UNDERSTANDING SOCIO- LEGAL ASPECTS OF AGRICULTURE AND FARMERS' RIGHTS: A COMPREHENSIVE MANUAL FOR TRAINERS

IDEAL- Centre For Social Justice
and
Revitalising Rainfed Agriculture Network

ABOUT US

Centre for Social Justice (CSJ) is a socio-legal, Non-Governmental Organization (NGO) initiated by the Institute for Development Education and Learning (IDEAL). CSJ's vision is to strengthen human rights culture & an all-inclusive pluralist society, free of violence, injustice, discrimination, prejudices and stereotyping using the judicial system.

Revitalising Rainfed Agriculture Network's (RRAN) Vision is to facilitate the establishment of productive and resilient rainfed agriculture systems. The mission is to affect the nature, amount and delivery of public investments for the establishment of productive and resilient rainfed agriculture.

The collaboration between RRAN and CSJ was born out of RRAN's Young Professionals Capacity Building Programme which was conceived with the objective of creating a cadre of young professionals who would be sensitive to the realities of rainfed regions and have the ability to understand the unique combination of challenges each of these region faces and cater to their interests by formulating sustainable and relevant ways in which the immense potential of rainfed areas may be realised.

During these past eighteen months of the YP Programme, despite its success, it was realised that the programme lacked influence at the grassroots level which had a direct correlation with lack of functioning democratic structures at the local level for any sort of engagement. The experience of the programme so far has led to the ideation of the superimposition of the *Integrated Model* which is a unique model of governance developed by CSJ and the *RRAN agenda* through strengthening grassroots governance in Schedule V Areas by establishing committees at the village level; engagement with the District Administration and also the respective State Governments.

ABOUT THE MANUAL

India is an agrarian economy. The income from agriculture and allied sectors constitute around 20% of the GDP and accounts for more than half of all workforce. India has seen rapid growth in food production during the last three decades culminating in self-sufficiency and surplus production. However, feeding the ever-increasing population through the next millennium remains an uphill task. The government will have to provide for about 1.3 billion people by 2020, requiring 5-6 MT of additional food grains every year.

Rainfed regions contribute significantly to the country's food production; it occupies 67% net sown area, contributing 44 % of food grains and supporting 40 % of the population. In fact, India ranks first in rainfed agriculture, both in the area and the value of produce. About 61% of India's farmers rely on rainfed agriculture, and 55 % of the gross cropped area is under rainfed farming, making this sector vital not only for food security but also for sustainable economic growth and improved welfare of the rural poor.

Despite its significance to the country's development, rainfed agriculture has historically been at the receiving end of imbalances in policy and public investments. It receives twenty times less government investment than its irrigated counterparts. Flagship government schemes, such as seed and fertilizer subsidies and soil health cards, are also biased against rainfed agriculture. In fact, agriculture policies are usually formulated following a national plan. They do not accommodate the differences in climatic conditions, irrigation methods, soil types, traditional agricultural practices of different regions, and their nutritional needs.

The negligence towards rainfed areas has led to farmers in these areas receiving 40% less income than their counterparts in irrigated areas. This situation is further complicated by the complex and often overlapping institutional structures and processes established under different laws and policies. Hence, the practitioners working in these regions must be perceptive to the unique challenges of this region in order to cater to their specific needs.

This manual is designed to help set out a training program for building a nuanced understanding of the narratives, interests and issues particular to rainfed agriculture. It is carefully structured to make the competence required for influencing law and policy by raising civic engagement.

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TRAINING OUTCOMES

The training module is designed to develop the following competencies.

Sr. No.	COMPETENCY	SKILL	INFORMATION	VALUE/ ORIENTATION/ PERSPECTIVE.
1.	Ability to understand the opportunities and limitations of the existing policy framework concerning rainfed agriculture in the context of human rights and present social context and support it with research, including data collection from grassroots.	- Comprehensive reading and learning application. - Analytical skills (analysis of policies, relevant guidelines, agricultural, legal and social developments) - Monitor working of governmental schemes and institutions - Collection of information - Analyzing Institutional frameworks, policies, schemes and laws (present on paper, not present, insensitive/	- Rainfed narrative - The Nine thematic interests of the Revitalizing Rainfed Agriculture Network - The cross-cutting interests that influence the network's understanding of the nine themes - Important policies & case laws on livelihood, fundamental rights & International Conventions (UDHR, ICCPR ICESCR, UNCRC, FAO documents)	- Livelihood as a right - The right to receive support and protection from the State. - Exclusion - Vulnerability - The interplay of exclusion and vulnerability with regards to rainfed agriculture with respect to the agriculture policy framework and community needs driven capacity building - Multiple and multi-layered disadvantages that exclusion and vulnerability can cause - Human Rights-Based Approach

		inappropriate to the rainfed context)		● Entitlement – access –availability framework ● Eye for detail ● Community to policy link.
2.	Ability to articulate needs into rights	● Understanding needs ● Linking problems with rights ● Articulation of the same with a rights perspective.	● Rainfed Narrative ● Nine themes[1] ● Cross-cutting themes ● Human Rights ● Fundamental Rights ● Directive Principles of State Policies` ● International Covenants and Conventions (UDHR, ICCPR ICESCR) ● Sustainable Development Goals	● Understanding entitlement availability as a right and not as charity ● Understanding Social Realities like exclusions and vulnerability ● Human Rights-Based Approach ● Equality, Social Justice, freedoms, other constitutional values (right to livelihood, equal protection of the law, etc.)

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[1] Soil, Water (critical irrigation), Seed, Risk Mitigation, Agronomic innovations, Livestock, Fisheries and Institutional capacities. For more information kindly visit RRAN Website https://www.rainfedindia.org/published-listing/resources.

