



पंचायती राज मंत्रालय
Ministry of Panchayati Raj
भारत सरकार | Government of India



National Capability Building Framework 2022





National Capability Building Framework 2022

ANNEXURES

Volume 2

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Annexure-1: Year-wise Performance of the Training Coverage in States

S.No.	States/UTs	2017-18	2018-19	2019-20	2020-21	2021-22*
1	A & N Islands	--	343	509	--	553
2	Andhra Pradesh	1083659	380224	600866	483233	155089
3	Arunachal Pradesh	--	1785	9636	--	--
4	Assam	152525	322528	209737	114159	113700
5	Bihar	--	--	30223	34871	24352
6	Chhattisgarh	291257	292025	129543	39843	42115
7	Dadra & Nagar Haveli	--	42	43	--	223
8	Daman and Diu	--	14	18	--	--
9	Goa	4329	1704	3089	--	3249
10	Gujarat	71078	543094	22159	--	10455
11	Haryana	66856	35293	--	3334	4490
12	Himachal Pradesh	--	7303	3852	518	18387
13	Jammu & Kashmir	--	102540	34256	11950	80000
14	Jharkhand	134924	11221	--	--	25260
15	Karnataka	252294	301375	304477	296546	246328
16	Kerala	39416	109057	107216	--	140390
17	Ladakh	--	--	--	--	4898
18	Lakshadweep	--	--	--	--	--
19	Madhya Pradesh	391155	540573	480984	961367	334724
20	Maharashtra	1204606	80703	711268	116315	632686
21	Manipur	25758	20204	582	8338	232
22	Meghalaya	--	2600	10797	--	1173
23	Mizoram	9068	6510	3048	--	58
24	Nagaland	--	14999	5457	600	25540
25	Odisha	41795	36851	65500	37784	27077
26	Puducherry	--	--	--	--	--
27	Punjab	32500	77112	--	28094	45940
28	Rajasthan	37097	122077	570	--	3164
29	Sikkim	4857	15166	6910	15166	335
30	Tamil Nadu	324873	391621	160399	628125	130329
31	Telangana	378930	169078	14016	1039	3889
32	Tripura	20344	15910	10399	6794	6708
33	Uttarakhand	30789	38839	2226	20335	140
34	Uttar Pradesh	298895	251796	16648	71835	116042
35	West Bengal	473063	412064	453766	448226	378110
	Total	5370068	4304651	3398194	3328472	2575636

Source: MoPR Statistics.

Annexure- 2: Best Practices in CB&T

1. TNA in West Bengal

Training Need Analysis is conducted annually to prepare the Annual Training Calendar for the following Financial Year. Every District is directed to conduct the TNA exercises in two phases; the first phase in the DPT&RCs with representatives from all types of Elected Representatives (ERs) and Functionaries and also the DPT&RCs. Each group discusses their training needs and presents it before the house. It is then documented by District Level Training team. In the second phase, the District Training team is divided into groups, and they visit a few Gram Panchayats with structured questionnaires related to various Training Needs, and discuss it with the ERs and Functionaries in one-to-one interviews. They also conduct Focused Group Discussions(FGDs) with the ERs and Functionaries on various themes for analysing their training needs. The District Training team then consolidates the reports from both phases and prepares District-wise TNA Reports. A state-level workshop is then conducted with all the districts, and a state-level consolidated report is prepared, based on which the Annual Training Calendar for the following Financial Year is prepared as per the Training needs assessed. District-specific thematic training programmes are also taken into consideration while preparing the calendar.

2. TNA in Rajasthan

In order to identify the need for Training, Rajasthan has adopted a consultative process to determine the capacity requirements of ERs and Officials. The SIRD organised four-day workshops at each divisional location (the State has seven divisions) facilitated by Zilla Parishads of the respective divisions. On the first day of the workshop, the needs of elected Zilla Panchayat members and related district-level officials were identified. The needs of Panchayat Samiti members and functionaries, elected Sarpanches, ward members and Gram Sevaks and Gram Sabha were identified, respectively, from the second to fourth days. The needs of Gram Sabha were identified through discussions with selected people/opinion leaders from selected GPs of each Division. Thus, the needs of all target trainee segments were captured. The extent to which the process was participatory and the degree of participation of different stakeholders could not be ascertained, but the strategy adopted for assessment was quite decentralised and consultative.

After the completion of TNA workshops at each division, an experimental learning and sharing workshop was organised at the SIRD level to finalise the emerging needs and aspirations of elected PRI representatives in the State. Based on the findings of the need assessment process, necessary changes were made in the training modules. Till now, the State has conducted three TNAs in the years 2000, 2004, 2009, 2011, 2014 (PRIs-Raj), 2016 (Sp. for UN-Women Project Districts) & 2019.

3. Capacity Building From Within; Meenangadi, Kerala- Shows The Way

The Carbon-neutral Meenangadi project is a people-centric approach to tackling climate change at a local self-government level. One of the major objectives of this project is to improve the living standards of people affected by climate change and put forth a development model for the rest of the country by addressing this global issue.

The people of Meenangadi have been an integral part of every phase since the beginning of carbon-neutral activity. The project was launched with many public interaction events to collect their

responses to climate change. To ensure public participation in carbon-neutral activities, numerous events were also organised across the Meenangadi panchayat, attended by Students, Volunteers, Kudumbashree members and farmers. Meenangadi panchayat communicated with the public and collected their concerns regarding climate change.

Public interactive sessions also discussed global climate, the Paris agreement and carbon-neutral concepts. Due to these activities, the panchayat could create general awareness among the people about climate change. Developing the capacity among people to mitigate and adapt to climate change is crucial. Awareness for Gram Sabha members numbering 22,000 was completed within a stipulated period of two weeks.

The second phase of the carbon-neutral Meenangadi project was the research part. A lot of studies, surveys and audits were organised By involving more than 500 participants, including students from various educational institutions, youngsters from youth clubs and Kudumbashree volunteers.. The Panchayat provided training to build capacities to organise transportation surveys, tree surveys, bird surveys, and soil surveys to assess carbon emissions in Meenangadi panchayat. Waste and energy audits were also completed through people's efforts. The trained volunteers are now capable of organising these audits in and out of the Meenangadi panchayat themselves.

As part of achieving carbon neutrality, the Meenangadi panchayat implemented emission reduction projects. Panchayat has trained farmers to convert their farming practices to organic farming. Organic farming is the most effective measure to enrich the soil organic carbon.

An LED bulb manufacturing unit was constituted by Meenangadi panchayat, which provided professional training to manufacturers and service LED bulbs. One of the major interventions being implemented in the energy sector is replacing incandescent bulbs and CFL bulbs with LED bulbs. Now a group of women can make LED bulbs in the Panchayat.

Proper waste management is also essential to reduce the emissions from the waste sector. Composting facilities and training on different composting methods have been provided in the Panchayat. As a measure to reduce waste, panchayat is promoting the use of alternative products. Women self-help groups were constituted and the members were trained by the panchayat. This group is manufacturing alternate products and undertaking its marketing.

Panchayat is implementing the tree banking scheme by planting trees and providing incentives to the farmers for its protection.. Panchayat is implementing this scheme in convergence of MGNREGS with Kudumbashree. A survey team has been constituted and trained to monitor the trees planted. The geo-tagging of each tree is being done by employing the natives. This survey team is the backbone of the tree banking scheme.

The process of achieving carbon neutrality is not only limited to implementing a project, but the real objective is to improve life and livelihood by enhancing the capacities to convert the community into a climate-resilient community.

Highlights:

- a. Panchayats have developed their training calendar
- b. Expertise support is available to ensure the quality of training
- c. An online monitoring system has been established for capacity building
- d. Cost-effective training programmes and food is provided to the trainees through volunteerism.
- e. There is massive coverage and follow-up.
- f. People have ownership of the Panchayat

4. Digital Sahungra - The success story of a Gram Panchayat in Punjab through Capacity Building

Through a continuous capacity-building process, Sahungra Gram Panchayat in Punjab could attain the status of the first digital Panchayat in the State. A massive training programme on e-governance was organised with the support of an NGO, **Sahungra Welfare Society**. Financial resources for various activities, including training, were from the contribution of NRIs. Every voter of the Panchayat was taught to use smartphones in various aspects of Planning, Implementation and Monitoring of GPDP. Panchayat could involve the students by organising digital classrooms. Digital Sahungra App is very popular among the villagers; they even use it to file online complaints. The capacity-building strategy of the Panchayat focussed on digital literacy and e-governance. It has mass coverage. The Panchayat could ensure transparency and accountability in all its activities through digitalisation.

Learnings:

- a. Massive computer literacy programme.
- b. Resource mobilisation from NRIs for capacity building.
- c. Virtual Gram Sabha meeting as per the need.
- d. Successful inclusion of convergence in training programmes.
- e. Wide use of technology in capacity building.

5. Good Practices from West Bengal on Peer Learning

Example-1: In the course of implementation of an innovative initiative for Strengthening Rural Decentralisation in West Bengal during 2007-11, a system for Peer Appraisal of GP Development Plans would be practised and institutionalised. Before approval of GP Development Plans in Gram Sabha, the Plans would be placed before external Appraisal Teams. There used to be 8-10 members of the GP Planning Facilitating Team of a neighbouring GP (GP-A) in the external Appraisal Team. They would come to GP-B on an appointed date and appraise its GP Development Plan scrutinizingly. The members of the GP Planning Facilitation Team of GP-B would first present the Plan before the external Appraisal Team and then ask for their feedback. The members of the external Appraisal Team (GP-A) would ask one question after another, which the presenters would answer and note down the suggestions for modification or improvement. In this process, the presenters could understand the strengths and limitations of their Plan and would modify it later. On the other hand, while appraising the Plan of the GP-B, the members of the external Appraisal Team (GP-A) would often whisper among themselves that their Plan would need a lot of modifications and enrichment. This Peer Appraisal process would involve all or most of the GPs in a district – GP-A would appraise the Plan of GP-B, GP-B would appraise the Plan of GP-C, GP-C would appraise the Plan of GP-D and so on., The members of the GP Planning Facilitation Teams would learn from one another through such intense interactions; they would even engage in debates, thereby enriching themselves and improving the quality of the Plans.

Example-2: In the course of any training session in West Bengal, a trainer fully abides by and practices the principles of adult learning and does not ask any learner any question to her/his discomfort. The trainer would ask the participants in this way: "Since you are already working in Panchayat, you certainly have enough experience in the instant subject. Please come out and explain to others how this situation can be tackled lawfully". One of the participants would surely come forward and offer the answer. It may be so that the answer given by the participant could be partially correct. Knowing this fully well, the trainer

would not ask in this way (a means followed mostly in case of formal teaching), "Can anyone say whether the answer given by the participant is correct or not?" On the contrary, the trainer would ask, "Will anyone please add to what he answered?" Another participant might stand up and say, "What can I add? The answer given by him is not fully correct. Can I tell the fully correct answer?" Then he would tell the House what the fully correct answer would be. The trainer would ask, "Will anyone please respond?" Another participant might add one more point. Then the trainer would display her slide on the screen and show that whatever the second and the third participants answered were more or less the same as written in the slide. If any question comes at any stage, the trainer will not answer; she/he would rather request any trainee to answer. In this way, the trainer would depend more and more on the knowledge and wisdom of the participants, thereby creating an environment for peer learning and facilitating the process of learning from one another. As a result, the learning process would be much more effective than a trainer 'teaching' the trainees about the subject based on her/his knowledge and wisdom. Another good effect of this andragogic practice is its scope to make the process of peer learning highly engaging, encouraging and more outcome-oriented.

Annexure-3: Recommendations of Various Committees over the Years

(As Compiled from Impact Assessment Report of Centre for Development Communication & Studies, Jaipur,
Commissioned by MoPR in 2022)

A. The expected objectives of the Rajeev Gandhi Panchayat Sashaktikaran Abhiyan (RGPSA) proposed to be launched for implementation over the 12th Plan period.

- a) Enhance the capacities and effectiveness of Panchayats and the Gram Sabhas
- b) Enable democratic decision-making and accountability in Panchayats and promote people's participation
- c) Strengthen the institutional structure for knowledge creation and capacity building of panchayats
- d) Promote devolution of powers and responsibilities to Panchayats as per the spirit of the constitution and PESA Act
- e) Specially strengthen Gram Sabha in PESA areas
- f) Create and strengthen democratic local government in areas where Panchayats do not exist
- g) Strengthen the framework on which Panchayats are founded
- h) Within the RGPSA, the PRI CB&T aim to ensure that all ERs as well as support functionaries of panchayats have appropriate knowledge and skills to discharge their functions. PRI CB&T activities will be funded as per the NCBF. It is envisaged that, on average, each ER and the panchayat functionary would be trained for five days per year through various modes such as face-to-face interactions, exposure visits, hand-holding support, etc.

B. Consultation Meeting of MoPR with Stakeholders and SIRDs (December 2008)

- a) Revitalise SIRDs through functional autonomy, including powers to recruit faculty.
- b) Network NIRD, SIRDs and other training institutions through a sustainable mechanism for achieving objectives.
- c) Create a nationwide pool of well-selected and trained master trainers.
- d) Establish district and block resource-cum-training centres.
- e) Develop model curriculum and course content, including computer-based self-learning material. 16 Review of National Capability Building Framework
- f) Coordinate between SIRDs and Department of Space for implementation of SATCOM.
- g) All training perspective plans to be updated, and the annual implementation plan worked out.
- h) Known training experts assigned to relatively lagging states.
- i) An autonomous institution to be created under MoPR to handle the challenge on an ongoing basis. It could also serve as the think-tank for MoPR.

C. National Advisory-cum-Review Committee (NACRC) on BRGF (May 2009)

- a) No template has been evolved to assess the critical gaps in institutional and organisational terms.
- b) No parameters have been evolved to assess the process of filling up the critical gaps.
- c) There is a lack of a common framework for need assessment, design, implementation, monitoring, and evaluation of capacity development projects.

- d) No statistical methodologies have been evolved so far through which the changes in capacity building could be captured and evaluated.
- e) It does not require the states to conduct a capacity needs assessment for each district.
- f) It does not include pre-electoral training leadership and mass training aspects.
- g) The framework is confined to BRGF districts. Though there is a 40 crores fund for the non-BRGF districts, the size of this fund is too small to make an all-India impact.
- h) There is no integration of line departments and diverse sectors in capacity building.
- i) NCBF suffers from unrealistic costing of the capacity-building training programme. The costing prescribed is not dynamic and does not cover the total cost of capacity building.
- j) There is no institutional platform for implementing the NCBF: the institutional anchor is missing.
- k) There is no organic involvement of the stakeholders in the programme.
- l) There is no owning up of the NCBF by any group: the obvious choice for implementing the programme would have been the PRIs, which could carry the programme forward.

D. National Workshop on Perspective Plans for PRI CB&T (Sept.2009)

- a) Required financial resources – Plenty
- b) Suitable training materials – Sporadic
- c) Pool of appropriate trainers – Highly insufficient
- d) Physical training infrastructure – Often inadequate
- e) Incentive for those who need training – Hardly any
- f) Incentive for those who can provide training – Not much

E. World Bank Report on evaluation of the BRGF (January 2010)

- a) Re-design the overall capacity-building strategy to focus on demand-driven modalities.
- b) Provide a significant part of CB&T support to the ZPs to put them in the driver's seat.
- c) Develop appropriate tools for CB&T needs assessment.
- d) Ensure regular impact assessment of the CB&T activities.
- e) Converge CB&T activities and resources.
- f) Put in place state-level CB&T Coordinators.
- g) Make greater use of the outsourcing model.
- h) Introduce flexibility in the use of 5% component meant for staff augmentation.
- i) Ensure that ULBs too are adequately covered in all CB&T activities.
- j) Establish a baseline for the PRIs/ULBs performance and capacities with indicators and benchmarks.
- k) Clarify links between reporting, utilisation certificates, social audit and physical audit.
- l) Improve the sharing of good practices through IT, visits, exchange of information, peer reviews, etc.

F. CB&T Business Meet -PPP for institutional strengthening (January 2010)

- a) Identification of suitable agencies for each state;
- b) Selection of the Service Provider(s) for the respective states; and
- c) Signing of State Support Agreements.

G. Modified version of the NCBF (January 2010)

- a) How do we prepare and implement perspective plans within the given schedule?

- b) Whether capacity-building programmes should be supply-driven or demand-driven?
- c) What are the better options?
- d) What ought to be the relationship between SIRDs and NGOs?
- e) How do we avoid parking of funds?
- f) Are we doing the right things for the training of Master Trainers?
- g) How do we rapidly establish and run distance learning systems?
- h) What is the best way to undertake an impact assessment?

H. Capacity Building for Local Governance initiatives of UNDP (2008/9-12)

- a) Strengthening state-specific capacity development strategies,
- b) Policy research and network support,
- c) Advocacy and sharing of good practices,
- d) Community empowerment and mobilisation, and
- e) Project monitoring, evaluation & capacity development.

I. PRI Capacity Building and Training in India Status Report -MoPR (June 2011)

- a) PRI CB&T should be steered under the overall leadership of the PRDs in states and UTs, with a focus on ensuring 100% coverage every year as part of a five-year perspective plan aligned to the election cycle
- b) Attention should be paid to developing and strengthening the institutions dealing with PRI-related issues at various levels such as state, district and block levels. At the same time, states should consider outsourcing as a strategy to augment their capacity to deliver PRI CB&T
- c) The states should ensure the direct transfer of CB&T funds to the training institutions to avoid delays in the availability of funds. The auditors should prepare utilization certificates.
- d) Training materials should be based on training needs assessment (TNA) and must be approved by the state PRDs to ensure uniformity across the state, with local variations where required, and a particular focus on ERs impact evaluation by engaging suitable professionals from prominent academic institutions
- e) Exposure visits for both the faculty of the training institutions and PRI functionaries/ERs should be organised with particular attention to the selection of participants, specific purpose of visit, and a clear follow-up action
- f) States should undertake an assessment of the state as a whole to develop the capacities of PRIs to enhance their effectiveness, which may require addressing issues that go beyond the PRI CB&T planning and delivery

J. MoPR Memorandum on Gram Sabha (October 2011)

The Ministry circulated guidelines for the effective functioning of Gram Sabha. The report mentioned, "We have received feedback from several sources that all too often the local tier of governance, the gram Panchayat, finds it difficult to obtain attendance at Gram Sabha meetings, or finds it inconvenient to do so. The whole rationale behind the devolution to the Panchayat structure is destroyed if the exercise of governance stops short of and does not involve the people. This becomes the more unacceptable in issues of sensitive nature, such as land acquisition, use of commons, mining rights, etc. and in areas falling in the 5th Schedule, where the PESA devolves powers squarely to the village community."

K. The recommendations of the RGSY mid-term evaluation report (November 2011)

- a) Outreach of CB&T needs improvement through collaboration with professional service-providing agencies and academic institutions, etc.
- b) A pool of trainers/resource persons should be developed at the states, districts and block levels.
- c) The SIRDs, PRTIs, ETCs and PTCs need to be strengthened in terms of Human Resources.
- d) Training Needs Assessment of ERs and functionaries should be carried out at regular intervals.
- e) Exposure visits to beacon panchayats should be made mandatory.
- f) Monitoring and supervision mechanism needs to be set up at MoPR, state and district levels.

L. COMMENTS AND SUGGESTIONS FROM SOLUTION EXCHANGE

I. PRI CB&T Strategy

- a) With regard to CB&T, there is a need for role clarity between the Ministry of Panchayati Raj and the state governments.
- b) The 'capacity development strategy' of each state should be based on the local needs. The strategy has to be periodically updated and followed by the training institutes. Training should cover both 'before' and 'after' election periods. Initial basic training should reach all elected representatives within six months of winning the election.
- c) Introduce inclusive, participatory and interactive training strategies that have a mix of interactive lectures, group discussions, classroom exercises, presentations, video shows, instructional games and exposure visits.
- d) The Training Needs Assessment needs to be prioritised, followed by a sound monitoring system. It has to be done through multi-stakeholder consultations before designing and developing training modules and material.
- e) Develop a minimum core curriculum common across the states but adapted to the local context and language.
- f) The supply-driven aspects of CB&T intervention could be limited to sensitising the primary stakeholders only on the basics of PRI functioning.
- g) Enumerate prevalent best practices in the domain of CB&T and replicate them based on local area conditions in other areas/states.
- h) SATCOM-based training can be used to cover a large number of members on specific themes/ topics.
 - i) The Panchayats are implementing many flagship programmes and other programmes.
 - j) The guidelines should consider how the capacity development and training strategies envisaged in such programmes are integrated with the PRI CB&T.
- k) The release of funds for the training-related interventions should be based on the TNA document instead of annual allocation /entitlement.
- l) Provide partially tied funds to Gram Panchayats, which can be drawn from earmarked administration funds for different programs and schemes for capacity building and other permissible activities.
- m) Make provision for the Panchayats to compensate its members for their efforts and time spent for CB&T.

M. Resource Centres

- a) Set up Resource Centres for making capacity building and training a continuous ongoing process rather than a single, one-time intervention.

N. Resource Persons

- a) Develop a pool of professionals on a select basis from various sources such as universities, NGOs, CBOs and line departments.
- b) Utilise trained human resource personnel developed over the years to provide CB&T to the officials and newly elected representatives.
- c) At least half of the trainers at the state level must be from the states concerned only as they may be in a better position to understand its social and political situation in the context of decentralised governance system.

O. Private players in PRI CB&T

- a) Members felt that the entire exercise of including and involving private players in the process of CB&T by MoPR had not made much headway.

P. Training Material

- a) Develop training material/content for all SIRDs / PRTIs based on training need assessment and creation of a 'material bank' at the state/district level so as to standardise the coverage and content of the training to some extent.
- b) Prepare small documentaries on the critical aspects of the Panchayat and its functioning using real-life experiences and dramatics/narration.
- c) Prepare and utilise success stories/case studies in the training, especially since case studies from the same state help participants to link with the realities.
- d) The faculty from universities may be utilised to develop modules and training programmes as their vision and understanding are much wider, open, democratic and impartial.

Q. Training of Women ERs, SCs/STs and Non-literates

- a) Based on field experiences, members informed that women do not attend programmes due to the burden of household work, lack of mobility, lack of childcare facilities, social norms prohibiting travelling alone and many other reasons. With many states having 50 per cent women as PRI members in the three tiers, capacity development initiatives must respond to the needs of EWRs.
- b) Provide special training for women on panchayat systems within three months of their coming to power.
- c) Share information to educate women about their rights and make them believe in themselves, in order to improve their knowledge and put them on the path to empowerment.
- d) A separate budget should be allocated for the training of EWRs.
- e) Gender training should be provided to all elected representatives as well.
- f) A large number of ERs did not have access to formal education and were not aware of the political procedures, welfare schemes and their rights as elected representatives. Therefore, a functional literacy course has to be conducted for such non-literate ERs immediately after their elections.

R. Monitoring and Evaluation

- a) SIRDs can be used for the purpose of impact evaluation.
- b) Develop an electronic training monitoring system at the national level, which should be provided to

the states who could adapt it to suit their situation. KILA, under the Cap Deck Programme, had developed it; so their experiences could be replicated.

- c) The government may frequently conduct capacity development and training audits to ensure the quality of programmes run by various institutes. The audit will help in concurrent monitoring and evaluation. It will also exert constant pressure to prove that the programmes are effective and have a cost-efficient strategy.

S. Issues in PRI CB&T as per IA Study

a) Issues relating to the framework

1. The NCBF document gives an impression that capacity-building exercise for ERs and support functionaries is an exclusive domain of the State supported training institutions like SIRDs. It does not foresee any role for academic institutions, research institutions and professional organisations.
2. The NCBF does not recognise the fact that there may be wide-ranging differences in the socio-economic-educational profiles of ERs in different states and recommends a common design and pattern of training uniformly for all states.
3. There is no clarity in NCBF with regard to roles of the state PR department and the state training institutes such as SIRD/PRTI with respect to responsibility, authority and accountability in programme management.
4. Though NCBF recommends engaging NGOs, the process to be followed is not mentioned.
5. Phase 1 of course II (a) of NCBF, i.e., cross-cutting aspects of sectoral programmes, such as accounting, fund management, disclosure, social audit, etc., overlap with the course contents (b). Thus, there is a lot of duplication of common curriculum.
6. The NCBF envisages the same training inputs to ERs in every election cycle. Experience shows that many of the ward members, sarpanches, etc., are multi-timers and have gone through some training in their previous term.
7. There is confusion in designing course II (a) of NCBF. Though the framework clearly outlines (Tables 5, 6 and 7 of NCBF) how the curriculum of course II (a) should be developed, it still suggests in section 2.3.1.2 to develop the core curriculum through workshop mode involving representatives of selected SIRDs and NGOs. In section 2.3.1.3, similar responsibilities are assigned to the Central Government, the State Governments and the District Training Team in preparing the curriculum as given in Table 6 of NCBF.

b) Issues relating to implementation

1. Due to the guiding nature of the framework, there are observed variations in contextualisation and consequent implementation of the framework by SIRDs.
2. SIRDs are being approached by various other government departments besides the MoRD to impart training on various aspects to elected members and officials. In the process, the realisation of the importance of the NCBF as the foundation of capacity building of a three-tier local governance system is missed out.
3. For functional literacy, the SIRDs have to rely heavily on state-sponsored Adult Education Programmes. Thus, the demand-supply chain shifts from elected representatives - in SIRD to the Education Department of SIRD. Because of this arrangement, the SIRDs have to synchronise their programmes, and thus miss the timelines specified in the NCBF, in the process.

4. NCBF suggests training all the ERs and the officials on the flagship programmes. However, SIRDs are receiving requests and funds from the concerned line departments for the same training programme. For instance, training on NREGA is covered in NCBF, and separate funds are released to SIRD by MoRD to train ERs and implementing agencies on NREGA. This is causing duplication of activity and funds.
5. As suggested in the NCBF, the ERs have to undergo four days of training each for Courses I (a) and I (b). The SIRDs are combining both the courses owing to shortage of resource persons and lack of time for the participants.
6. The NCBF envisages that line department staff is the key resource at all levels. But the officials and line department staff who have undergone training as resource persons for CB&T are mostly unavailable for training due to the workload of their primary job responsibility.
7. The NCBF encourages Panchayats to play a major role in designing content and mechanisms of training. However, this is not being followed due to logistics problems in developing the course material.
8. The framework envisages Panchayat member networks to take over a large part of the management of training programmes with a kind of self-training system in a long-term approach. This may not be viable or practical unless there is a permanent leadership structure with the right aptitude and attitude.
9. In all the studies, States ward members' attendance was poor in the beginning, either due to personal reasons or lack of information on training programmes. Regarding personal reasons, a detailed probing revealed that most of the ward members, being daily wage-earners, found it difficult to spare 3-4 days' time at a stretch.
10. Though there are SIRD Newsletters, there are very few TV programmes and visits to Beacon Panchayats
11. NIRD is not involved in programme management, evaluation and monitoring outcome as envisaged in the framework.
12. SIRDs have not formed committees involving peer groups of ERs, resource persons, NGO representatives for curriculum, monitoring, evaluation and documentation, and finance and accounting for programme management as envisaged in the NCBF.
13. There is limited supervision, control and monitoring of training outsourced to Service Providing Agencies such as NGOs by SIRDs.
14. An outcome monitoring system is yet to be established.

c) Issues relating to State Training Institutions

1. As per the "Status report on PRI Capacity building and training in India, learning from experience sharing workshops prepared by MoPR (June 2011)", there are only 18,468 resource persons available in the country for imparting training on all the schemes, whereas NCBF estimated a requirement of 31,500 resource persons for the implementation of the programme. There is approximately a 40 per cent gap in the requirement of resource persons and the availability of trained persons. Invariably, this demand-supply gap has been acknowledged by SIRDs in all states under the study
2. SIRDs are overburdened by other government department training programmes.
3. It has been realised that mobilising elected representatives of Gram Panchayat level to attend training programmes in far-off training centres has faced a significant hurdle because of the lack of proper accommodation facilities in these centres.

Annexure-4: Impact Assessment Study of Training of PRIs

(Conducted by Centre for Development Communication & Studies, Jaipur)

1. Improve Outreach of training programmes conducted for all stakeholders of Panchayati Raj System with particular stress on elected representatives amongst SC and ST categories, Elected Women Representatives and also those from other marginalised sections by:

- a) **Ensure Resource Pool of dedicated Master Trainers/Resource Persons** - It is inevitable to have a dedicated team of trainers/resource persons at all three different levels, i.e. at the state, districts and blocks. In case the required quality of human resources is not available at the block level, then there should be an additional pool of Resource Persons (RPs) at the district level. These Resource persons/Master trainers in the State should be given prime importance, as they are the backbone of the whole CB&T. It has been reported in many States that the Master trainers/ Resource persons for the training programmes from SIRD, PRTI, SPRC, ETC, DPRC are selected and also nominated by the department or being selected based on the posts in many States, viz. health functionaries, BDOs, ICDS officials, Agriculture officials and Panchayat development officers, etc. While organising training at the block level, the RPs should move from districts to the blocks for conducting it.
- b) The RPs should be from different backgrounds, such as RPs who have experience with the 73rd amendment Act, NGO personnel with experience on schemes/programmes, academicians, independent development practitioners, retired government officials from different departments, etc.
- c) The empanelled resource persons should be reoriented at least twice a year, at SPRC/ PRTI/SIRD level to update their knowledge, understanding and priority of the State.
- d) It has been observed that in the States, namely Uttar Pradesh, Haryana, Gujarat, Goa, Jharkhand, etc., the Master trainers/ resource persons were selected and trained. However, the stake and regularity of involvement in training was reported to be erratic. The state may develop a mechanism to regularly use the created resource of master trainers/resource persons.
- e) Resource Persons/Master trainers may be significantly involved, and they may be given opportunities to engage productively.
- f) Payment of lucrative honorarium and allowances would also help in attracting trainers. In addition, getting involved in training sessions, Resource persons/Master trainers should be used for handholding Gram Panchayat in a periodic manner to help institutionalise the system. In order to have a dedicated team of trainers, there is a need to formalise the system rather than having an ad-hoc approach for organising training for ERs as a mere ritual.
- g) In order to formalise the system of Master trainers/ resource persons, a formal agreement should be signed with SIRD/department/ SPRC/ DPRC concerned to conduct a stipulated minimum number of sessions per month on his/her specialised subject. Each district should have at least four to five subject-specific experts to deal with the training sessions. Similarly, at the state level, there should be an adequate number of experts for different subjects to meet the training requirements.
- h) **Training programmes at Multi-Location** - Organising training programmes only in PRTI/ SPRC/SIRD/ ETC/DPRC/DPR&TC campus in a phased manner may not contribute to improving the outreach. The State level trainers' resource pool can be involved on a continuous basis to simultaneously conduct programmes in different locations if the SIRD campus does not have the required infrastructure. Secondly, for logistics and monitoring, one person from SIRD/departmental official may tie up with

each training location. If required, any private agency/state-level NGO may be involved in organising training programmes where the master trainers may conduct different sessions.

- i) **Collaboration of NGOs/Academic Institutions** - To have better outreach of the CB&T under RGSA, the currently available infrastructure and human resources may not be conducive for conducting large-scale capacity-building training on a sustained basis. Hence, collaboration/ partnership with academic institutions, other training institutions, rural development institutions, reputed NGOs, etc. may be the solution. This can serve two different purposes, i.e. availability of qualified professionals to deal with different sessions, and secondly, availability of infrastructure for conducting training.
- j) All SIRDs may use SATCOM training for follow-up and reinforcement, in addition to direct training, to expand the outreach of training further.
- k) The cascade mode training used by States/SIRDs needs to continue with a qualitative improvement in management and effective monitoring & supervision so that the ERs should not be left out.
- l) Capacity Building & Training of the core Panchayat functionaries is so vital; hence, a dedicated calendar may be developed by the States/ SIRDs/ SPRCs/ PRTIs to train core Panchayat functionaries effectively.
- m) There is a need to reach out to decision-makers and other people/institutions with influence, including District administration, Zilla Panchayat, MPs and MLAs, to create a supportive environment for Panchayats.
- n) To increase the outreach of the capacity development programmes, the present State level and regional level training institutions need to be staffed with core faculty members, and infrastructure needs to be improved. Many SIRDs, PRTIs, ETCs and DPRCs in sample states are deficient in these aspects. Further, the number of core faculties dealing with PRI acts and governance aspect is low at SIRD level., Improvement in staffing and infrastructure would help strengthen the capacity development initiatives.
- o) The elected representatives, elected women representatives, SCs, STs and PESA representatives should be tracked by name at Block, district and State levels so that they can be tracked for Induction, Refresher/ Thematic trainings in a regular manner.

