance into the field as required.

PYSS has the following objectives to achieve from the project:

- Enhancing the capacity of farming households to apply appropriate technologies and sustainable farming practices.
- Promoting small-scale livelihood interventions for improvement in their living standard.
- Mobilizing the project beneficiaries in organizing themselves into Farmers' groups and federation of the flower and vegetable growers.



Capacity building programme at the Panchayat Samiti

PYSS achieved these objectives through a mixture of intervention, bringing new technology and techniques into the project area. It introduced low-cost techniques of agriculture and animal husbandry suitable for the local climate and physiography, which are capable of boosting productivity and increasing the farm income. They focused on improving cultivation practices by introducing techniques like SRI, Non-Pesticide Management (NPM), and nitrogen fixation through crop rotation.

Overall status of key project deliverables for PYSS are:

Deliverables	Outputs Achieved
Introduction of one livelihood intervention or extension activities with at least 600 households in the identified project villages	Achieved the target of directly engaging the 600 households
Demonstration of best practices and productivity techniques in cereals, pulses, floriculture, vegetable farming, backyard poultry, etc.	Achieved
Training and capacity building of SHGs and VOs in the project area	Achieved
Training and capacity building of community cadres in project area	Achieved; 12 CRPs were onboarded and trained by the PYSS
Establishment of collection centres in VOs	Achieved; two Collection Centres were established with support from Project Uddyam & two Collection Centres were setup with support from MSRLM

PYSS worked to diversify farming practices to create employment throughout the year through the introduction of small-scale livelihood activities like floriculture, kitchen gardening, vegetable cultivation and poultry. It enabled farmers to establish producer groups and collectives for procuring inputs and marketing their produce. The project provides initial hand-holding to the farmer organizations to ensure the long-term sustainability of the project activities.

Table of Target Achieved

#.	INTERVENTIONS	Target	Achievement
1	Paddy Cultivation by SRI Method	250	225
2	Vegetable Cultivation (Rainy)	50	50
3	Kitchen Garden	130	138
4	Spices Cultivation (Black pepper)	70	289
5	Vegetable Cultivation	100	158
6	Jasmine Cultivation	130	130
7	Backyard Poultry	50	51
	Total	780	1,031

Summary of Intervention Adoptions by the Households

The System of Rice Intensification

The SRI was introduced to improve productivity while reducing input costs for farmers cultivating paddy in the Kharif season. SRI is known to increase yields by 20-25% and reduce input costs by 10-15%, which indicates a direct increase in incomes of up to 40%. The activities consisted of providing farmers with improved seeds, fertilizers, NADEP tanks, and training in land preparation, sowing, weeding, and harvesting using essential equipment (Seed drill, cono weeders). The activities also included additional support to make use of farm bunds for pulses cultivation and residual soil moisture for cultivating the second crop. Each farmer contributed on an average of 0.1 hectares of land to take up SRI in the first year. Introduction of SRI faced challenges in the project area with farmers not convinced of its usage because of the time consuming and labour-intensive method of transplanting.



Orientation session with project beneficiaries

Intervention	Gram Panchayat	Target	Achievement
SRI	Kochai – Bormal	250	225

Vegetable Cultivation

For vegetable cultivation, a farmer has to contribute and commit at least 0.1 hectares of land, which were uncultivated during the Kharif season or on paddy fields with adequate irrigation facilities in the Rabi season. Farmers planted suitable crops such as chilli, cluster bean, and cowpeas. Women farmers received intensive training jointly with on the job demonstration in the field. PYSS developed a complete package of practices for caring, weeding, harvesting, primary processing, and marketing of the product for each crop. Thereby, enabling the farmers to market their produce to earn higher incomes collectively. At the household level, the activities included providing seeds and input support (fertilizers, wires, crates for collection, seed drum) and training while the farmers contributed labour for land preparation, nursery raising, plantation, watering, and regular aftercare.

Jasmine Cultivation

PYSS staff strongly focused on the Jasmine cultivation. A round of meetings led to the commitment of at least 0.05 hectares of land, which can ensure floriculture all through the year. Floriculture on a small scale can play an essential role in tribal area as most of the tribal families have marginal lands. The initial investment is minimal, and the returns start within a few months. It also helps to give continuous cash earning to families to fulfil their recurrent needs.



Project beneficiaries engaged in planting Jasmine

The farmers were given technical inputs collectively, and demonstrations on their plots. Project staff worked with them to create an understanding of collective marketing. For Jasmine plantation, 5 guntha (500 sq. meter) model was proposed. The Jasmine starts its yield after six months on the plantation and continues to do so till 12 years of age. The flowering ensures that families get daily income over a period of eight months in a year. To promote this, the activities conducted were providing saplings, inputs (fertilizers, pesticides) and equipment (pruning scissors, drip irrigation where feasible) and training in planting, care-taking, and harvesting. The farmers themselves bore a significant part of the input costs, besides, training and support costs provided through the project.

Backyard Poultry

PYSS worked with 51 families to introduce the backyard poultry model consisting of 50 chicks suitable for the average space available in each household in their project area. PYSS shared indigenous breeds of chicks that give good yields (meat or eggs) according to suitability to the local climate. At the household level, PYSS provided one-month old chicks (50 numbers), essential equipment (shade nets, feeders), poultry feed, vaccines and training in maintenance and upkeep of chicks and harvesting practices.

Spice Cultivation

Spices (mainly black pepper, cinnamon, and mace) was introduced as a supplementary crop for households that have low or no land-holdings as an attempt to diversify cropping patterns in the region. The black pepper production is expected to start after three years of plantation. At the household level, the activity included providing saplings, fertilizers, pesticides, and training.

Kitchen Gardening

A small-scale kitchen gardening model consisting of around 200 saplings of vegetables for households with low or no land-holdings was developed mainly to provide the households with vegetables as a nutritional supplement for subsistence purposes. Marketable surplus (if any) can be marketed through the existing channels that will be developed for farmers taking up vegetable cultivation. At the household level, the activities include providing farmers with a seed kit, saplings, vermicompost, and training. The farmers themselves bore a significant part of the input costs with training and support costs provided through the project.

Collection centres establishment

With support from Project Uddyam, PYSS set up two collection centres and additional two collection centres were established with support from the MSRLM. It was a successful convergence effort that happened in collaboration with PMU, PYSS, and MSRLM.

3.1.3. Digital Empowerment Foundation

DEF implemented projects in the Talasari *taluka* between December 2017 and July 2018. The goal of the project was to ensure that artisans can effectively access the more significant market share and profit through enhanced and sustainable business opportunities. DEF intervention was part of the Warli art and craft vertical that aimed to achieve the following outcomes.

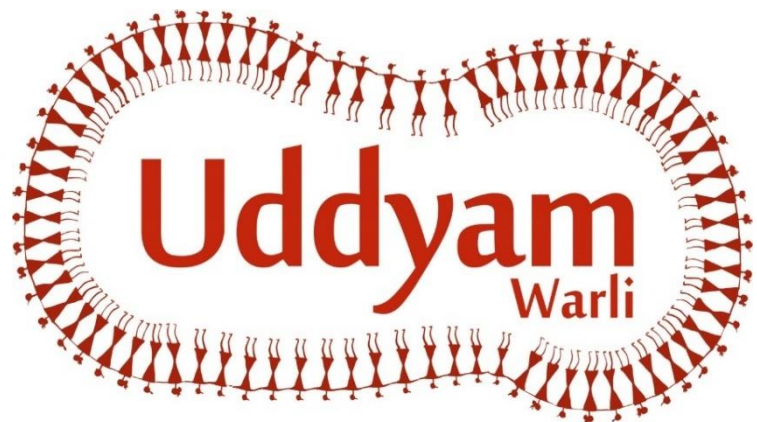
- Increased income of the Warli artisans associated with the project
- Improved access to government schemes, social protection benefits and bank linkages



Warli art products at display

Summary of Intervention Adoptions by Artisans

DEF, through its efforts, focused on training of Warli artists, identification of new young artists, and providing them with encouragement and marketing support to establish themselves. For this, it created a new line of products, which can be quickly sold and expanded the base beyond the painting in the area. It assisted in setting up producer groups, the opening of bank accounts and developed linkages with MSRLM for selling products. DEF project functionaries organized joint meetings at the offices of the respective groups to select artist members, which ensured that no conflict arose in the future. Group members selected their functionaries. Also, these members provided written acknowledgment stating that all members agree with the selection of group functionaries and their roles.



Digitally Empowering Warli Artisans

By the time of the completion of the project, eight group bank accounts were opened and functional. The other two groups bank accounts were in the process of opening at the State Bank of India, Talasari branch, Palghar. It set up stalls in malls in Mumbai to showcase the products and sell them. DEF received direct orders from different buyers, and corporate clients to sell their products.

Its convergence efforts led to an integrated design development workshop for all identified artisans. The Ministry of Textiles supported the workshop where each batch of 40 artisans is expected to receive training for 3-4 months. At the end of the programme, artists receive a certificate of recognition. Its convergence efforts have led to an integrated design development workshop for all identified artisans.