3.	Dissemination of agriculture-related information and legal awareness (such as laws, policies and schemes) through activities.	● Participatory methodology in communications and interactions ● Articulation in the communities' language (both in the local dialect and in terms of using less jargon) ● Awareness creation through conventional and innovative means ● Linking issue with policies, schemes	● Necessary information about laws, policies, schemes ● Agriculture and farmers related schemes, socio-economic entitlements ● Necessary legislative, executive and judicial procedures	● Commitment ● People-Centred
4.	Ability to develop linkages between the farming community, host organization, other NGOs, bureaucracy and academicians.	● Effective Communication and Continuing Dialogue (with communities and authorities) ● Leadership ● Holding *basti*/ village meetings ● Effective note-taking of any information dissemination exercise	● Information about community ● Information about law and policy making	● Recognizing members of the community as being capable of leading/ taking initiative ● Respect for the community ● Social inclusion (Gender, caste, social background, class, etc.) and democratic processes. ● Working independently in the community

		● Effective Emergency Responses ● Strengthening farmers groups and where such groups do not exist, creating such groups and creating committees and organized structures within these groups for more effective mobilization and greater support for each other.		● Collaborative Behaviour

METHODS FOR NEEDS ASSESSMENT

1. **Objective:** To help the trainer better design the training program by conducting a quick assessment of the trainees before starting the training.

   Method:
   - The training needs assessment could be done by:
     - Obtaining a brief bio-data of the participants
     - Enquiring about their work experience with respect to engagement with government and community mobilization
     - SWOT (Strengths, Weaknesses, Opportunities and Threats) Analysis and
     - Enquiring about their expectation from the programme.
   - The competence grid can be used as the base to assess the participants. Each component of the competence grid can be graded as high, medium or low based on written tests, oral interviews, and assumptions based on the participants' experience.

2. **Objective**:
   - To assess the existing knowledge of the participants on the relevant topic.
   - To enable the facilitator to compare the participants' expectations with their training design to adapt it if necessary and/or clarify why some expectations may be unrealistic or difficult to meet during the program.
   - To arrive at a set of rules to be followed throughout the programme

   Method:
   The participants could be asked to introduce themselves and the organization they are affiliated to and discuss:

   - One thing they know about Rainfed Agriculture
   - One thing they need to develop an understanding of and,
   - One norm that must be followed during the programme.

3. **Objective**: To develop a list of competencies required to work in Rainfed areas. The purpose of co-constructing the competencies is to generate higher ownership of the programme.

   Method:
   - The participants are divided into groups of five.
   - The groups are asked to draw the human body
   - They are instructed to identify competencies that relate in some way to the senses and organs.

EYES FOR SEEING
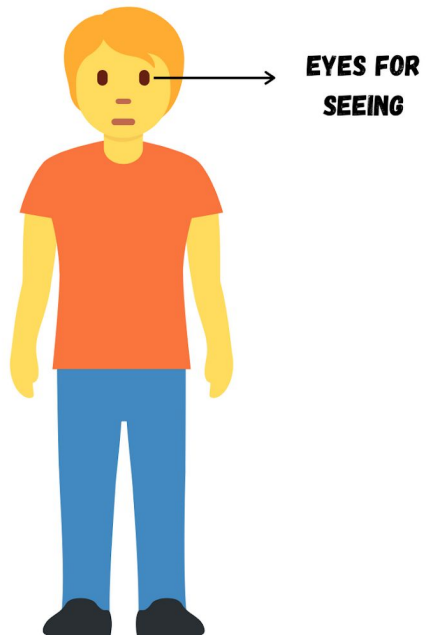
Pointers for discussion:

The facilitator could list the participants' competencies and conclude the session with reflections on the skills and competencies required for being effective influencers.

INDIAN AGRICULTURE POLICY: A MICRO PICTURE

1. **Objective**: The session would give inputs on the key policies that have shaped India's agricultural sector.

    Method:
    Lecture & Discussion

    Pointers for discussion:

    ● The political, demographic, macroeconomic, and social characteristics of the country.
    ● Performance of agriculture in terms of production, productivity and trade
    ● Social impact of agriculture in terms of employment, incomes and food consumption
    ● Environmental consequences of agriculture
    ● Structural changes in the sector, including in upstream and downstream sectors

2. **Objective:** To understand the current scenario of rainfed agriculture in India

    Method:
    ● The participants are divided into two main groups.
    ● Marker pens, or any such small objects that can be made to stand, are lined up like pins in a bowling alley.
    ● Group A is given a small heavy object like a duster
    ● Group B is given a light item of similar size, like a little cardboard packing box.
    ● One individual who will not be a part of either group will be the scorekeeper, and two others would be referees.
    ● Group A and B are given different starting points, with B's starting point being farther from the standing marker pens.
    ● Members of each team have to throw or slide the object that their group has been given.
    ● The goal for each group is to knock down as many marker pens as possible
    ● After a few attempts by the groups, they are asked about their experience.

    Pointers for discussion:

    ● The facilitator could direct the discussion to the trends in the scores each group obtained and its correlation with each group's striking object and the distance at which each group was placed.
    ● After that, he/she could link group A to the farmers in irrigated areas and group B to rainfed farmers, the striker to the resources and support from the state and the pins/ markers to agricultural yield/production.
    ● The scorekeeper and the referees could be likened to government departments and agrarian policymakers, respectively, and the facilitator can discuss their inaction or inefficient/irrelevant action in the context of rainfed agriculture.

3. **Objective:** To engage with systems in place – what they are, how they came to be and how they work.

   Method:
   - Divide the participants into small groups of 5-6 members.
   - Ask them to present a role play involving different economic players in the agriculture market.(The economic players here are the consumers and producers, and avenues of their interaction in the market)
   - Each aspect of engagement between these two players can then be broken down into relationships through the example of two farmers in different contexts.
   - Examining the difference in contexts and associated relationships.

   Pointers for discussion:
   - The facilitator could begin from the microsystems, i.e. from individuals to the macro – systems and its design; this will make the starting point relatable and the web of activities more comfortable to understand.
   - Direct the discussion to government support systems.
   - Examine the effectiveness of the government support system (for example, in fertilizers) by mapping the players and govt support strategies in that sector. This can be an entry point for a discussion on the green revolution- what it was, how it was brought to fruition and why it was seen as necessary at the time.
   - Include the following aspects in the discussion on the green revolution:
     - Deficit domestic production
     - Dependence on other countries for food aid
     - Dependency resulted in diminished autonomy in policy decisions (both external and internal).
     - Intentional focus on R&D on increasing production
     - Setting up of production systems for Seeds, fertilizers
     - Strategies and policies to incentivize new seeds, farm inputs
     - Change in dietary preferences
   - Gender aspect of agriculture:
     - Non-recognition of women as farmers in policies, schemes and programmes (with very few and small exceptions)
     - Linking of all government support to land title
     - "Feminisation" and subsequent "defeminisation" of agriculture
     - Women are excluded in Research and Development (R&D)
     - Agricultural equipment and farm machines are designed keeping only men in mind, making it difficult for women to operate or use them.