2. **Ensure Quality training is provided to various stakeholders, methods & procedures adopted for need-based, thematic and sector convergent training**

- a) Convergence of Capacity Building Efforts - The capacity development component of RGSA is largely guided by the NCBF, 2014. It is difficult to justify that the capacity development requirements of ERs in RGSA, GPDP, and PPC are similar. However, there are other programmes in which the Gram Panchayat has different committees of the same ERs and citizens made under the project/schemes, viz. Sarva/ Samgra Shiksha Abhiyan, Village Water and sanitation committee under SBM were reported entirely separate from other Gram Panchayat Committee under GPDP. It could be of great use if the convergence of CB&T under RGSA can be converged with other sectoral departments. Then, addressing the SDGs would be much easier in the Gram Panchayat.
- b) Capacity Development - Output Orientation - Capacity development approach should focus more on quality of delivery rather than the quantum of achievement in terms of trainee coverage and the number of training programmes organised. When the quantum of coverage in the suggested decentralised/cascading model can be achieved, the focus should be on the quality of inputs and delivery efficiency attained through a mixed mode of capacity development approach suggested in NCBF, 2014. The capacity development efforts should be tailored to be more output-oriented and

action-committed in an environment that is conducive and supportive for strengthening governance at district and Block levels.

- c) Exposure Visits/ Field Visits - Keeping in mind the huge number of members in all three tiers, at least each ER leader, starting from GP to ZP, should visit Adarsh Panchayats/ Beacon Panchayats. A visit to an Adarsh Panchayat/ Beacon Panchayat by the leaders of ERs [GP Sarpanch, IP and ZP Chairman and vice chairman] in the first year of their term should be made compulsory. While planning and executing the GPD in the Gram Panchayat, the exposure visits will expand the vision and facilitate peer learning resulting in better outcomes in terms of quality execution and sustainability of the initiatives at Panchayat.
- d) Organising training in mixed groups of ERs and functionaries will help to minimise the differences and solve operational problems.
- e) A methodology adopted for a specific theme for ZP members might not be the same for GP members as the level of understanding differs significantly. More use of participatory and interactive methods is essential, such as group discussions, case analysis, simulation games, plenary discussions, role-play, field visits, etc. Each training session should be designed in such a way that participants can share their views and learn to solve the problems. In addition, there is a need to have a different methodology for ERs based on the varied social status, women, and frequency of working ERs (First timer, second timer, etc.).
- f) Quite a sizeable portion of ERs, i.e. ward members and Sarpanch and many Block Panchayat / Intermediary Panchayat members, are educationally backward. The reference materials and training modules have very little significance for them. This is one of the reasons why more than 50 per cent of trained members never go through the materials after the training. Therefore, it is important to design the reference materials in such a way that they are informative, create interest and ERs are compelled to refer to them. Embodying visuals, illustrations, thematic pictures, etc., in a flow chart mode, along with minimising text, would be of much help. Different IEC materials and flipbooks can be developed and distributed to the semiliterate/poorly educated ERs and given some handholding support to realise the importance of these reading and IEC materials.
- g) The training/reading materials may be published/prepared in local/vernacular languages, as demanded by the Elected Representatives in Goa, Sikkim & Arunachal Pradesh.
- h) Largely, the present design and strategy of capacity development is more focused on developing knowledge and sharing information related to schemes/programmes, etc., with the trainees in a formal setup. Though these are two important aspects of capacity development, without proper attitudes and operational skills, the training cannot be applied in the work sphere. Developing a positive attitude, bringing a behavioural change in one's approach and imparting skills to perform should be considered major inputs of capacity development. Achieving sustainability through capacity utilisation is more important than only imparting training which does not cascade down for the benefit of the people.
- i) In order to make the training sessions more participatory, interactive and learning-oriented, it is a prerequisite that the number of trainees should be of a manageable size. Large numbers restrict two-way sharing and learning and hinder imparting quality inputs in a participatory manner. The ideal size of 40 trainees per training could help overcome this limitation.
- j) Capacity development of ERs in just three to four days and covering a gamut of subjects is difficult to achieve. Therefore, in the present situation, time allows for mere awareness creation rather than training. ERs find the inputs very useful and are interested in attending more such programmes for gaining knowledge. It may be helpful to organise more training in a cascade mode to cover the high number of ERs at GP and block levels.

- k) While organising training for ERs, especially Sarpanch /Gram Pradhan and Ward members, a suitable time should be thought of when the ERs are free from agriculture and other necessary engagements. The season during which the training sessions are organised impacts the trainees' turnout and their continuity in the programme. Training programmes organised in the agricultural sessions are usually not a conducive period for the ERs as many are engaged in agricultural activities. Such factors need to be kept in mind when preparing the training calendar.
- l) The options of Video conferencing (VC), and online interactive sessions can be used for solving the problems of ERs through question-answer sessions, guidance on operational issues, follow-up of earlier training sessions, re-orientation on subject matters, screening of documentaries on success/promising cases, etc. The States may set a regular system and process to hold VC for mobilising the PRIs and providing immediate relief, if required.

3. **Execute the suggestions, recommendations and strategies as contained in the National Capability Building Framework, 2014 on various aspects of Capacity Building**

- a) The State should follow the recommendations given in NCBF, 2014 on six different parameters, namely Expanding the outreach of CB&T, Modes of training, Areas of training, Quality of training, Training of ERs of SC, ST and women and Institutional structure & processes in order to have quality training and have cent 100 per cent outreach and quality. The States, namely Gujarat, Haryana, Arunachal Pradesh and Madhya Pradesh, are doing well. but the system, staffs and management need to be improved in terms of following the NCBF, 2014.
- b) The Fund should be released on time to the training institutes.
- c) The SIRDs largely demanded the release of funds directly from the Ministry of Panchayat Raj, Gol, as done earlier.

4. **Strategy to ensure Need-based modes of training adopted for respective sectors/ categories of stakeholders**

- a) **Capacity Building Need Assessment** - Assessment of capacity requirements of ERs and functionaries should be conducted at a regular interval, at least once in two years. The periodic or regular TNA will help to identify and address the changing needs of the ERs and officials before organising training in the state/ district. Such assessments may also be undertaken separately for the EWRs and ERs of PESA areas to understand their specific needs. This will help design the training programme and training modules specific to the training groups.
- b) A Logical Capacity Development approach is recommended, which would combine capacity development need identification process in a decentralised manner, consolidation of identified needs based on trainee category/first term/second term ERs, etc., designing modules/manuals/training materials based on identified needs, field testing/piloting the curriculum/modules, redesigning the curriculum/modules based on piloting, finalising methodology of input delivery by session, delivering the inputs, monitoring the quality of inputs and improving upon it, etc. Looking at the changing nature of capacity requirements, it is suggested that the capacity building need assessment should not be one-time activity, rather, it should be conducted at least twice in a five-year term of ERs.
- c) **Demand vs Supply** - Interactions with many ERs confirm that they need more days of training along with other capacity development measures for better functioning. Therefore, the capacity-building inputs should be largely supply-based for first-termers and demand based for multi-termers.

5. **Improve Performance of Panchayati Raj Departments of States and other authorities concerned by putting in place the Institutional structure and process sanctioned by Government for CB & T, their maintenance/ upkeep and upgradation for optimum results**

- a) **Capacity Development of Trainers/Faculties/Officials** - Faculty improvement programmes for the faculty of SPRCs/PRTIs/ETCs and SIRDs may be taken up at regular intervals, at least once in six months. This will allow the associated trainers/faculties to improve their knowledge of current trends. Importantly, centralised training of trainers would be helpful to standardise the curriculum and course content keeping the broader perspective intact.
- b) The SPRC and SPMU have been formed in many States, and they must be made responsible for institutional development and better delivery outcomes. For quality assurance and monitoring, a team comprising officials from State departments/ SIRDs/PRTI/SPRCs/Training Institutes may be constituted. Before such training programmes are organised, the collaborating agency may discuss with this team to gather inputs on the methodology to be followed for effective delivery of training. Based on the directives, such agencies may follow innovative training methodologies.
- c) In many states, viz. Arunachal Pradesh, Rajasthan and Himachal Pradesh, etc., the DPRC buildings have been constructed but are not yet functional in terms of staff and faculties. Therefore, there is a need to utilise the existing infrastructure for conducting training, etc.
- d) **Knowledge Transfer System** - In addition to formal training, handholding support is essential for the ERs to develop their capacity. A district/ block level support team comprising subject experts, retired government officials, people with a finance background, experienced ERs who have demonstrated a noticeable performance and other experts may be constituted for the purpose. In the knowledge and experience transfer system, ERs with experience would be of much help because of their previous working know-how. They can guide and provide support to the Panchayats when required. Initially, after the election of ERs, the senior ERs can extend handholding support regularly. Along with training, hand-holding support in the initial year will help the newly elected ERs to understand the overall working process, system and functions.
- e) Strengthening the monitoring and supervision system is essential to ensure quality of inputs and keep track of the progress on the plan. Monitoring mechanisms need to be devised at the state and district levels regularly.
- f) **Information Management System** - System oriented information management system needs to be introduced, which would not only track the progress but also flag the progress mismatch. Apart from that, it will also be of immense help to capture qualitative components and highlight success cases for learning. Thus, this professional approach needs to be adopted for the effective and efficient Planning, execution, Monitoring and finally, in the overall Management of Quality Capacity Building & Training for PRIs.

6. **Ensure Quality of Plans for providing training in mandatory, specialised, thematic, devolve sectors related areas and establishing appropriate network**

- a) The quality plan for CB&T is the primary step for quality training in order to equip ERs with the required knowledge, skills, capacity and motivation. The training plan certainly should include the training dates, batches of training, trainers, venue, etc. Thus, considering the total ERs in a State by their functional levels and position in the PR system, training venues should be arranged accordingly at different levels. For the ERs of GPs, training of ward members can be organised at the cluster levels,

whereas training of Sarpanch and Upa Sarpanch can be organised at the Block level/district level. Similarly, at the Intermediate Panchayat/Block Panchayat level, training of Intermediate Panchayat members can be organised at the district level, whereas for the district and Block chairman and vice-chairman, it can be organised at the state level. Training of all the ZP members can be organised at the District/ State level as per their convenience.

- b) The States should take up capacity-building initiatives on a regular basis, adhering to the state plan approved by the MoPR. Along with physical monitoring, MoPR should conduct monthly financial monitoring to check the proposed plan and achievements against it. Based on this monthly progress, quarterly monitoring of physical and financial plans would help MoPR and the States streamline effective fund utilisation in capacity development.

7. Policy Issues

- a) There is a need to equip GP with the required number of staff, may be Gram Vikas Adhikari/ secretary of Gram Panchayat, Computer operators in addition to CB&T in order to run GP as per Panchayati Raj Act.
- b) At the GP level, the budget should be based on real situation rather than a model budget for work. This affects the working frame of Gram Pradhan. ERs get disinterested in various activities.
- c) In case of State having direct election of Panchayat (Gram Pradhan/ Sarpanch), the ward members have not been given much space in the GP in terms of active participation in planning and management. Hence, their interests were at the lower level.
- d) The Gram Panchayat, in reality, has no control over any line department in all the sample states, namely Health, education, ICDS, Agriculture, etc. Hence, even after good CB&T, not much impact has been registered in the development of social sectors.
- e) In GPDP, no other sectors/department put their budget as per the GP's requirements. The fund available is only FFC and SFC. Hence, not much mobilisation of GP has been visible even after good training of ERs. Thus, it is time to think upon the devolution of Subjects/departments and funds as per the eleventh schedule in real sense.
- f) Gram Panchayat has little role in deciding the Pradhan Mantri Awaas Yojana (PMAY) /Pension Yojana/ Social security, etc. Hence, the stake of Gram Pradhan is not much recognised by the citizens too. As a result, the participation of citizens in the Gram Panchayat is at the lower level.
- g) The Zilla Panchayat and Block Panchayat Chairperson and members, after 14 Finance Commission, have minor role as far as budgetary control over Panchayat Development fund. In all the sample States, the first two tiers of Panchayati Raj were not comfortable as they found not much role to play. Thus, it is recommended that proper participation in the development process should be considered for Zilla and Block Panchayat elected representatives.
- h) Should be able to understand their roles and responsibility in each other jurisdiction.
- i) CB&T is a means to achieve the goal of a decentralised governance system, which is vibrant and beneficial for the people. Besides building the capacities of individuals, it is important to strengthen the Panchayati Raj institutions to realise this goal. At the same time, to allow elected representatives to play their role effectively, it is vital that states should make systematic progress in devolving funds, functions and functionaries to the PRIs as intended in the Constitutional Amendments. In addition, professional hand-holding support may be planned and should be given regularly in order to have quality plans, convergence, execution and largely improve the 'Quality of Life' of citizens, as envisaged through GPDP to achieve the SDGs in a time-bound manner.

Annexure-5: State/UT-wise Panchayat Raj Institutions in India

State/UT Name	No. of Districts	No. of District Panchayat	No. of Sub-districts	No. of Blocks	No. of Intermediate Panchayat	No. of Villages	No. of Village Panchayat	No. of Traditional Bodies
A &N Islands	3	2	9	9	7	560	70	201
Andhra Pradesh	26	13	679	668	660	17949	13367	N.A
Arunachal Pradesh	25	25	209	114	N.A	5480	2108	N.A
Assam	34	26	157	231	192	27913	2197	469
Bihar	38	38	534	534	534	45410	8150	N.A
Chandigarh	1	N.A	1	1	N.A	0	N.A	N.A
Chhattisgarh	28	27	150	146	146	20575	11658	N.A
Delhi	11	N.A	33	0	N.A	222	N.A	N.A
Goa	2	2	12	12	N.A	410	191	N.A
Gujarat	33	33	270	250	248	19034	14327	N.A
Haryana	22	22	143	143	142	7602	6225	N.A
Himachal Pradesh	12	12	178	88	81	21253	3615	N.A
Jammu And Kashmir	20	20	202	287	275	6856	4291	N.A
Jharkhand	24	24	264	264	263	32717	4351	N.A
Karnataka	31	31	234	234	233	30715	5965	N.A
Kerala	14	14	78	152	152	1666	941	N.A
Ladakh	2	2	12	31	31	243	193	N.A
Lakshadweep	1	1	10	10	N.A	27	10	N.A
Madhya Pradesh	52	51	424	313	313	55777	22714	N.A
Maharashtra	36	34	358	352	351	45356	27902	N.A
Manipur	16	6	65	70	N.A	3856	161	3657
Meghalaya	12	N.A	46	46	N.A	7000	N.A	9017
Mizoram	11	N.A	26	26	N.A	864	N.A	834
Nagaland	12	N.A	120	74	N.A	1638	N.A	1289
Odisha	30	30	476	314	314	52135	6798	N.A
Puducherry	4	N.A	8	6	10	127	108	N.A
Punjab	23	22	97	153	151	12782	13241	N.A
Rajasthan	33	33	369	352	352	46736	11304	N.A
Sikkim	6	4	18	33	N.A	479	185	N.A
Tamil Nadu	38	37	313	388	388	18482	12525	N.A
Telangana	33	32	594	594	540	11226	12769	N.A
Dadra & Nagar Haveli & Daman & Diu	3	3	3	3	N.A	101	38	N.A
Tripura	8	8	23	58	35	898	591	628
Uttar Pradesh	75	75	352	828	826	109042	58184	N.A
Uttarakhand	13	13	128	95	95	17173	7791	N.A
West Bengal	23	22	346	346	344	41001	3339	1
Total	755	662	6941	7225	6683	663305	255309	16096

Source: LGD code.

Annexure-6: Population-wise distribution of Gram Panchayats across the States

Number of Gram Panchayats (GP) according to Population Size Range						
S.No.	States / UTs	Total No. of GPs	<=2000	2001-5000	5001-10000	>=10001
1	Andhra Pradesh	13111	6841	4781	1133	356
2	Arunachal Pradesh	2133	2108	0	0	0
3	Assam	2407	0	0	2201	0
4	Bihar	9872	985	852	1995	6040
5	Chhattisgarh	10997	7983	2899	107	8
6	Goa	377	220	106	36	15
7	Gujarat	13658	7306	4977	1165	210
8	Haryana	6657	3807	2163	568	119
9	Himachal Pradesh	3212	2084	1076	47	5
10	Jammu & Kashmir	5349	3772	1385	171	21
11	Jharkhand	4628	273	861	3405	89
12	Karnataka	6164	532	1486	3686	460
13	Kerala	1188	179	26	31	952
14	Madhya Pradesh	24246	13453	10025	712	56
15	Maharashtra	28801	18281	8596	1463	461
16	Manipur	2535	2247	215	60	13
17	Meghalaya	NA	NA	NA	NA	NA
18	Mizoram	NA	NA	NA	NA	NA
19	Nagaland	NA	NA	NA	NA	NA
20	Odisha	6040	53	3345	2574	68
21	Punjab	12217	9767	2088	320	42
22	Rajasthan	12235	2746	4577	4541	371
23	Sikkim	430	395	33	2	0
24	Tamil Nadu	12627	4928	5730	1719	250
25	Telangana	9517	5299	3463	579	176
26	Tripura	1622	1041	501	76	4
27	Uttar Pradesh	75212	42914	27237	4309	752
28	Uttarakhand	15400	14798	449	112	41
29	West Bengal	3339	0	0	1	3338
30	Andaman & Nicobar Islands	81	16	54	10	1
31	Chandigarh	NA	NA	NA	NA	NA
32	Daman and Diu and Dadra & Nagar Haveli	12	0	0	1	11
		11	3	1	3	4
34	NCT of Delhi	NA	NA	NA	NA	NA
35	Lakshadweep	10	1	3	3	3
36	Puducherry	108	0	60	48	0
37	Ladakh	95	NA	NA	NA	NA
	Total		164807	87403	30961	15152

Annexure-7: (i) Persona Mapping Sample Report

STATE: MAHARASHTRA

	Name	Ms. Vanmala Ankush Bhujbal
1	Background	Education-B.A. I was an Anganwadi Sevika. Earlier, some of my family members were holding Sarpanch post. Four years ago, the sarpanch post was reserved for women. My husband motivated me to stand for elections. As I have already been working with women and children, I had the confidence to work in the village. This trust made me win elections, and become the Sarpanch.
	Motivation	After becoming a Sarpanch, I trained at SIRD, Pune for five days. This training gave me more confidence to work for the development of village in the GP.
	Challenges Faced	<ul style="list-style-type: none"> Lack of support from the Secretary. Lack of understanding of Panchayati Raj Act. Most of the works are taken over by husband
	Doubts and Fears	<ul style="list-style-type: none"> In the Gram Sabha, villagers ask many questions and counter me. Due to my low confidence, I am not in a position to give satisfying answers. Lack of coordination with other ERs.
	Aspirations	Wanted to bring flexibility to GPs where everyone gets satisfied with GP's work. Focus on Village development with good coordination and teamwork with ERs.

	Name	Ms. Babita Vasant Survase
2	Background	The reservation for the Sarpanch post was for the women in the SC category. My husband is well educated, and he made me stand in the election. With the support and trust of the people, I won the election and started work as Sarpanch.
	Motivation	<ul style="list-style-type: none"> My husband and I had the vision to develop our village. We wanted to effectively implement all Central and state government schemes for the villagers
	Challenges Faced	<ul style="list-style-type: none"> Lack of support for ERs lack of coordination among the ERs Inactivate committees, Lack of participation in Sabhas Lack of understanding of the Panchayati Raj Act Lacking confidence
	Doubts and Fears	<ul style="list-style-type: none"> Most of the time, I feel that I have to resign from the post of sarpanch, as in every Sabhas, the ERs make me feel inferior in decision-making. Whatever training we received is beneficial for the work, but due to the feeling of inferiority, I am unable to work in the village.
	Aspirations	Seek the support of villagers.

STATE: ASSAM

	Name	Ms. Lakhimi Goswami
3	Background	I currently serve as the president of Dhekorgorah GP of NWJ Block, Jorhat, Assam. Getting into politics and subsequently becoming the president was not a planned one. It was an unknown territory for me as well as my family.
	Motivation	<ul style="list-style-type: none"> Being a woman, it was a dream for me to be able to contribute to the society through my services, just like I support my family. To do something for women and represent the GP in various forums motivated me to evolve further.
	Challenges Faced	<ul style="list-style-type: none"> Being married to a patriarchal family, it was quite difficult to file the nomination for election. Convincing my family and sustaining their support through my tenure was quite challenging for me.
	Doubts and Fears	<ul style="list-style-type: none"> I always doubted whether or not people would accept me as their leader. Additionally, I was not accustomed to the administrative procedures before, so there was always apprehension about successfully discharging my duties.
	Aspirations	<ul style="list-style-type: none"> I want to provide the best condition of governance to my people. I also want to make some meaningful interventions in the areas of women and child development and enhancement of OSR Be a role model for thousands of women of my GP

Contd...

STATE: GUJARAT

	Name	Sh. Suresh Chhanga, Deputy Sarpanch (Former Sarpanch), Kunariya Group Panchayat, Bhuj, Kutch
	Background	I have completed my post-graduation in social work. I have also completed LL. B and pursuing LL.M (Masters in Law). I come from a middle-class family whose primary occupation since the beginning was agriculture. We live in a joint family. I got exposure to the Panchayat system since childhood as my Bade Papa (Elder Uncle) was the Pradhan of the village.
	Motivation	As shared earlier, I grew up in an environment with a background of Panchayat leaders. This has naturally impacted me and when I completed my studies in social work, people in my village expected me to help them with documentation, filling forms for various social welfare schemes, etc. I have been involved in these activities since 2014, which motivated me to take leadership, and when for Gujarat Panchayat election was announced in 2016, I contested and won..
4	Challenges Faced	<ul style="list-style-type: none"> • The first and foremost challenge we face is people's participation in the activities of panchayats. There is still less interest and faith in Panchayati raj system, which sometimes becomes a hurdle in achieving the goal. • Secondly, initial understanding of Panchayat Act, GPDP, etc., was difficult, majority of the representatives still find it difficult. • Technical know-how about various programmes and activities is still a challenge that has to be solved through a proper/ mandatory capacity-building framework because a Panchayat may/do not know the technicalities of different programmes and schemes. • Also, various administrative sanctions or implementation-related awareness is not available to the panchayats, a challenge we are gradually overcoming.
	Doubts and Fears	There is always a doubt with regard to getting support from Block/District level panchayats or the departments, which sometimes depends on the activeness and interest of particular individual authorities in the departments too.
	Aspirations	<ul style="list-style-type: none"> • First and foremost, any leader, including Sarpanch/Up Sarpanch or ward members, aspires to get respect and support from its people and the rights and decision-making power from the government as enshrined in the Constitution. • There are various limitations to the power of panchayats. The 29 subjects are not yet fully devolved to its stakeholders, which is important for any village panchayat to grow and progress. This is my hope/aspiration that shall happen.
	Name	Ranchod Parvatbhai Chad, Sumrasar Panchayat, Bhuj Block, Kutch
	Background	<ul style="list-style-type: none"> • I belong to a middle-class family and have completed my graduation. • I belong to an agricultural family where my ancestors were always involved in agriculture. • I wanted to help them adopt new ways to gain more profits from their agricultural activities. • I wanted to combine education with agriculture, which should help our people. I am also someone who has been elected with a decisive vote share which earlier used to be a minimal margin between the candidates. I have been associated with various organisations working on social issues such as Bring Foundation, I-Krupa (to save the environment), etc.
	Motivation	<p>This is my first term as a Sarpanch.</p> <ul style="list-style-type: none"> • I have come here to serve the people, specifically the farmers going through a transition. • I have always believed that education and the use of technology will help even the agriculture field in the villages. This is a hugely populated Panchayat consisting of almost 11000 people. However, the area is arid and lack of water impacts our occupation and living. I want to change that and coordinate with the department to bring that change.
5	Challenges Faced	<ul style="list-style-type: none"> • We face challenges mainly due to lack of education in my village. Literacy rate is very low in my Panchayat. • We also lack information on various schemes available for the people and fund-related information from where we can get funds to develop our village. • We also do not know much about roles, responsibilities and the rights are given to us that have to be strengthened.
	Doubts and Fears	<ul style="list-style-type: none"> • I do not have much fear or doubt as such. This is my first term; therefore, I am hopeful for some positive change. • However, I feel that due to lack of information and awareness among people, especially among women in the village. It might happen that women's participation will be less. However, special focus must be given to ensure equal participation among all.
	Aspirations	<ul style="list-style-type: none"> • I want my village to be self-sufficient, having all basic facilities within the Panchayat. • My focus will be on education as I believe that will bring a new perspective. • Different age groups will be encouraged through various programmes so that everyone feels encouraged and take part in developing the Panchayat. • I also want to encourage people to go for higher education as it will eradicate the issues of child marriage, etc.

Contd...

	Name	Valji Varsani, Sarpanch, Bharasar Panchayat, Bhuj, Kutch
	Background	<ul style="list-style-type: none"> I belong to a middle-class family. My family's occupation is farming/agriculture. I have completed my graduation in Civil Engineering. I was Deputy Sarpanch in the previous term. This is my second term in the Panchayat and first term as Sarpanch. I am also the secretary of the Kutch Zilla Sarpanch Sangathan and former President of Kutch Association of Civil Engineers & Architects.
	Motivation	<ul style="list-style-type: none"> Education is the main enabler and leads you to various possibilities. However, my motivation is more towards ensuring inclusivity in the Panchayat, which I felt was missing earlier. There was no just and equitable distribution of even basic facilities in the Panchayat. This was the basis of me coming into Panchayat. Being an engineer also gave me some direction regarding the technical point of view of the developmental works for the village.
6	Challenges Faced	<ul style="list-style-type: none"> Initially, the most important challenge we faced was ensuring people's participation in gram Sabha, GPDP or decision-making. It was difficult to convince them to be part of it. However, the situation is improving now. Another challenge we faced was the involvement of other Panchayat members. Generally, it becomes that the sarpanch is the leader and thereby, the responsibility also is of the leader which shall not be the case. All are important, and their powers and responsibilities shall also be articulated the way Sarpanch is empowered and authorised to. One of the most important challenges any Panchayat faces here is the communication gap between the Department and the respective Panchayat. This happens because of lack of human resources at the department level. Sometimes it happens due to lack of trained and eligible members tasked with doing certain work for which they do not either have the equipment or the knowledge. Therefore, they also need training and capacity building on the respective subjects.
	Doubts and Fears	<ul style="list-style-type: none"> There is no fear as such. But when the department members do not possess the required knowledge, it is doubtful whether they implement certain projects effectively.
	Aspirations	<ul style="list-style-type: none"> First of all, I believe that the basic facilities and services are everyone's right and therefore it shall reach them in a just and equitable manner. Social justice through SJC and other means shall also be ensured where all communities live in peace and harmony. I am also working on solid waste management and want to see a clean village where people do not litter and continue a sustainable model to ensure a clean environment for the coming generation. More and more qualified people should join panchayat and serve the people based on their skills and qualifications. I want my Panchayat to be self-reliant, where people do not have to go anywhere for basic facilities and dignified livelihood within the panchayat/village that the respective panchayat can facilitate.
STATE: CHATTISGARH		
	Name	Sh. Kanwal Nirmalkar
	Background	<ul style="list-style-type: none"> As I had worked with a Local Media as a reporter. Coming from a small village in Rajnandgaon, I have travelled different places and have seen many challenges in village. As I was involved in many voluntary works too in the village, I was motivated to participate in the election.
7	Motivation	<ul style="list-style-type: none"> Doing something for my village and my people
	Challenges Faced	<ul style="list-style-type: none"> Biggest challenge is political interventions and gaining administration's support.
	Doubts and Fears	<ul style="list-style-type: none"> Limited and little knowledge of the law and legal processes in initiating any development work in the Gram Panchayat
	Aspirations	<ul style="list-style-type: none"> Need to make all facilities available in the Gram Panchayat, for which often we have to look towards cities. Promoting Higher education and employment in the village

Contd...

	Name	• Sh. Jethu Ram Markam
	Background	• I am a graduate and was working as a Security Guard. I was one of the examples for all the village, because I was the the only one with a graduate degree and working outside in a city. Hence, all the old and elders in the village supported and motivated me to participate in the election.
8	Motivation	• Doing something for the villagers and family
	Challenges Faced	• Political and Administrative pressure that leads to unnecessary expenditure and wastage of resources
	Doubts and Fears	• I do not want to lose community support, but the external factors create difficulties, taking up the activities that are priorities for the development of the villagers
	Aspirations	• I want to give my attention to Education and Health as these are the two areas where villages from Kondagaon have been struggling for years
	Name	Sh. Umakant Kashyap
	Background	• I am a farmer, but I have always been in touch with everyone in the village. The elders of the village motivated me to stand in elections.
	Motivation	• In Bastar, villages have shortage of water, no proper roads, education rate is also very less. • My motivation to get elected as Sarpanch was to bridge the gap in development arena.
9	Challenges Faced	• Most of the difficulties comes when we have less support from Block and District Level Administration.
	Doubts and Fears	• Political Opposition creates more pressure when we plan something good for the village
	Aspirations	• Making available all the basic facilities and leave no household behind to connect them with government schemes and facilities

Annexure-7: (ii) Empathy Mapping sample Report

S. No	EMPATHY MAPPING	SARPANCH
STATE: MAHARASHTRA		
1	NAME	Ms. Vanmala Ankush Bhujbal
	SAY	<ul style="list-style-type: none"> Along with me, many women attended Sarpanch training for the first time. I was comfortable in attending the training programme. I received important information by reading books on Sarpanch's role and responsibilities. Whatever information I received helped in the working of GPs. As most of the work is done by my husband, I lack information and work experience. I knew that the Sarpanch has a key role in GP but society norms don't allow a woman to come forward.
	THINK	<ul style="list-style-type: none"> Most of the time, it is felt that I am only the signing authority and a mere rubber stamp and do not get a chance to take any decision. In any Sabhas, I am not confident speaking in front of the elderly, except Mahila Sabha.
	FEEL	<ul style="list-style-type: none"> Due to covid-19, we didn't have any training programme. Some games played during the first training program made me more confident while interacting with the trainer and other participants. However, when I returned to my village, I still had low confidence, and things remained the same.
	DO	<ul style="list-style-type: none"> In the beginning, I could not focus on the training and was bored. The continuous movement of participants in and out of the training hall is distracting. With some of the participants checking and talking on their phones, it is difficult to focus and concentrate.
	INSIGHTS	<ul style="list-style-type: none"> The training is most important, but most of the sarpanch neglect it. Very few refer to the training material after the training is over. Women sarpanches want to do more things but due to social norms, it is difficult.
2	NAME	Mr. Sachin Vainkat Rasal
	SAY	<ul style="list-style-type: none"> Yes, all information given during training is beneficial and much needed while working in GPs. But there are many new GRs and instructions received from the state and Panchayat Samiti. At times, there is difficulty in understanding such orders.
	THINK	<ul style="list-style-type: none"> Most of the time, the villagers are under the impression that we are corrupt. But during the gram sabha meetings, very few participate where we can present data and budget. There is more possibility for village development if we can change the mindset and thinking of the villagers and their behaviour. During the training, one training module should focus on people's behavioural change.
	FEEL	<ul style="list-style-type: none"> Through the videos and the case study (Success Story of Villagers), it is easy to understand the roles and responsibilities, but the work environment in the village is very different from training.
	DO	<ul style="list-style-type: none"> The training was for five days at SIRD but most participants left in 2-3 days. The number of participants keeps decreasing with each passing day of the training.
	INSIGHTS	<ul style="list-style-type: none"> The training department made efforts to instil confidence among the participants, but most of the time, sarpanches/participants lack interest/vision.
3	NAME	Ms. Babita Vasant Survase
	SAY	<ul style="list-style-type: none"> I received sarpanch training, but every ERs should get training so they can understand their responsibilities. As a president, I request all ERs to take care of their respective wards, but every ERs stay away from their responsibilities.
	THINK	<ul style="list-style-type: none"> All information received from training is beneficial, but I experienced that most of the decisions are taken by my husband and Gram Sevak. Training should also be provided on how to coordinate with the GP body.
	FEEL	<ul style="list-style-type: none"> During the training, I received information on multiple domains, but it is difficult to remember everything. Also, I received reading material, but I'm not self-motivated to read. The reading material can be more pictorial and graphical to generate interest.
	DO	<ul style="list-style-type: none"> Some of them very carefully listen to the lectures but most of the participants are busy chatting and gossiping. Some women came with their kids and left the training centre the next day. There should be a provision for some facility so that children can be taken care of during the training session.
	INSIGHTS	<ul style="list-style-type: none"> Only by the sarpanch received the training and not the ERs. Also, lack of coordination among the ERs and Sarpanch affects the developmental activities

S. No.	EMPATHY MAPPING	SARPANCH
STATE: CHATTISGARH		
4	NAME	Sh. Umakant Kashyap
	SAY	<ul style="list-style-type: none"> I am a farmer, but I am closely associated with everyone, and the elders of the village motivated me to contest the election.
	THINK	<ul style="list-style-type: none"> ERs are neither very literate nor have facilities to travel far training programs. They hesitate to participate in Training and Capacity Building Programmes. Hence, it will be more effective if training can be conducted in Gram Panchayat or near the village.
	FEEL	<ul style="list-style-type: none"> Online Training programmes have solved the issue of mobility, and more numbers of ERs are able to access training
	DO	<ul style="list-style-type: none"> We mostly remain silent and listen for hours during Training, as many of us are not confident to ask doubts.
	INSIGHTS	<ul style="list-style-type: none"> Online Training will help to connect with most of the ERs in backward areas.
5	NAME	Sh. Kanwal Nirmalkar
	SAY	<ul style="list-style-type: none"> The challenge of a Sarpanch in delivering is that most of us are not very educated and have minimal access to training and exposure. Hence, we have to depend on a lot of the Govt. officials and Secretaries to understand if the development work that we are planning is possible or not. This takes about 2-3 years of our Representation years, and we are left with comparatively lesser time to deliver our duties in full capacity.
	THINK	<ul style="list-style-type: none"> The work progress is slow because of the unwillingness of the secretaries. Due to our dependency on them, our power as GP President remains ineffective.
	FEEL	<ul style="list-style-type: none"> All training programmes I have attended are classroom based and have little relevance to real-life scenario.
	DO	<ul style="list-style-type: none"> In recent years, online training programmes were being conducted that was difficult for me to relate to.
	INSIGHTS	<ul style="list-style-type: none"> Looking at the education level of the Sarpanches, without proper Capacity Building of the Sarpanches, there will always be someone else taking decisions. I suggest a Practical Approach for our training and capacity building.
6	NAME	Sh. Jethu Ram Markam
	SAY	<ul style="list-style-type: none"> My goal is to educate people with an emphasis on improving health-related facilities. In Chhindali, due to low literacy rates, villagers follow superstitions and avoid seeking medical help.
	THINK	<ul style="list-style-type: none"> I believe 2 or 3 training sessions are insufficient to make ERs aware of their rights and responsibilities. We need to understand that ERs, especially Women ERs/ Sarpanch, are not very literate and have not been exposed to work independently. They are assisted by their husband, father or relatives. Hence, more training sessions are required. Further, the Block and District level officials impose unnecessary expenses on villages and obstruct development in the process.
	FEEL	<ul style="list-style-type: none"> There should be longer training, 2-3 days are not sufficient to learn new things.
	DO	<ul style="list-style-type: none"> As ERs mostly remain silent during the training programme due to low confidence, it is difficult to understand if there is any learning through the training programmes.
	INSIGHTS	<ul style="list-style-type: none"> Longer duration Training will be fruitful
STATE: ASSAM		
7	NAME	Lakhimi Goswami
	SAY	<ul style="list-style-type: none"> Recently, I attended a district-level training on JJM with my fellow GP presidents. Although the training was helpful, I feel such programmes should be provided to the intended persons that will play a role in rolling out JJM.
	THINK	<ul style="list-style-type: none"> I also felt that these training programmes were conducted to explain some changes in a notification intended for tied grants of XVFC. If the government frequently changes the guidelines and we have to devote a major chunk of our time to training to understand the guidelines, when shall we get the clarity and time to actually do the work for which we are elected?
	FEEL	<ul style="list-style-type: none"> As the training was organised only for Presidents and Secretaries, it poses challenges at the GP level as Ward Members weren't trained on the topic. Even when the training is conducted for WMs, they are conducted exclusively for the Ward Members, which further creates confusion and conflict at the GP
	DO	<ul style="list-style-type: none"> As operation and maintenance of JJM requires technical input and better coordination from PHE Department, the need for technical clarification regarding the implementation of the scheme from PHED was felt, and the participants asked for total disclosure of information from the line departments working in GP Area
	INSIGHTS	<ul style="list-style-type: none"> The training provided a theoretical understanding of the components of JJM along with provisions of O&M methodology. There is a gap between what is envisaged and what is actually implemented in the field.