#	Deliverables	Achievements
1	Mobilize at least 150 artisan's families engaged in Warli art in Talasari through existing SHGs and practitioners of Warli art forms.	10 groups of 10 people each formed. Geographical location factored in for the group formed to avoid any inconvenience for the artists. Each group has a President, a Treasurer, and a Secretary.
2	Train at least 150 Warli artisans to develop 50 product types.	150 Warli Artisans received instructions and accomplished to develop 50 product types; 8-members of artisan groups attended a 15-day 'Warli Art course' 'Chitrawarli' designed by 'Adiwasi Vikas Vibhag, Govt. of Maharashtra' at Jawhar, Palghar.
3	Identify Master trainers from Warli artisan community for business development and linkages.	After a few months of commitment and practice, DEF staffs identified Master Trainers with the assistance of professional artists. They trained them on business development and linkages with potential clients. However, more work and quality training can ensure that promising master trainers receive appropriate training to engage with the markets. Created WhatsApp Groups for instant messaging, to communicate, and share information.
4	Develop at least 50 product types and 200 stock keeping units across different material and substances of Wart art through product development centres.	DEF worked with artisans and in-house product designers to build 30 different kinds of products ranging from apparels, stationary, stoles, cloth bags, pen stands, boxes, paintings, glass bottles, table runners, pillow covers, aprons to other home furnishing products; Offline and online catalogs developed for sharing with prospective clients and internet marketing.
5	Link artisans with social protection schemes, government schemes and with credit from banks for working capital; Enhancing convergence with government	90 artisans received Artisans Card. Proposals from 10 producer groups submitted to ITDP.

schemes and CSR activities for promotion of Warli art.

Name of the Groups formed

Group Number	Group Name
Group 1	Warli Art Foundation, Talasari
Group 2	Rouble Warli Art Group, Talasari
Group 3	Waghaya Dev Group, Udhava, Thakarpada
Group 4	Talasari Digital Warli Art Group, Talasari
Group 5	Aadiwasi kala Vikas Group
Group 6	Digital Warli Art Group, Sawroli
Group 7	Sawroli Warli Art Group, Sawroli
Group 8	Bindhast Warli Chitrakala Group, Sutrakar
Group 9	Himaydevi Warli Art Group, Talasari
Group 10	Yuva Bharari Warli Painting Group, Talasari



Group formation process and paper work in Talasari

Product List

Big flowers	Small flowers
Medium flowers	Bottles
Cloth food baskets	Coir round plate
Dhoti	Dress samples
Hand painted cloth bags	Handkerchief (big)
Hexa pen stand	Jewellery box
Kitchen apron	Lamp shade
Laptop cover	Mitthi cup
Pillow covers	Post cards
Rect. boxes	Single pen stand
Squareboxes	Stoles
Table runner medium	Table sheet big
Triple joint pen stand	Wall piece
Paintings sold to MSRLM	Silk cloth bag stitching
Bedsheet stitching	White cloth carry-bag stitching

3.1.4. PRATHAM



A session in progress at the Shashikya Madhyamik Ashramshala, Girgaon

Pratham begins the project implementation in December 2017 and completed by the end of May 2018. It leveraged the experience of running a project in Nagpur and Aurangabad to design the content for the programme, which included a mix of digital content (videos), worksheets, and physical activities. Pratham designed teacher training manuals to support them in delivering sessions.

The programme aimed to achieve an increased level of career awareness levels among youths in high schools through an integrated career awareness programme in the schools. This initiative is linked with SDG 4 and 8, given that

focus of the programme is on improving the quality of education being offered currently, and makes it more relevant to the needs of evolving world. At the same time, it has direct linkage with providing quality livelihood to people, since the programme aims to make the students aware of the various career paths that the students can take going forward.

List of schools which participated in the SICA program

#	Villages	Name of the Schools	Students Covered
1.	Dongari	Shaskiya Madhyamik Asharamshala, Dongari	169
2.	Girgaon	Girgaon Madhyamik Vidyalaya va Kanishta Mahavidyalaya	253
3.	Girgaon	Shashkiya Madhyamik Asharamshala, Girgaon	183
4.	Kochai	Anudanit Prathamik Asharamshala, Kochai	190
5.	Sutrakaar	Shaskiya Madhyamik Asharamshala, Sutrakaar	186
6.	Sawne	Shaskiya Madhyamik Asharamshala, Sawne	244
7.	Talasari	Thakkarbappa Vidyalaya, Talasari	191
8.	Talasari	Kasturba Gandhi Balika Vidyalaya, Talasari	60
9.	Udhava	Shaskiya Madhyamik Asharamshala, Udhawa	173
10.	Udhava	Madhyamik Vidyalaya, Udhawa	372
11.	Uplat	Gyanmata Adivasi High School, Patilpada, Uplat	397
12.	Uplat	Shaskiya Madhyamik Asharamshala, Uplat (Jambhipada)	163
13.	Vadavali	Kailaswasi Nathu Ozare Madhyamik Vidyalaya, Vadavali	143
14.	Vasa	Sunil Kom Anudanit Madhyamik Ashramshala, Vasa	314
15.	Zari	Pushp Madhyamik Vidyalaya, Zari Navapada (Dongadpada)	101
	Total		3,139

Summary of Intervention Adoptions by Students

The programme kicked off with the inauguration followed by teacher training from the participant schools.



Moreover, two more teacher training sessions were conducted during the programme. The typical session embarked with a teacher showing the digital content to students using the infrastructure available in the school, which was followed by discussions, classroom activities, and in some cases, outside school activities.

Snapshot from a video which talks about Savitribai Phule, the first female teacher of the country. The video hopes to make the students aware of the struggles she had to go through to become successful in life.

The ‘School Integrated Career Awareness Model’ (SICA) or ‘School Model’ leveraged high schools as the focal point of intervention to offer awareness sessions about various careers to students. Schools were selected for the delivering SICA intervention since schools served as aggregators of students, and already had the infrastructure and resource available to deliver the programme.

To deliver the sessions, school principal and teachers were identified as the key stakeholders who were involved in the implementation process. Since school principals are final decision makers with regards to: firstly, participation of school in the programme, and secondly, enforcing of the programme in their schools, it was vital to bring them on board for the success of the programme. Also, since school teachers are already engaged in teaching students, it was decided that they would be best placed to deliver the sessions in the classes. Introducing an external resource for delivering the sessions would lead to a higher cost to execute



A session at the Udhawa Madhyamik Vidayala, Talasari

the programme, and would even take longer, since external resources would have to be recruited, which could be a time-consuming process. Furthermore, it would take some time before the new teachers could establish a healthy learning relationship with the students, which would lead to additional time and resource cost.

Regarding project implementation and monitoring, the ground team comprising two coordinators were responsible for observing the day to day progress of the programme and mitigated any challenges. Furthermore, they were responsible for recording data for the project and

sharing them with the project management team of Pratham. For project evaluation, Pratham conducted pretest and posttest to test the awareness levels of the students. The tests centred around the content Pratham had delivered in the programme.

Analysis of test results indicated a significantly increased score (~20% at an aggregate) between the pretest and posttest, suggesting that the programme was overall a fruitful effort at increasing awareness levels of students.

Deliverables Summary

Deliverables	Outcomes
To identify and train cadre of teachers and <i>sancharaks</i> to implement 'Integrated Career Awareness Programme' in 15 High Schools of Talasari	School selection completed in December 2017; three teachers training sessions conducted <ul style="list-style-type: none"> ○ 15th December, 2017 ○ 29th January 2018 ○ 26th February, 2018
To prepare contextual and customized TLM (digital content, classroom activities, out of school assignments & group discussions) for exposure to life skills training and vocational training activities	Completed in December 2017
To provide exposure to 3,000 students in class VIII and IX in the selected high schools on vocational & life skills	Sessions concluded by March 2018; Reached to 3,319 students across class VIII and IX.
To conduct base-line and end-line assessment to measure increase in life-skills and career opportunities awareness	Completed
To provide monthly and quarterly project progress reports in specified templates	Monthly progress reports submitted for December, 2017, January 2018, February 2018, March 2018, and April 2018. Final project report submitted.

Against a target of 3,000, a total 3,139 students across Class VIII and IX were covered as a part of the programme.