4. **Objective:** To introduce participants to the Water Policy landscape of the country.

   Method:
   Lecture & Case Study

Pointers for Discussion:

- Types of irrigation
- Methods used to increase irrigation efficiency
- The Water Act, 1974, The Indian Easements Act, 1882 and *Pradhan Mantri Krishi Sinchayee Yojna* (PMKSY), National Water Policy 1987 (revised in 2002 and 2012) and Groundwater Management Act of various states.
- Evolution of the 'watershed 'and other large irrigation projects.
- Implementation of groundwater sharing and water budgeting
- Examples of locally designed water distribution systems
- Social identities and barriers to access to water.

5. **Objective:** To understand watershed support services.

   Method:

   - The Participants could be given a few reports by Watershed Support Services and Activities Network (WASSAN) [https://www.wassan.org/].
   - The facilitator should select the reports/ reading that will engage with ideas and processes (introducing the technicalities involved) of implementing groundwater sharing and water budgeting and the link between social identities and access to water.

   Pointers for discussion:

   - The experience of WASSAN in facilitating water use infrastructure design locally and with different groups such as with an all men's group, all women's group and mixed groups would be illustrative.
   - Gender roles in water use and management.

6. **Objective**: To introduce the participants to seed production, certification, and community-based seed systems.

   Method:
   Lecture and Discussion

   Pointers for discussion:

   - Seed diversity and the importance of landraces. The discussion could include aspects such as:
     - o   Suitability to distinct agro-ecological conditions in rainfed regions
     - o   Its relevance to nutritional security and
     - o   Disease resistance
   - Contingency seeds
   - Gender roles in seed selection, pre-processing and storage.

   Resources

- Vijayalakshmi, K, et.al. (2013). A Manual on Seed Production and Certification. WASSAN, Available at http://ciks.org/our-publications/other-ebooks/
- Community Managed Seed Systems (CMSS): An Experiment with the Department of Agriculture, Anantapur District. WASSAN available at https://www.wassan.org/resource_material publications

7. **Objective**: Share experiences from the field regarding conservation and promotion of indigenous crop diversity and relevant traditional knowledge systems on seeds.

   Method:

   Lecture & discussion

   Pointers for Discussion:

- The relevance of traditional and cultural expressions to the conservation of biodiversity and crop variety.
- Need for combining traditional knowledge systems and scientific understanding for improving agricultural processes.
- Benefits of disseminating of information, techniques
- And scientific processes to the practicing community.
- Monetizing the conservation of indigenous seeds and plant varieties- examples from the field.
- Importance of documenting recipes made by using indigenous vegetables and other staples.
- Case study of the Maharashtra Gene Bank Project, which is a community participatory conservation and revival project, and Karnataka's Organic Village Project, which includes community-level seed production and the establishment of community-level seed banks.
- Civic engagement experiences from the field of the Working Group for Women and Land Ownership (WGWLO)

8. **Objective:** To understand the interests at play in the country's seed industry and whether it reflects the international scenario.

   Method:
   Lecture & Discussion

   Points for discussion:

- Traditional Knowledge and Seed Diversity

- Privatization of the seed sector
- Sustainable use of biological diversity
- Overview of the seed policies – National Seeds Policy 2002, The Seed Act of 1966 and The Seed Bill of 2004, Seeds Bill, 2019.
- Object and purpose of Protection of Plant Varieties and Farmers Rights Act, 2001

9. **Objective**: Introducing participants to fisheries in Rainfed areas.

   Method:
   Lecture

   Pointers for discussion:

- Names and types of fishes and their breeding cycle
- The untapped potential of natural ponds
- Fish consumption habits across the country
- Facts and figures on the reliance of humans on aquatic life for nutritional needs

   Resources:

- Dutta, B. B. (2017). Training Manual on Fisheries development in rainfed. WASSAN &RRAN.https://www.rainfedindia.org/publishedpage/resources?id=5f095feedf9c1 d000ad104c2.

The following diagram could be used to engage with the four essential aspects of the development of fisheries.

Area based approach

Value chain Development ex: pickles, chattni, etc

Technological support

Institutional credit
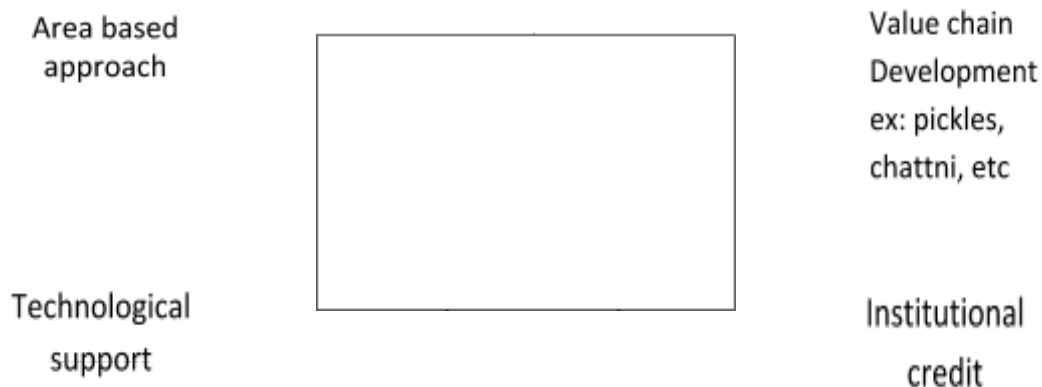
10. **Objective**: Introducing participants to millets and the changing pattern of its consumption.

Method

- A possible way of beginning the engagement on millets could be to enquire of the participant's grandparents' food pallet.
- The participants are asked to make a list of various items of food consumed by their grandparents.
- Since some of them may not know about it right away, the instructor may give this as homework a day prior to the session.

Pointers for discussion:

- How different is the food consumed by the participant's grandparents than what the participants consume today?
- What is the composition of millets in the food consumed by the participants' grandparents?
- What are millets?
- Their characteristics and classification.
- Variety of millets produced/consumed in the country
- Changing consumption patterns, bring to the fore the following points:
    - How integral were millets to the consumption patterns
    - What caused a change in consumption, including
    - Undercutting price in the PDS,
    - Underinvestment, or non-investment, in evolving standards for products such as flour,
    - Product diversification and
    - Millet's reputation as a poor person's food

11. **Objective:** Introducing participants to the various facets of livestock rearing.