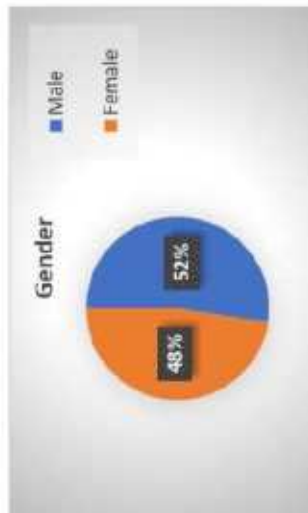
S. No.	EMPATHY MAPPING	SARPANCH
STATE: GUJARAT		
8	NAME	Suresh Chhanga, Deputy Sarpanch (Former Sarpanch), Kunariya Group Panchayat, Bhuj, Kutch
	SAY	<ul style="list-style-type: none"> Whenever we attend any capacity-building programme, we raise our demands and expectations from the activity. The reading materials shared are voluminous and not concise or relatable, and hardly anyone reads. It should be to the point and relatable.
	THINK	<ul style="list-style-type: none"> If the content/tool is relatable and relevant to the socio-regional context, we would be encouraged to execute it. For instance, during the GPDP capacity building undertaken by SETU Abhiyan on 14th Finance Commission, we see how the technical support and documentation and report sharing on these subjects shall be done regularly.
	FEEL	<ul style="list-style-type: none"> First of all, it feels good knowing about our rights, powers and what we can do. A sense of respect also emerges from it that we are a leader and capable of doing things if we have the right information, support and willpower. Peer learning is important because only when you share knowledge better clarity is achieved in terms of the concept and process. Relatable tools and information are always inspiring. It makes it feel like it can be replicated, and we can disseminate the information to others.
	DO	<ul style="list-style-type: none"> It is always good to get a pad and pen and note important information. However, what is more important is the group activities that we do during training where we use chart papers to identify issues, plans for the panchayats and solutions to the existing problems. As it is said, 'one learns from doing'; for instance, when we did group activities during a training organised by SETU Abhiyan, the issues related to RTE in the villages were discussed, and we all thought out of the box and came up with interesting ideas. It is good to learn through activities rather than obtaining information from books.
	INSIGHTS	<ul style="list-style-type: none"> Online courses on different modules should be introduced in all panchayats. The process of GPDP is difficult for many panchayats, which should be made simple using different mediums of capacity building. The capacity building-related activities should be organised regularly, and it should be made mandatory for at least a few modules; otherwise, people do not take it very seriously. While continuing the capacity-building programmes, certain Training of Trainers (ToTs) should also be included so that local resource persons are trained to take specific sessions on capacity building-related activities.
9	NAME	Sh. Ranchod Parvatbhai Chad, Sumrasar Panchayat, Bhuj Block, Kutch
	SAY	<ul style="list-style-type: none"> First of all, I have been elected for the first time, so I have very little experience in the subject and less exposure. However, recently SETU Abhiyan, in collaboration with District Panchayat, Kutch, organised a Block level Panchayat Training where a range of information on various topics/subjects was provided to all of us, including roles, powers and different budgetary arrangements provided under the Panchayat Act. It is felt that whosoever is organising the training or any event related to capacity building, information regarding schemes, budget, powers & duties and grant/fund related must be given adequate coverage.
	THINK	<ul style="list-style-type: none"> The information provided in training, along with certain booklets and Govt. resolutions, will be helpful in governing these subjects. The training must be held on a regular basis, at least once in 3-6 months; otherwise, knowledge updation or new information is not provided to the people.
	FEEL	<ul style="list-style-type: none"> It was a great feeling to meet different Panchayat representatives, District PRI members along with Block Panchayat members. The card game on the roles & responsibilities of Sarpanch, Members and Secretary was amazing, and it helped a lot in understanding the constitutional rights. The short movie on general meeting and importance was interesting and helped us understand our regional language through audio-video visuals. Finally, the kits consisting of various booklets and information in regional languages will be really helpful in long run.
DO	<ul style="list-style-type: none"> We have collected different information, whether it was through card games and the list prepared through it or information provided on 15th Finance commission and how much can be spent on what subject, etc. We have noted down the information. Moreover, we also took part in question-answer session with the members of the Department present that day. We also learned about the representatives of different panchayats and a sense of collectiveness was ensured which will help us in forming Panchayat association in the Block. 	

S. No.	EMPATHY MAPPING	SARPANCH
9	NAME	Sh. Ranchod Parvatbhai Chad, Sumrasar Panchayat, Bhuj Block, Kutch
	INSIGHTS	<ul style="list-style-type: none"> Government should be actively involved in the regular interventions through capacity building related events that shall happen every now and then. We are dedicated new representatives willing to serve and contribute to the development of our panchayats. However, if we do not get proper and regular schemes on different schemes, grants, funds, etc., how are we supposed to govern effectively given the region? I.e. Kutch is a remote place in Gujarat which had different challenges in terms of communication-related activities.
10	NAME	Sh. Nilesh Valji Varsani, Sarpanch, Bharasar Panchayat, Bhuj, Kutch
	SAY	<ul style="list-style-type: none"> Generally, the training or any capacity-building event seems to be a formality where the departments or officials come and talk about certain things; however, they will not support when it comes to implementation.
	THINK	<ul style="list-style-type: none"> The information provided is not effective if the department does not collaborate with the Panchayat representatives. Also, it is often felt that the department is not very well skilled and trained on various issues especially when it comes to technical subjects. We sometimes think that these people should get their training first.
	FEEL	<ul style="list-style-type: none"> When capacity building involves more physical activities or games, etc., it becomes more interactive, and we feel more included in the process. However, I feel that if the capacity-building event includes experience sharing from the previous Panchayat bodies and best practices on certain subjects are shared, it feels more relatable. Similarly, officials may share their stories to motivate and provide practical knowledge to the Panchayat members.
	DO	<ul style="list-style-type: none"> We generally take note if the information is relatable, contextual and relevant for our region. We participate in group activities and games if the modules allow that. We do collect information through whatever documents (that is in regional language). We tried to reach out to different people for knowledge support, including SIRD Gujarat but never got training from them.
	INSIGHTS	<ul style="list-style-type: none"> First of all, SIRD, Gujarat should be effective in providing capacity-building related programmes and materials to the Panchayat representatives. What I have felt in terms of human resources of the department is that it lacks the number and knowledge or skilled persons to provide information on various subjects. It is also seen that capacity building is not regular. Even when training programmes happen, the information is not circulated in advance, making it difficult for women to attend training. Panchayats should also learn about various sources of grants, funds and budgets that can be helpful in developing the panchayats because many of the Panchayat members do not know how to get funds from various sources. Also, there has to be a focus on behavioural change and constitutional values that need to be built among members, including transparency and accountability of the Panchayat members and departments.

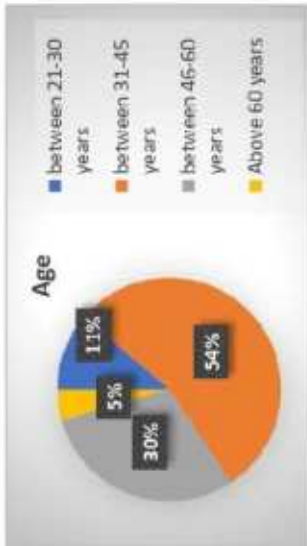
Annexure-8: Analysis of the CB&T of different functionaries

CB& T ANALYSIS FOR SARPANCH OF GRAM PANCHAYAT (Sample size-882)

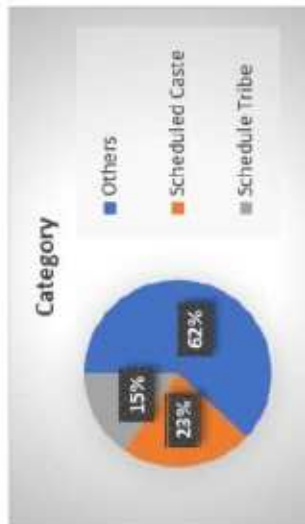
Gender	Count
Male	462
Female	419
Transgender	1



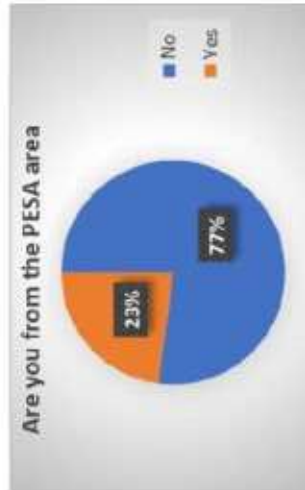
Age	Count
between 21-30 years	102
between 31-45 years	494
between 46-60 years	272
Above 60 years	40



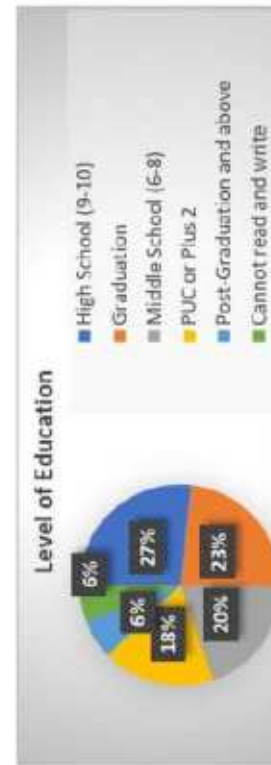
Category	Count
Others	546
Scheduled Caste	200
Schedule Tribe	136



Are you from the PESA area	Count
No	680
Yes	202

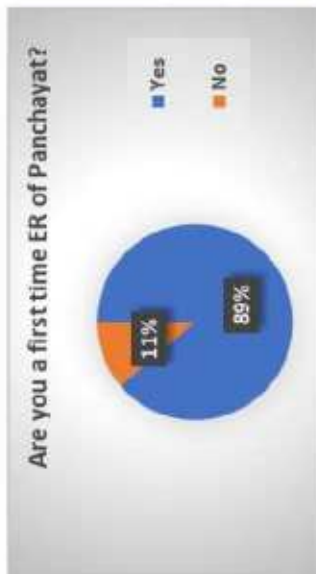


Level of Education	Count
Cannot read and write	51
Middle School (6-8)	169
High School (9-10)	232
PUC or Plus 2	156
Graduation	203
Post-Graduation and above	55

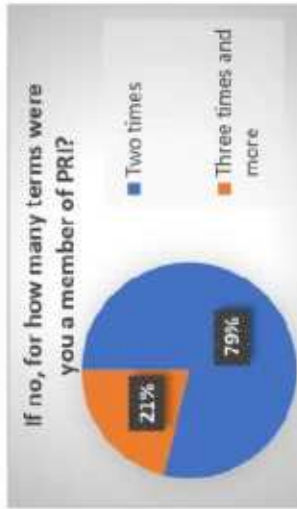


CB& T ANALYSIS FOR SARPANCH OF GRAM PANCHAYAT (Sample size-882)

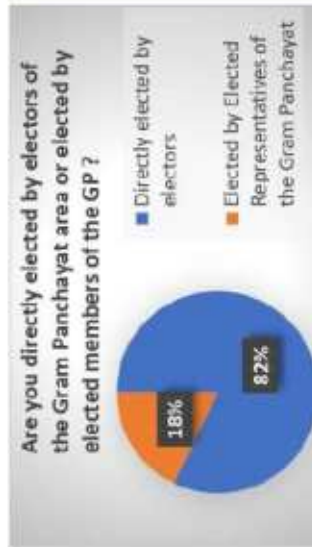
Are you a first time ER of Panchayat?	Count
Yes	783
No	99



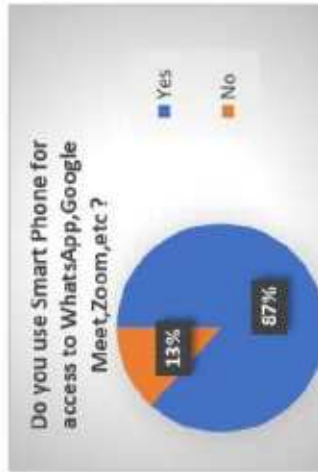
If no, for how many terms were you a member of PRI?	Count
Two times	78
Three times and more	21



Are you directly elected by electors of the Gram Panchayat area or elected by elected members of the GP?	Count
Directly elected by electors	724
Elected by ERs of the Gram Panchayat	158
Elected by ERs of the GP	1



Do you use Smart Phone for access to WhatsApp and other Apps like Google Meet, Zoom, Webex etc.?	Count
Yes	765
No	117

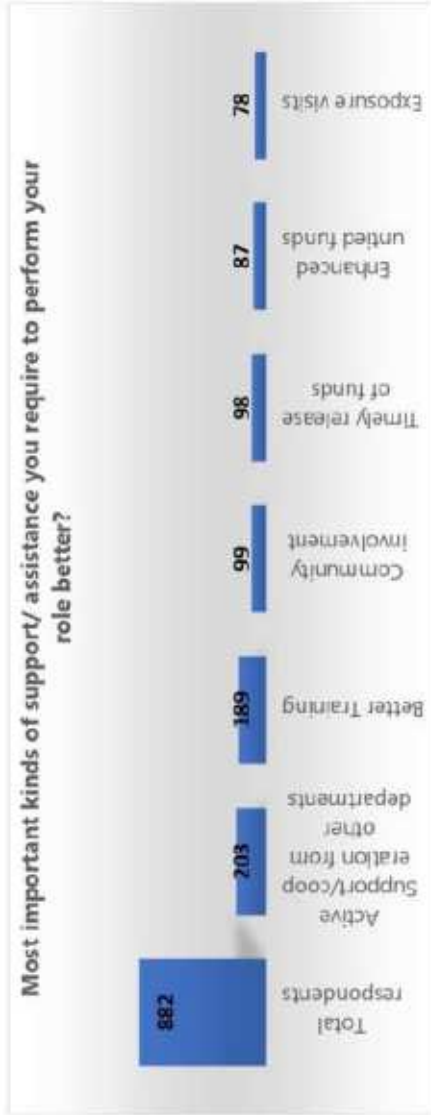


CB& T ANALYSIS FOR SARPANCH OF GRAM PANCHAYAT (Sample size-882)

What motivated you to contest in elections for Panchayat/ block or others?	Count
To get an opportunity of helping my people and improve my village.	525
Likely position and respect, if elected	243
Inspired by a political leader.	198
My family was involved in elections/ politics already and hence it was natural choice to continue.	138
Had no interest but village people/eiders requested/convinced me.	110
Wanted to try my hand in politics.	86
I had nothing else to do and hence contested.	60
For making money.	35



Name three most important kinds of support/ assistance you require to perform your role better?	Count
Active Support/cooperation from other departments	203
Better Training	189
Community involvement	99
Timely release of funds	98
Enhanced untied funds	87
Exposure visits	78

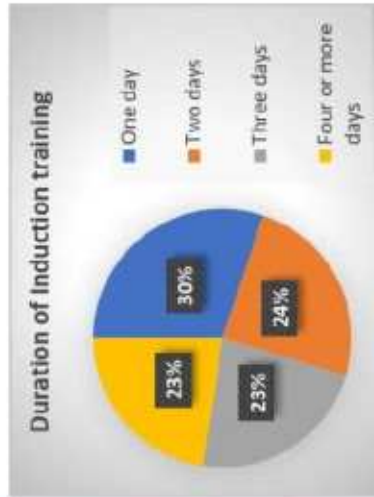


CB&T ANALYSIS FOR SARPANCH OF GRAM PANCHAYAT (Sample size-882)

When did you receive induction training	Count
Within 6 months	721
Never attended any training	109
9 months	24
12 months	12
More than two years	10
One and half year	8
Two years	5



Duration of Induction training	Count
One day	232
Two days	189
Three days	175
Four or more days	174



What was the mode of induction training?	Count
Face to Face training	633
Online training	123
Others	12
Satcom-based training	5



Was Induction training helpful?	Count
Yes	51
No	13



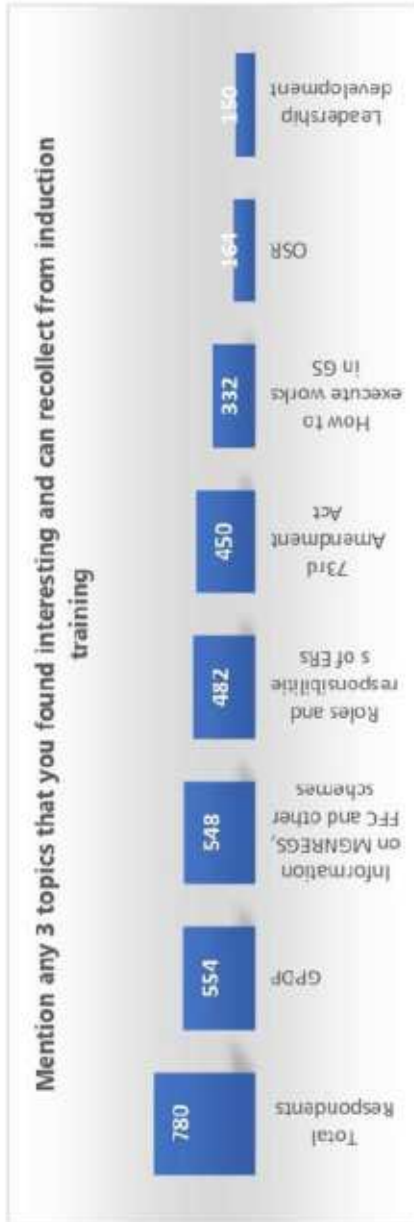
How was Induction Training helpful?	Count
Understanding your roles duties and responsibilities in a different way.	292
I realised how much good work can be done in the Panchayat: and how powerful my position is.	277
Changed your attitude or interaction with people other Panchayat members.	245
Able to do things differently and effectively in the Panchayat.	75
Was not helpful	48

How was Induction Training Helpful?

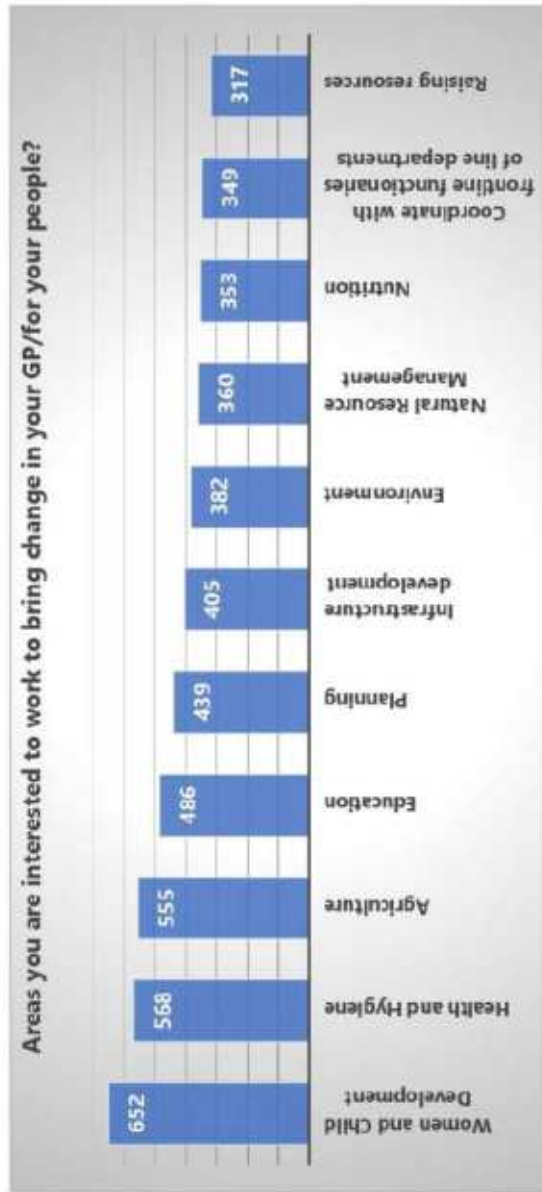


CB& T ANALYSIS FOR SARPANCH OF GRAM PANCHAYAT (Sample size-882)

Mention any 3 topics that you found interesting and can recollect from induction training	Count
GPDP	554
Information on MGNREGS, FFC and other schemes	548
Roles and responsibilities of ERs	482
73rd Amendment Act	450
How to execute works in GS	332
OSR	164
Leadership development	150

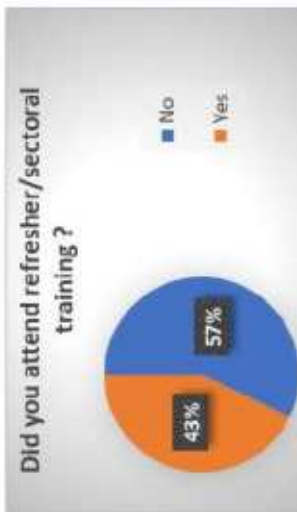


Areas you are interested to work to bring change in your GP/for your people?	Count
Women and Child Development	652
Health and Hygiene	568
Agriculture	555
Education	486
Planning	439
Infrastructure development	405
Environment	382
Natural Resource Management	360
Nutrition	353
Coordinate with frontline functionaries of line departments	349
Raising resources	317



CB& T ANALYSIS FOR SARPANCH OF GRAM PANCHAYAT (Sample size-882)

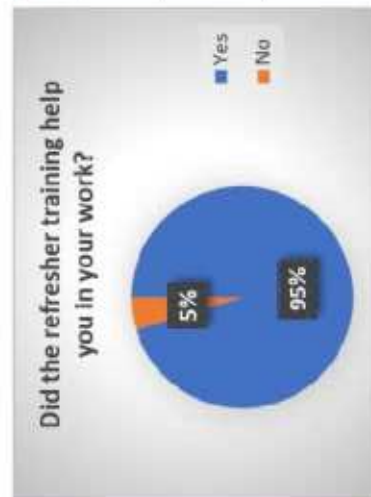
Did you attend refresher/sectoral training?	Count
No	504
Yes	378



After how many months did you attend the refresher training?	Count
Within one year	260
Within one & half year	94
Within 2 years	19
2 years and more	8



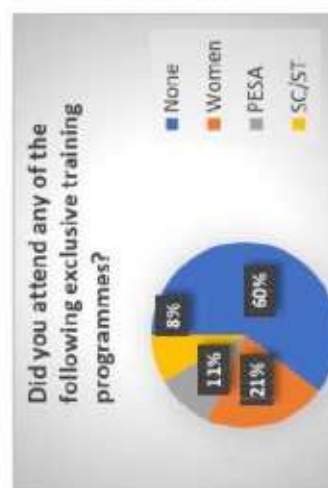
Did the refresher training help you in your work?	Count
Yes	364
No	18



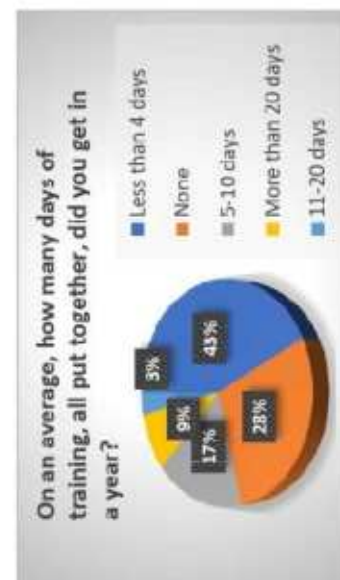
How was refresher training helpful?	Count	%age (out of 364)
Knowledge acquired through the training	270	74%
Able to do things differently and effectively for GP	216	59%
Changed the approach towards development work in the panchayat	172	47%



Did you attend any exclusive training programmes?	Count
None	532
Women	186
PESA	91
SC/ST	73



On an average, how many days of training, all put together, did you get in a year?	Count
Less than 4 days	378
None	246
5-10 days	148
More than 20 days	79
11-20 days	31



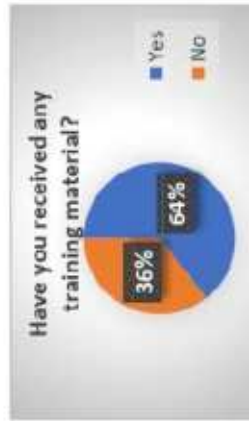
CB&T ANALYSIS FOR SARPANCH OF GRAM PANCHAYAT (Sample size-882)

If you could not attend any or all the training programmes, what was the most important reason?	Count
The centre is too far, and I cannot bear the cost of travel to training centre.	197
Training centre has no facility to stay.	62
Training does not interest me, or I do not understand what they are telling.	55
I have children to attend to.	44
I cannot afford to miss my work.	41

Most Important reason for not attending Training programme



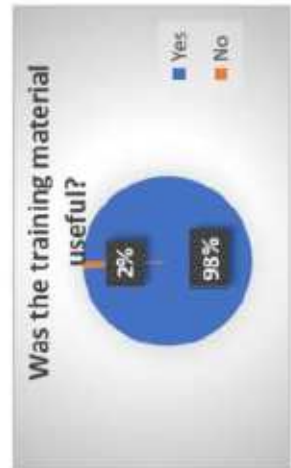
Have you received any training material?	Count
Yes	568
No	314



Did you refer to the training material in subsequent period?	Count
Yes	531
No	39

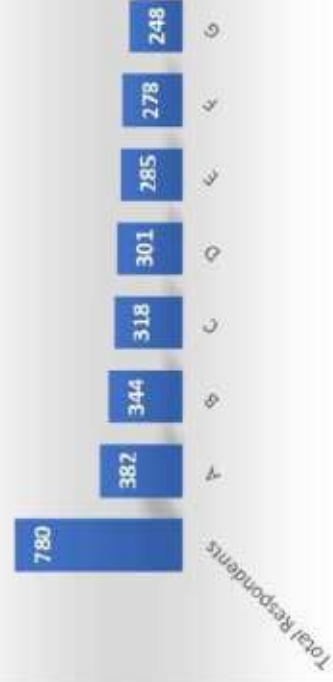


Was the training material useful?	Count
Yes	525
No	8



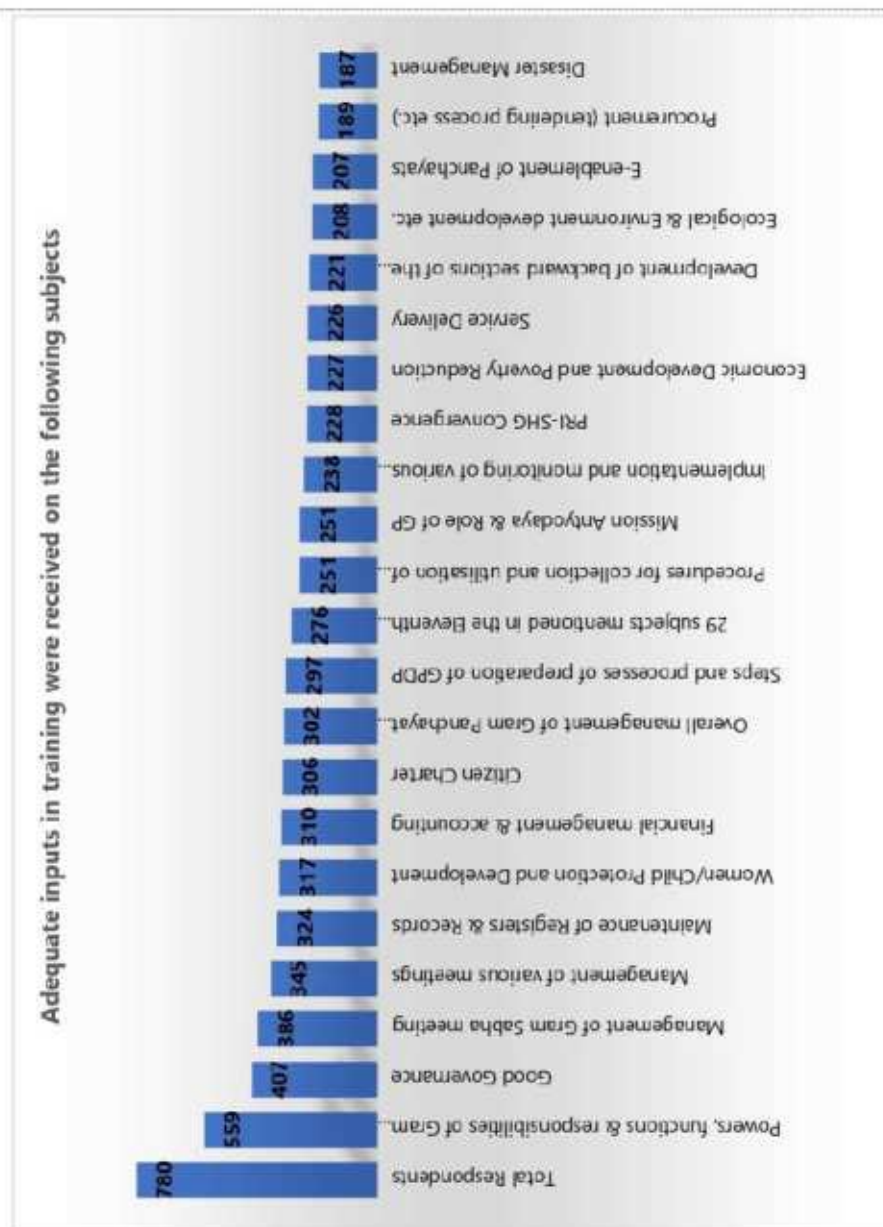
What changes have you introduced / what initiative(s) have you taken in the GP after training that people are happy about?	Count
More people attended Gram Sabha (A)	382
New initiatives could be taken for the development of the GP (B)	344
Meetings are more productive (C)	318
Financial position could be improved (D)	301
Errors and mistakes have reduced (E)	285
Able to connect better with line departments (F)	278
Interdepartmental coordination could be improved (G)	248