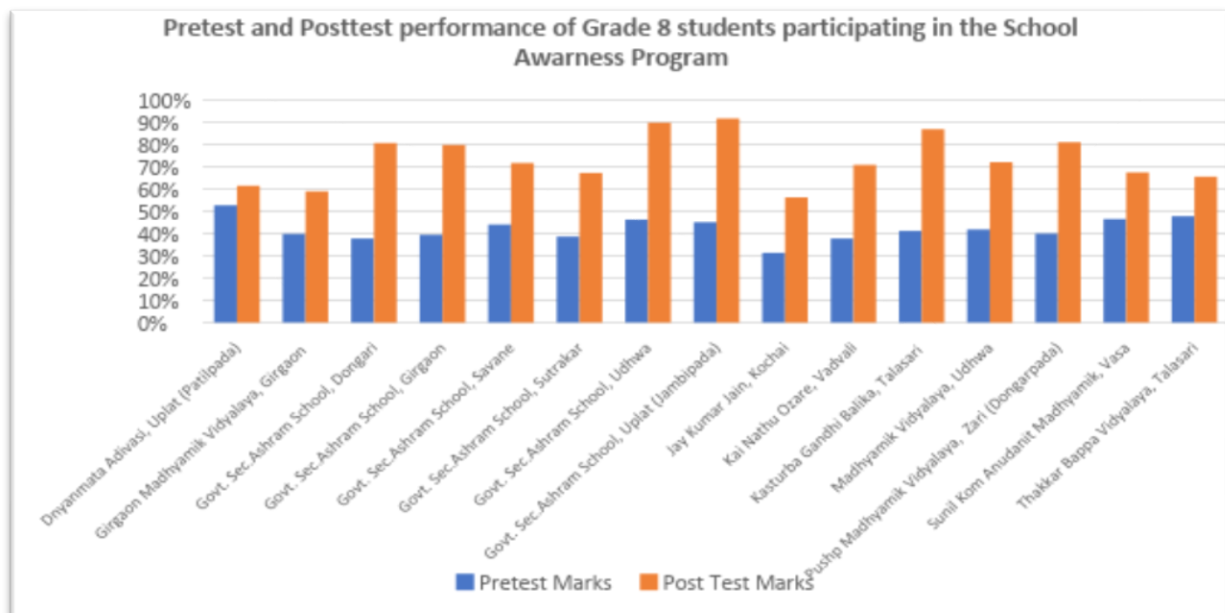
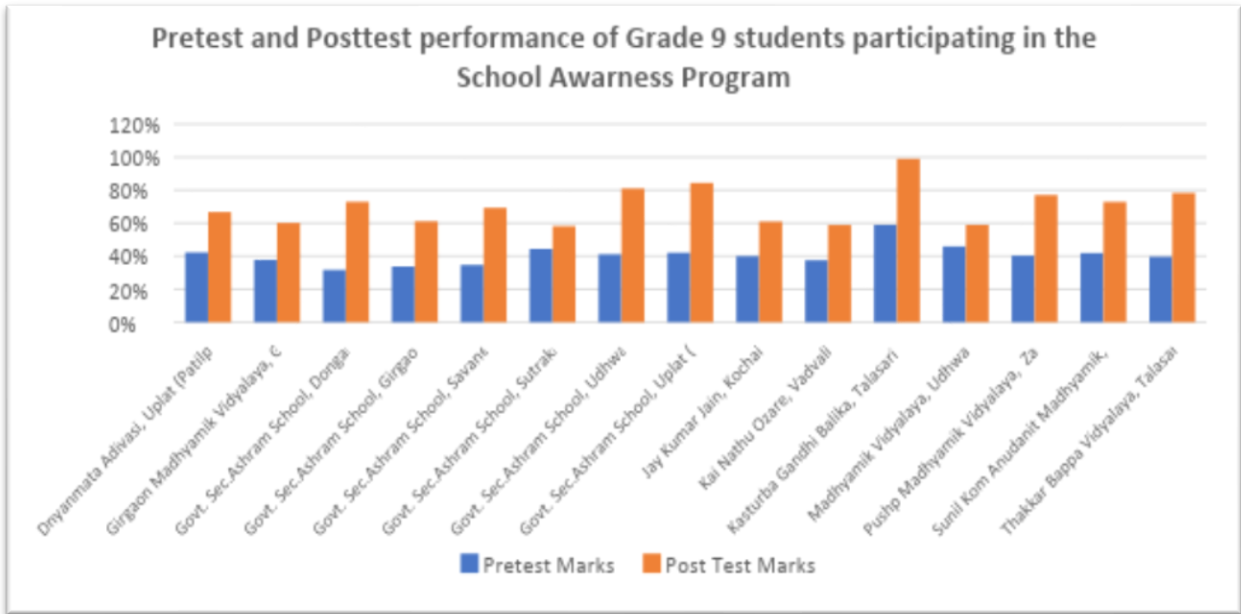
A session at the Thakkarbapa Vidayala, Talasari,



Certificate distribution ceremony at Shaskiya Madhyamik Ashram Shala, Sawne

School Level Outcomes

Overall, scores of the children in posttest increased as compared to the pretest (increased from 42% to 72%) suggesting a measurable increase in their career awareness levels. The change as measured across both grades can be seen in the following graphs:



3.1.5. UNDER THE MANGO TREE

UTMT project commenced in December 2017 and completed at the end of July 2018. UTMT implemented the project in Girgaon, Kochai-Bormal, and Zari because of Project Uddyam's ongoing interventions in these villages and other suitable factors. The project aimed to achieve the following outcomes through its activities:

- Increased income of tribal farmers and their families
- Improved access to government schemes and benefits

The project objectives were as follows:

- Create awareness about the importance of pollinators/bees for agriculture among 100 families and provide basic two-day training to those 100 families.
- Create at least two-producer groups with a separate bank account for tribal families involved in beekeeping.
- Establish the collection centre for business development and market linkage with the facility of storing, packing, and logistics.
- Create of five community cadre/resource persons for technical assistance, quality assurance, business development and market linkages.



UTMT Society's technical expert explaining concepts of beekeeping through audio-video aids

Output Summary

#	Activities	Output	Timeline
1.	Training 100 tribal families in beekeeping	102 farmers were trained in two-day basic training in beekeeping	January – May 2018
2.	Creating awareness amongst 100 tribal families on importance of pollination/bees for agriculture	Awareness amongst 250 farmer families was created regarding pollination/bees for agriculture. These were conducted in different hamlets of Girgaon, Zari & Kochai-Bormal on the following topics: <ul style="list-style-type: none"> • Beekeeping and its benefits • Bees and pollination • Domestication of bees • Reduce honey hunting • Bees and existence of mankind • Bees significance in ecological balance 	December 2017 – January 2018

3.	Creating two producer groups with separate bank accounts	Two producer groups were created: both groups have separate bank accounts and are registered with ATMA.	May – June 2018
4.	Establishing collection centre for business development and market linkage	UTMT entered in to an agreement for honey collection centre with PYSS & BAIF. Equipment related to honey procurement and documents being maintained at the Dholarpada collection centre, Girgaon.	June 2018
5.	Creating five community cadre/resource persons	UTMT has trained five MTs in advanced beekeeping comprising five different modules.	April – May 2018

Summary of Intervention Adoptions by the Households

Training 100 tribal families in Beekeeping

One of the key deliverables of the project was to train 100 families in basic beekeeping and creating awareness among 100 other families on the importance of pollination/bees for agriculture. This was achieved by successfully conducting two-day basic training in beekeeping in three different batches.

Batch 1	Girgaon Gram Panchayat	Feb 2018	48 Farmers
Batch 2	Kochai Gram Panchayat	Feb 2018	15 Farmers
Batch 3	Girgaon Gram Panchayat	May 2018	39 Farmers

Day 1 used to be the theoretical and Day 2 involved practical and demonstration on transferring colony from natural to bee-box and beekeeping equipment. During these trainings, dependence on the not only lecture as the methodology was adopted but methodologies such as- audio-video, blackboard and placards were also used. Training was interactive through discussion sessions and Q&A to maximize learning. At the end of the training when recap was taken for the two-day basic training in beekeeping, the participants answered the majority of the questions regarding beekeeping and bees. This reflected the impact of the training methodology. Currently, 50 beneficiaries are enrolled with National Bee Board to avail the benefits, and 50 beneficiaries have been provided with beekeeping equipment.



Women closely inspecting mud-hive at apiary during exposure visits

Farmers received onsite trainings. Topics included Growth Season, Honey Extraction, and seasonal maintenance of bee boxes. Farmers were trained with additional detail beyond the basic first training sessions, as well as receive guidance and answers to any questions or concerns that they may have.

Bee Box Maintenance (Seasonal management)	To train farmers in understanding how to sustain bee boxes during summer and monsoon seasons. Following topics were addressed:	
	Issues faced during specific seasons potential problems and solutions	
	Precautions to avoid absconding during Monsoon Season and Summer	
	Understanding dealing with heat: a lack of maintenance can result in a decrease in honey yield	

Honey Extraction	To train farmers in removing honey without damaging bees and how it should be stored after collected.	
1 st Hour	2 nd Hour	3 rd Hour
Knowledge about flora and bee boxes	Demonstration	How to store honey, Q&A session, discussion

Growth Season	Transfer knowledge of how to bee keep during the growth season, including natural methods to be adapted for multiplying bee boxes	
During growth season, farmers must adapt and understand methods for maximum flora and pollination as well as division: queen, worker, and drone explained as well as for selecting a new queen.		