Method: Lecture

Pointers for discussion:

- Distribution of different kinds of livestock across the country
- Factors influencing livestock rearing, including access to formal institutions, irrigation healthcare services, availability of fodder lands, etc
- Methods/forms of rearing of livestock *viz.* traditional rearing of livestock and more recent rearing forms.
- Processes developed through combining of traditional and modern forms of rearing.
- The crucial role played by the health care system in increasing the efficiency/productivity of the sector
- Para vet model

Resources:

- Udainagar Pragati Samiti Fills the Critical Gap in Animal Healthcare Services. RRAN available at https://www.rainfedindia.org/wp-content/uploads/2019/01/Udainagar-Pragati-Samiti-fills-the-critical-gap-in-animal-healthcare-services.pdf

12. **Objective**: To get the participants better acquainted with the RRAN narrative/ take on livestock.

    Method:
    Lecture

    Pointers for discussion:

    - Differentiation of extensive and intensive models of livestock rearing.
    - The reluctance of communities to rear large ruminants (example of livestock rearing in Odisha).
    - Crisis of decreasing availability of good germplasm of Indigenous breeds.
    - Advantages and disadvantages of establishing the Dairy industry.
    - Strengths of extensive livestock systems vis-à-vis agriculture in rainfed areas.
    - Gaps in governments policies in addressing the issues of Livestock rearing in rainfed areas
    - Backyard/Desi Poultry (BYP) as a suitable option for rainfed regions;
        - Natural regeneration
        - Adaptability
        - Low mortality
        - High Price
        - Culturally relevant
        - Better Nutrition
        - Low external input
        - Self- Foraging
        - Escape from predator
    - Essential aspects of a successful BYP
        - Packaging Practices
        - Poultry fund
        - Vaccination
        - Hatchery – breeding farm enterprises

13. **Objective** To help participants build a practical understanding of the conceptual engagement discussed so far.

    Method:

Supervised/ Guided Field Visit

Pointers for discussion:
- One new aspect about rainfed that I discovered
- One theoretical aspect which I could see in practice
- Unanswered questions and New information needs
- One myth that got broken
- Key learnings and insights

UNDERSTANDING NETWORKING

1. **Objective:** To orient participants on how they can induce change, reflective of the rainfed region's needs that they will work on.

   Method:
   Lecture and Activity

   Pointers for discussion:

   - The roles of various stakeholders in policy spaces, i.e. the State, Markets and Civil Society Organizations (CSOs).
   - The role of Civil Society Organisations:
     - Reach out where the state does not reach in terms of services
     - Innovation (constructive)
     - Expressing dissent

2. **Objective**: To understand the important aspects of working in a Network.

   Method: Dividing the loot.
   - Divide participants into two groups and hand out a set amount of fake money to everyone in the room. (Fake money could be created from chart paper bits, with the denomination written on it, and each participant may be given ten such chart paper money)
   - Each group will start their own 'pot' of money.
   - Each person will pay a different amount into the pot, but no one will know how much anyone else has put into the pot.
   - After a set amount of time, the facilitator will take both pots, combine them into one.
   - The facilitator will add his/her contribution to the pot as well.
   - Calculate and announce the total amount collected in the pot.
   - Everyone will know how much they have contributed individually. However, no one will know how much anyone else (from their team or the other) has contributed, and no one knows how much the facilitator contributed either.
   - The fake currency that is collectively held is now redistributed to the members of each group keeping in mind the following rules:
     - The money may be redistributed unequally.
     - No one may receive the exact amount he/she contributed.
     - All the money must be redistributed to the individual participants only.
     - The facilitator must include herself/ himself in the redistribution.
   - Each team then will be given 10 minutes to decide how the money should be distributed.

- After the 10 minutes are over, the groups must come together and negotiate their decision with the other team.

Pointers for Discussion:

- This activity reveals interesting themes of trust and collaboration.
- After the activity, the facilitator can elicit thoughts about what happened or if the participants have observations to share.
- Possible insights could be in terms of understanding the importance of:
  - Resource inventory, documentation of activities and potentially shared resources, etc.
  - Communicating the objects and the way resources will be shared with the network.
  - Identifying and questioning assumptions
  - Involvement of all partners/ parties in a network and the need for all parties to know the goals and methods of achieving those goals.
  - Long-term and medium-term vision and
  - Collectively determining the criteria of investments and benefits

3. **Objective:** To make participants aware of the common pitfalls of a network and good practices.

   Method:

   - The participants are divided into groups.
   - Each group is given audit reports of any two networks.
   - They are directed to analyze the reports and present their observations.

   Pointers for Discussion:

   - What is striking about the functioning of the network that can be seen from the audit report?
   - Can you derive any conclusions about its structure/functioning/ focus from the same?
   - Steer the discussion on leader v. influencer in the context of the network they will be working in.

4. **Objective:** To design a network and mode of working together

   Method:
   - The participants are divided into groups,

- They are instructed to formulate a charter for themselves using what they learned from the previous activities. Aspects that the charter must include are:
    - What is your network in the business of?
    - What are your key strategies?
    - What is the role of the participants in the network?
    - What values will the participants hold?
    - What will the participants do/not do/avoid?
    - What will we as a group uphold?
- Any other aspect that participants find relevant could be included as well

Pointers for Discussion:

- Various stages of network
- How the depth of the engagement varies across these stages of a network.
- Strategic orientation
- Thematic approaches
- Behavior practices that must be practiced amongst the network members

UNDERSTANDING RIGHTS

1. **Objective:** To illustrate the scope and diversity of the legal philosophy of Rights.

   Method:
   - Participants are broken into three groups.
   - A copy of the case of the Speluncean Explorers (annexed) is given to the participants with some contextualization (name of persons/ place, etc.).
   - One group is asked to prepare arguments as Prosecution and the other as the Defence. The third group is to be the Judges.
   - The two groups each are then asked to present their arguments
   - After the arguments, the Prosecution and Defence team will be given a chance to rebut the other's arguments.
   - The Judges will then pass their verdict.