Changes introduced after attending Training



CB&T ANALYSIS FOR SARPANCH OF GRAM PANCHAYAT (Sample size-882)

Adequate inputs in your training were received on the following subjects	Count
Powers, functions & responsibilities of GP	559
Good Governance	407
Management of Gram Sabha meeting	386
Management of various meetings	345
Maintenance of Registers & Records	324
Women/Child Protection and Development	317
Financial management & accounting	310
Citizen Charter	306
Overall management of GP functions	302
Steps and processes of preparation of GDP	297
29 subjects mentioned in the Eleventh Schedule	276
Procedures for collection and utilisation of OSR	251
Mission Antyodaya & Role of GP	251
Implementation/monitoring of various schemes	238
PRI-SHG Convergence	228
Economic Development and Poverty Reduction	227
Service Delivery	226
Development of backward sections of the society	221
Ecological & Environment development etc.	208
E-enablement of Panchayats	207
Procurement (tendering process etc.)	189
Disaster Management	187



CB& T ANALYSIS FOR SARPANCH OF GRAM PANCHAYAT (Sample size-882)

Have you organized any special awareness programmes before organizing GS	Count
Yes	637
No	245



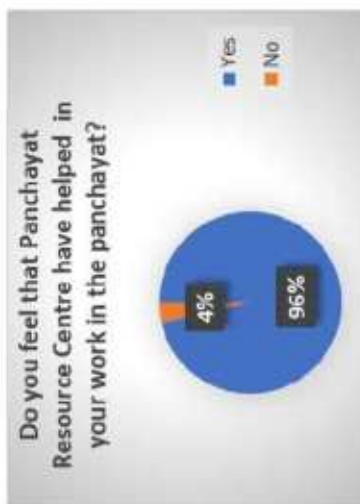
If yes, what type of programmes?	Count
Public announcement in the panchayat	575
House to house visits	268
Invitation to each household	198
Leaflets/Pamphlets	163
Radio announcement	58
TV programme	34



Is there a Panchayat Resource Centre in your block /Mandal?	Count
Yes	428
No	313
I donot know	141



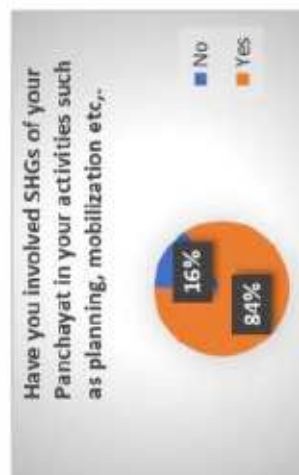
Do you feel that Panchayat Resource Centre have helped you in your work in the panchayat?	Count
Yes	413
No	15



Did you visit any model Panchayat or Beacon Panchayat?	Count
No	526
Yes	356

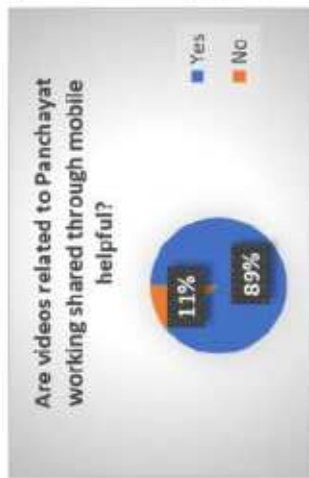


Have you involved SHGs of your Panchayat in your activities such as planning, mobilization etc.	Count
No	141
Yes	741

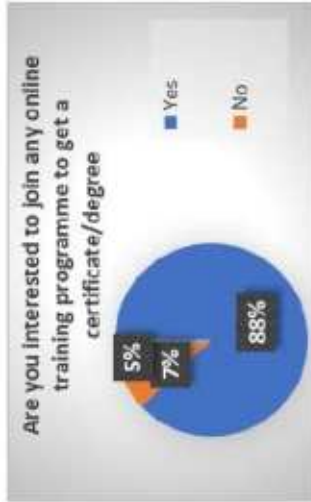


CB& T ANALYSIS FOR SARPANCH OF GRAM PANCHAYAT (Sample size-882)

Do you think, videos related to Panchayat working/development, shared through mobile will be helpful to you?	Count
Yes	785
No	97



Are you interested to join online training programme to get a certificate/degree from NIRDPR/SIRD?	Count
Yes	414
No	33
Have not decided	24



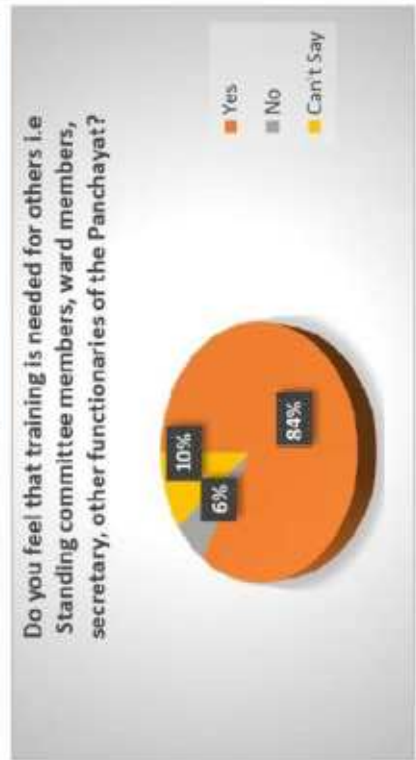
Have you anytime approached SIRD/ETC/ BPRC/Block or any other organization for organizing specific training programme for yourself or to your panchayat members or officials?	Count
Yes	414
No	468



Do you have a vision for your panchayat as to where to reach in your elected period?	Count
Yes	698
No	184

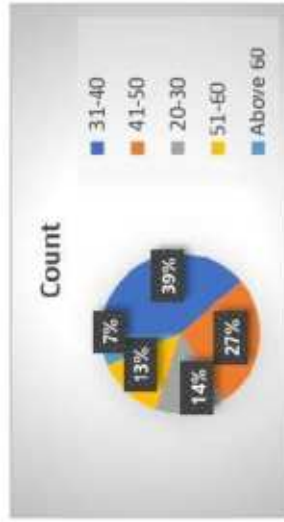
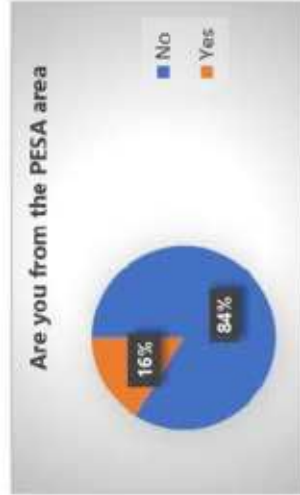
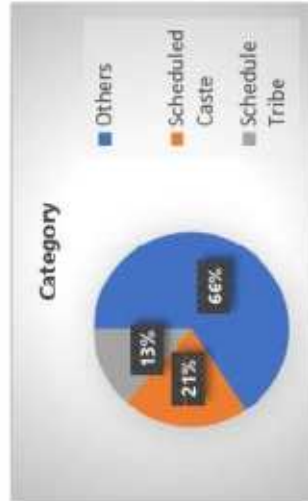
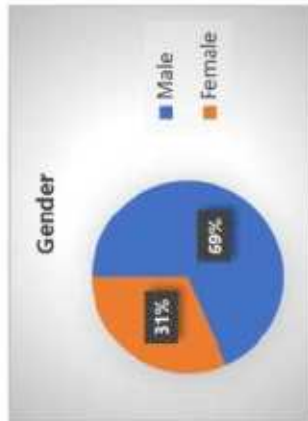


Do you feel that training is needed for others i.e Standing committee members, ward members, secretary, other functionaries of the Panchayat?	Count
Yes	737
No	52
Can't Say	93

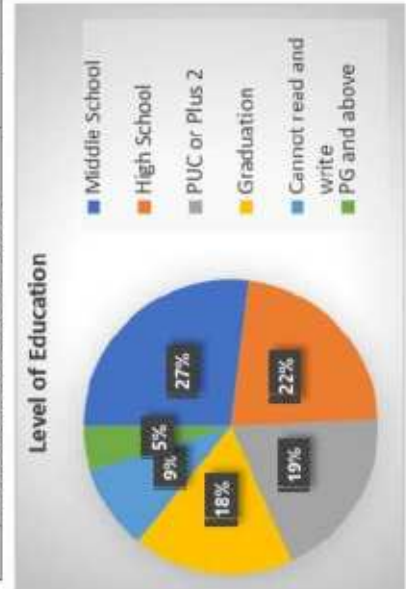


CB&T Analysis for Chairperson of Standing Committee of GP

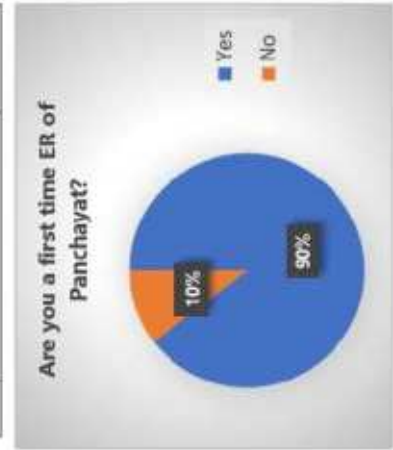
1	Gender	Count	2	Category	Count	3	Are you from the PESA area	Count	4	Age (in years)	Count
	Male	198		Others	190		No	243		20-30	42
	Female	91		Scheduled Caste	61		Yes	47		31-40	113
	Transgender	1		Schedule Tribe	39					41-50	79
										51-60	39
										Above 60	19



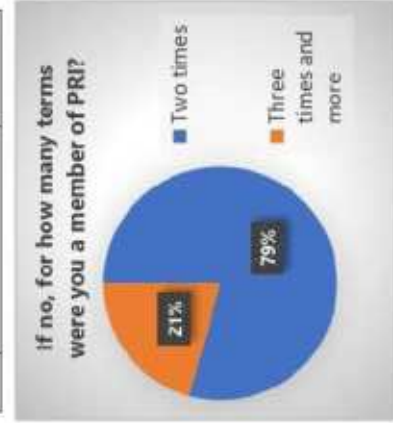
5	Level of Education	Count
	Cannot read and write	27
	Middle School (6-8)	78
	High School (9-10)	65
	PUC or Plus 2	55
	Graduation	51
	Post-Graduation and above	14



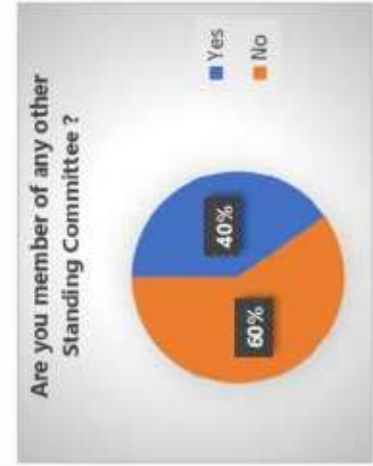
6	Are you a first time Elected Representative of Panchayat?	Count
	Yes	260
	No	30



7	If no, for how many terms were you a member of PRI?	Count
	Two times	23
	Three times and more	6

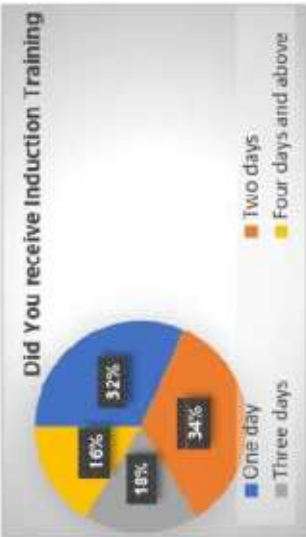
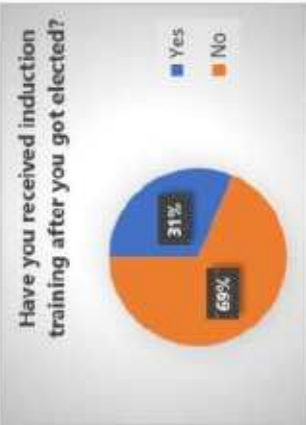
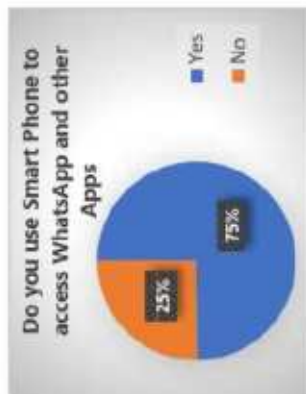


8	Are you member of any other Standing Committee ?	Count
	Yes	117
	No	173



CB&T Analysis for Chairperson of Standing Committee of GP

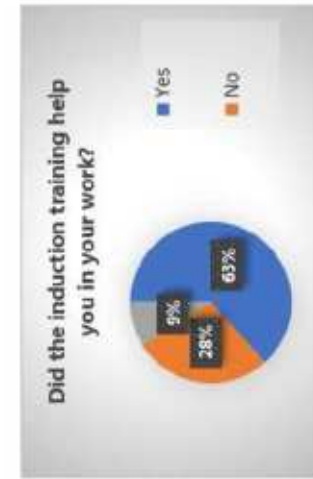
9	Do you use Smart Phone to access WhatsApp and other Apps Zoom, Google meet, Webex etc ?	Count	10	Do you use e-mail facility?	Count	11	Have you received induction training after you got elected?	Count	12	What was the duration of the training?	Count	13	Mode of Induction training	Count
	Yes	217		Yes	91		Yes	144		One day	45		Face to Face training	110
	No	73		No	199		No	315		Two days	49		Online training	24
										Three days	25		Satcom-based training	5
										Four days and above	23		Others	3



14	When Did you receive Induction Training?	Count
	Within 6 months	121
	9 months	15
	12 months	3
	One and a half year	2
	Two years	2
	More than 2 years	1



15	Did the induction training help you in your work?	Count
	Yes	121
	No	53
	Not as desired	17

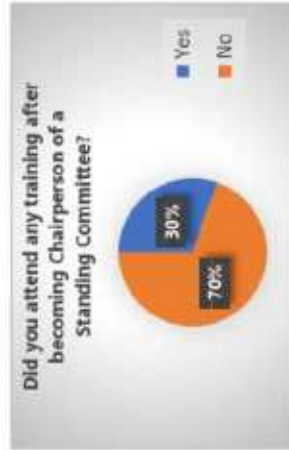


CB&T Analysis for Chairperson of Standing Committee of GP

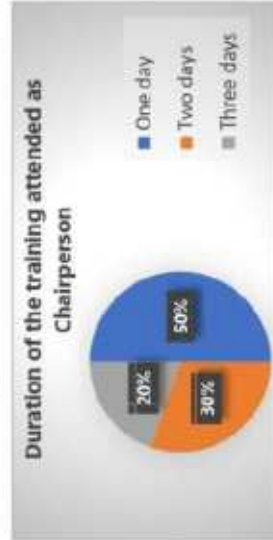
16	Did you attend refresher/sectoral training ?	Count
	Yes	79
	No	211



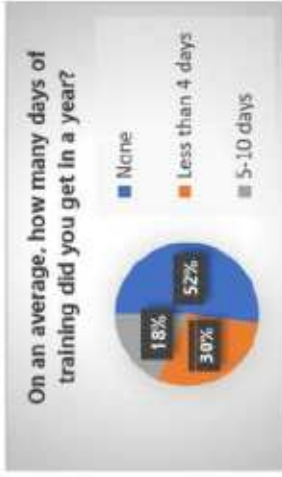
17	Did you attend any training after becoming Chairperson of a Standing Committee?	Count
	Yes	88
	No	202



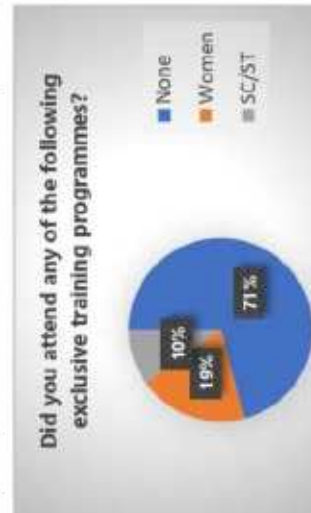
18	What was the duration of the training attended as Chairperson?	Count
	One	38
	Two	23
	Three	15



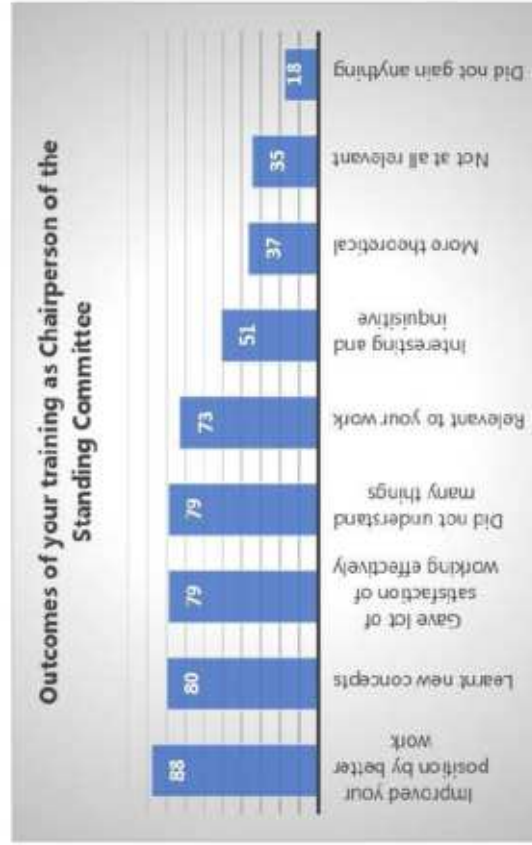
19	On an average, how many days of training did you get in a year?	Count
	None	143
	Less than 4 days	82
	5-10 days	50



20	Did you attend any of the following exclusive training programmes?	Count
	None	195
	Women	53
	SC/ST	27



21	What are the outcomes of your training as Chairperson of the Standing Committee?	Count
	Improved your position by better work	88
	Learnt new concepts	80
	Gave lot of satisfaction of working effectively	79
	Did not understand many things	79
	Relevant to your work	73
	Interesting and inquisitive	51
	More theoretical	37
	Not at all relevant	35
	Did not gain anything	18

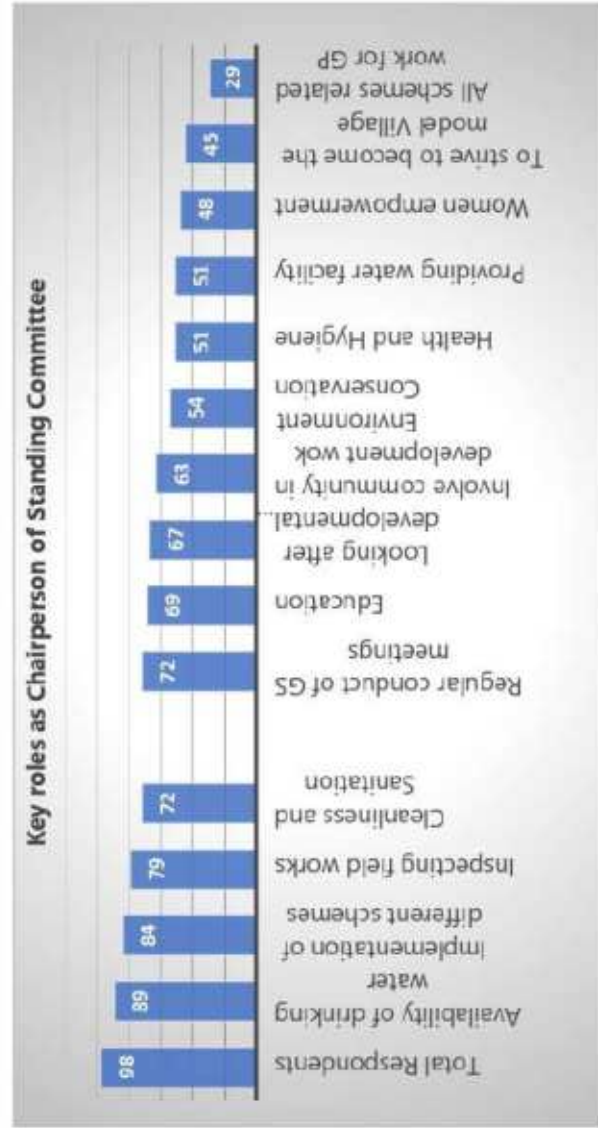


CB&T Analysis for Chairperson of Standing Committee of GP

22	What motivated you to contest in elections for Panchayat/ block or others	Count
	To get an opportunity of helping my people and improve my village	225
	Likely position and respect	101
	Inspired by a political leader	74
	My family was involved in elections/ politics already and hence it was natural choice to continue	68
	Wanted to try my hand in politics	60
	Other reasons	40
	Had no interest but village people/elders requested/convinced me	31
	I had nothing else to do and hence contested	22
	For making money	12

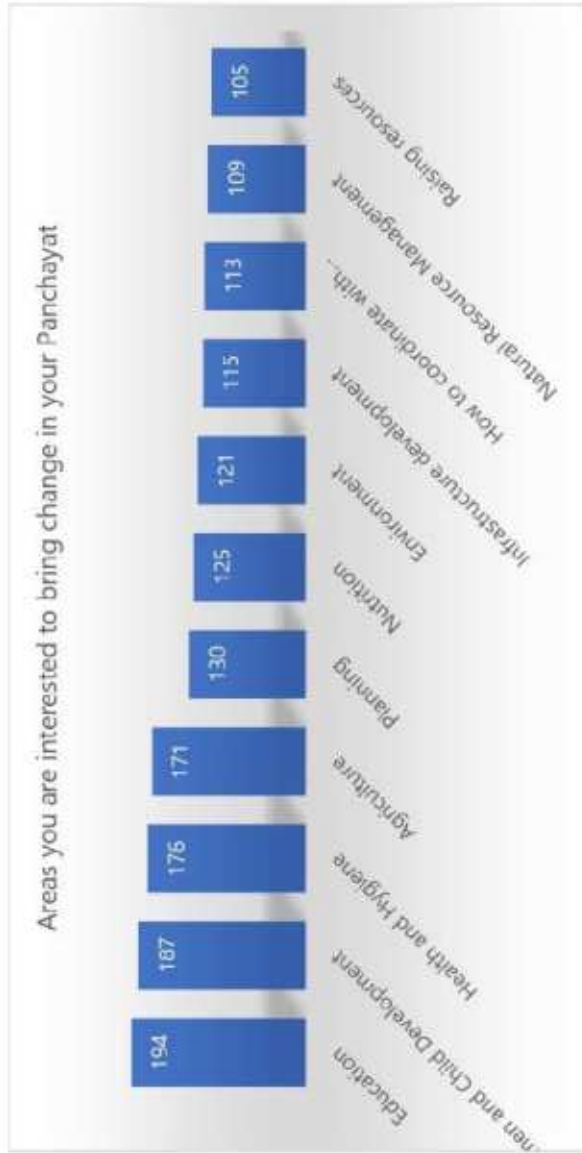


23	What are your three key roles as Chairperson of Standing Committee?	Count
	Looking after developmental activities in village	67
	Availability of drinking water	89
	Implementation of different schemes	84
	Inspecting field works	79
	Cleanliness and Sanitation	72
	Regular conduct of GS meetings	72
	Education/ensure regular attendance in the schools	69
	Involve community in development work	63
	Environment Conservation	54
	Health and Hygiene	51
	Providing water facility	51
	Women empowerment	48
	To strive to become the model Village	45
	All schemes related work for GP	29



CB&T Analysis for Chairperson of Standing Committee of GP

24	What are your interested areas to work to improve or bring change in your Panchayat and for your people? (Can chose more than one option)	Count
	Education	194
	Women and Child Development	187
	Health and Hygiene	176
	Agriculture	171
	Planning	130
	Nutrition	125
	Environment	121
	Infrastructure development	115
	How to coordinate with frontline functionaries of line departments	113
	Natural Resource Management	109
	Raising resources	105

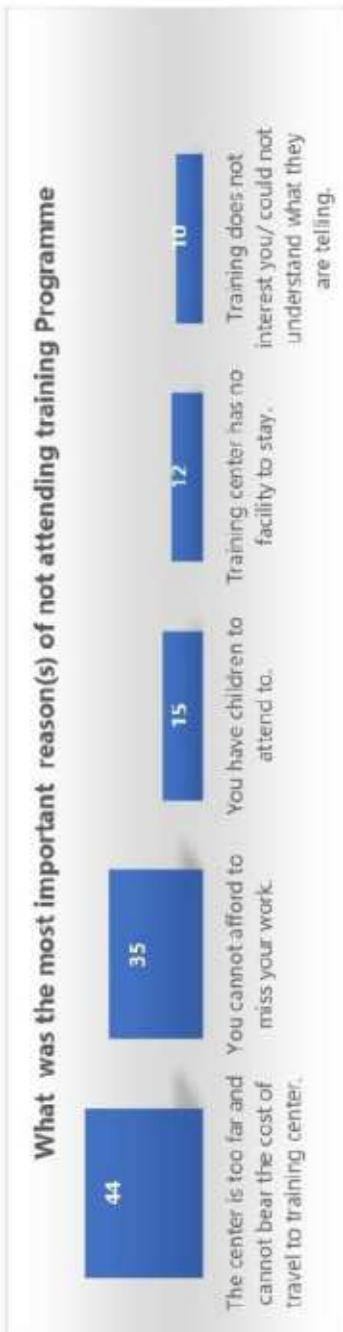


25	What changes have you introduced / what initiative(s) have you taken in the Gram Panchayat after training that people are happy about?	Count
	Participation of members of the Standing Committee has improved	116
	Discussions have become more meaningful	112
	Able to connect better with sectoral/line departments	68
	Interdepartmental coordination could be improved	66
	Financial position could be improved	65
	Meetings are more productive	54
	New initiatives could be taken for development of the GP in the area of your work	52
	Errors and Mistakes have come down	44

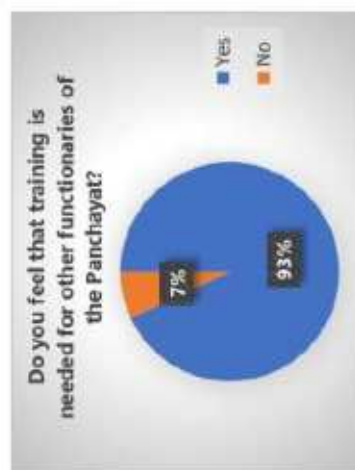


CB&T Analysis for Chairperson of Standing Committee of GP

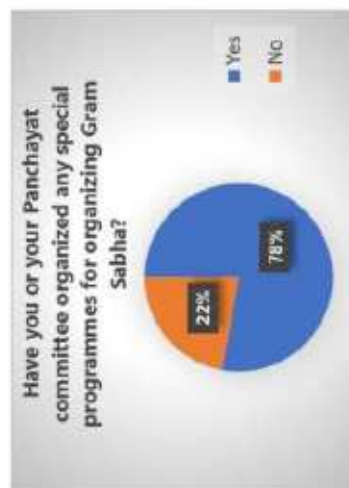
26	If you could not attend any or all the training programmes, what was the most important reason?	Count
	You cannot afford to miss your work.	35
	The center is too far and cannot bear the cost of travel to training center.	44
	You have children to attend to.	15
	Training center has no facility to stay.	12
	Training does not interest you/ could not understand what they are telling.	10



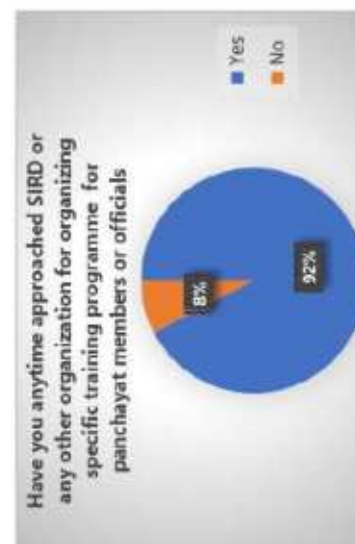
27	Do you feel that training is needed for others i.e Standing committee members, ward members, secretary, other functionaries of the Panchayat?	Count
	Yes	147
	No	11



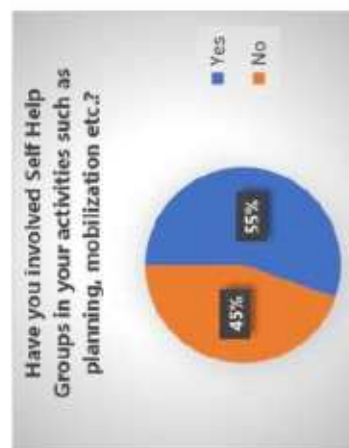
28	Have you or your Panchayat committee organized any special programmes for organizing Gram Sabha?	Count
	Yes	123
	No	35



29	Have you anytime approached SIRD/ ETC/BPRC/block or any other organization for organizing specific training programme for yourself or for your panchayat members or officials?	Count
	Yes	88
	No	71

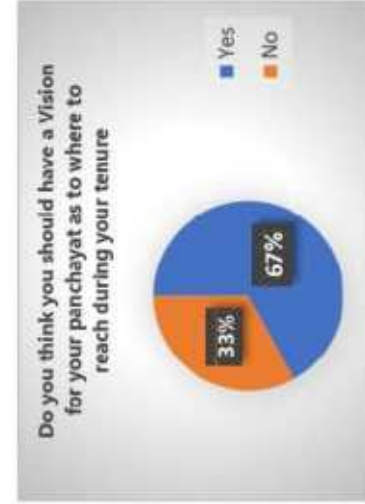
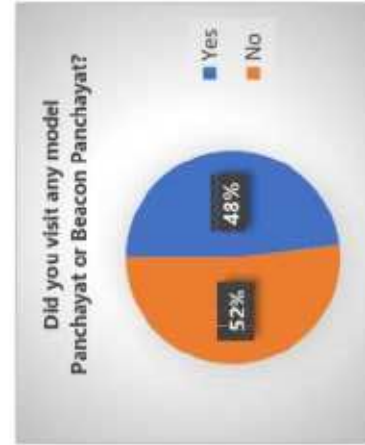
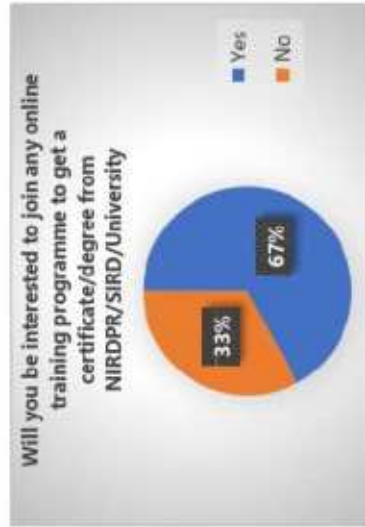
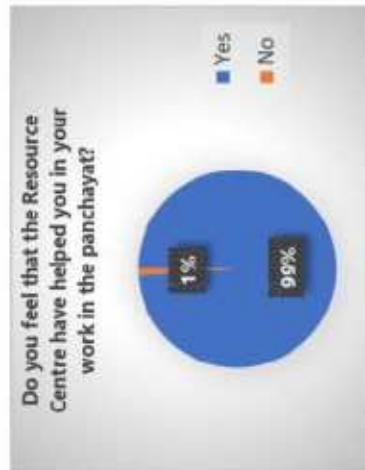


30	Have you involved Self Help Groups in your activities such as planning, mobilization etc.?	Count
	Yes	146
	No	12

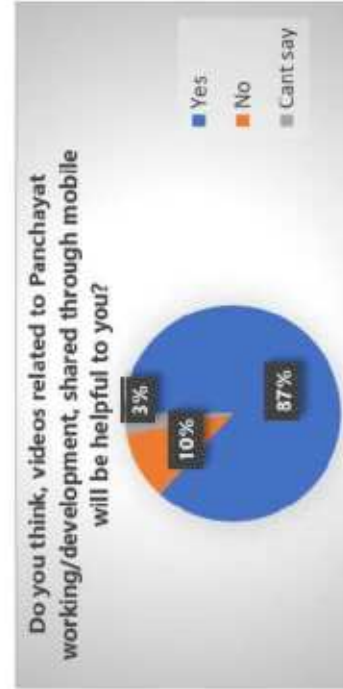


CB&T Analysis for Chairperson of Standing Committee of GP

31	Do you feel that the Resource Centre have helped you in your work in the panchayat?	Count	32	Will you be interested to join any online training programme to get a certificate/degree from NIRDPR/SIRD/University?	Count	33	Did you visit any model Panchayat or Beacon Panchayat?	Count	34	Do you think you should have a Vision for your panchayat as to where to reach during your tenure?	Count
	Yes	92		Yes	106		Yes	76		Yes	47
	No	1		No	52		No	82		No	23