Sensitizing farmers in beekeeping through discussions, audio-video, and Focussed Group Discussions
 UTMT conducted exhaustive sessions in different hamlets for generating awareness on beekeeping as a livelihood option and promoting its importance for the agriculture life cycle. Men, women, and children all were targeted equally during the awareness sessions. Sensitization sessions on the importance of pollination/bees for agriculture were organized as below:

Village	Hamlets
Girgaon	Aarazpada, Ibharpada, Gorkhanpada, Dholarpada
Kochai	Bormal, Patilpada, Ambeshet gav
Zari	Karvadipada, Pondapada

Formation of two farmer's groups

Two farmer producer groups were created.

1. 25-member Nisarga Shetkari Gat in Zari gram panchayat
2. 28-members Madhurpati Shetkari Gat in Girgaon gram panchayat

Establishing Honey Collection Centre

Honey collection centre was established in collaboration with PYSS & BAIF at village Girgaon in hamlet Dholarpada. The centre is equipped with all equipment related to honey extraction like the extractor, refractometer to measure moisture content of honey, food grade storage drums. These centres have documents for maintaining records regarding honey collection as well as charts highlighting best practices. The farmer families are linked with the collection centres.

Training Master Trainers in different modules of Beekeeping

UTMT trained five farmers as the Master Trainers. They were trained in five different modules of Beekeeping between April and May 2018. Master Trainers were taken for an exposure visit to Dharampur, Gujarat to understand the honey value chain aspect of the programme and interaction with other beekeepers. Master Trainers responsibilities include sustaining the beekeeping activity in the long term by supporting the fellow beekeepers through technical knowledge, and maintain bee boxes, and market linkages.



UTMT staff delivering advance-level training to selected Master Trainers

Chapter 4: Case Study

Case Studies of Teacher, Principal, and Students

Case Study: Savings are Window to a Better Life

Ms. Asmita Babu Mankar is studying in Std. IX at the Kailaswasi Nathu Ozare Madhyamik Vidyalaya, Vadavali. She is a native of Dhanivari Khadkipada in Dahanu *taluka* of Palghar district. She has a six-member family including mother, father, grandmother, grandfather, one sister, and one brother. Her household is primarily engaged in agriculture. She participated in the School Integrated Career Awareness programme by Pratham where she was exposed to different approaches of life. She liked the financial savings sessions the most where she learned and inculcated a habit of savings and avoid unnecessary expenditure. In her own words:

“In this programme, I have learned many things like who is an idol whose life examples we can follow? We also had a chance to learn about some of their achievements. Then we learned things, such as, how to save money. If in the future, anyone falls ill or encounter an accident, the savings can be used then. Saving money can help during financial problems. Lastly, I also learned about finding nearby job opportunities and new information, which I was not aware of earlier.”

Smt. Urmila Brajhil Kankad,
Assistant Teacher, Pushp
Madhyamik Vidyalay, Zari
Dangarpada

“Pratham volunteers run the classes in English which boosted the self-esteem of students. It has helped in breaking barriers and mental block among students who mostly are Warli language speakers. The subject of banking and financial transactions was taught”.

She was an active participant in the course and interacted with the trainers. She enjoyed the sessions on the role models and is keen to emulate the good deeds. She has thought of utilizing the lessons learned and sharing them with her family members as well. She thinks that it is essential in our lives to save money because there may be such situations where someone falls ill, or there is a medical emergency, a person might have to be hospitalized, in which case we need money, and in this situation, we can use our savings. She believes that the course provided the tools for living a good life and finding job opportunities nearby, especially in areas where she can work, for example, work related to agriculture, a nurse in a hospital, etc.

Case Study: USA Ex-President Barak Obama as the Role Model

Mr. Rutik Lahanya Bendar is a student of Class IX at the Kailaswasi Nathu Ozare Madhyamik Vidyalaya, Vadavali. The school is in the Vadavli *gram panchayat* in the Vadavli Dongarpada. He is a resident of Talasari *Taluka*. His family consists of a mother, father, two sisters and one brother. The earning members of the family are father and mother who get occasional jobs as labourers. He has been working hard to

pursue school studies. For a family without a not-so-important work, he was quite keen on the Integrated Career Awareness Programme conducted by Pratham.

Among the topics discussed in the programme, he liked the story of the engineer who accepted the work of polishing boots the most. In the role model session, he became acquainted with Mr. Barack Obama and now considered him as his role model. He believes that he was unaware of many of these components, which are taught in the classroom as mostly school students are keen to cover their coursework and prepare for exams. He mentions that he has learned many things in the ‘School Integrated Career Awareness Programme.’ He became aware of how jobs are made available, and we get paid and salary structure. Also, he became familiar with different sports and players associated with those sports.”

When discussed how he can use the learnings of the course, he said that he learned many things in this session, which is useful going forward, for instance, how he can transfer money to someone’s bank account. He also believes that the banking course made a good impression on him where he understood how he could apply for a loan and where to approach for that purpose in the future. He also got to know about the importance of saving.

Case Study:

Pushpa Secondary School, Jhari, Narapada

Mrs. Urmila Kakad is the Headmaster of Pushpa Secondary School, Jhari, Narapada in Talasari *taluka*. She has been in the teaching profession and is passionate about new approaches that benefit students. When the team of Pratham approached her for introducing the SICA, she immediately liked the concept. As explained to her, this programme was implemented in different schools in Talasari *taluka*. The programme was an entirely new idea, and she believes she is fortunate to be a part of the programme. Even though school syllabus is overburdened these days and little room is available for school teachers and management to introduce new ideas, she still set aside time for the SICA module in her school.

She found the SICA to be an excellent educational programme and believes that it can be instrumental in enticing interests among the students. She delivered sessions to class 8th students. The course mainly consisted of three main parts, ideal personality, financial literacy, and nearby employment opportunities.

Also, such programme is essential because it allows students to know more about their career opportunities and receive guidance on it. Our school will always continue to support and cooperate with such projects and programmes.”

“Teaching each part was a new experience for me, and I enjoyed that. Having been a part of this programme once, I believe there is a definite need for such a curriculum in schools, and in fact, more such sessions should be in the school curriculum. In this syllabus, I liked the part of financial literacy. We taught the students about financial behaviour and importance of money. These might be small steps but could be significant. Students who have gone through the programme will benefit from the programme in the future”.

Case Study:

Shashkiye Madhayamik AshramShala, Girgaon

Shri Shambhaji Barure is a primary teacher at the *Shashkiye Madhayamik AshramShala*. This school is located in Girgaon *gram panchayat*. Pratham conducted spoken English courses here as part of the project

“The fear of English as the language seems to have diminished. Student’s communication, reading, listening, and grasping power has increased efficiency. I think the impact of the course will increase manifold with the usage of audio-video visuals into the course”.

Uddyam. They focused on communication methodology, sentence construction, cultural programme participation and discussed mission-driven programmes, such as, Swacch Bharat, Digital India, and others during the school sessions. Three school teachers participated in the orientation programme conducted at the *Panchayat Samiti* Hall, Talasari. However, they either moved out of the school or were transferred to another school. Two teachers’ tenure was on a contract that did not get renewed.

However, Mr. Shambhaji was well-appraised and in contact with the sessions; he was in a position to provide us with his testimonials. According to him, the state board has introduced English teaching and made it compulsory from Class I to Class X. Therefore, when Pratham approached the school, they saw an opportunity and benefits for the students. With an external trainer, students tend to be more relaxed and enjoy the sessions. A supplementary teacher from outside can add tremendous value to the children. Children are attracted to the external resources as well.

Case Studies of Warli Artisans

Case Study:

Warli Artist Smt. Kusum Samukharpade, Thakarpada, Udhava

Smt. Kusum Samukharpade is the member of Vagya Dev Warli Art group; an artisan group constituted under the Project Uddyam. She has a five-member household with three sons and the husband. The family is engaged in doing Warli artwork. They also collaborate with another Warli Art group member, Smt. Rekha Prabhudas Kharpade and jointly created many Warli paintings.

Kusum Ji is a well-known artist at the local level and has showcased her work at different art shows. She shared her experiences and how her family had struggled to pursue the artwork. DEF staff especially Viswas Shinde helped her in the renewal of the artisan card. At the same time, due to the network support provided by DEF, she received quicker market access, leading to selling the product at better prices. She sold products worth over Rs. 22,000 and Rs. 15,000 worth of product are in the pipeline.

Ideally, depending on the size of the product, four to five hours is required every day. After the group formation, it has become easier to develop a painting together. Though only three to four members of the group work regularly, for others, motivation is required to keep them engaged.

Case Study

Shri Shivaji Govind Aagre (age 45) is a new Warli Artist from Kakarpada, Sutrakar. His daughter, Smt. Urjita Shivaji Aagre influenced him who had the interest to learn the Warli art. She has visited Pratham Warli Training Centre at Talasari. Urjita is studying in B.Sc and wanted to learn the artwork. While accompanying her to the visit to the Warli centre, Shivaji developed an interest himself and also brought his wife along. These visits inspired her and she developed an interest in the work on Warli art and crafts. Slowly, they become part of the DEF training programme. Later, he worked with DEF team to set up a *Vindhast* Warli Art Group. This group consists of four males and six female artists. With the support of field staffs of DEF, he and his wife received the artisan card. He feels happy about it and seems to have planned to make use of the future work. He mentioned that he would do more research to ascertain the benefits of the artisan card and make good use of it.