   Resource: Lon L Fuller, '*The Case* of the. *Speluncean Explorers'* (*1949*) 62(4) *Harvard Law Review* 616

   Pointers for discussion:
   - Nature of human rights – Universal, Inherent, Inalienable, non-waivable.
   - International Bill of Rights – Universal Declaration of Human Rights (UDHR), International Covenant of Civil and Political Rights (ICCPR) and International Covenant on Economic Social and Cultural Rights (ICESCR)
   - Is there a hierarchy between civil-political and economic, social and cultural rights?
   - Map rights of ICCPR and ICESCR with corresponding provisions in the Indian Constitution.
   - Recognition of Civil and Political Rights as enforceable rights and Economic, Social and Cultural Rights as unenforceable rights under the Indian Constitution.

2. **Objective:** To understand the implications of human rights law for agriculture.

   Method:
   - The participants can then be divided into two groups
   - Each group is asked to choose one of the two topics
     - Universal Declaration of Human Rights and Fundamental rights
     - Universal Declaration of Human Rights and Directive Principles of State Policy
   - The groups are instructed to explore the implications of these for agriculture, particularly the rainfed agriculture.
   - Each group, individually, has the legalese broken down for them to help place it in the context of agriculture.

   Pointers for Discussion:

- Are the Rights critical to the farmers' part of Fundamental Rights or Directive Principles of State Policy? What are its implications?

3. **Objective:**
- To enable translating esoteric principles into concrete concepts
- To foster articulation with a rights perspective.

   Method:
- Discuss the Sustainable Development Goals and their importance.
- Explain the object, powers and functions of Niti Aayog
- Critically evaluate document published on rainfed agriculture by Niti Aayog
- Discuss how insensitive Niti Aayog is to the challenges of rainfed agriculture and whether our policies are geared towards the rainfed lens or not.
- Thereafter the group can be given the task of drafting monitoring indicators for India through the rainfed lens.
- This will put in practice information/ knowledge and perspectives accumulated/built over the previous few days.

   Resources:
   Mishra J.P. Current Scenario of Rainfed Agriculture. Niti Aayog, available at: http://mospi.nic.in/sites/default/files/cocsso/1_NITI_AAayog_RevitaliseRainfedAgriculture.pdf.

UNDERSTANDING LAW

1. **Objective**:
   - To get acquainted with reading laws and other regulations – legal language and general structure of a law.
   - To engage with the law to dispel prejudices/presuppositions about laws and make it more accessible to the participants.

   Method:
   - Divide participants into groups
   - Each group is given a law to read.
   - The following are suggestions for laws that could be used:
     - The Food Security Act, 2013
     - The National Rural Employment Guarantee Act, 2005
     - The Protection of Plant Varieties and Farmers' Rights Act, 2001
     - The Scheduled Tribes and Other Traditional Forest Dwellers (Recognition of Forest Rights) Act, 2006
   - Participants are instructed to cull out broad structural heads of each of the laws.
   - The following are heads that are often in most laws which the facilitator can help participants identify/list:
     - Purpose/ brief note/ preamble of the law
     - Name of the Act, jurisdiction
     - Definitions
     - Rights of citizens/ interest groups and duties of officials
     - Creation of new authorities (if any)/ vesting of authority/ duty
     - General procedures to be followed
     - Grievance redressal
     - Miscellaneous provisions
   - Groups are asked to present the object, purpose and the important provisions of the Act.

   Pointers for discussion:
   The facilitator could help participants compare the heads identified across each of the laws and draw out trends in them to be almost entirely the same.

2. **Objective**: To understand the inter-linkages between various laws/ regulations affecting a population group.

   Method:
   Discussion and Activity.
   - The National Forest Policy of 1988.
   - Various watershed moments that lead to the passing of the PESA Act, including the Thakkar Committee Report, Bhuria Committee Report.
   - Concept of Self-governance and resource ownership under PESA and FRA
   - How PESA and FRA undid the National Forest policy of 1988.
   - Draft National Forest policy of 2018 viewing forest as an economic resource.

- CAFA furthering the interest of capital by reinforcing the idea of the forest as a resource.
- Participants are divided into groups
- Each group is given one set of laws from the following:
    - FRA, CAFA
    - PESA, NFP
    - PESA FRA and Biodiversity Act
- They are asked to read the laws and draw linkages between parts of the two laws.
- The facilitator can encourage the drawing out of overlaps, complementarities, and conflicts between the laws.

Pointers for Discussion:

The facilitator can ask each group to present their findings and draw out the overlaps and complementarity in the laws on a whiteboard for everyone to see and discuss the implications of such overlap in the implementation and effective functioning of these Acts.

ENTITLEMENT AVAILABILITY FRAMEWORK

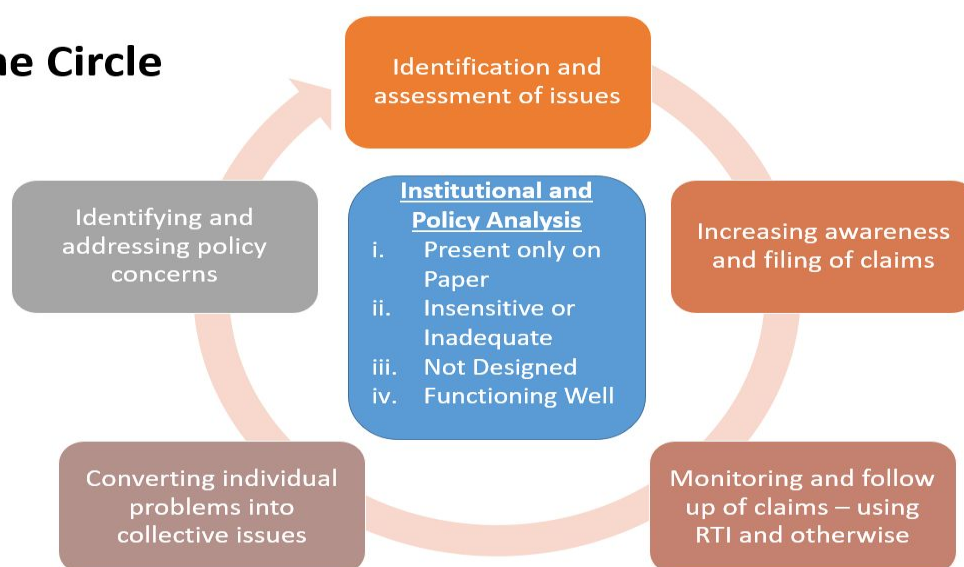1. **Objective**: To understand the Entitlement Availability Framework

   Method:
   Lecture & Activity

   Pointers for discussion:

   - This programme is designed as an action research whereby targeted action towards the end of the goals will go hand in hand with data collection and analysis, which will constantly feed and shape the action.
     Essentially it will follow the entitlement availability framework or The Circle. The circle is brought into action with the process of identification and assessment of issues internally. This leads, then, to the increasing awareness and filing of claims and thereafter to the monitoring of claims and their follow up. Finally, it leads to the conversion of individual issues into a collective issue followed by addressing larger policy concerns to prevent such issues from coming up.
   - The facilitator can discuss the Entitlement Availability (EA) framework using the diagram below, representing it as a cyclic process.