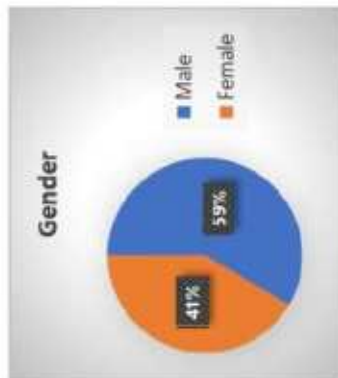


35	Do you think, videos related to Panchayat working/development, shared through mobile will be helpful to you?	Count
	Yes	137
	No	16
	Can't say	5



CB&T Analysis of ward members of Gram Panchayat (Sample Size-694)

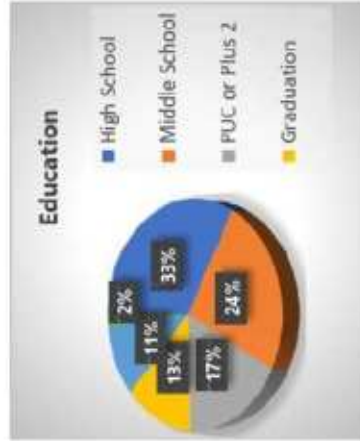
1. Gender	Count
Male	406
Female	288
Grand Total	694



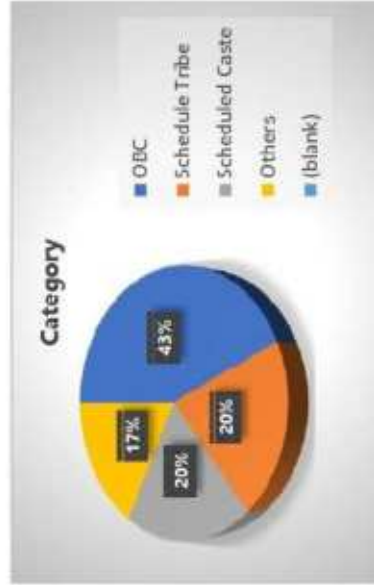
2. Age	Count
between 21-30 yrs	128
31-45 yrs	391
46-60 yrs	152
Above 60 yrs	23



3. Level Of Education	Count
Cannot read and write	72
Primary	1
Middle School (6-8)	166
High School (9-10)	226
PUC	118
12th	2
Graduation	89
PG and above	13



4. Category	Count
OBC	300
Schedule Tribe	140
Scheduled Caste	134
Others	120



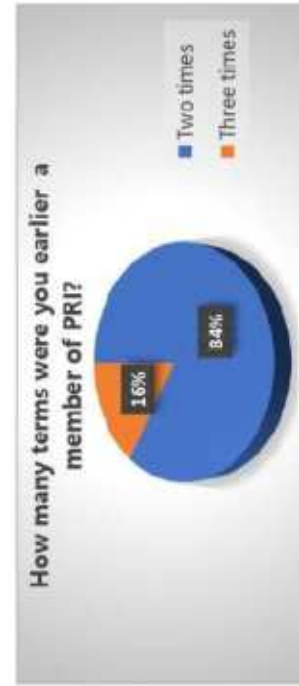
5. Are you from PESA Areas	Count
No	585
Yes	109



6. Are you a first time ER?	Count
Yes	626
No	68

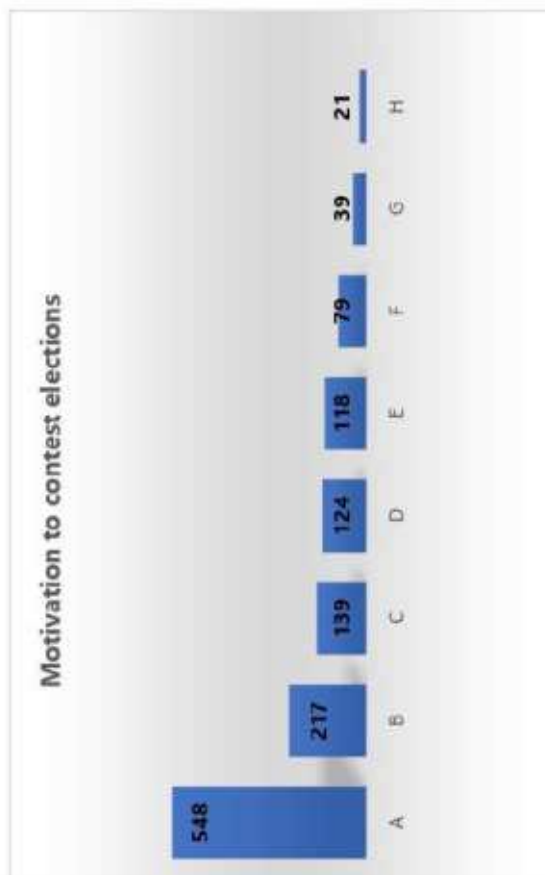


7. How many terms were you earlier a member of PRI?	Count
Two times	57
Three times	11

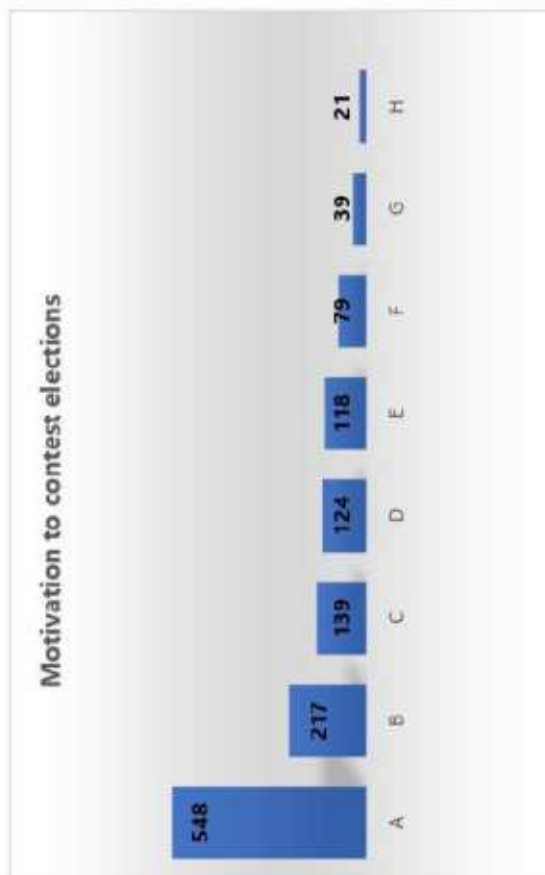


CB&T Analysis of ward members of Gram Panchayat (Sample Size-694)

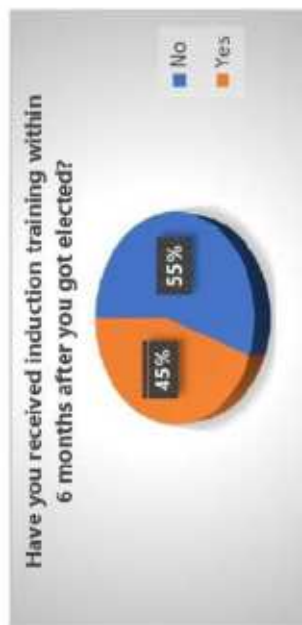
8.	What motivated you to contest in elections for Panchayat/ block or others	Count
	To get an opportunity of helping my people & improve village (A)	548
	Likely position and respect if elected (B)	217
	Inspired by a political leader (C)	139
	Wanted to try my hand at politics (D)	124
	My family was involved in politics already and hence it was natural choice to continue (E)	118
	Had no interest but village people/eiders requested/convinced me (F)	79
	I had nothing else to do and hence joined (G)	39
	For making money (H)	21



9.	Areas in which you are interested to work to bring about change in your Ward area	Count
	Education	477
	Women and Child Development	453
	Agriculture	437
	Health and Hygiene	419
	Planning	259
	Infrastructure development	226
	Funds for your ward	218
	Nutrition	217
	Natural Resource Management	213
	Environment	190
	How to raise revenues	166



10.	Have you received induction training within 6 months after you got elected?	Count
	No	383
	Yes	311



CB&T Analysis of ward members of Gram Panchayat (Sample Size-694)

11. After how many months you went for your first training?	Count
Never attended any training	327
6 months	311
9 months	32
One and half year	7
12 months	6
Two years	6
More than two years	5

After how many months you went for your first training?



12. What was the duration of the training?	Count
Four days and above	280
One day	64
Three days	126
Two days	122

Duration of Training



13. Mode of Induction training	Count
Face to Face training	267
Online training	31
Others	13
Satcom-based	3

Mode of Induction training



14. Did you attend refresher/sectoral training?	Count
No	465
Yes	229

Did you attend refresher/sectoral training



15. What Changes have you introduced in Ward area after training that people are happy about?	Count
People's participation could be improved	311
New initiatives could be taken for the development	298
Meetings are more productive.	302
Mistakes and errors have reduced	295
Relevant issues can be discussed more meaningfully	301

Changes introduced in ward area after training



Total Respondents: 694

People's participation could be improved: 311

New initiatives could be taken for the development: 298

Meetings are more productive: 302

Mistakes and errors have reduced: 295

Relevant issues can be discussed more meaningfully: 301

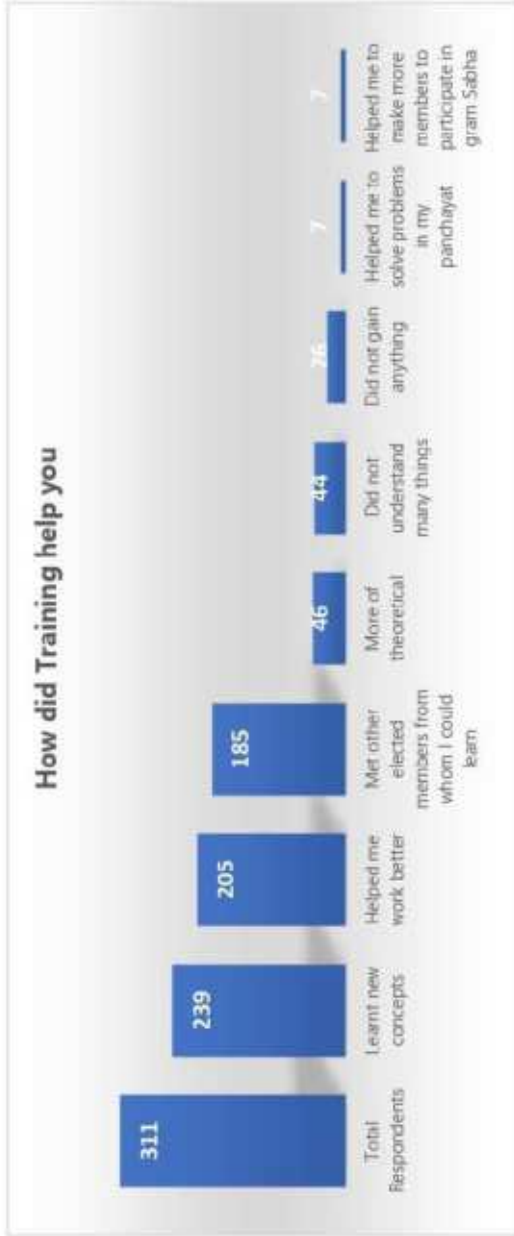
16. On an average, how many days of training did you get in a year?	Count
None	324
Less than 4 days	150
More than 20 days	107
5-10 days	83
11-20 days	30

On an average, how many days of training did you get in a year?

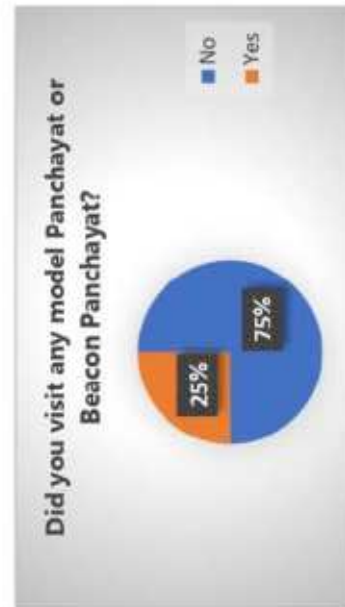


CB&T Analysis of ward members of Gram Panchayat (Sample Size-694)

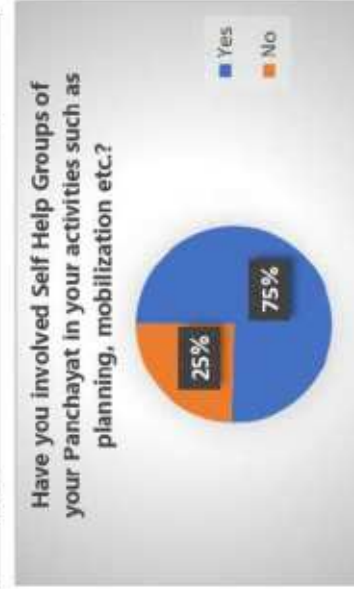
17.	How has training helped you	Count
	Learnt new concepts	239
	Helped me work better	205
	Met other elected members from whom I could learn	185
	More of theoretical	46
	Did not understand many things	44
	Did not gain anything	26
	Helped me to solve problems in my panchayat	7
	Helped me to make more members to participate in gram Sabha	7



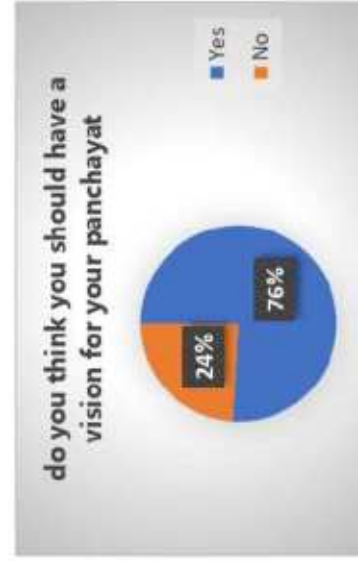
18.	Did you visit any model Panchayat or Beacon Panchayat?	Count
	No	520
	Yes	174



19.	Have you involved Self Help Groups of your Panchayat in your activities such as planning, mobilization etc.?	Count
	Yes	523
	No	171



20.	Do you think you should have a vision for your panchayat	Count
	Yes	527
	No	167

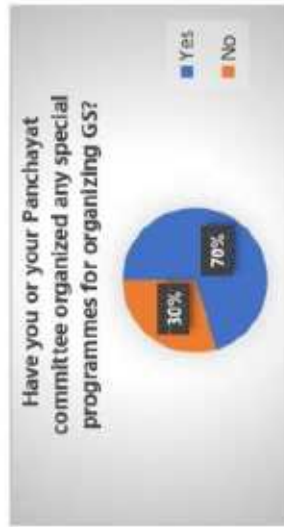


CB&T Analysis of ward members of Gram Panchayat (Sample Size-694)

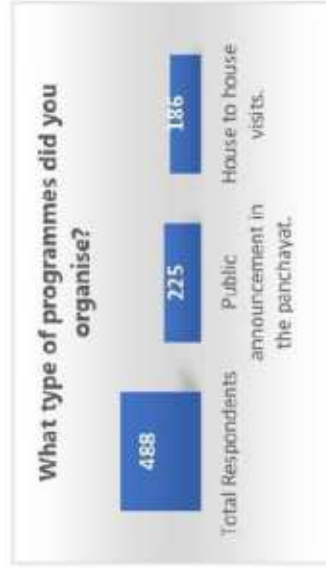
21.	How to enhance the capacity of ward members to function effectively and efficiently	Count
	Continuous handholding through trainings, refresher trainings	498
	Creating awareness about their roles and responsibilities on different schemes and programmes	399
	Increase in powers and funds	387
	Exposure and field visits to model panchayats	319
	Guidance from line departments	262
	Constitution of committees on time	198



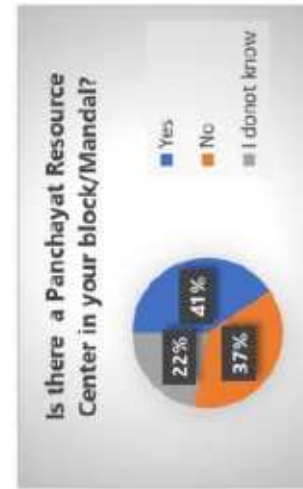
22.	Have you or your Panchayat committee organized any special programmes for organizing Gram Sabha?	Count
	Yes	488
	No	206



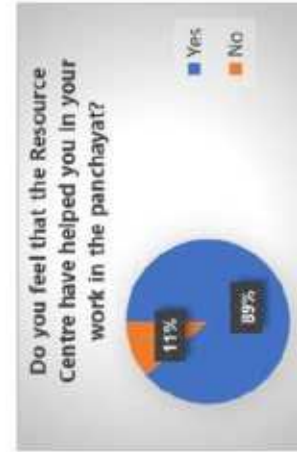
23.	What type of programmes did you organise?	Count
	Public announcement in the panchayat.	225
	House to house visits.	186



24.	Is there a Panchayat Resource Center in your block/Mandal?	Count
	Yes	282
	No	258
	I do not know	154

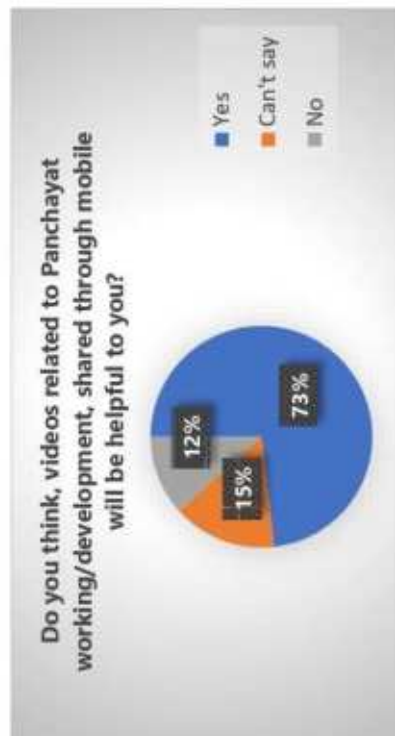


25.	Do you feel that the Resource Centre have helped you in your work in the panchayat?	Count
	Yes	250
	No	32

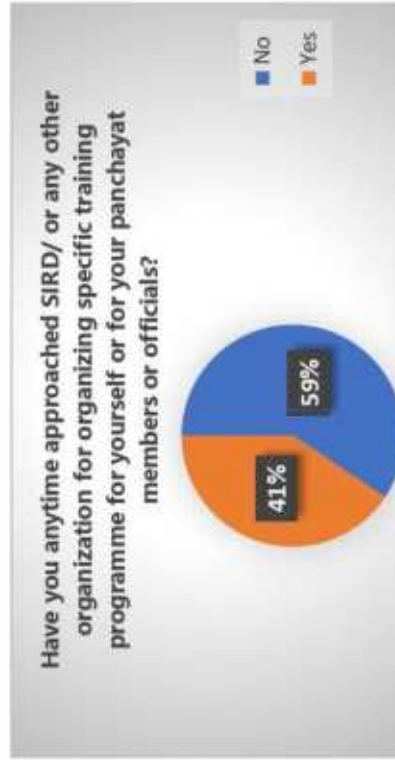


CB&T Analysis of ward members of Gram Panchayat (Sample Size-694)

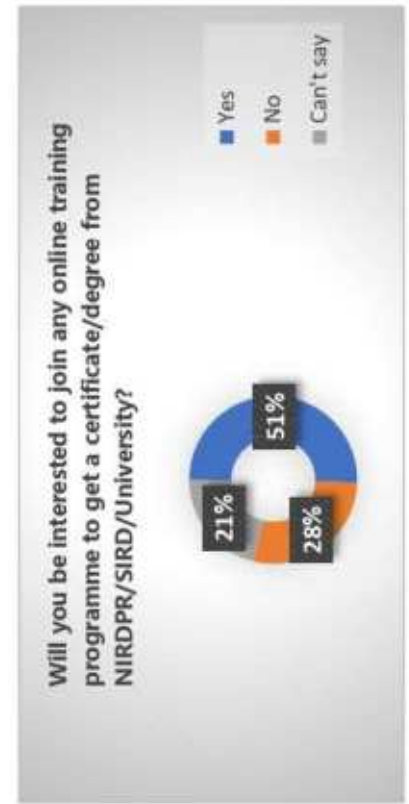
26	Do you think, videos related to Panchayat working/ development, shared through mobile will be helpful to you?	Count
	Yes	508
	Can't say	105
	No	81



27.	Have you anytime approached SIRD/ ETC/BPRC/block or any other organization for organizing specific training programme for yourself or for your panchayat members or officials?	Count
	No	412
	Yes	282

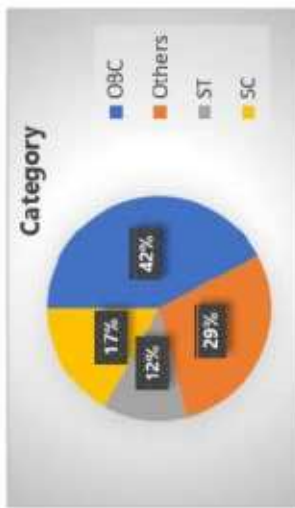


28.	Will you be interested to join any online training programme to get a certificate/degree from NIRDPR/SIRD/University?	Count
	Yes	351
	No	196
	Can't say	147

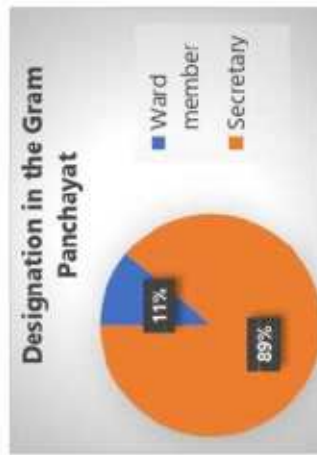


CB&T ANALYSIS FOR EXECUTIVE ASSISTANT/ SECRETARY/PDO OF GRAM PANCHAYAT (SAMPLE SIZE 448)

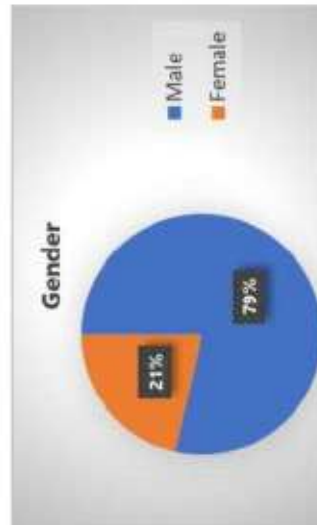
4	Category	Count
	OBC	189
	Others	129
	ST	54
	SC	76



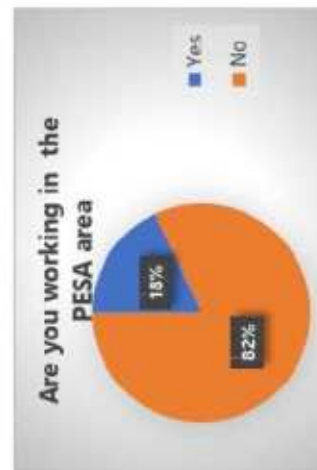
3	Are you working in the PESA area	Count
	Yes	81
	No	367



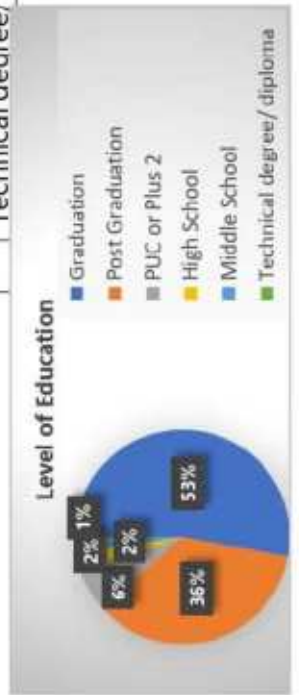
2	Gender	Count
	Male	352
	Female	96



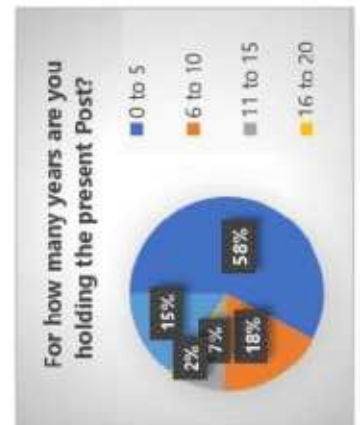
1	Your Designation in the Gram Panchayat	Count
	Ward member	6
	Secretary	48



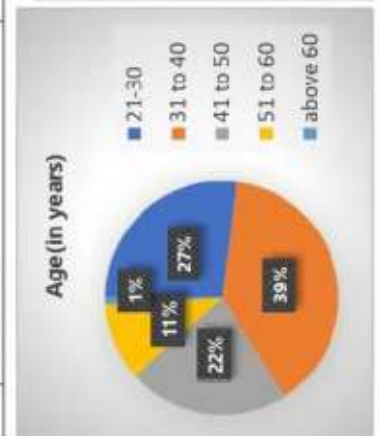
7	Level of Education	Count
	Cannot read and write	1
	Middle School (6-8)	8
	High School (9-10)	11
	PUC or Plus 2	29
	Graduation	237
	Post-Graduation	159
	Technical degree/ diploma	3



6	For how many years are you holding the present Post?	Count
	0 to 5	259
	6 to 10	79
	11 to 15	33
	16 to 20	10
	more than 20	67

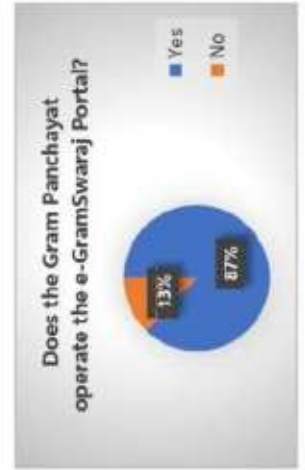
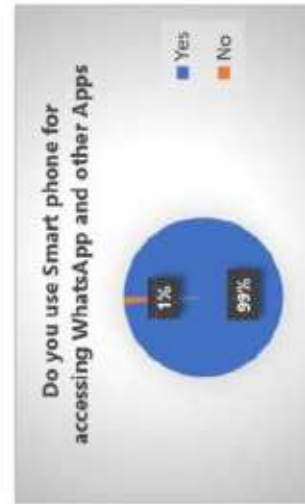
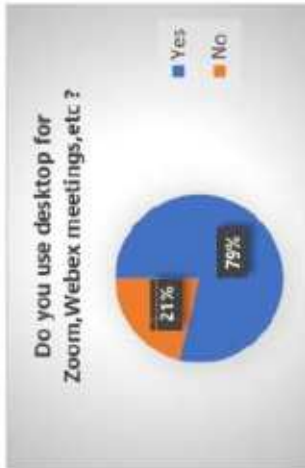


5	Age	Count
	21-30	121
	31 to 40	175
	41 to 50	100
	51 to 60	48
	above 60	4

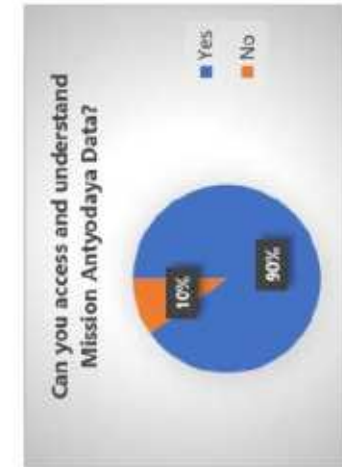
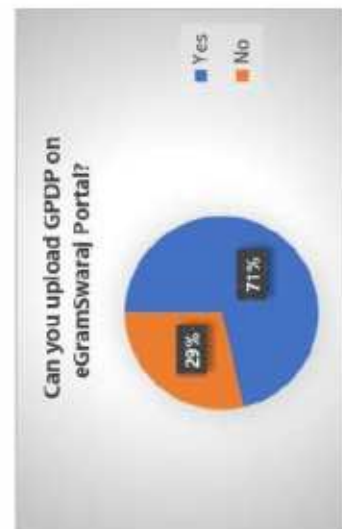


CB&T ANALYSIS FOR EXECUTIVE ASSISTANT/ SECRETARY/PDO OF GRAM PANCHAYAT (SAMPLE SIZE 448)

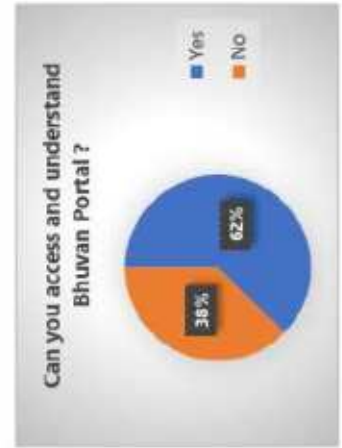
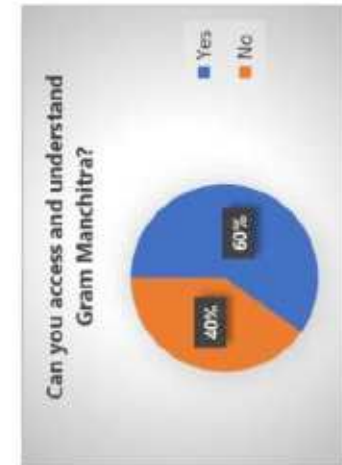
8	Do you use desktop/laptop for multipurpose use including access to WhatsApp and other Apps like Google Meet, Zoom, Webex etc.?	Count	11	Does the Gram Panchayat operate the e-GramSwaraj Portal?	Count
	Yes	353		Yes	390
	No	95		No	58
9	Do you use Smart phone for accessing WhatsApp and other Apps like Google Meet, Zoom, Webex etc.?	Count	10	Do you use e-mail facility?	Count
	Yes	442		Yes	387
	No	6		No	61



12	Can you upload GDP on eGramSwaraj Portal?	Count	13	Can you access and understand Mission Antyodaya Data?	Count
	Yes	320		Yes	404
	No	128		No	44

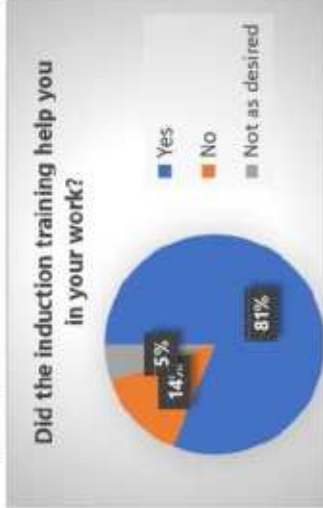


14	Can you access and understand Gram Manchitra?	Count	15	Can you access and understand Bhuvan Portal ?	Count
	Yes	268		Yes	279
	No	180		No	169

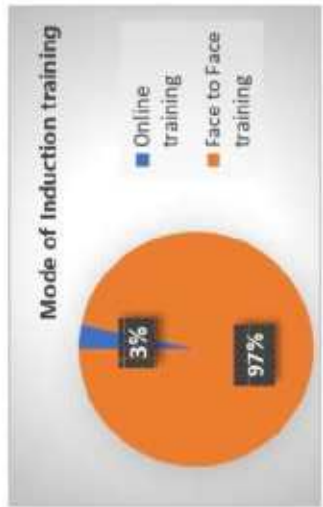


CB&T ANALYSIS FOR EXECUTIVE ASSISTANT/ SECRETARY/PDO OF GRAM PANCHAYAT (SAMPLE SIZE 448)

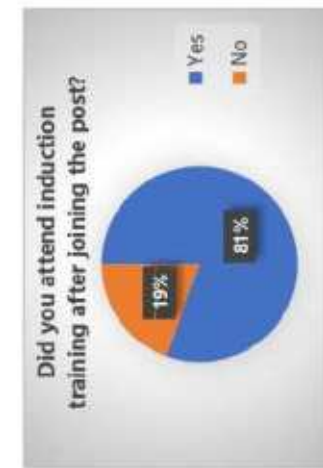
19	Did the induction training help you in your work?	Count
	Yes	364
	No	60
	Not as desired	24



18	Mode of Induction training	Count
	Online training	12
	Face to Face training	343



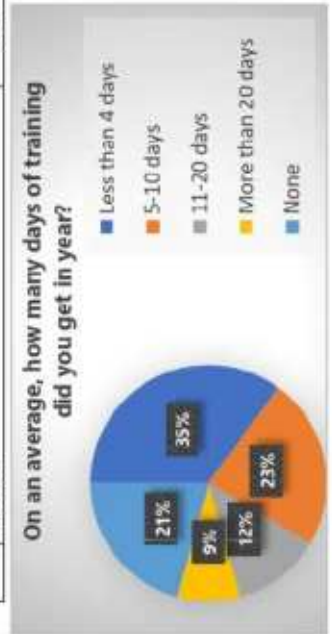
17	Did you attend induction training after joining the post?	Count
	Yes	361
	No	87