Case Studies of Community Resource Persons

Case Study

Smt. Nilam Anil Kharpade is a resident of Pandapada at *Zari Gram Panchayat* of Talasari. She is about 20 years old and has completed Std. X from the Gyanmata Vidyalay at Zari and Std XII from Godavari Parulekar College. She is one of the CRPs. As she came to know about the opportunity to join an organization and learn new skills, she met with the BISLD field staff. His enthusiasm was high, and after the interview process, she joined. She has received different pieces of training from BISLD and believes that through her work, she is creating better avenues for the people in his village.

Smt. Sunita Lakshi Raute is a CRP associated with BISLD. She is 20 years of age. She has studied till Std. X. She came to know about the position from an ICRP of MSRLM. She immediately applied and was selected a CRP after an assessment. She had received pieces of training on different agri-based interventions which she aptly used to share information and monitor the farms of the project. She is a confident speaker and enjoys her work. She wants to learn more about the different agricultural and marketing practices.

Case Study

Smt. Uma Ganesh Dhodi is a resident of Ibhada of the Girgaon *Gram panchayat*. She is 27years old and has studied until class X. She has a four-member household with father, mother and one elder sister. The elder sister has studied till graduation and currently manages a *Kirana* shop. Father drives auto for livelihood and does agriculture farming. He met the BISLD team in November 2017 and joined as a CRP.

In the past, she has been a regular attendee to the SHG meetings of MSRLM. She received different pieces of training ranging from vegetable cultivation, Jasmine Cultivation, and poultry farming. These have helped her to learn new things and share them with community people. Although she has got opportunities to work for the community, this requires a tremendous amount of time.

The remuneration offered is low in comparison to the amount of work. Besides, she believes that since the CRP has a significant role to be the bridge between the community and organizations; they should provide more rigorous pieces of training, exposure, and new learning tools to fulfil their roles adequately.

Aruna Samu Godhale of Walhipada is an inhabitant of Zari Gram Panchayat. She is 21 years of age. Her household has four family members (two brothers, mother, and father). She has studied till Std. X. She received different pieces of training from BISLD which resulted in building her capacity to engage with community members. At first, she did not have the confidence to interact with village elders or other village folks outside her family relations and friends. However, now she confidently talks with them and discusses various government initiatives.

Case Studies of Village Organization

Case Study:

Shakshi Mahila Gram Sangh (VO)

Shakshi Mahila Gram Sangh is a VO set up in the Valhalpada of Zari G.P. Smt. Jayashree Subhash Thakre is the Chairman. She is 25 years of age. With three kids and a husband who is engaged in fishing and mostly spends time in the sea, she has been juggling the role of a mother and chairperson. She manages the administration and functioning of the VO with support from Smt. Bebli Sukhad Kharpade. She is the Secretary of the VO and has been an active member of the VO before becoming the secretary. She is of 47 years old. With eight members in the family, she runs a large household yet enjoys her role at the VO.

Shakshi VO draws its membership from 20 SHGs, and its total strength is 200 members. Membership fee of each SHG to become a member of the VO is Rs. 1,000.00. The VO organizes monthly meetings on the 30th of every month. An ICRP, an MSRLM staff, calls monthly meetings. The ICRPs receive monthly remuneration of Rs. 2,250.00 from MSRLM for their functions.

MSRLM provides support on accounting and maintaining of files and records. They also have training on the VO formation, concept management, bookkeeping, maintaining the book of records. They think that we need more training and exposures to learn new things and strengthen the VO. We aim to work on market collectivization and expose our members to collective marketing.

With the support of BISLD, they are exposed to more rigorous practices of maintaining records and learning more about the vegetable cultivation, floriculture, and creating a supply chain. They engage in collecting, sorting, grading, and weighing the products grown under the Project Uddyam. She says, “As a result of this, we have learned about sorting and grading of the products. We now have an improved clarity on why they

are important, and we aim to share with our members the appropriate cultivation, and harvesting practices. All this will lead to fetching good prices in the market.

Case Study: Sadafuli Mahila Gram Sangh (VO)

On August 22nd, 2016, Sadafuli Mahila Gram Sangh of Valvipada hamlet in Zari GP was established. It comprises 17 SHGs. The start-up capital invested was Rs. 20,000. It has received multiple pieces of training in accounting and management from the MSRLM team. It has an active organizational body consisting of a) Smt. Aarti Vikas Mohra (Chairman b) Smt. Vanita Jayesh Thakre (Secretary and c) Smt. Sunita Vinod Bhavar (Treasurer).

In the initial phase during the introduction of Project Uddyam, interactions between the implementing agency staff and VOs happened. The VO took a resolution to provide support for them and to participate in the different pieces of training programme conducted under the Project Uddyam. In the initial stages, some members of the SHGs were hesitant as they would have to spend more time beyond their household chores and other works. BISLD team alleviated those fear, and in a period of last nine months, a good working relationship developed.

BISLD conducted pieces of training programmes and invited the VO members to participate. Besides, VO supported them in the identification of the beneficiaries that made the task of the BISLD comfortable. Together, they worked on the idea that the farming and harvesting of the products are to be routed through the VO community centre only. This acts as a starting point to understand the nuances of the marketing and what is required.

Case Studies of Beneficiary Farmers

Case Study

Ms. Nayna Vikya Pagi of Valvipada in the Zari Gram Panchayat at Talasari. She is about 26 years old. She has seven family members (three males, four females, and two children). Male members are engaged in farming and worked at the GIDC companies. Her sister-in-law works at the GIDC. She is part of the Project Uddyam as a beneficiary. She also works as the CRP with Umed. Nayna is a skilled community mobilizer and manages the documentation of the SHG formed under the MSRLM.

With support of BISLD, she planted Jasmine into her farm. She received different types of training under the project. Her farm is a success and has given good yield, which with support of BISLD staff, she has successfully sold. She is keenly interested in acquiring additional farms and plant jasmine. She feels that the trainings boosted her confidence level and understanding of marketing. She uses these newly acquired skills to spread awareness among the fellow farmers and other member of the SHGs.

Case Study

With support of BISLD, Smt. Ahila Anil Katela started backyard poultry work in her house. She is 26 years old and has only studied until Class V. Her husband works in the GIDC, but the income is not sufficient. She has a good piece of land in her backyard, but was lying underutilized. She participated in one of the orientation sessions organized by BISLD. Later, approached by the team, she realized that with her available time and space in the backyard, she should not miss this opportunity.

She readily discussed this with her husband and together they deliberated with the BISLD team. They agreed to plant jasmine and vegetable in her farm. The initial yield was promising and she is keen to focus on agriculture for providing nutritious diet to the family and at the same time, with continued care, her jasmine plants are growing healthy and will be providing strong returns in the future. She is hopeful for the future and appreciates the support she received from them.

Case Studies of Bee Keepers

Case Study: *A future without bees would really Sting! Help save the Bees!*

Ganesh Shankar Dhodi, 50 years old has studied until Std. VII. He stays in the Ibharpada hamlet of the village Girgaon, with his family of seven, including his wife, their elder daughter and her family of four, and their younger daughter who is disabled. He relies on his one acre of land to supply food for his family. He also runs an auto rickshaw to augment his finances and owns a grocery shop in the village that does not always make a profit. His younger daughter manages the shop. He says, “Any extra expense be it medical or social is a strain on our pocket and severely stresses us for days to come.”

Ganesh Dhodi, on his visit to Vansda, Gujarat had seen filled bee-boxes on the field and was inquisitive to know why and how bees are domesticated. His questions were answered when UTMT Society visited his village for spreading awareness about beekeeping. After that, he was determined to take up beekeeping. He trained in beekeeping in February 2018 in a two-day basic training programme organized by UTMT Society at his village.

He initially feared bees as he had no prior experience of honey hunting. However, during the practical training sessions, he conquered his fear of bees and started spotting bee colonies all by himself. He managed to fill his bee box with bees with the help of UTMT Society’s field staff. He now does not fear bee stings at all and maintains and inspects bee-box by himself. He says, “I am looking at beekeeping not only for honey, but also for the qualitative and quantitative improvements that it brings about in agricultural output. I look forward to increasing my income through beekeeping”.

Case Study: *Let us get together and save the pollinators!*

Ramesh Shingda, 42 years of age, is a native of the hamlet Dolarpada, Girgaon. He has studied till class II. He stays in the village with his family of seven, which includes his wife, his sister, and his four daughters.

He manages a small grocery shop in the village, while his wife looks after their agricultural land. He has half-acre of own land and cultivates on 1.5 acres of forest encroached land. He is part of an informal SHG, comprising 65 members from the same village, which formed with the intention of providing loans to the members at the time of urgent need. He belongs to a family of traditional honey hunters and does not fear bees.