The Circle

Identification and assessment of issues

Institutional and Policy Analysis
i. Present only on Paper
ii. Insensitive or Inadequate
iii. Not Designed
iv. Functioning Well

Increasing awareness and filing of claims

Identifying and addressing policy concerns

Converting individual problems into collective issues

Monitoring and follow up of claims – using RTI and otherwise

   - Through this action research, the aim is to run through the circle and complete it by effecting policy improvements. The process is thus action oriented and alongside gathering data, claims that haven't yet been made will be encouraged to be made. After gathering data and its analysis undertaken, the possibility of a collective claim can also be explored.
   - The facilitator could list the entitlements and institutions established by Acts and schemes governing agriculture and analyze them by answering the questions listed below concerning each law/policy and institution.

- Is the law/policy or institution robust in design but lacking in implementation?
- Is the law/policy silent on the specific needs of the target group/ is the institutional framework needed to respond to the needs of the target group missing?
- Does the law/policy or institution adversely impact the target group?
- The experience of the target group is central while answering these questions. Answers for each question must involve differential analysis with intersecting identities of gender, caste and religion.

RESEARCH DESIGN FRAMEWORK

2. **Objective**: To acquaint the participants with a research design framework that could be used for pushing for analysing a policy.

Method:
- Explain the research design.
- Divide participants into groups.
- Instruct participants to use the research design framework for a scheme.
- Each group could be given one scheme from the following list:
    - *Rashtriya Krishi Vikas Yojana* (RKVY)
    - National Food Security Mission (NFSM)
    - National Livestock Mission
    - *Pradhan Mantri Krish Sinchayi Yojna* (PMKSY)

Points for discussion: The instructor can use the Framework for designing research, given below, to explain research design and its use.

1. Identify the objective of the intervention & write it down
[This is usually large in its scope, e.g. solve a problem, change the law but sometimes may be smaller, such as implementing a specific law, etc.]

2. Identify thematic and geographical focus areas of the Intervention
[Thematic focus may be defined in terms of a specific issue the centre intends to tackle to further the intervention's objective. For example, thematic focus areas of an intervention that seeks to solve the problem of witch-hunting may include the implementation of the provisions that criminalize witch-hunting; it may be access to compensation or both. Similarly, an intervention drawn to improve working conditions of safai karamcharis may be focused thematically on prohibition on hazardous employment, application of labour law to those in non-hazardous employment, their socio-economic rights or all of these (though certainly there may be a degree of overlap).
The geographical focus may be defined in terms of Villages /Bastis, Talukas and District]

3. **Frame Research Questions based on the thematic and geographical focus areas of the Intervention**
4. Identify the base documents that pertain to the thematic and geographical focus areas, and list them out.

Table 1.1

Which policy?			
Policy Mapping (Absent, Yes, but only on paper, Yes, but excludes (what and who?), Yes, but counterproductive)			
What must change?			
Who can bring the change?			
Strategy			
Status of Information required (Available, Available but scattered, need to be collected)			

5. **Go through each of the base documents and, based on your research questions, identify institutions and aspects of law relevant under each thematic focus and fill the Tables 1.2 and 1.3 given below with assertions based on your knowledge and understanding. While filling the appropriate column, answer the questions: Why? And How**
Also, list out aspects that you deem are essential but absent. Be descriptive when you fill columns. There may not be information available under a specific column, in which case mention this.

Table 1.2: Institutional Analysis

Thematic Focus Area (a)	Institution (National/ State/ District/ Taluka/ City) (b)	Document (c)	Present only on Paper (d)	Established but Insensitive or Inadequate (e)	Not Designed (f)	Established and Functioning Well (g)
1. *Focus Area* 1	a. *Institution 1a*					
	b. *Institution 1b*					
2. *Focus Area* 2	a. *Institution 2a*					
	b. *Institution 2b*					
	c. *Institution 2c*					

Table 1.3: Policy Analysis

Thematic Focus Area (a)	Key Aspect (Power/ Function/ Right) (b)	Document (c)	Exists on Paper but not Implemented (d)	Adversely Impacts Target Group (e)	Not Present or Silent on a Specific Sub-Aspect (f)	Good and in Practice (g)
1. *Focus Area 1*	a. *Key Aspect 1a*					
	b. *Key Aspect 1b*					
2. *Focus Area* 2	a. *Key Aspect 2a*					
	b. *Key Aspect 2b*					
	c. *Key Aspect 2c*					

GENDER IN AGRICULTURE

1. **Objective:** To draw out stereotyped understandings of gender roles and to initiate a conversation around it.

   Method:

   - Participants are given two circular cards each, one pink and the other blue (stereotypically gendered colours)
   - In the blue card, they are asked to draw an image representing a male's quality or behavior traits.
   - In the pink card, they are asked to draw an image representing females' quality or behavior traits.
   - Participants are asked to present the images they have drawn to the group and describe what trait is highlighted and why.
   - Participants are asked to list out:
     - Stereotypes about men and women.
     - Impacts these have on men and women.
   - The participants are then asked to share their lists with the group
   - The facilitator elicits responses on whether these stereotypes have ever affected the participants.
   - Each participant shares how such stereotypes affected themselves personally, as individuals.

   Pointers for discussion:

   - The facilitator could direct the conversation in a manner to help participants list out as many stereotypes and reasons for such stereotypes – biological reductionism, conditioning, power and the like.
   - The facilitator could then ask if the participants can link such stereotypes to any scientific reasoning.