16	Can you access and understand SVAMITVA?	Count
	Yes	231
	No	217



22	On an average, how many days of training did you get in year?	Count
	Less than 4 days	157
	5-10 days	105
	11-20 days	55
	More than 20 days	38
	None	93



21	Did you attend any of the following exclusive training programmes?	Count
	None	316
	PESA	14
	SC/ST	32
	Women	86

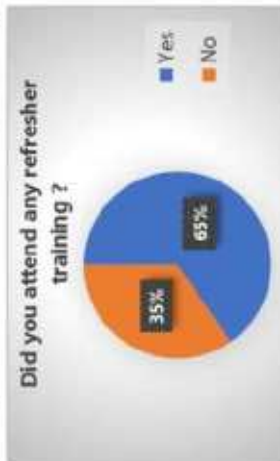


20	What was the duration of the training?	Count
	3-5 days	203
	6-10 days	43
	11-15 days	47
	16-30 days	47
	2 months	21

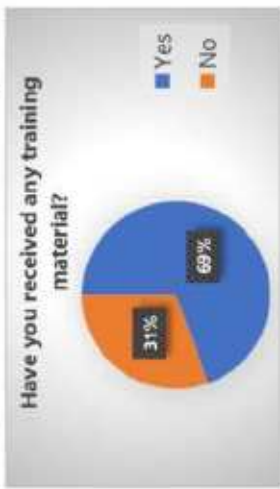


CB&T ANALYSIS FOR EXECUTIVE ASSISTANT/ SECRETARY/PDO OF GRAM PANCHAYAT (SAMPLE SIZE 448)

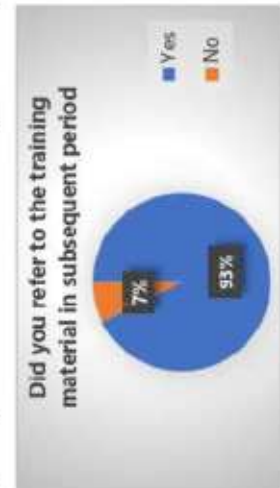
23	Did you attend any refresher training ?	Count
	Yes	293
	No	155



24	Have you received any training material?	Count
	Yes	311
	No	137



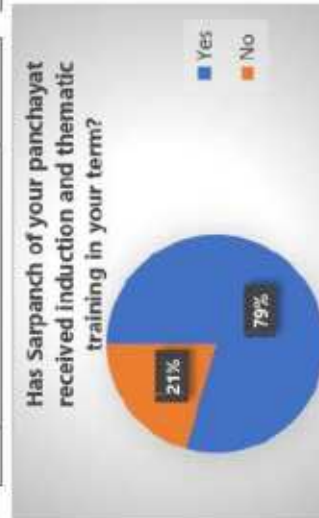
25	Did you refer to the training material in subsequent period ?	Count
	Yes	288
	No	23



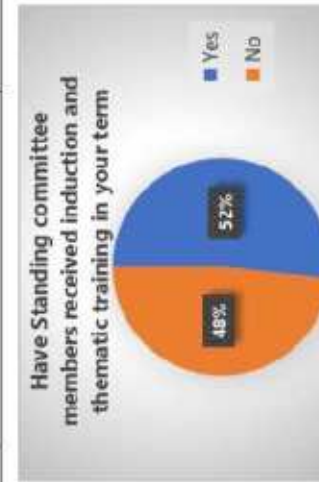
26	Was the training material useful?	Count
	Yes	265
	No	17



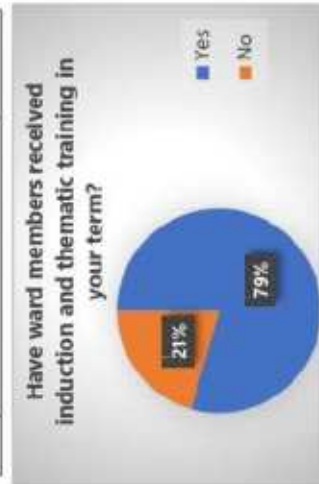
27	Has Sarpanch of your panchayat received induction and thematic training in your term?	Count
	Yes	341
	No	88



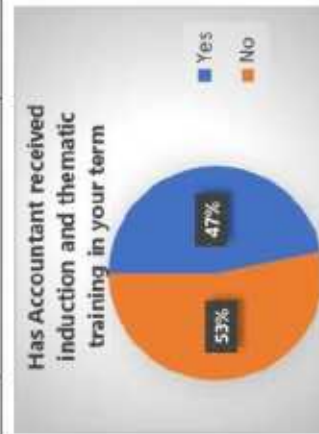
28	Have Standing committee members of your panchayat received induction and thematic training in your term?	Count
	Yes	225
	No	210



29	Have ward members of your panchayat received induction and thematic training in your term?	Count
	Yes	223
	No	225



30	Has Accountant of your panchayat received induction and thematic training in your term?	Count
	Yes	210
	No	238

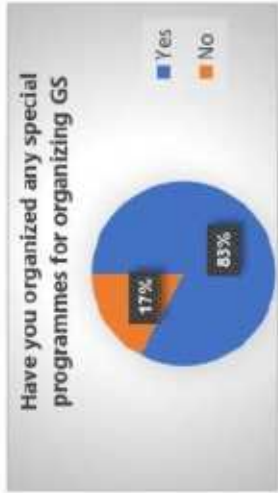


CB&T ANALYSIS FOR EXECUTIVE ASSISTANT/ SECRETARY/PDO OF GRAM PANCHAYAT (SAMPLE SIZE 448)

31	Have Sectoral department officials at panchayat level received induction and thematic training in your term?	Count
	Yes	213
	No	235



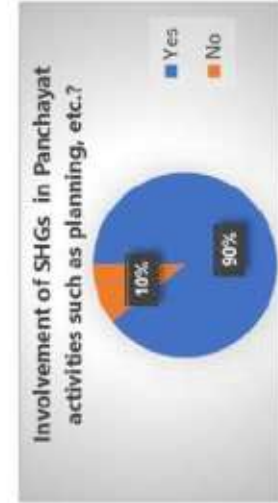
32	Have you organized any special programmes for organizing Gram Sabha?	Count
	Yes	
	No	



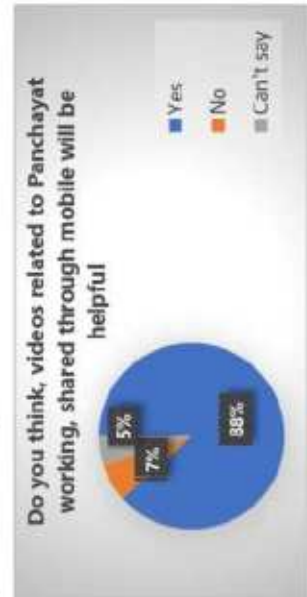
33	Did you visit any model Panchayat or Beacon Panchayat?	Count
	Yes	230
	No	218



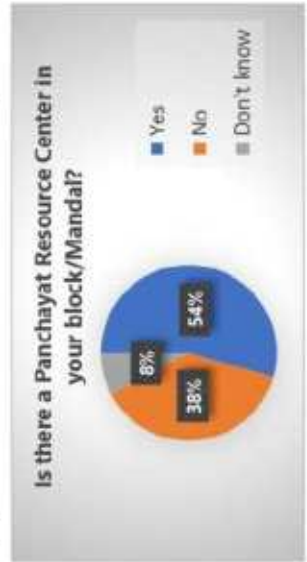
34	Have you involved SHGs of your Panchayat in your activities such as planning, etc.?	Count
	Yes	401
	No	47



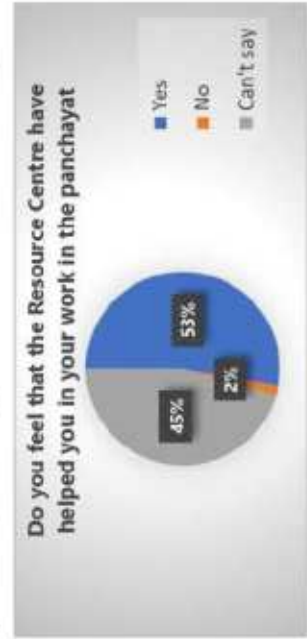
35	Do you think, videos related to Panchayat working/development, shared through mobile will be helpful?	Count
	Yes	396
	No	29
	Can't say	23



36	Is there a Panchayat Resource Center in your block/Mandal?	Count
	Yes	244
	No	169
	Don't know	35

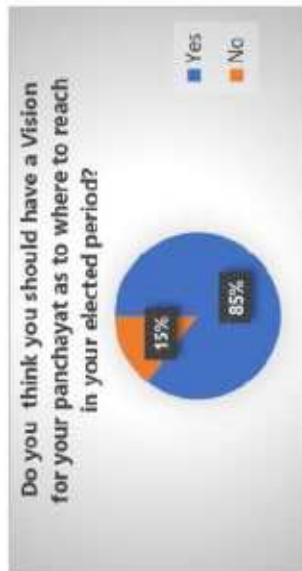


37	Do you feel that the Resource Centre have helped you in your work in the panchayat?	Count
	Yes	237
	No	7
	Can't say	204



CB&T ANALYSIS FOR EXECUTIVE ASSISTANT/ SECRETARY/PDO OF GRAM PANCHAYAT (SAMPLE SIZE 448)

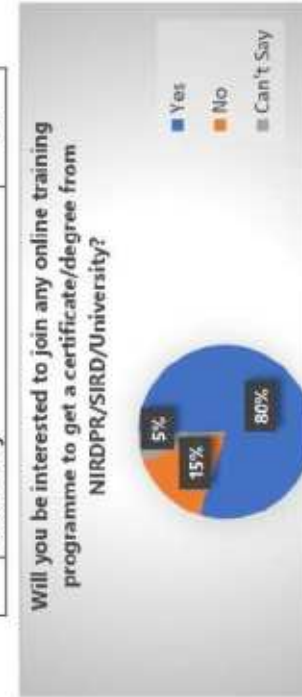
38	Do you think you should have a Vision for your panchayat as to where to reach in your elected period?	Count
		Yes 383 No 65



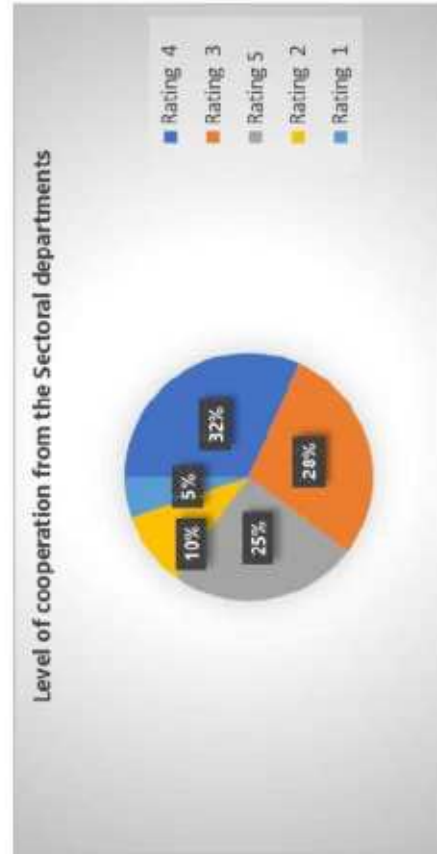
39	Have you anytime approached SIRD/ ETC/BPRC/block or any other organization for organizing specific training programme for yourself or for your panchayat members or officials?	Count
		Yes 265 No 183



40	Will you be interested to join any online training programme to get a certificate/degree from NIRDPR/SIRD/University?	Count
		Yes 358 No 66 Can't Say 24

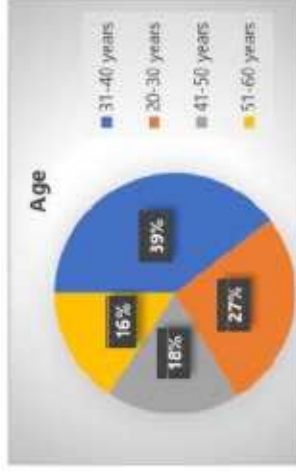
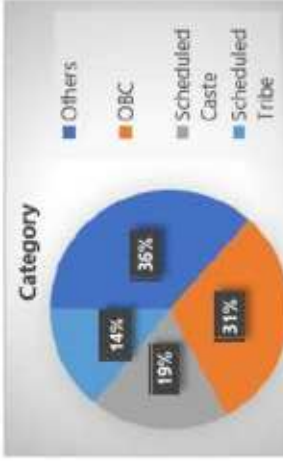
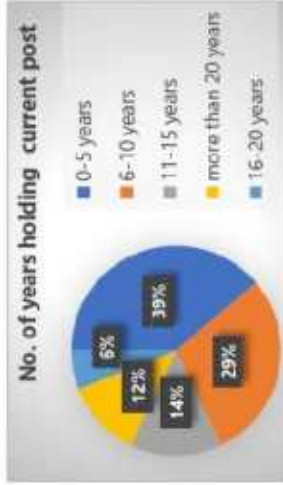
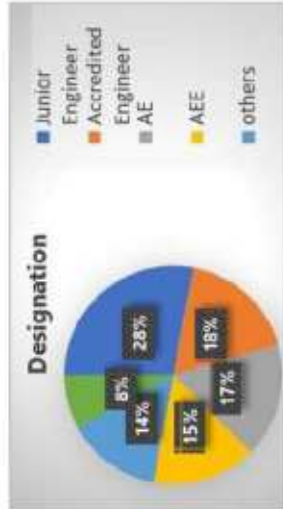


41	What is the level of cooperation from the Sectoral departments? (Rate from 1 to 5, with 1 being lowest)	Count
	Rating 1	24
	Rating 2	43
	Rating 3	128
	Rating 4	142
	Rating 5	111

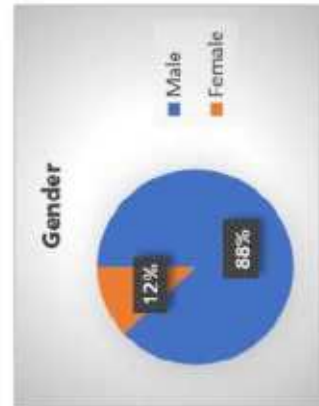


CB& T Analysis for Junior Engineer/Technical Personnel of GP (Sample Size 134)

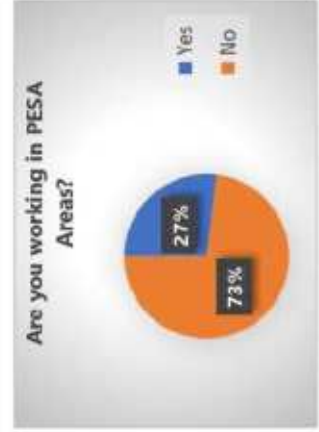
1	Designation	Count	2	For how many years are you holding the present Post?	Count	3	Category	Count	4	Age	Count
	Junior Engineer	38		0-5 years	52		Others	49		20-30 years	36
	Accredited Engineer	24		6-10 years	39		OBC	41		31-40 years	53
	AE	23		11-15 years	19		Scheduled Caste	25		41-50 years	24
	AEE	21		16-20 years	8		Scheduled Tribe	19		51-60 years	21
	others	19		more than 20 years	16						
	Technical Assistant	11									



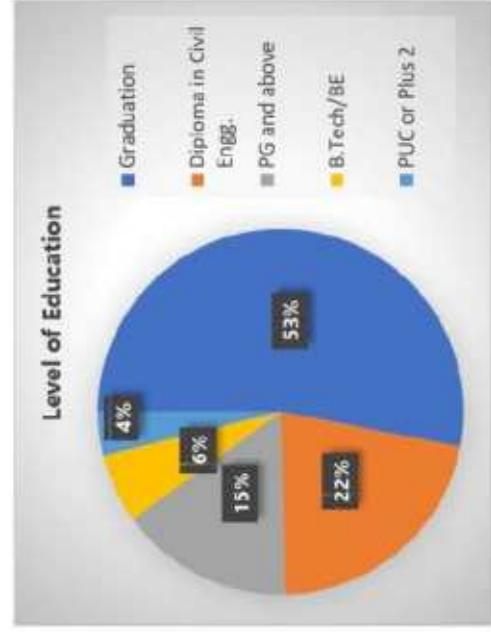
5	Gender	Count
	Male	118
	Female	16



6	Are you working in the PESA area	Count
	Yes	36
	No	98

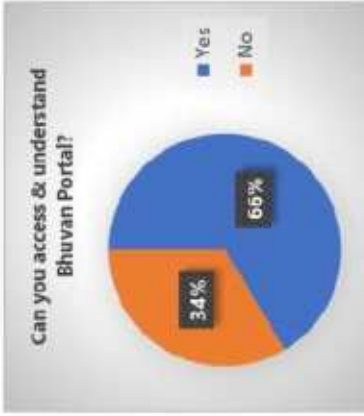
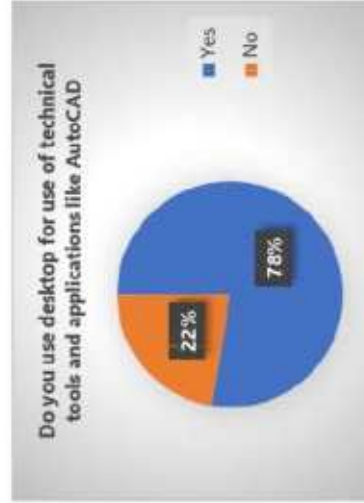
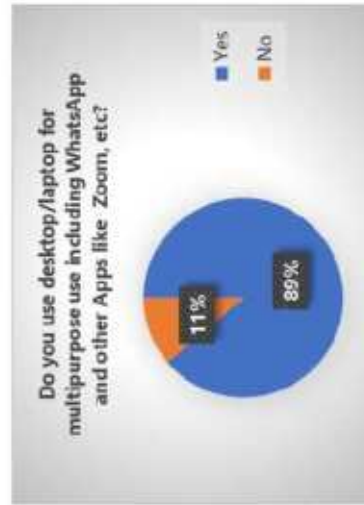
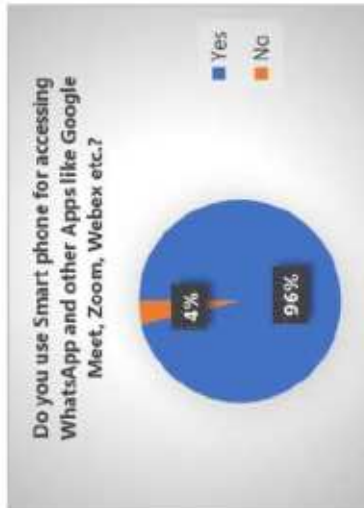


7	Level of Education	Count
	Middle School (6-8)	1
	High School (9-10)	3
	PUC /Plus 2	5
	Graduation	69
	Diploma in Civil Engineering	28
	B.Tech/BE	8
	PG and above	20

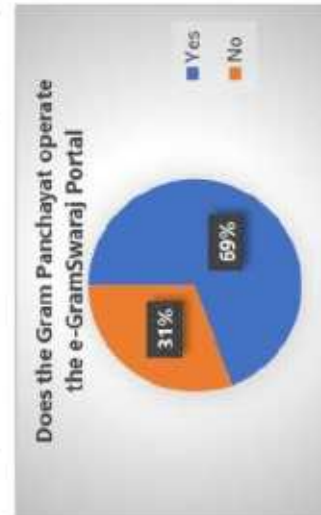


CB& T Analysis for Junior Engineer/Technical Personnel of GP (Sample Size 134)

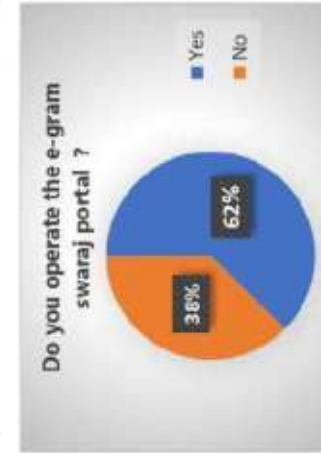
8	Do you use Smart phone for accessing WhatsApp and other Apps like Google Meet, Zoom, Webex etc.?	Count	9	Do you use desktop/laptop for multipurpose use including WhatsApp and other Apps like Zoom, etc.?	Count	10	Do you use desktop for use of technical applications like AutoCAD	Count	11	Can you access & understand Bhuvan Portal?	Count
	Yes	129		Yes	119		Yes	104		Yes	89
	No	5		No	15		No	30		No	45



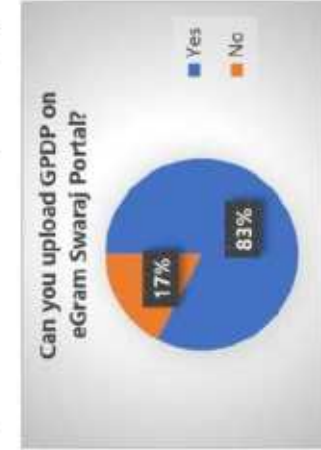
12	Does the Gram Panchayat operate the e-GramSwaraj Portal?	Count
	Yes	93
	No	41



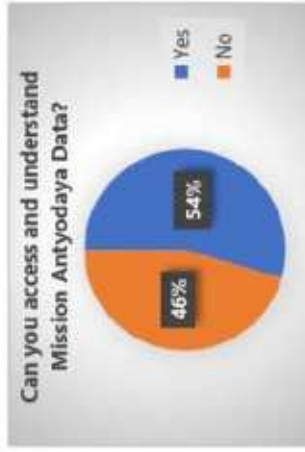
13	Do you operate the e-gram swaraj portal?	Count
	Yes	58
	No	35



14	Can you upload GDPD on eGram Swaraj Portal?	Count
	Yes	48
	No	10

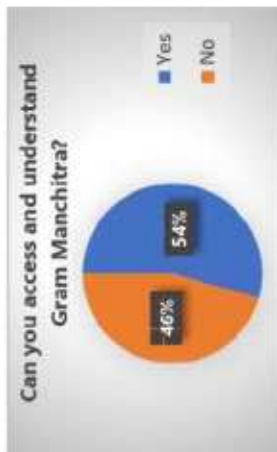


15	Can you access and understand Mission Antyodaya Data?	Count
	Yes	73
	No	61



CB& T Analysis for Junior Engineer/Technical Personnel of GP (Sample Size 134)

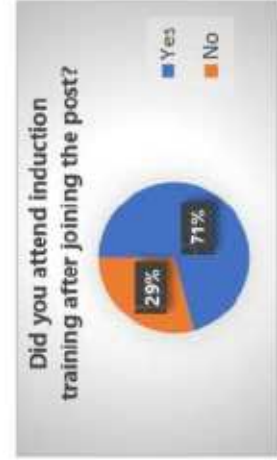
16	Can you access and understand Gram Manchitra?	Count
	Yes	73
	No	61



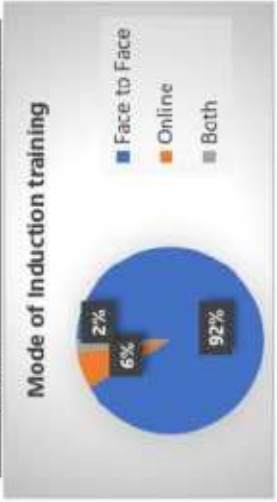
17	Can you access and understand SVAMITVA?	Count
	Yes	92
	No	42



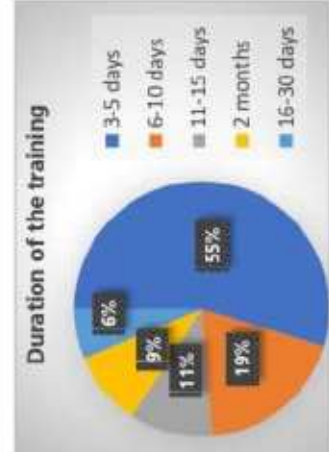
18	Did you attend induction training after joining the post?	Count
	Yes	95
	No	39



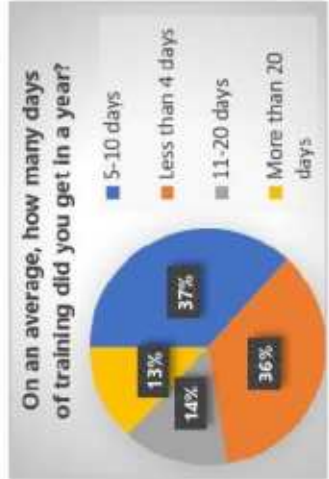
19	Mode of Induction training	Count
	Face to Face	87
	Online training	6
	Both	2



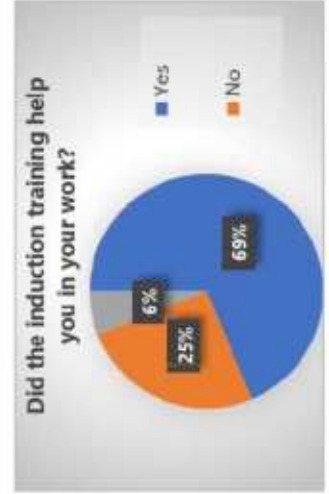
20	What was the duration of the training?	Count
	3-5 days	52
	6-10 days	18
	11-15 days	10
	16-30 days	6
	2 months	9



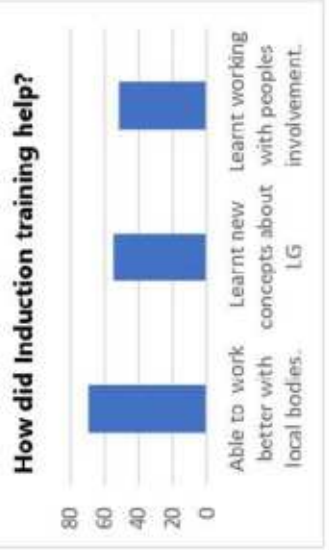
21	On an average, how many days of training did you get in a year?	Count
	None	36
	Less than 4 days	35
	5-10 days	36
	11-20 days	14
	More than 20 days	13



22	Did the induction training help you in your work?	Count
	Yes	92
	No	34
	Not as desired	8

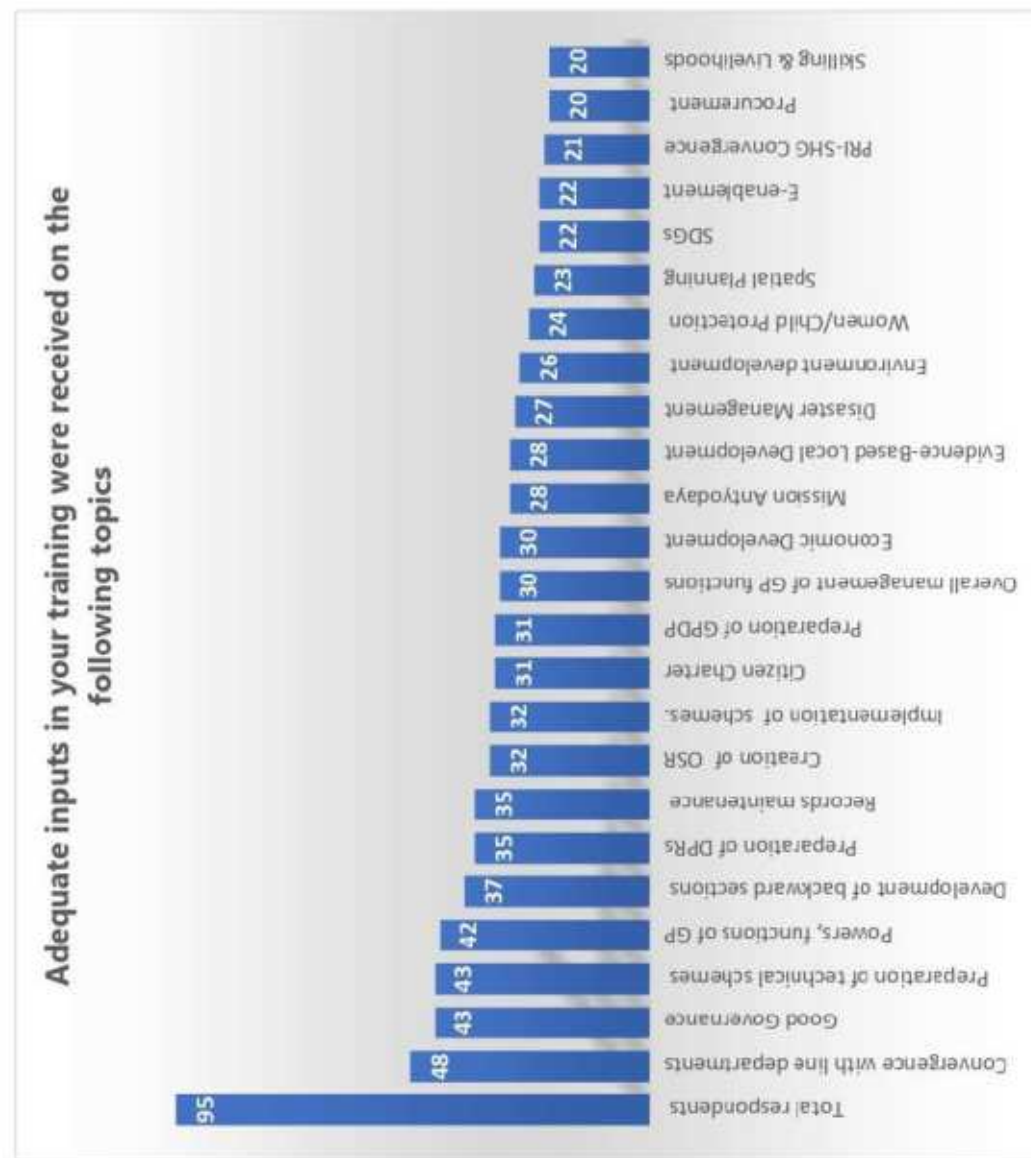


23	If yes, select one or more from the list that are relevant:	Count
	Able to work with local bodies.	70
	Learnt new concepts about local governance	55
	Learnt working with people's involvement.	52



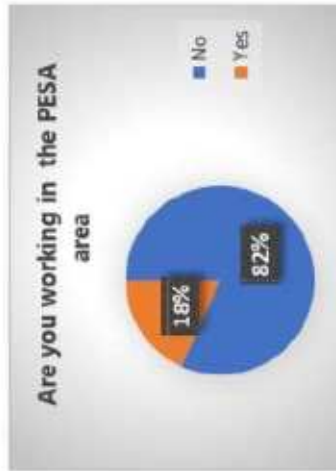
CB& T Analysis for Junior Engineer/Technical Personnel of GP (Sample Size 134)

24	Adequate inputs in your training were received on the following	Count
	Convergence of GP initiatives with line departments.	48
	Preparation of Detailed Project Reports.	35
	Citizen Charter	31
	Creation of Own Source Revenue in the Panchayat.	32
	Development of backward sections of the society (SC, ST, OBC, PwD and other vulnerable sections	37
	Disaster Management.	27
	Good Governance.	43
	Implementation and monitoring of various schemes.	32
	Maintenance of Registers & Records in relation to your responsibilities.	35
	Overall management of GP functions.	30
	Powers, functions & responsibilities of GP	42
	Preparation of technical schemes for technical vetting by higher level engineers	43
	Spatial Planning, Gram Manchitra, Bhuvan Portal	23
	Steps and processes of preparation of GPD	31
	Ecological & Environment development etc	26
	Economic Development and Poverty Reduction	30
	Mission Antyodaya	28
	Evidence-Based Local Development & Roles of GP	28
	PRI-SHG Convergence.	21
	Procurement	20
	Sustainable Development Goals	22
	Women/Child Protection and Development	24
	E-enablement of Panchayats	22
	Skilling & Livelihoods	20

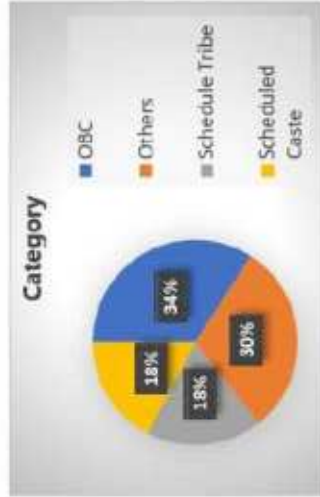


CB&T Analysis for Employees of GP other than Secretary & Junior Engineer (Sample Size-208)