Ramesh introduced himself to beekeeping during his visit to Girgaon, Maharashtra. He was under the impression that it was done only for the benefit of honey. It was only during January 2018, when he attended the village level meeting organized by UTMT Society for spreading preliminary awareness on beekeeping that he had a better understanding of beekeeping and its advantages. After that, he readily registered for the training programme as he too wanted to increase his sources of income. Ramesh says, “I never knew about various types of bees before the training, or the techniques of beekeeping, or all its other advantages. He says, “The two-day farmer training programme helped me gain an in-depth knowledge of beekeeping and kindled my passion for it”. He looks to beekeeping now mainly for its impact on his agriculture, on both the quality and quantity of his farm produce.

At present, he has two filled bee-boxes and also assisted another farmer to fill his bee box. He aspires to learn more about beekeeping as he is very confident of its benefits. He has also sensitized the members of his informal SHG about not destroying beehives for honey and has sought their assistance in spotting colonies for filling bee boxes of other trained farmers. He says, “The best part of beekeeping is that it is not a time-consuming activity and that UTMT Society’s staff readily resolves any query that I have. I especially learn a lot through the follow-up visits made by the UTMT Society staff”. Ramesh is determined to continue beekeeping as it can increase his income from agriculture, without his making any substantial investments.

Case Study:

Each to reach and teach

Anita Khebla, 34 years old joined the cadre of junior Master Trainers in May 2018. She has studied until the 7th grade and works as a cook for the Mid-Day meals programme at a primary school in the hamlet Ibharpada of the village Girgaon, on a salary of Rs. 1,000/month. Her family comprises of her husband Sanjay Khebla, a tailor with GIDC, earning an income of Rs.10, 000/month, and her two sons. She aspires to see her children as engineers someday but is worried about her ability to fund their education. Anita is part of the Riya Bachat Gat, an entity formed by BAIF, since June 2017 through which she saves Rs. 100/month. She says, “It is challenging for my family and me to make ends meet with our limited income, let alone save Rs. 100/month”. The family has 1 acre of agricultural land, where rice is cultivated during the monsoons and vegetables in winter. The harvest is solely kept for self-consumption, and she believes that buying from the market is a luxury that only the elite can afford. She says, “Every time we plan to sell vegetables in the market, the produces are so little that we drop the idea. Also, we are never left with enough money to transport the harvest to the market”.

Anita Khebla, met UTMT Society in January 2018, when the UTMT team was conducting awareness sessions about the BPR programme in her village. After the awareness session, she took the lead in spotting bee colonies and in January 2018, and was among the first to fill her bee box. She narrates, “My bee box

was filled before the two-day farmer training programme was organized. After that, I would have visitors who were curious to see the filled bee box every day. They would ask me questions on how it was filled, what I did for its maintenance, whether the bees sting and so on”. She said answering all the questions made her confident enough to take up beekeeping and serve as a resource person for the activity in the village.

Initially, she did not think bees could be domesticated, but the training- demonstration helped her understand how simple it was to domesticate bees. It excited her so much that she even popularized it among the students of the primary school where she is appointed as a cook. She educated and sensitized the school students to spot beehives and inform her about their locations, instead of destroying them for honey. Using this strategy, she has managed to fill two bee-boxes. She says, “Children are adventurous by nature, and often go into the wild for the sheer excitement of it. During their visits, they come across bee hives numerous times and destroy them for honey. So, the deal between us is that they will spot the beehives and inform me, while I give them whatever share of honey is present in the hive at the time of transferring the colony into the bee box”. This way, she has sensitized school children about the vital role played by bees in the ecosystem and why they should not be destroyed in the wild or bee boxes. Hence, she was selected to join the league of junior master trainers for she has completed 5 modules of advanced master trainer training successfully and has also been part of the exposure visit to Dharampur, Gujarat. Anita says that she looks forward to expanding beekeeping for the benefit of honey and is appreciative of the handholding support provided by UTMT for selling the honey. She considers beekeeping as an additional source of income to supplement her family income. ‘To have a full plate, a bee must pollinate.’

Case Study:

Challenging destitution through, Beekeeping

Kalpana Jevalya, 39 years old is a widow staying in the hamlet Pondapada of Zari. She lives with her parents and four children. The family owns one acre of land where rice cultivation happens. Her father is a fisherman who earns Rs. 15,000/month for eight months in a year and she worked as an Anganwadi helper at a meagre salary of Re.3,000/month. She joined the cadre of Master Trainer in May 2018, after undergoing the two-day basic training in Beekeeping organized in her village.

Kalpana shares how difficult it is, to look after her four children single-handedly. She says, “I cannot change my fate, neither can I Double the resources overnight. I am only capable of doing hard work, and so I invest my time and energy in that because I know, only hard work can bring me a fortune”. When UTMT Society’s team visited the village for a preliminary meeting with farmers for sensitizing community people in Beekeeping, Kalpana immediately registered her name for the two-day basic training in beekeeping. She says, “I started thinking of bees as magicians who can turn my fate, and though I feared bees, I simply enrolled for the training as I was assured with hand holding support by UTMT Society.” Kalpana was thrilled to know the benefits of beekeeping and its impact on agriculture and to know more about it, she underwent the two-day basic training in beekeeping, in February 2018.

Kalpana says, “The two-day basic training in beekeeping was very effective due to its methodology.” She further adds, “On the second day, when I witnessed the Natural Colony Transfer, my fear of bees started subduing. When I saw the UTMT Society’s technical people handle bees, I felt altogether more confident

to handle bees myself and benefit maximum out of it”. At present, Kalpana has two filled bee boxes, which she had filled with the help of UTMT Society’s technical staff. Looking at her interest and her urge to learn more about beekeeping, she was offered to undergo Master Trainer training by UTMT Society. She grabbed the opportunity readily, and her quest for knowledge made her join the league of Master Trainers. She had also been to Dharampur, Gujarat to understand the honey-value chain model of UTMT Society.

Kalpana describes, “I want to experience the benefits of beekeeping myself and be the resource person in the future for the village community. I have taken up beekeeping for its multifarious benefits- honey, wax, pollination and bee flora, which will in-turn provide my family and me with a domestic yield to consume”. Through the training, Kalpana has now understood that bees can be domesticated but not tamed, and her fear for bees has vanished. She at present promotes beekeeping amongst the other trained farmers in the village and assists in filling the bee boxes.

ANNEXURES

Annexure 1: Implementing Agencies Profile

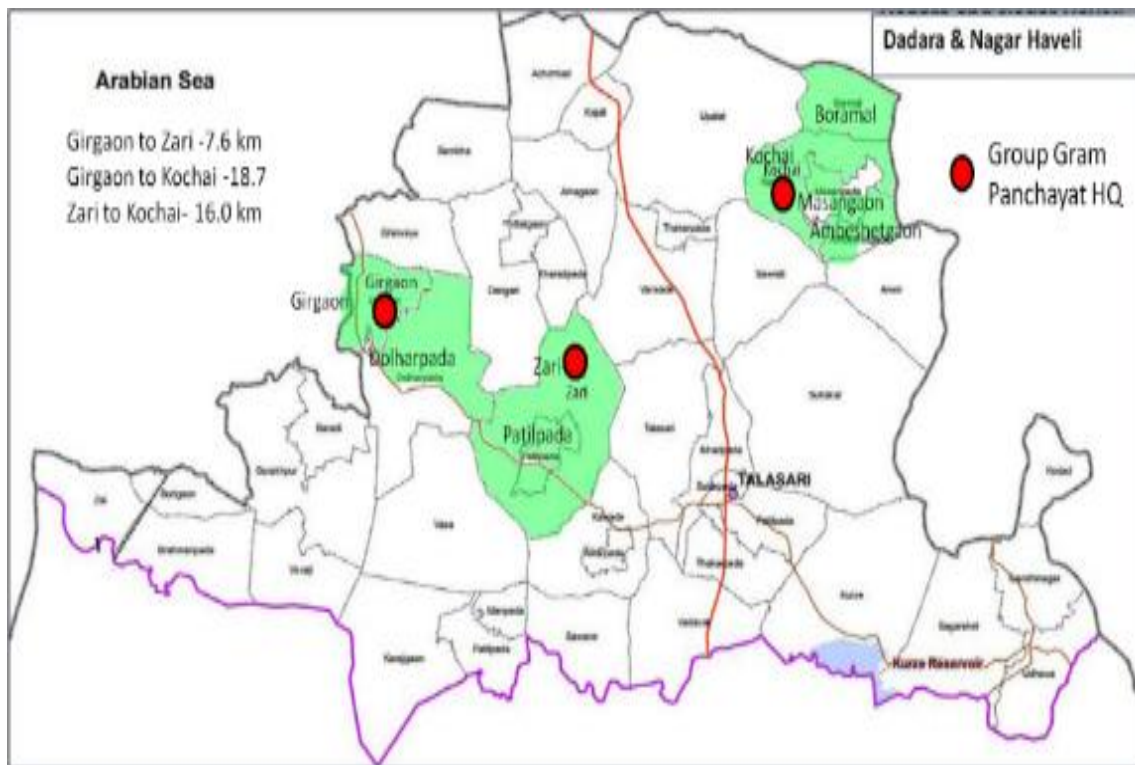
Implementing Agencies	Brief Profile
BISLD	<p>BISLD is a not-for-profit Organization registered under Section 8 (formerly Section 25) of the Companies Act, 1956 and formally established on April 16th, 2012. Its mission is to create opportunities for gainful self-employment for the rural families, especially disadvantaged sections, ensuring sustainable livelihood, enriched environment, improved quality of life and good human values. These are achieved through development research, practical use of local resources, the extension of appropriate technologies & upgrading of skills & capabilities with community participation. It is a non-political, secular & professionally managed organization.</p> <p>With an innovative and integrated approach to rural development and environmental conservation; it serves the most disadvantaged by addressing the specific needs of each family, village, and local area.</p>
DEF	<p>Digital Empowerment Foundation is a New-Delhi based not-for-profit organization established in the year 2002. It aims to connect unreached and underserved communities of India to bring them out of the digital darkness and equip them with access to information. With the motto 'Inform, Communicate & Empower!', it finds sustainable ICT solutions for marginalized communities and empower them with digital literacy, digital tools, and last mile connectivity to overcome information poverty and enable better access to benefits and rights in rural India.</p>
PRATHAM	<p>Pratham is registered under Section 8 of the Indian Companies Act, 2013. As an innovative learning organization created to improve the quality of education in India, the organization has transformed the landscape of school education by introducing accelerated reading pedagogy. In the last five years, the focus of Pratham has shifted from out of school to in school and more particularly to the classrooms.</p>
PYSS	<p>PremSagar Yuvak Samajik Sanstha was established in 2010 in Wada city of Thane (currently Palghar) district of Maharashtra state with the view to empower women through SHGs, employment training, and farm & non-farm-based livelihoods activities. PYSS is led by the local leadership team from Palghar district. It has been successful in developing linkages with banks and financial institutions. It has worked on governance projects focused on watershed management project, environment protection, plantation, gender, etc. For the past two years, it is a local implementing partner organization for LTPCT in Talasari.</p>
UTMT	<p>Under the Mango Tree Society was founded in 2009 and registered under the Societies Act and the Maharashtra Public Trust Act. It promotes beekeeping to</p>