2. **Objective:** To encourage the participants to see gender and associated issues not as a separate silo but as a part of every work undertaken by them.

   Method:
   - The participants can be broken into groups
   - Each given a short research or policy paper by Revitalizing Rainfed Agriculture Network (RRAN) which is devoid of a gender perspective
   - Each group is to frame questions that, if it had been answered, these papers would have been more inclusive and reflective of aspects of exclusion and varied needs.

   Pointers for discussion:
   - The socio-cultural and economic aspects of how women contribute to rainfed agriculture.
   - How women are specifically impacted by policies that govern rainfed agriculture.
   - Integration of Women in strategic planning, as contributors to and as people affected by the laws and policies impacting rainfed agriculture.

3. **Objective**: To encourage the inclusion of gender perspective in the work the participants will be undertaking.

   Method:
   Discussion & Activity

   Points for discussion:

   - The gendered division of labour\feminization of agriculture labour.
   - Gender generic data often reflect only the data on men.
   - The success of interventions/ actions/ decisions is reflective of the satisfaction or benefits accrued to men and their needs/ comforts, thus worsening the position of women.
   - Examples of leveraging kitchen gardens for commercial purposes, which were previously controlled by women, could be used as an example to explain the above points.

4. **Objective**: To introduce participants to the Harvard Analytical Framework developed to assess where women stand on some crucial aspects and what interventions could improve women's position.

   Framework used: The Harvard Analytical Framework is used for this activity. This framework is also sometimes called the "Gender Roles Framework." It is a simple and practical toolset to identify the type and amount of work men and women do in a household, farm, or community. It also helps to document the differences in the gendered access and control of resources, such as land, water, seeds etc. The information gathered from the toolset can be used by researchers or policymakers to clarify what men and women do, and then tailor programs to meet the specific needs and interests of farmers or community members, especially women.

   - Essential steps to be followed for assessment under the framework.
     - Step 1: The Activity Profile – Inquire about who does what for all relevant farm, home and community tasks. List out
       - Who does what?
       - When?
       - Where?
       - Time taken for each task
     - Step 2: The Access and Control Profile
       - Document who has access to resources and who controls their use in relation to task identified in Activity Profile; to do this, list out

- ■ Who has access to and control over resources required for all the work to be done,
- ■ Also, note who owns these resources.
- ○ Benefit profile: check who has access and control over benefits (look at monetary and non-monetary benefits accrued), including the following illustrative list:
  - ■ Income
  - ■ Health
  - ■ Improvement in social & economic status
  - ■ Education
  - ■ Food security
- ○ Decision-making profile: Take each intervention and look at who is making the decision

Method:

- Introduce participants to the Harvard Analytical Framework.
- Divide the participants into groups. Each group is asked to undertake a field study of a village where they could document the type and amount of work that men and women do and their access and control over resources using the Harvard Analytical framework.
- After the field visit, the participants are instructed to look for patterns/ trends in the information they collected with respect to the responsibilities, benefits accrued, access to and control of resources, decision making, etc.
- The groups are asked to make a presentation on what they think needs to be done to make things more equitable.

CIVIC ENGAGEMENT

FORUMS FOR INFLUENCING : USING MEDIA AND SOCIAL MEDIA FOR CIVIC ENGAGEMENT AND INFLUENCING THE STATE

1. **Objective**: To understand the core principles of influencing state through various means of civic engagement

   Method:
   Discussion and Activity

   Points for Discussion:

   - Five Principles of civic engagement and influencing the state
     - The characteristic of civic engagement
       - Asks something of others- individual/group/institution
       - Deals with issues of conflict that otherwise would not have been dealt with
       - Creates a political experience that otherwise would not exist
       - Engages with people who have an interest in a policy
       - Initiate, innovate and invent
     - The places of public argument
       - Think about the issue and how to develop an argument around that issue
       - Developing a story through narratives and pictures
       - Gaining public acceptance – support/active participation
     - The arenas of civic engagement and influencing the state
       - Legislature
       - Judiciary
       - Executive
       - Media
       - Technical institutions
       - Networks- ad hoc alliances/long term coalitions
     - The personal and institutional benefit of civic engagement and influencing the state
       - Builds confidence
       - Demystifies public processes
       - Recognizes that all are needed
       - Enables participants to see and deal with an issue
       - Overcomes isolation for participants
     - Use of advocates power to build relations
       - Engaging in public argument
       - Educating officials
       - Accepting incremental victory in order to move closer to the goal

    ○   Steps to civic engagement and influencing the state
- Identifying and framing the issue
- Collecting information
- Mobilizing interested people
- Networking/forming alliances
- Campaign planning
- Involving media
- Engaging with stakeholders-state and non-state

    ○   Assessment of issues with a policy, law or scheme
- Stages of Assessment
- Dream [is it broad enough to include all, does it address the needs of my community, is it contextualized to my locality, what specific aspects of my people get left out from the dream itself?]
- Design [what is the mechanism for implementing-is it practical and well thought through? What is lacunae?]
- Delivery [what is the ground reality? What are the challenges in delivery? What are the systemic causes of no delivery?]

1. BUREAUCRACY

Objective: To learn the art of effectively interacting with the upper echelons of the government to bring about policy change.

Method:
Interaction with a retired or serving bureaucrat
- All participants are given homework to daft five questions that can be asked through an MLA/ MP tomorrow
- These questions are to be reviewed by Facilitators

Pointers for Discussions:
- The hierarchical structure of bureaucracy
- Etiquettes of approaching a public official
- SWOT analysis of bureaucracy and finding ways through that

2. LEGISLATURE

Objective:
- To introduce participants to the structure, power and functions of the legislature.
- To understand the means to approach and influence the legislature to advance a particular cause.

Method:
Lecture/Discussion and Activity

Points for discussion:
- Duty of the central and State legislature, i.e. make laws, debate and draft budget.
- Power to legislate - Central, State and Concurrent List
- Essential facets of a bill
- Private bill
- Legislative process
- Three types of cut motions
- Last day motion
- Petition committee

3. JUDICIARY

Object: To understand the functioning of the Indian Judiciary and the significance of Courts in driving policy change.