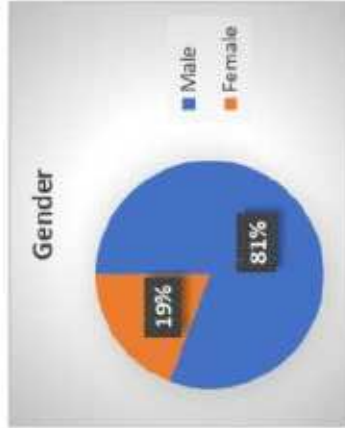
1	Are you working in the PESA area	Count
	No	170
	Yes	38
	Grand Total	208



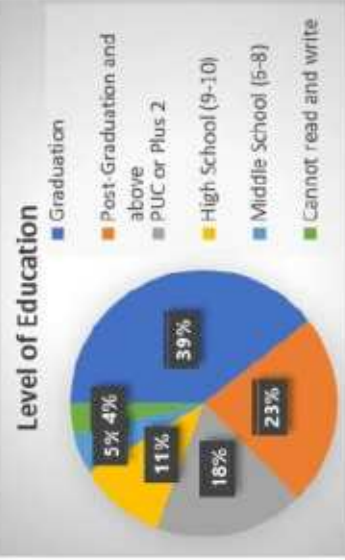
2	Category	Count
	OBC	71
	Others	63
	Schedule Tribe	38
	Scheduled Caste	36



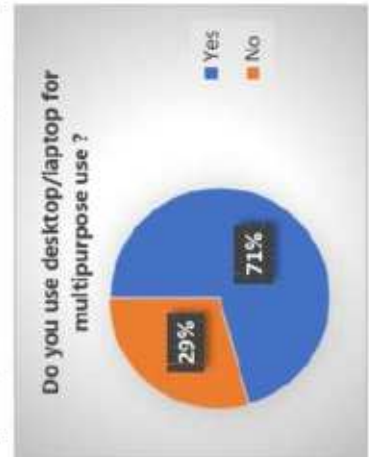
3	Gender	Count
	Male	168
	Female	40
	Grand Total	208



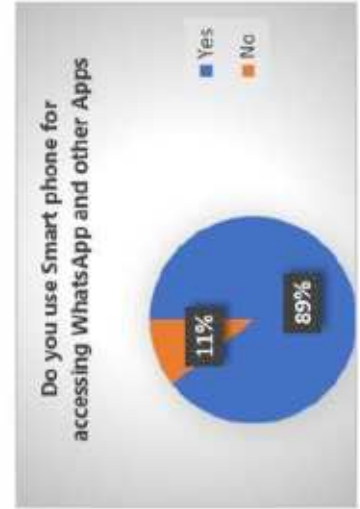
4	Level of Education	Count
	Cannot read and write	8
	Middle School (6-8)	10
	High School (9-10)	22
	PUC or Plus 2	38
	Graduation	82
	PG and above	48



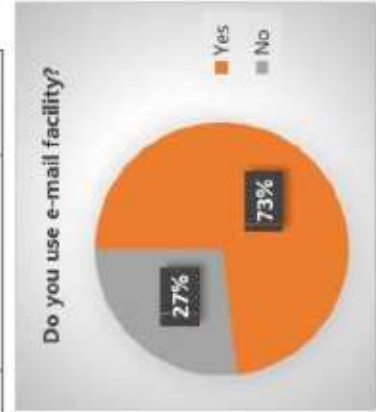
5	Do you use desktop/laptop for multipurpose use ?	Count
	Yes	147
	No	61



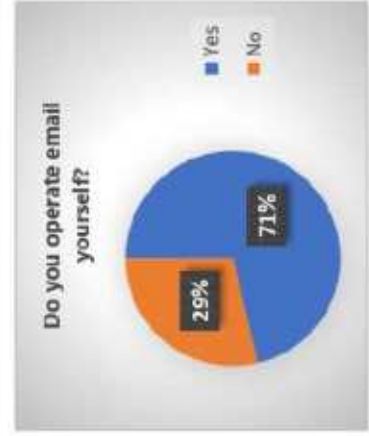
6	Do you use Smart phone for accessing WhatsApp/other Apps like Google Meet, Zoom	Count
	Yes	186
	No	22



7	Do you use e-mail facility?	Count
	Yes	152
	No	56

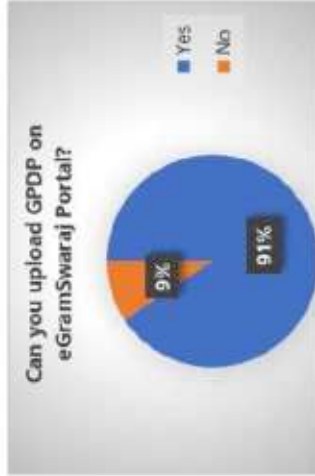


8	Do you operate email yourself?	Count
	Yes	107
	No	43

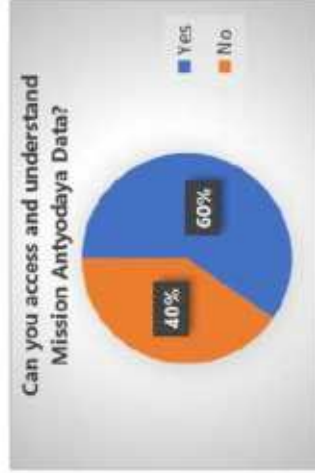


CB&T Analysis for Employees of GP other than Secretary & Junior Engineer (Sample Size-208)

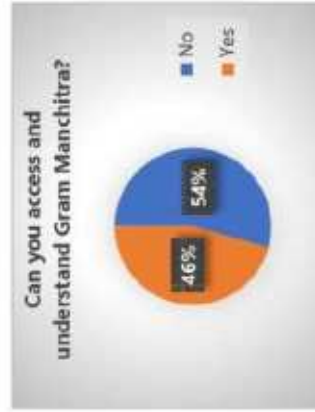
9	Can you upload GDDP on eGramSwaraj Portal?	Count
	Yes	97
	No	10



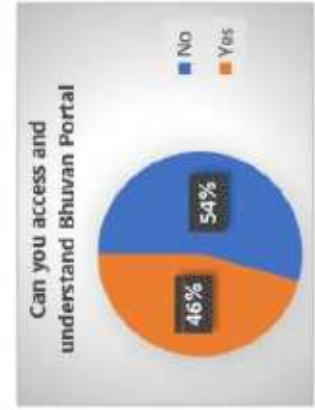
10	Can you access and understand Mission Antyodaya Data?	Count
	Yes	124
	No	84



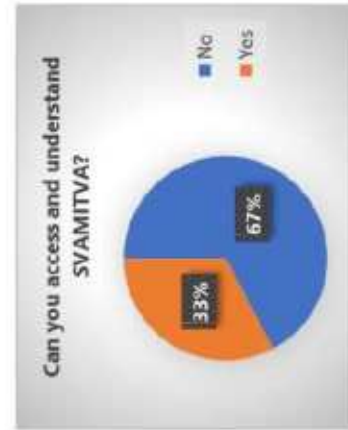
11	Can you access and understand Gram Manchitra?	Count
	No	113
	Yes	95



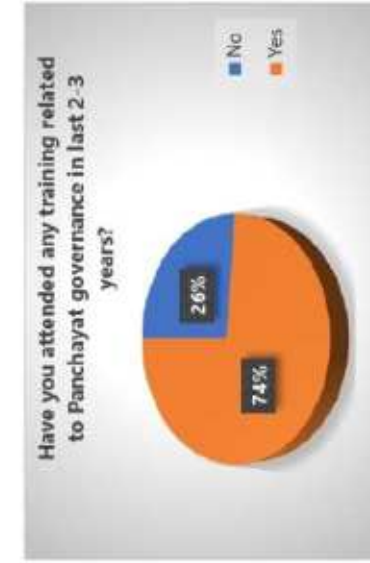
12	Can you access and understand Bhuvan Portal ?	Count
	No	113
	Yes	95



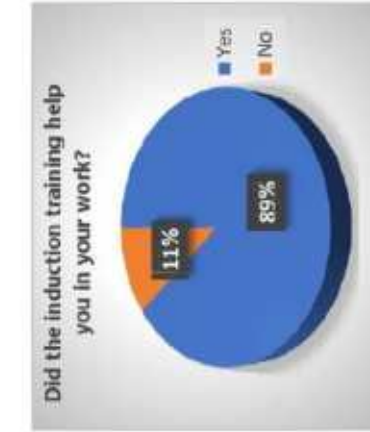
13	Can you access and understand SVAMITVA?	Count
	No	140
	Yes	68



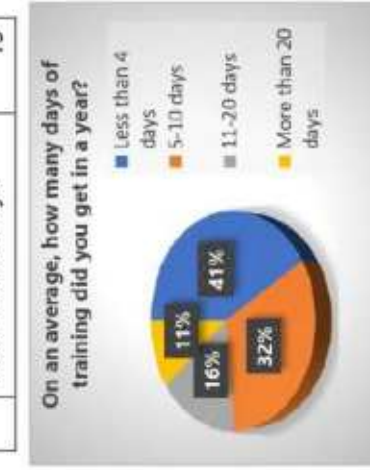
14	Have you attended any training related to Panchayat governance in last 2-3 years?	Count
	No	40
	Yes	112



15	Did the induction training help you in your work?	Count
	Yes	96
	No	12

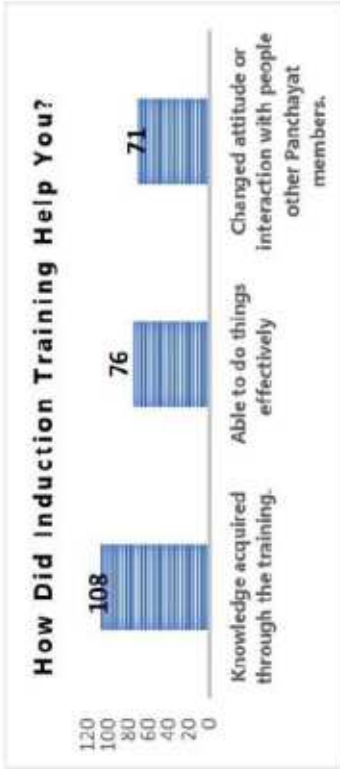


16	On an average, how many days of training did you get in a year?	Count
	None	61
	Less than 4 days	61
	5-10 days	47
	11-20 days	23
	More than 20 days	16

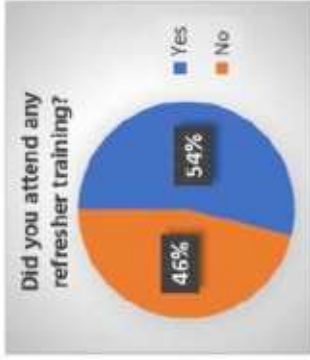


CB&T Analysis for Employees of GP other than Secretary & Junior Engineer (Sample Size-208)

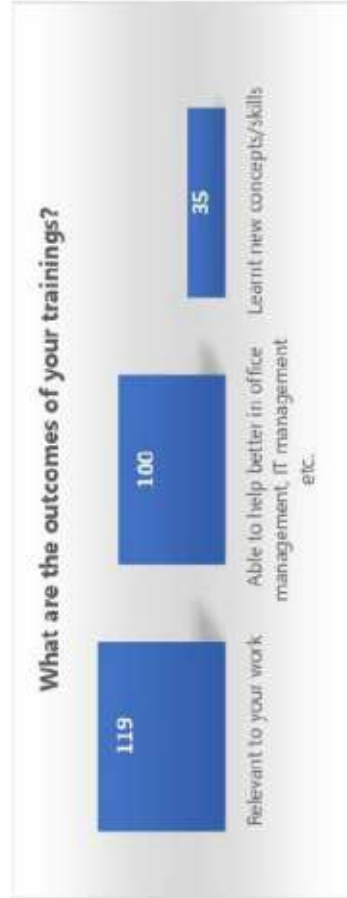
17	How Did Induction Training Help You?	Count
	Knowledge acquired through the training.	108
	Able to do things effectively	76
	Changed attitude or interaction with people other Panchayat members.	71



18	Did you attend any refresher training?	Count
	Yes	112
	No	96



19	What are the outcomes of your trainings?	Count
	Relevant to your work	119
	Able to help better in office management, IT management etc..	100
	Learnt new concepts/skills	35

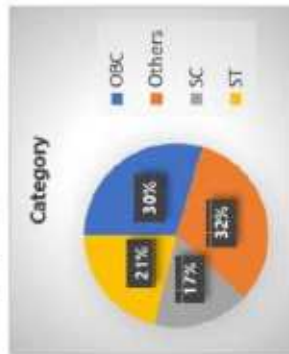


CB&T ANALYSIS OF EMPLOYEES OF LINE DEPARTMENTS IN GP AREAS (SAMPLE SIZE 142)

1	Age (Years)	Count
5	21 to 30	21
	30 to 40	44
	40 to 50	50
	50 to 60	28
	above 60	3



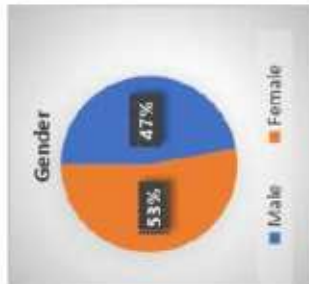
2	Category	Count
4	OBC	42
	Others	46
	SC	24
	ST	30



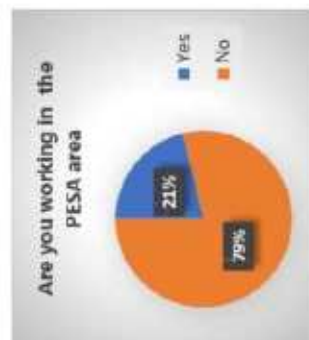
3	Level of Education	Count
	Middle School (6-8)	5
	High School (9-10)	41
	Graduation	74
	Post-Graduation	26



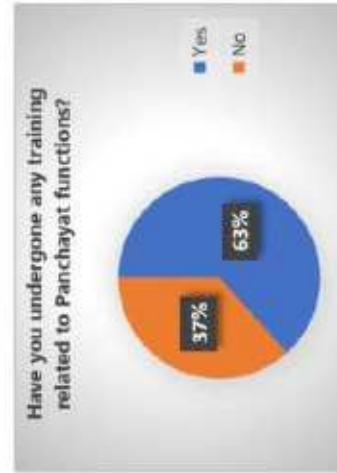
4	Gender	Count
2	Male	67
	Female	75



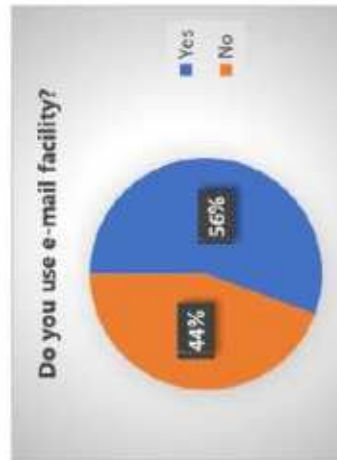
5	Are you working in the PESA area	Count
1	Yes	30
	No	112



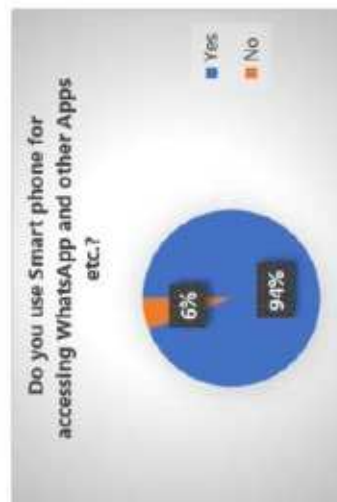
6	Have you undergone any training related to Panchayat functions?	Count
9	Yes	90
	No	52



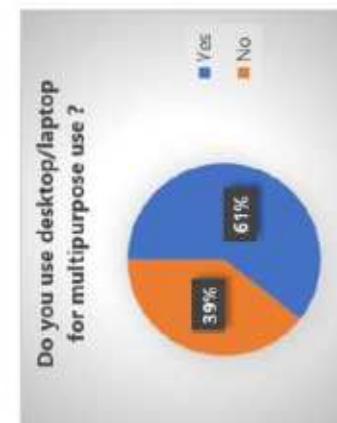
7	Do you use e-mail facility?	Count
8	Yes	79
	No	63



8	Do you use Smart phone for accessing WhatsApp and other Apps etc.?	Count
7	Yes	134
	No	8

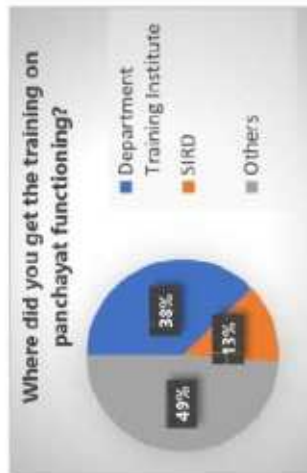


9	Do you use desktop/laptop for multipurpose use ?	Count
6	Yes	86
	No	56



CB&T ANALYSIS OF EMPLOYEES OF LINE DEPARTMENTS IN GP AREAS (SAMPLE SIZE 142)

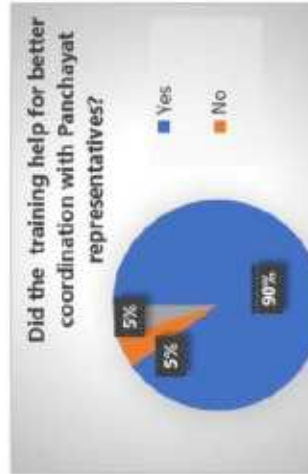
10	Where did you get the training on panchayat functioning?	Count
	Department Trg. Institute	34
	SIRD	12
	Others	44



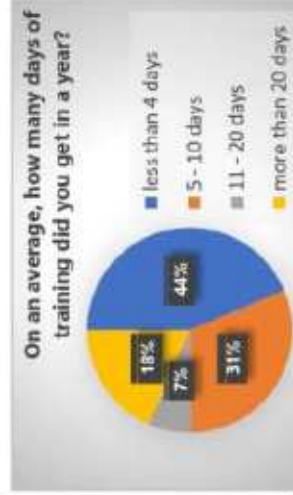
12	What was the duration of the training?	Count
	1 day	21
	2 days	14
	3 days	30
	4 or more days	25



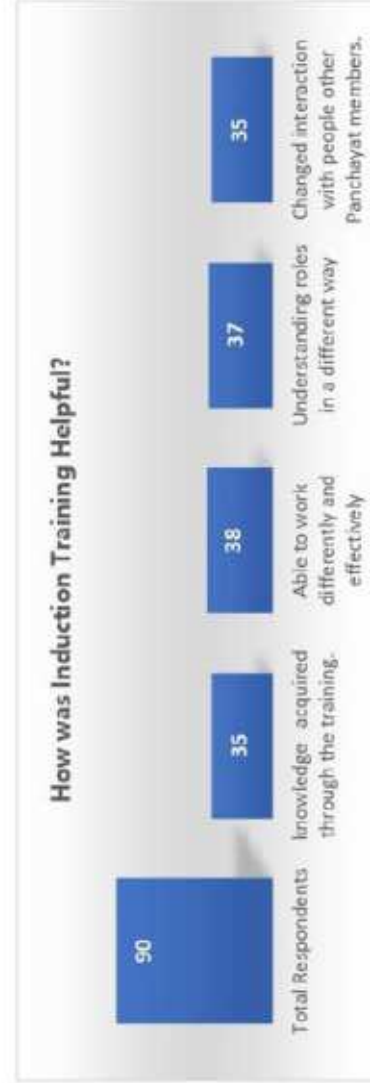
13	Did the training help for better coordination with Panchayat representatives?	Count
	Yes	55
	No	3
	Not as desired	3



14	On an average, how many days of training did you get in a year?	Count
	None	39
	less than 4 days	45
	5 - 10 days	32
	11 - 20 days	7
	more than 20 days	19



15	How did induction training help you?	Count
	knowledge acquired through the training.	35
	Able to work differently and effectively	38
	Understanding roles, duties and responsibilities in a different way for the betterment of the Panchayat.	37
	Changed attitude or interaction with people other Panchayat members.	35

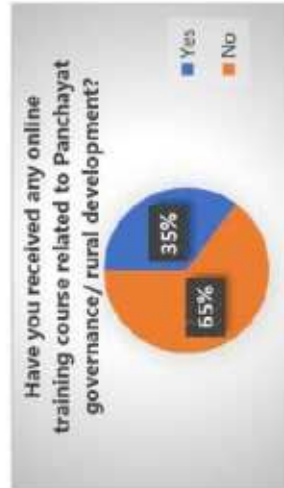


CB&T ANALYSIS OF EMPLOYEES OF LINE DEPARTMENTS IN GP AREAS (SAMPLE SIZE 142)

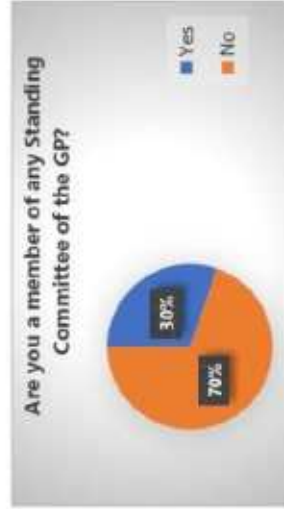
16	How did you find the trainings?	Count
	Relevant to your work	77
	Learnt new concepts	89
	Interesting and inquisitive	39
	Improved your position	39
	More theoretical	11
	Did not understand many things	10
	Did not gain anything	3
	Not at all relevant	2



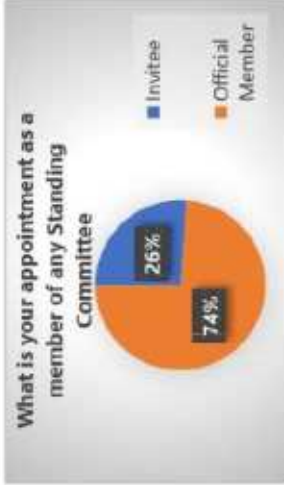
17	Have you received any online training course related to Panchayat governance	Count
	Yes	50
	No	92



18	Are you a member of any Standing Committee of the Gram Panchayat(s)?	Count
	Yes	43
	No	99



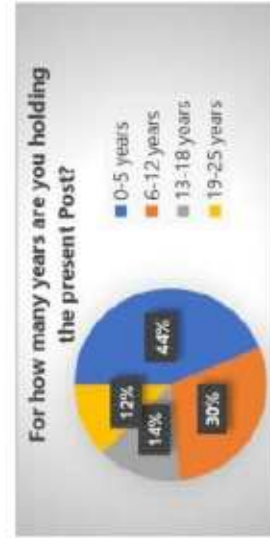
19	If yes, as an official member or an invitee?	Count
	Invitee	11
	Official Member	31



20	Did you get appreciation from your parent department for your involvement in GDPDP	Count
	Yes	85
	No	57

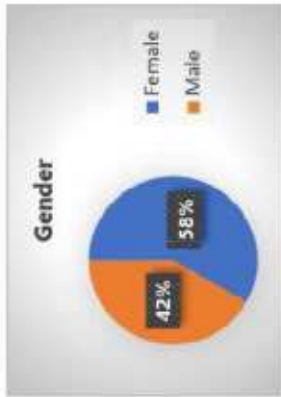


21	For how many years are you holding the present Post?	Count
	0-5 years	56
	6-12 years	38
	13-18 years	18
	19-25 years	16

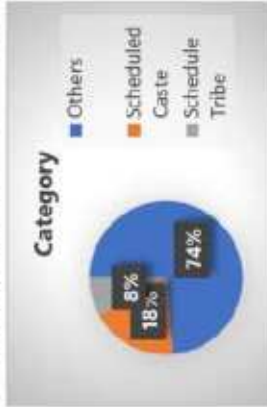


CB& T Analysis for President of Intermediate Panchayat (Sample Size- 194)

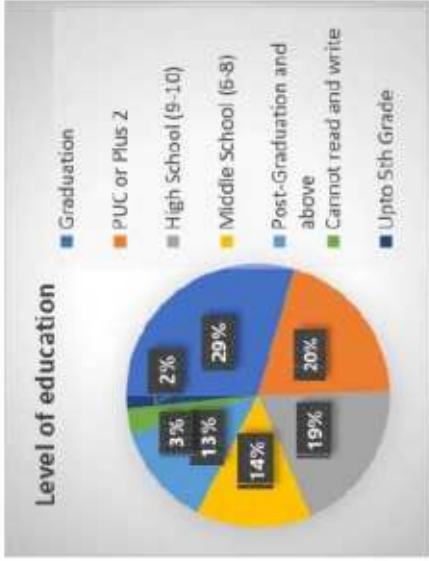
1	Gender	Count
	Female	113
	Male	81



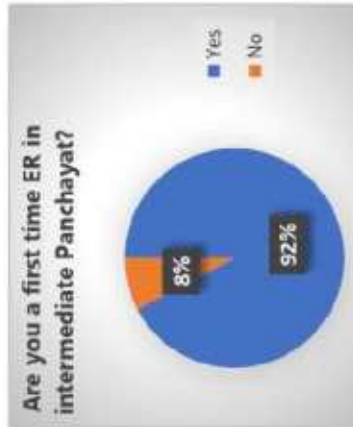
2	Category	Count
	Others	143
	Scheduled Caste	35
	Schedule Tribe	16



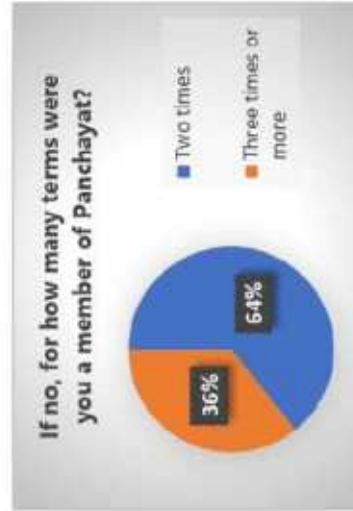
3.	Are you from PESA areas?	Count
	No	176
	Yes	18



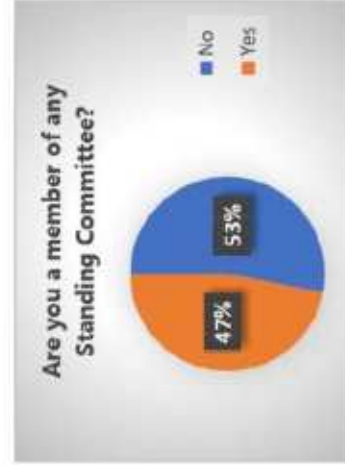
5.	Are you a first time ER in IP	Count
	Yes	179
	No	15



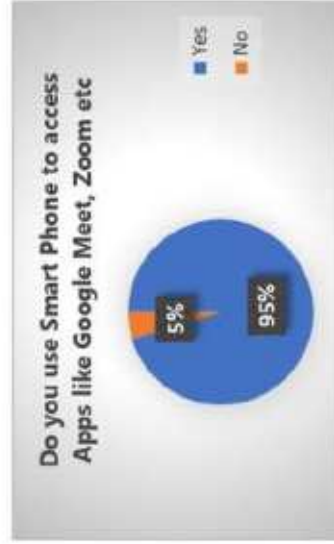
6.	If no, for how many terms were you a member of Panchayat?	Count
	Two times	9
	Three times or more	5



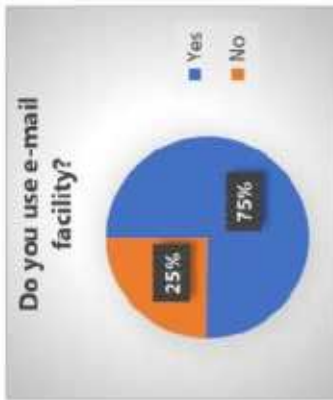
7.	Are you a member of any Standing Committee?	Count
	No	103
	Yes	91



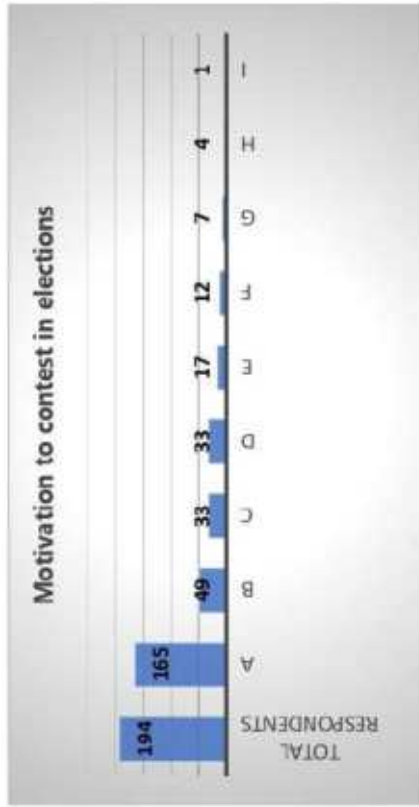
8.	Do you use Smart Phone to access Apps like Google Meet, Zoom etc	Count
	Yes	185
	No	9



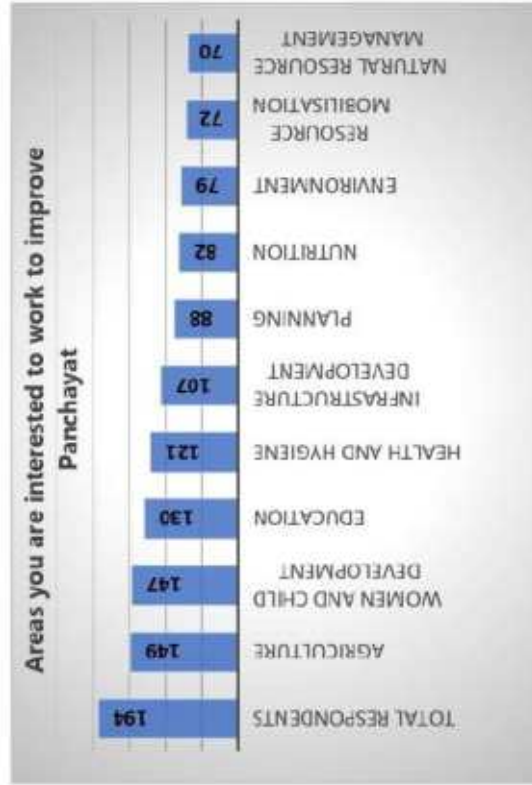
9.	Do you use e-mail facility?	Count
	Yes	146
	No	48



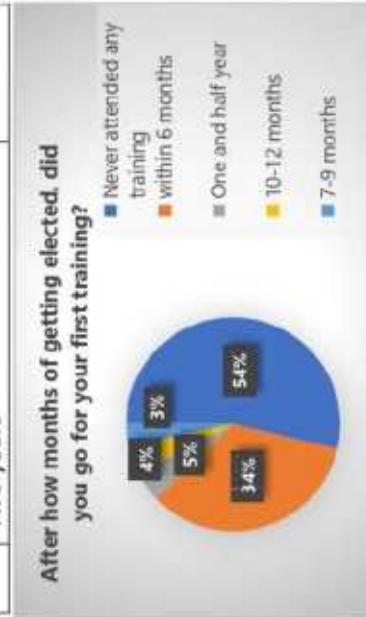
10.	Motivation to contest in elections	Count
	To get an opportunity of helping my people and improve my village (A)	165
	Likely position and respect (B)	49
	Inspired by a political leader (C)	33
	My family was involved in politics already and hence it was natural choice to continue (D)	33
	Wanted to try my hand in politics (E)	17
	Had no interest but village people/elders requested/convinced me (F)	12
	Other reasons (G)	7
	I had nothing else to do and hence contested (H)	4
	For making money (I)	1



11	Interested areas to work to improve Panchayat	Count
	Agriculture	149
	Women and Child Development	147
	Education	130
	Health and Hygiene	121
	Infrastructure development	107
	Planning	88
	Nutrition	82
	Environment	79
	Resource mobilisation	72
	Natural Resource Management	70

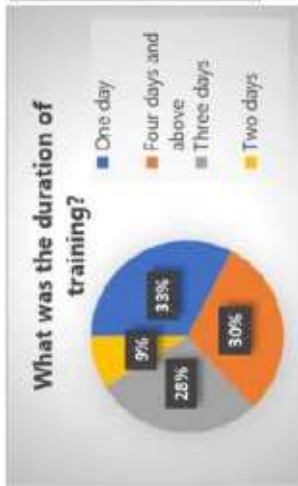


12.	After how months of getting elected, did you go for your first training?	Count
	Never attended any training	101
	within 6 months	64
	One and half year	9
	10-12 months	8
	7-9 months	6
	More than two years	5
	Two years	1

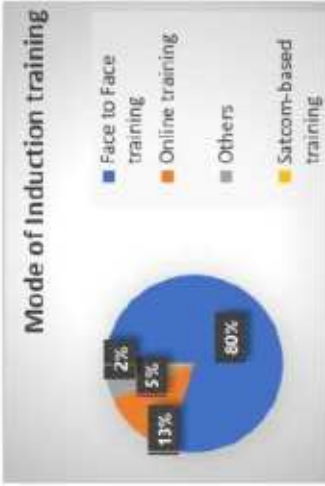


CB& T Analysis for President of Intermediate Panchayat (Sample Size- 194)