	increase agricultural productivity, enhance incomes and improve livelihoods of marginal farmers in India.
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Annexure 2: Project Profile and Geographical Coverage

The Uddyam – Talasari Integrated Development Project has covered the administrative zone of Talasari *taluka*, with a particular focus on three-group *Gram Panchayats* of Zari, Girgaon, and Kochai-Bormal. These villages are part of the Sustainable Village Transformation project of the Government of Maharashtra. The project aims to benefit the entire population of the intervention area – men, women, and children. For community level, social capital creation - institution building and capacity building – focus was on the women, as primary change agents. This has borne about from experiences elsewhere in the country; and is part of the social mobilization strategies of the Deendayal Antyodaya Mission – the flagship poverty reduction intervention of the Government of India, which is anchored by the Maharashtra State Rural Livelihoods Mission (Umed-MSRLM) in Maharashtra State.

The Uddyam – Talasari Integrated Development Project is also considered as an extension and expansion of the existing interventions of LTPCT in the *taluka*. The goodwill that had been created in the area by LTPCT's existing work has helped in the implementation of the project and collaboration with local communities, government functionaries, and other relevant stakeholders.



Location Map of Villages selected in Project Uddyam

Annexure 3: BISLD Community Resource Persons Training Calendar

Month	Vegetable Cultivation	Jasmine Cultivation	Backyard Poultry	Communication Skills	Marketing of Produce
December 17	POP of vegetable crops (chili, cluster bean, brinjal)	Intercultural operations	Introductions of backyard poultry interventions	Communication skills and mobilizations	Process of jasmine collective marketing
	Seed sowing and transplanting of saplings	Weeding of plantations		Video documentation on SHGs and interventions success stories	Markets: nearest market information
	Field exposure for plantations and well managed crops	Fertilizer applications to saplings		Banking and credits, savings and transparency in groups	
	Introduction of collective marketing process	Earthing up to ridges & furrows		Sharing of best experiences of working with SHGs/Beneficiary of the projects by Secretary of mahila federations	
		Irrigation/water management in plots		Presentations on learnings of trainings	
January 18	Organic techniques demonstrations (Jivamrut, dashparni ark etc.)	Organic techniques demonstrations (Jivamrut, dashparni ark etc.) and applications of organic manures	Introduction of interventions and POPs	Conducting group meetings and trainings at field level	Market: nearest market information
	After care - Intercultural operations - weeding, earthing up, fertilizer management	Identification of different pests and its control measures	Preparations of shade/area for rearing of poultry birds	Communication skills – creating training environment & public speaking	Market systems
	Identification of different pests and its control measures	Nutrient planning – fertilizer management as per requirement of crop	Sanitations of poultry shade	Video documentations on success stories	Collective marketing process: grading, packing

	Harvesting and grading techniques	Irrigation or water managements of flower crops	Preplanning of feeds	Assignment on preparation of notes on POPs	Establishment of collection centre
	Collective marketing of vegetable produces	Pruning and training of saplings		Mock rehearsals	Documentation required at collection centre level
February 18	After care - intercultural operations - weeding, earthing up, fertilizer management	IPM and INM	POP of backyard poultry	Conducting group meetings and trainings at field level	Documentation and record keeping regarding collective marketing
	Harvesting and grading techniques	Irrigation or water managements of flower crops	Care of birds and sanitations	Communication skills – creating training environment & public speaking	Record maintenance of cc level
	Collective marketing of vegetable produces	Pruning and training of saplings	Vaccinations	Mock rehearsals-speaking in front of people and creating training environment	Cash handling and transparency
March 18	After care - intercultural operations - weeding, earthing up, fertilizer management	Use of organic manures	Management of poultry birds	Institutional capacity building	Document preparation on collective marketing process
	Harvesting and grading techniques	Fertigations through installed drips	Sanitations	Communication skills – creating training environment & public speaking	Marketing process of jasmine flowers
	Collective marketing of vegetable produces	Earthing up and weed management	Provides timely feed and drinking waters	Mock Rehearsals - speaking in front of people and creating training environment	Exposure to floriculture FPO
April 18	Kharif seasonal planning for vegetable crops -creepers	Organic techniques demonstrations (jivamrut, dashparni ark etc.) and	Rearing practices of poultry units	Conducting producer groups/VO meetings	Flower market exposure

		applications of organic manures			
	Preparations planning of trellises	Fertigations through installed drips	Sanitations and After care of Poultry Birds	Mock Rehearsal-Speaking in front of people and creating training environment	FPO Marketing - Session for Organize collections of flowers at Collections Centre
		Irrigation or Water Managements of flower Crops	Vaccination for Summer		
May 18	Kharif crops POP – creepers	Water management	Rearing practices of poultry units	Conducting group meetings and trainings at field level	Collection centre establishment
	Kharif seasonal planning for vegetable crops – creepers	Organic manures additions	Sanitations and after care of poultry birds	Communication skills – creating training environment & public speaking	Aggregation process of flower buds
	Preparations planning of trellises	Flower bud harvesting techniques	Vaccination for summer	Video documentations on success stories	Documentations for flower at collection centre
	Use of organic manures and land preparations for kharif seasonal crops		Market plan for poultry egg and birds (male)	Mock rehearsals-speaking in front of people and creating training environment	
June 18	Kharif seasonal planning for vegetable crops - creepers	Training and pruning of plantations	Egg layering techniques	Conducting group meetings and trainings at field level	Aggregation process of flower buds
	Preparations planning of trellises	Flower buds harvesting techniques	Collections of eggs	Communication skills – creating training environment & public speaking	Documentations for flower at collection centre
	Use of organic manures and land preparations for Kharif seasonal crops	Grading and packing of flowers	Sanitations and aftercare management	Video documentations on success stories	Cash handling and keep transparency

			Vaccinations – Pre- monsoon	Mock rehearsal- Speaking in front of people and creating training environment	
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Annexure 4: BISLD'S List of Community Resource Persons/Master Trainers

#	Name of the Community Resource Persons	Gram Panchayats/ Village	Pada
1	Dipikisha Umesh Dhodi	Girgaon	Dolharpada
2	Priyanka Balu Dhodi	Girgaon	Arajpada
3	Divya Kisan Dhodi	Girgaon	Arajpada
4	Uma Ganesh Dhodi	Girgaon	Ibhadpada
5	Puja Rajesh Dhodi	Girgaon	Ibhadpada
6	Maina Navin Rinjad	Girgaon	Dolharpada
7	Seema Rajesh Sambar	Zari	Karvandipada
8	Neelam Anil Kharpade	Zari	Pondapada
9	Sunita Lakshi Ravate	Zari	Rautpada
10	Parshuta Kamalu Andher	Girgaon	Katelpada
11	Aruna Magesh Pagi	Zari	Valvipada
12	Aruna Shamu Godhale	Zari	Walhaipada