Method:
- Participants are divided into groups
- Each group is asked to design a campaign to push the state toward the policy
- While designing this campaign, the participants are to
  - Identify and frame the issue
  - List the information needed for making a case
  - List the interested people they want to influence
  - Map the stakeholders as pro/against the cause and fence-sitters
  - Develop an action plan
  - Involving media
  - Engaging with stakeholders – state and non-state

- Each group then answers the following questions:
  - Who are you? (as the advocate for the issue)
  - What is your outreach in terms of influence? (ex: the panchayat, the block, the District, State or the Central Govt)
  - Define the change that you want-what/ who/ how/ how much
  - Differentiate and prioritize
  - Choose where it hits the most

4. MEDIA

Objective: To understand the role and nature of all types of media and the influence created through it for driving policy change and an effective pressure tactic for initiating debates on lacklustre policies.

All types of media have their strengths and weaknesses and hence, a separate strategy for engagement and influence is required which targets specific areas and groups.

I) Engagement through Digital Media

Objective: To develop participants' skills to use digital and other social media platforms for civic engagement and influencing the state.

Methods:
Inputs from an expert in the field, discussion and Activity

Points for Discussion:
- Who owns major media houses? Its implication on the content published and promoted by the media house.
- Limitations of print media and the advantages of social media over print media.
- Is social media democratizing media spaces?
- The rising number of youth as social media influencers
- Using hashtags, keywords, heading and subheadings.

II) Effective strategy building for initiating public debates on Social Media

Objective: To gain a first-hand experience in creating trends and garnering attention for an issue on social media.

Method:
- The participants are divided into small groups.
- They are instructed to pick a date and time for posting simultaneously on social media using the same hashtag.
- They could recruit their friends and colleagues to do the same by using the tool thunderclap.

Points for discussion: Feedback to the participants on the exercise in terms of appropriateness of approach, strategic orientation, impact possibility.

III) Publication through Print Media Outlets

Objective: To understand how to get self-written quality work published in print media.

Method:
- Participants are asked to write a piece on any issue of their interest.
- They are instructed to send their piece to a journalist or any newspaper for publication.

Points for discussion:
Importance of sending written work for publication irrespective of whether it gets published or not, because it builds a report and an image of being a knowledgeable person in a field.

WHY TABLE HERE

DATA
VISUALISATION

1. **Objective**: To learn the use of data visualization tools and Geographic Information System (GIS) tools to better understand policies and the contexts in which they are made.

   Method:

   Discussion and Activity.

   ● Edit a given dataset to have only numeric data except for names, one header row (no merged cells and no special characters including punctuation marks) and run it through a preferred program.
   ● Plot the data and convert it to visualizations. Raw Graphs (available at https://rawgraphs.io/), a basic online data visualization tool could be used for this.
   ● Participants are given the following pointers during the process.
     o It is better to use strings (names/ character) on the X-axis and real (numbers) on the Y-axis.
     o The header needs to be machine-readable and should not have non-numeric or non-alphabet characters. If headers have characters other than numbers and alphabets, create a codebook/ variable list for your reference and use of machine-readable variable names in the raw data headers.

   Points for Discussion:
   ● It is the analysis of data and not the mere data sets that help understand an issue.
   ● Using data to make visualizations.

2. **Objective:** To introduce participants to the Quantum Geographic Information Systems (QGIS) software and orient them to use it effectively.

   Method:
   Lecture, Discussion and Activity

   ● The participants can be asked to make three maps individually using what has been discussed until now, e.g. joining shapefiles to other shapefiles of the country.
   ● After the maps have been made, the facilitator can guide participants to isolate a District and create a District map representing chosen attributes.

   Pointers for Discussion:
   ● What is GIS
   ● Data used in GIS
   ● Installing the package
   ● Getting acquainted with the user interface of the package

- Types of data structures recognized in GIS packages
  - Vector Data
    - Points
    - Lines
    - Areas of polygons
  - Raster Data
    - Grid or pixel data
- Attribute data
- The coordinate system
- Adding attribute data to shapefiles

UNDERSTANDING BUDGETS

1. **Objective**:
   ● To understand the basics of budget
   ● To understand the process of budgets
   ● To be able to draw relevant data from budgets
   ● To learn using budgets for policy & research

   Method: Lecture, Discussion and Activity

   ● An assessment of what participants know of government budgets would help set the course of how to engage with and how much depth can be gone into for this session.

   Pointers for Discussion:

   ● Structure and Classification of budgets.
   ● Expenditure and Receipt Budgets
   ● Revenue Expenditures and Capital Expenditures
   ● The Governments' mandated services, i.e. Government service, financial services and social services.
   ● Sources of revenue for the government
   ● The funds accessible to the government under the Constitution.
   ● Types of tax collected from the people.
   ● After building a board understanding generally of the processes and contents of Government budgets, the facilitator can then move to the specifics of the agriculture part of the budget, starting with
       o The processes of agriculture budget.
       o Types of schemes at the Central Government level
       o Budget Coding patterns and tracing the flow of funds
       o Gender-responsive budgeting in the agriculture sector
       o Tribal Sub Plan
       o State Treasuries
       o The Finance Commission

2. **Objective**: To get acquainted with the various portals from where information can be gathered on fund flows to a particular scheme.

   Method:
   ● The participants are divided into groups.
   ● Each group is assigned a scheme.
   ● They are then asked to find budgetary allocations for that particular scheme and its corresponding expenditure/utilization. (This information can be gathered from the Budget books and the State Treasury website)

3. **Objective**: To trace the fund's flow to a particular program and to understand how the government structures work.

    Method:
    - The participants are divided into groups.
    - Each group is assigned two districts with a publicly accessible online treasury website.
    - They are instructed to collect and assess allotment and expenditure in a particular sector.
    - Thereafter participants are asked to develop a plan to strengthen the thematic agenda and build the network's regional chapter. The following template could be used for the same:

Table 3.1

Policy/ Network building process			
	Theme 1	Theme 2	Theme 3
Output			
Scale/Level			
Milestone			
Activities			
Timeline (Activities will be carried out on a priority basis)			

This manual is intended primarily for any governmental, non-governmental or academic institution which designs and conducts face-to-face training courses and programmes on Rainfed agriculture for adult audiences. These audiences may include professionals like social workers, lawyers, academics, public servants groups or the staff of civil society organizations.

YOUR FEEDBACK

We invite you to send us your feedback on this Manual and to tell us your experience after using it. It will be a valuable contribution to future editions and updates, and will help us develop our methodology further.

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