Annexure 5: PRATHAM School Std. VIII and Std. IX Pre-Test and Post-Test Assessments

Std. VIII			
#	Name of School	Pre-test Average Scores	Post-test Average Scores
1	Dnyanmata Adivasi High School, Uplat (Patilpada)	53%	62%
2	Girgaon Madhyamik Vidyalaya, Girgaon	40%	59%
3	Government Secondary Ashram School, Dongari	38%	81%
4	Government Secondary Ashram School, Girgaon	39%	80%
5	Government Secondary Ashram School, Savane	44%	72%
6	Government Secondary Ashram School, Sutrakar	39%	67%
7	Government Secondary Ashram School, Udhwa	46%	90%
8	Government Secondary Ashram School, Uplat (Jambipada)	45%	92%
9	Jay Kumar Jain Madhyamik Ashram School, Kochai	31%	56%
10	Kai Nathu Ozare High School, Vadvali	38%	71%
11	Kasturba Gandhi Balika Vidyalaya, Talasari	41%	87%
12	Madhyamik Vidyalaya, Udhwa	42%	72%
13	Pushp Madhyamik Vidyalaya, Zari (Dongarpada)	40%	81%
14	Sunil Kom Anudanit Madhyamik Ashram School, Vasa	46%	67%
15	Thakkar Bappa Vidyalaya, Talasari	48%	66%
		42%	73%

Std. IX			
#	Name of School	Pre-test Average Scores	Post-test Average Scores
1	Dnyanmata Adivasi High School, Uplat (Patilpada)	42%	67%
2	Girgaon Madhyamik Vidyalaya, Girgaon	38%	60%
3	Government Secondary Ashram School, Dongari	32%	73%
4	Government Secondary Ashram School, Girgaon	34%	61%
5	Government Secondary Ashram School, Savane	35%	69%
6	Government Secondary Ashram School, Sutrakar	44%	58%
7	Government Secondary Ashram School, Udhwa	41%	81%
8	Government Secondary Ashram School, Uplat (Jambipada)	42%	84%
9	Jay Kumar Jain Madhyamik Ashram School, Kochai	40%	61%

10	Kai Nathu Ozare High School, Vadvali	38%	59%
11	Kasturba Gandhi Balika Vidyalaya, Talasari	59%	99%
12	Madhyamik Vidyalaya, Udhwa	46%	59%
13	Pushp Madhyamik Vidyalaya, Zari (Dongarpada)	40%	77%
14	Sunil Kom Anudanit Madhyamik Ashram School, Vasa	42%	73%
15	Thakkar Bappa Vidyalaya, Talasari	40%	78%
	Total	41%	71%

Annexure 6: PYSS Training Calendar for the Community Resource Persons

18 th to 20 th Dec, 2017, MITTRA Campus, Jawhar, Palghar District			
Date	Training Component	Training Subject	Resource Persons
December 18, 2017	Introduction	CRP's welcome and experience sharing	Mr. Pravin Thosar, Mr. Ganesh Patil
	Capacity building	Communication skills and experience sharing	Mrs. Vidyatai Khutade, Mahila Federation, Jawhar Mr. Mahadeo Chavan
	Technical training	Basic agriculture; vegetable crop POP for brinjal, cluster bean, chilli, tomato	Mr. Bhor G S
		Aftercare of jasmine crop	Mr. Pavlus Pardhi, Mr. Pradeep Bhoje
	Collective Actions	Marketing and procurements	Mr. Bhor G S
December 19, 2017	Group Work	Technical and communication skills	All Team (BAIF and PYSS)
	Individual Presentation	Mock rehearsals	All Team (BAIF and PYSS)
December 20, 2017	Action Plan	Group work	All Team (BAIF and PYSS)
	Data Management	Record keeping and maintenance	Mr. Bhor and Mr. Chavan

Annexure 7: UTMT Farmers/Master Trainers Training Modules

Two-day Basic Farmer Training/Master Trainers Training Module					
Session No.	Time	Session	Duration	Programme Media	Responsible Person
Day 1					
1	10.00 a.m.	Welcome and introduction <ul style="list-style-type: none"> • UTMT society members & MT's • Farmers and their association with the bees 	30 minutes	Group exercise	Facilitator
2	10.30 a.m.	Introduction to beekeeping <ul style="list-style-type: none"> • Meaning • History-region specific • Importance 	30 minutes	Interactive sessions	Technical Assistant
3	11.00 a.m.	Types of honey bees <ul style="list-style-type: none"> • 5 types of bees • Special focus on Apis CeranaIndica 	20 minutes	Pictures	Technical Assistant
4	11.20 a.m.	Advantages of bee keeping (indirect and direct)	20 minutes	Lecture	Technical Assistant
5	11.40 a.m.	Constitution of bee family <ul style="list-style-type: none"> • Queen bee • Worker bee • Drones • Importance and role of each 	30 minutes	Pictures and illustrations	Technical Assistant
1-Hour Lunch Break					
6	1.00 p.m.	Stages of Development <ul style="list-style-type: none"> • Egg, pupa, larva, brood • Development of queen worker and drone 	30 minutes	Film	Technical Assistant
7	1.30 p.m.	Bee Box kit <ul style="list-style-type: none"> • Bee box • Swarm bag • Bee veil • Wax sheets 	30 minutes	Demonstrations	Technical Assistant

		• Extractor			
8	2.00 p.m.	Maintenance of bee box • Place • Direction • Shade • Cloth	30 minutes	Demonstration	Technical Assistant
9	2.20 p.m.	Natural colony transfer overview	20 minutes	Pictures	Facilitator
10	2.40 p.m.	Recap and plan for day 2 • Bee flora exercise • NCT DO's & Don'ts	20 minutes	Group participation	Facilitator
Day 2					
1	7 a.m.	Natural colony transfer	3 hours	Demonstration	Technical Assistant
2		Bee flora and honey cycle	20 minutes	Pictures	Technical Assistant
3		Enemies of the bees (Enemies and precautions)	15 minutes	Pictures	Technical Assistant
		Plan for the month	20 minutes		Technical Assistant
		Feedback and conclusion	20 minutes		Facilitator

महाराष्ट्र शासन कृषि विभाग

नोंदणी प्रमाणपत्र
"आत्मा"

नोंदणी क्र. २८६६ | २०१८ दिनांक : २२/०६/२०१८

प्रमाणित करण्यात येते की,

गटाचे नाव निसर्गा शेनकरी गट

गाव झरी ता. ललासरी जि. पालघर

यांची राज्याच्या कृषि विस्तार कार्यक्रमांना विस्तार विषयक सुधारणा करिता सहाय्य (आत्मा) अन्वये नोंदणी करण्यात येत आहे.

यंत्रणा : आत्मा

विषय : मधुमहिकापालन

प्रकल्प संचालक आत्मा
पालघर

महाराष्ट्र शासन कृषि विभाग

नोंदणी प्रमाणपत्र
"आत्मा"

नोंदणी क्र. ४८६५ | २०१८ दिनांक : २२/०६/२०१८

प्रमाणित करण्यात येते की,

गटाचे नाव मधुसपती शेनकरी गट

गाव गिरगाव ता. ललासरी जि. पालघर

यांची राज्याच्या कृषि विस्तार कार्यक्रमांना विस्तार विषयक सुधारणा करिता सहाय्य (आत्मा) अन्वये नोंदणी करण्यात येत आहे.

यंत्रणा : आत्मा

विषय : मधुमहिकापालन

प्रकल्प संचालक आत्मा
पालघर

Annexure 9: Convergence with Government Schemes

Following table shows the proposals that have been approved by government departments:

Activity	Numbers	Value (in INR)	Department	Status of Implementation
Establishment of collection centres	5	850,000	MSRLM	Approved
Provision of drip irrigation	29	580,000	MSRLM	Approved
Provision of poultry units for tribal households of Talasari	370	9,250	MSRLM	Approved
Provision of kitchen garden towards tribal families of Talasari taluka	90	346,410	KVK – ITDP	Approved
Provision of equipment bank	2	937,500	MSRLM	Approved
Shed net	2	120,000	MSRLM	Approved
Poly house	1	300,000	MSRLM	Approved
Borewell	8	160,000	MSRLM	Approved
Sale of Warli art products at MSRLM		53,000	MSRLM	
Total		33,56,160/-		

Following table shows the submitted proposals with various agencies and are awaiting approvals for fund disbursements:

Project Proposal	No. of Beneficiaries	Department/ Agency	Total Value
Provision of water tanks to supplement low cost drip irrigation system for the tribal jasmine cultivators of Talasari	150	ITDP	Rs. 7,50,000/-
Rice mill		ITDP	Rs. 7,00,000/-
Provision of poultry units for tribal households of Talasari	50	ITDP	Rs. 3,15,000/-
Improving tribal livelihoods through apes cerena beekeeping in Talasari	30	ITDP	Rs. 4,45,000/-
Establishment of Warli art production unit	60	ITDP	Rs. 6,00,000/-
Total			Rs. 2,810,000/-