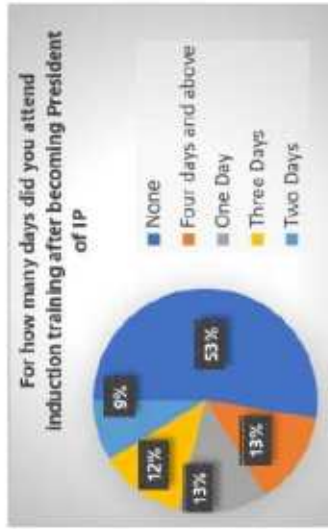
13	What was the duration of training?	Count
	One day	30
	Four days and above	28
	Three days	26
	Two days	8



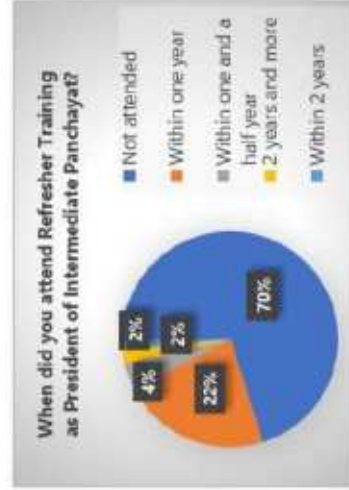
14	Mode of Induction training	Count
	Face to Face training	72
	Online training	12
	Others	4
	Satcom-based training	2



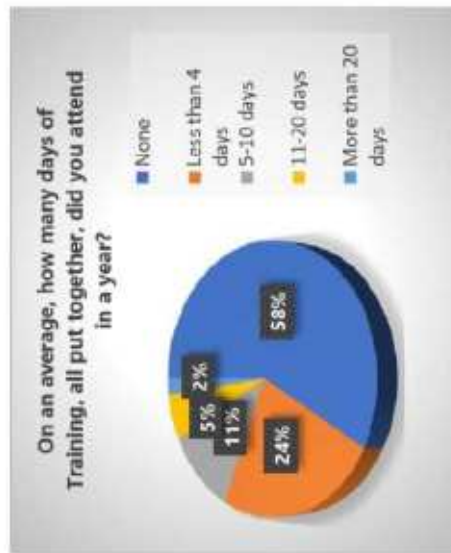
15	For how many days did you attend induction training after becoming President of IP?	Count
	None	102
	Four days and above	26
	One Day	25
	Three Days	24
	Two Days	17



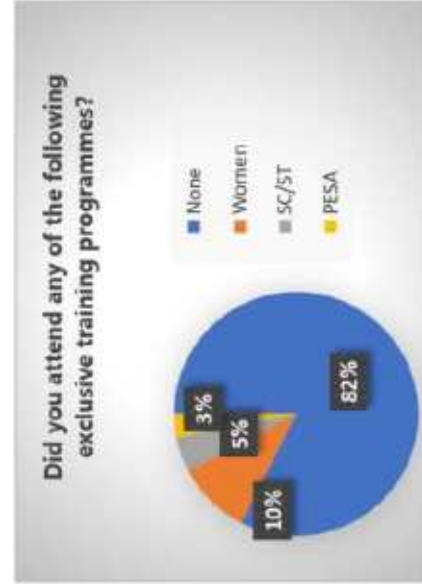
16	When did you attend Refresher Training as President of IP?	Count
	Not attended	136
	Within one year	43
	Within one & half year	8
	2 years and more	4
	Within 2 years	3



17	On an average, how many days of Training, all put together, did you attend in a year?	Count
	None	112
	Less than 4 days	46
	5-10 days	21
	11-20 days	11
	More than 20 days	4

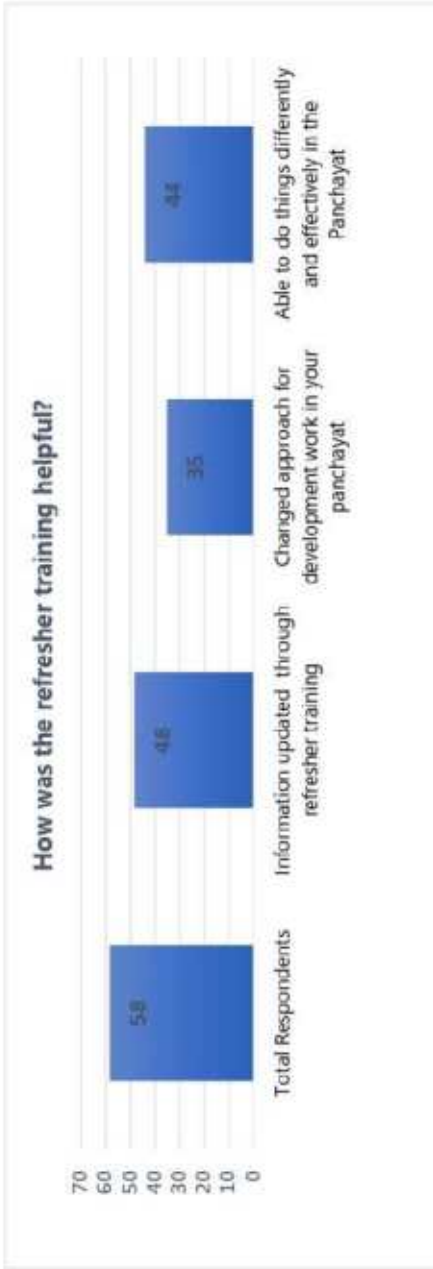


18	Did you attend any of the following exclusive training programmes?	Count
	None	160
	Women	19
	SC/ST	9
	PESA	6

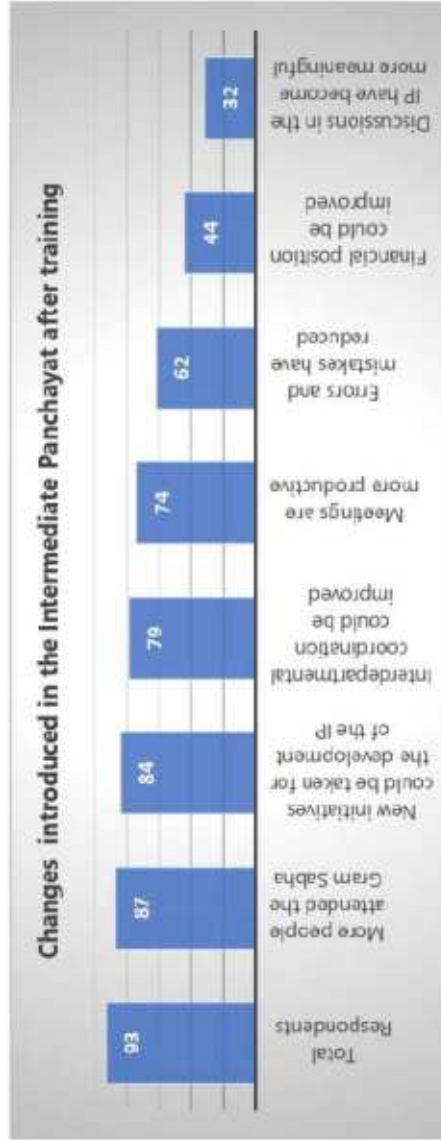


CB& T Analysis for President of Intermediate Panchayat (Sample Size- 194)

19	How was the refresher training helpful?	Count
	Information updated through refresher training	48
	Changed approach for development work in your panchayat	35
	Able to do things differently and effectively in the Panchayat	44

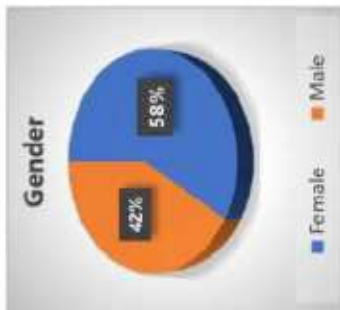


20	Changes introduced in the Intermediate Panchayat after training	Count
	More people attended the Gram Sabha	87
	New initiatives could be taken for the development of the IP	84
	Interdepartmental coordination could be improved	79
	Meetings are more productive	74
	Errors and mistakes have reduced	62
	Financial position could be improved	44
	Discussions in the IP have become more meaningful	32

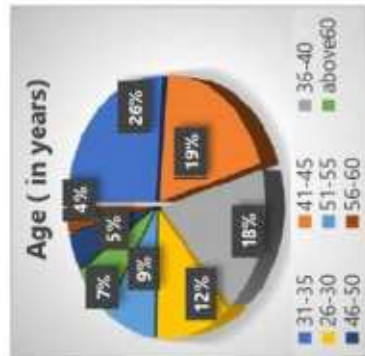


CB & T Analysis for Chairman of Standing Committee of Intermediate Panchayat (Sample Size-57)

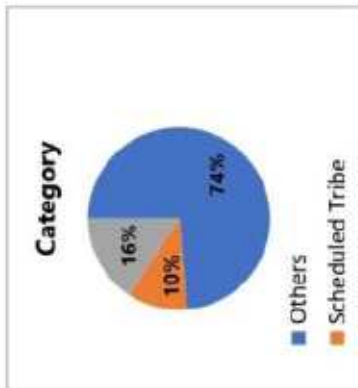
1.	Gender	Count
	Female	33
	Male	24



2.	Age (years)	Count
	26-30	7
	31-35	15
	36-40	10
	41-45	11
	46-50	3
	51-55	5
	56-60	2
	above60	4



3.	Category	Count
	Others	42
	Scheduled Tribe	6
	Schedule Caste	9



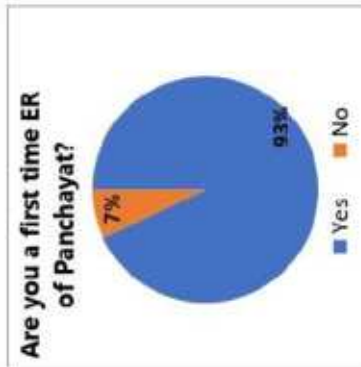
4.	Are you from the PESA area	Count
	No	44
	Yes	13



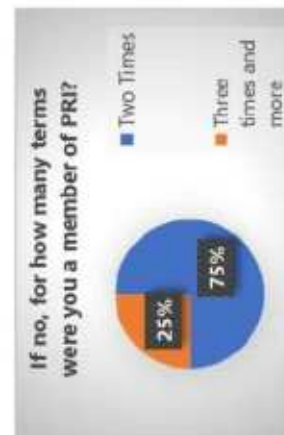
5.	Level of Education	Count
	Can't read & write	4
	5th Passed	1
	Middle School	6
	High School	11
	PUC/Plus 2	6
	Graduation	21
	PG & above	7



6.	Are you first time ER	Count
	Yes	53
	No	4



7.	If no, for how many terms were you a member of PRI?	Count
	Two Times	3
	Three times and more	1

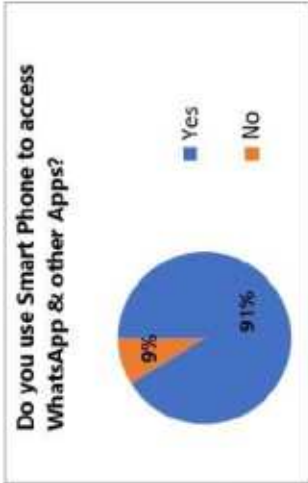


8.	Are you member of any other Standing Committee	Count
	Yes	29
	No	28

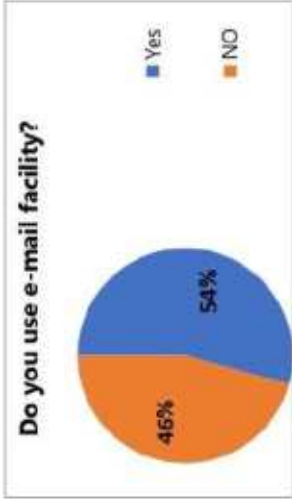


CB & T Analysis for Chairman of Standing Committee of Intermediate Panchayat (Sample Size-57)

9.	Do you use Smart Phone to access WhatsApp and other Apps.?	Count
	Yes	52
	No	5



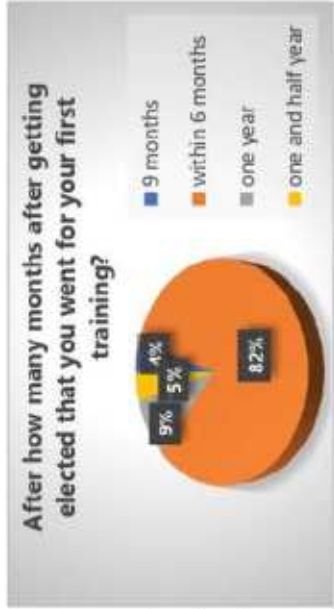
10.	Do you use e-mail facility?	Count
	Yes	32
	No	27



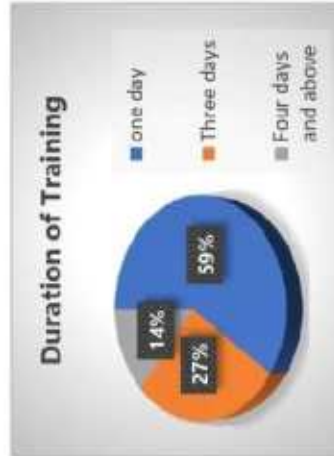
11.	Did you attend any training after you got elected?	Count
	Yes	32
	No	35



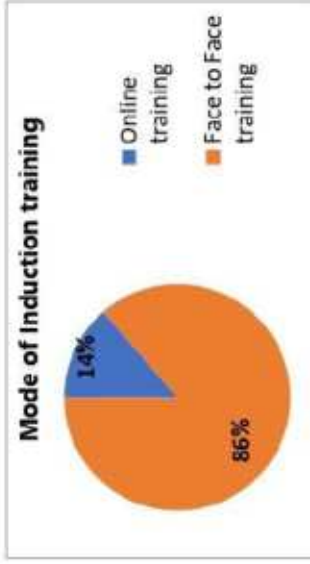
12.	After how many months after getting elected that you went for your first training?	Count
	9 months	1
	within 6 months	18
	one year	2
	one and half year	1



13.	What was the duration of the training?	Count
	one day	13
	Three days	6
	Four days and above	3



14.	Mode of Induction training	Count
	Online training	3
	Face to Face training	19

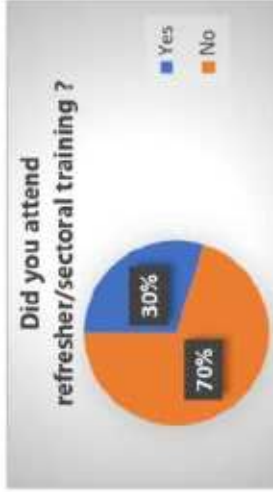


CB & T Analysis for Chairman of Standing Committee of Intermediate Panchayat (Sample Size-57)

15.	Did the induction training help you in your work?	Count
	Yes	20
	No	2
	Not as desired	1



16.	Did you attend refresher/sectoral training?	Count
	Yes	17
	No	40



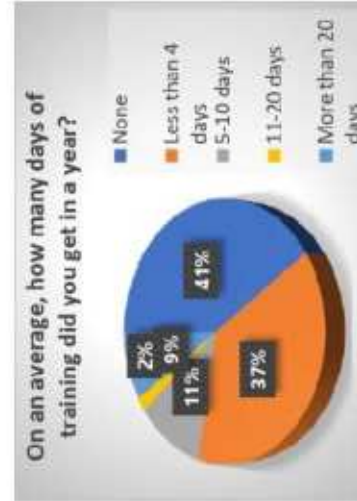
17.	Did you attend any training after becoming Chairperson of a Standing Committee?	Count
	Yes	19
	No	38



18.	What was the duration of the training for the Chairperson of Standing Committee?	Count
	One	10
	two	4
	three	3
	Four and above	2



19.	On an average, how many days of training did you get in a year?	Count
	None	22
	Less than 4 days	20
	5-10 days	6
	11-20 days	1
	More than 20 days	5



20.	Did you receive any positive feedback from people on your initiatives taken after and because of the training?	Count
	Yes	17
	No	15

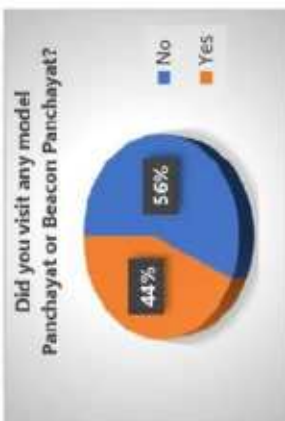


CB & T Analysis for Chairman of Standing Committee of Intermediate Panchayat (Sample Size-57)

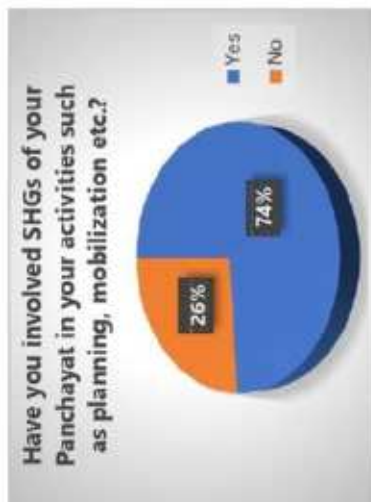
21.	Do you feel that training is needed for others i.e Standing committee members, ward members, secretary, other functionaries of the Panchayat?	Count
	No	6
	Yes	51



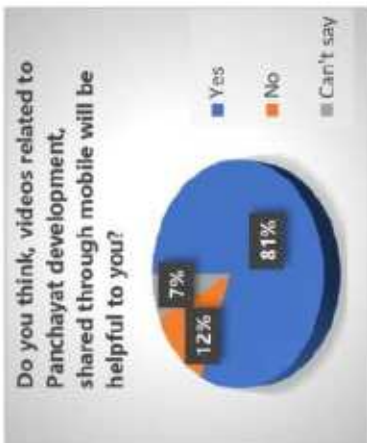
22.	Did you visit any model Panchayat or Beacon Panchayat?	Count
	No	32
	Yes	25



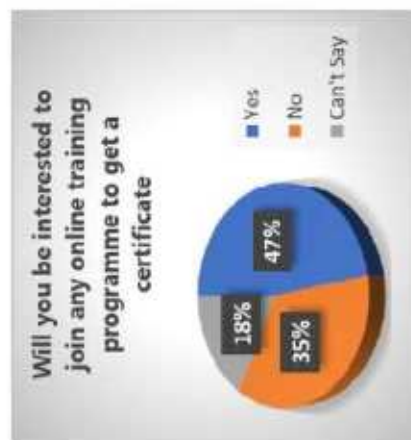
22.	Have you involved SHGs of your Panchayat in your activities such as planning, mobilization etc.?	Count
	Yes	42
	No	15



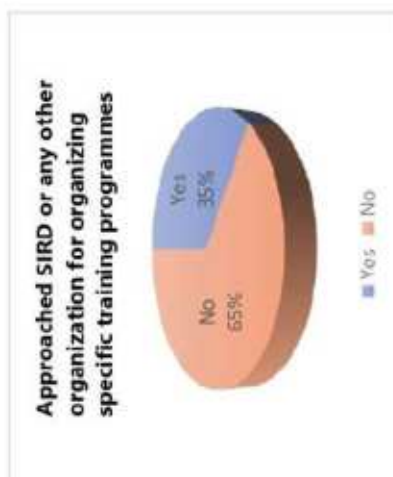
23.	Do you think, videos related to Panchayat working/development, shared through mobile will be helpful to you?	Count
	Yes	46
	No	7
	Can't say	4



24.	Will you be interested to join any online training programme to get a certificate/degree from NIRDPR/SIRD/University?	Count
	Yes	27
	No	20
	Can't Say	10

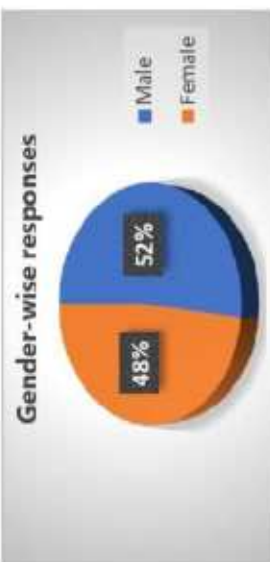


25.	Have you anytime approached SIRD/ETC/BPRC/block or any other organization for organizing specific training programme for yourself or for your panchayat members or officials?	Count
	Yes	20
	No	37

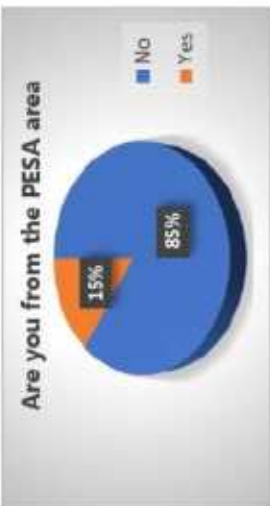


CB&T ANALYSIS FOR MEMBERS OF INTERMEDIATE PANCHAYAT (SAMPLE SIZE-634)

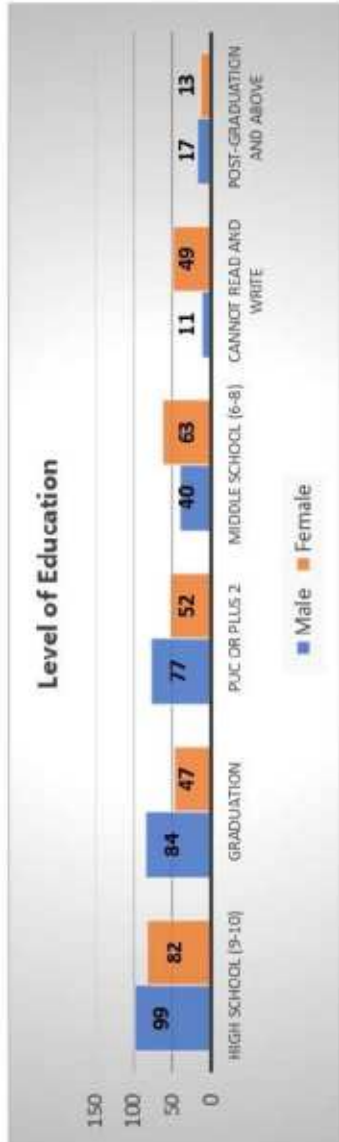
1. Gender	Count
Male	328
Female	306



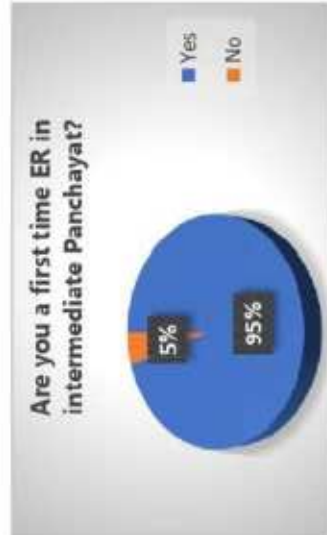
2. Are you from the PESA area	Count
No	538
Yes	96



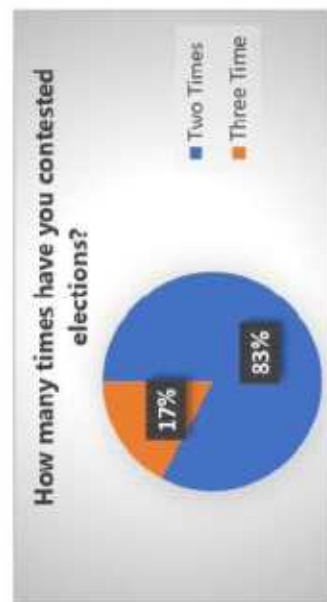
3. Level of Education	Male	Female	Grand Total
High School (9-10)	98	81	179
Graduation	83	46	129
PUC or Plus 2	76	51	127
Middle School (6-8)	39	62	101
Cannot read and write	10	48	58
Post-Graduation and above	17	13	30



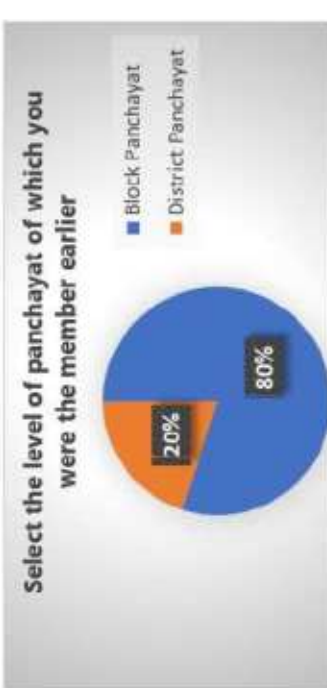
4. Are you a first time ER in intermediate Panchayat?	Count
Yes	603
No	31



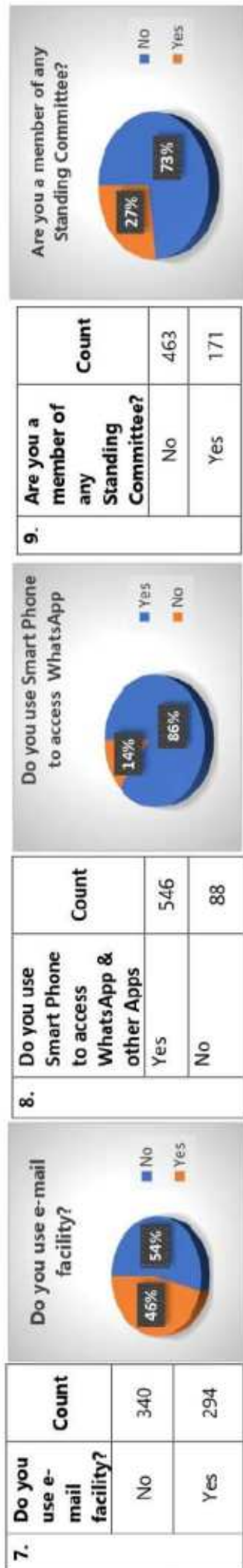
5. For how many times have you been elected before?	Count
Two Times	24
Three Times	5



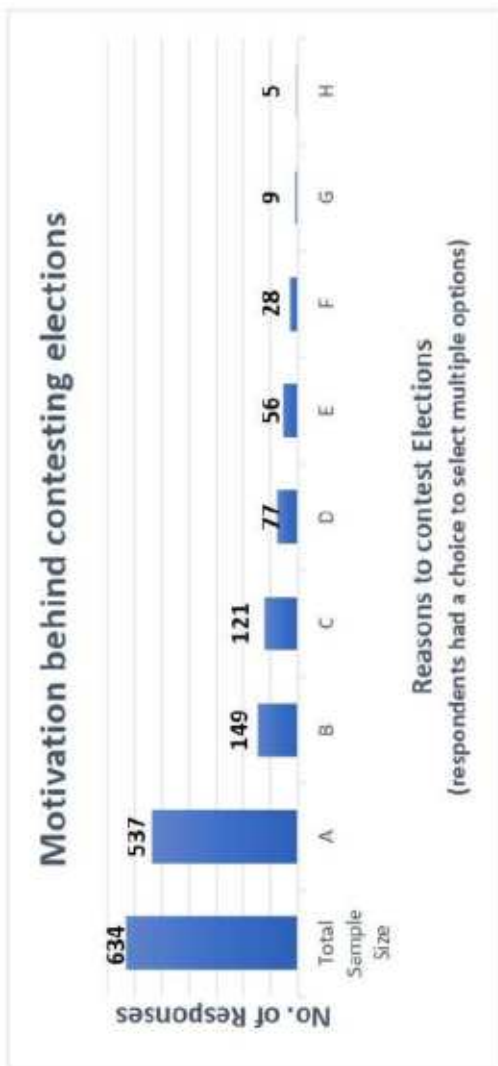
6. Select the level of panchayat of which you were the member earlier	Count
Block Panchayat	4
District Panchayat	1



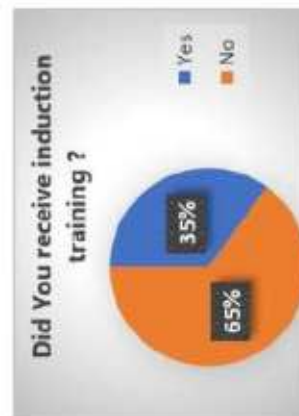
CB&T ANALYSIS FOR MEMBERS OF INTERMEDIATE PANCHAYAT (SAMPLE SIZE-634)



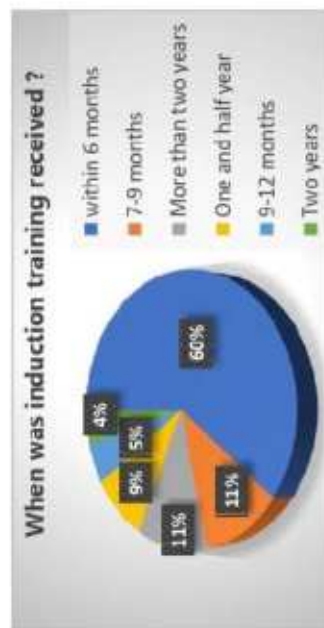
10. Motivation behind contesting elections	Count
To get an opportunity of helping my people and improve my village (A)	537
Likely position and respect (B)	149
Inspired by a political leader (C)	121
My family was involved in elections/ politics already and hence it was natural choice to continue (D)	77
Wanted to try my hand in politics (E)	56
Had no interest but village people/elders requested/convinced me (F)	28
I had nothing else to do and hence contested (G)	9
For making money (H)	5



11. Did you receive induction training after you got elected?	Count
Yes	222
No	412

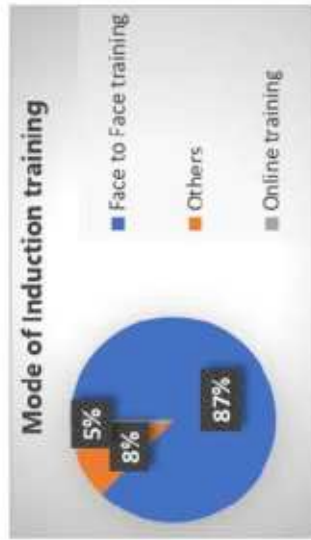


12. When did you receive induction training after you got elected?	Count
within 6 months	133
7-9 months	25
More than two years	24
One and half year	19
9-12 months	11
Two years	10

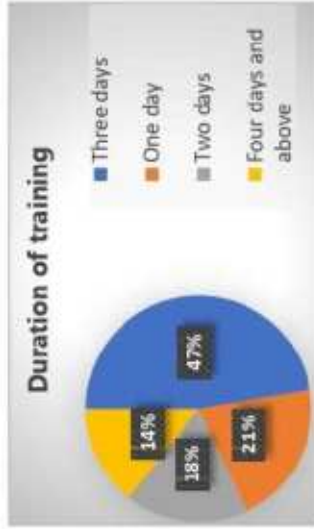


CB&T ANALYSIS FOR MEMBERS OF INTERMEDIATE PANCHAYAT (SAMPLE SIZE -634)

13.	Mode of Induction training	Count
	Face to Face training	190
	Others	17
	Online training	11
	Satcom-based training	4



14.	What was the duration of training	Count
	Three days	105
	One day	46
	Two days	39
	Four days and above	32



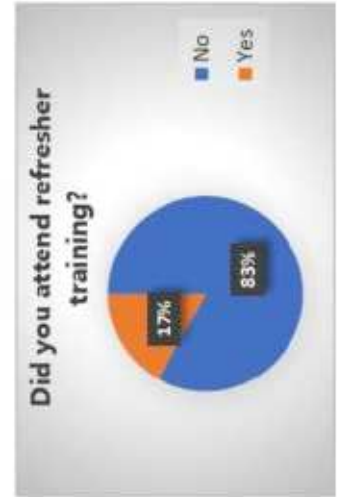
15.	How did the induction training help you?	Count
	New Information/knowledge acquired through the training (A)	173
	Things you are able to do differently and effectively in the Panchayat (B)	59
	Understanding your roles duties and responsibilities in a different way (C)	49
	You realised how much good work can be done in the Panchayat and how powerful your position is (D)	41
	You are happy that you could join in Panchayat and continue to be associated with Panchayat (E)	39
	Changed your attitude or interaction with people other Panchayat members (F)	39
	Not helpful (G)	3

How was induction training helpful?

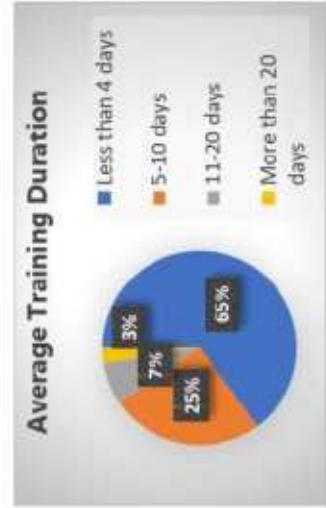


Usefulness of Induction training
(Respondents had a choice to select multiple options)

16.	Did you attend refresher training?	Count
	No	527
	Yes	107

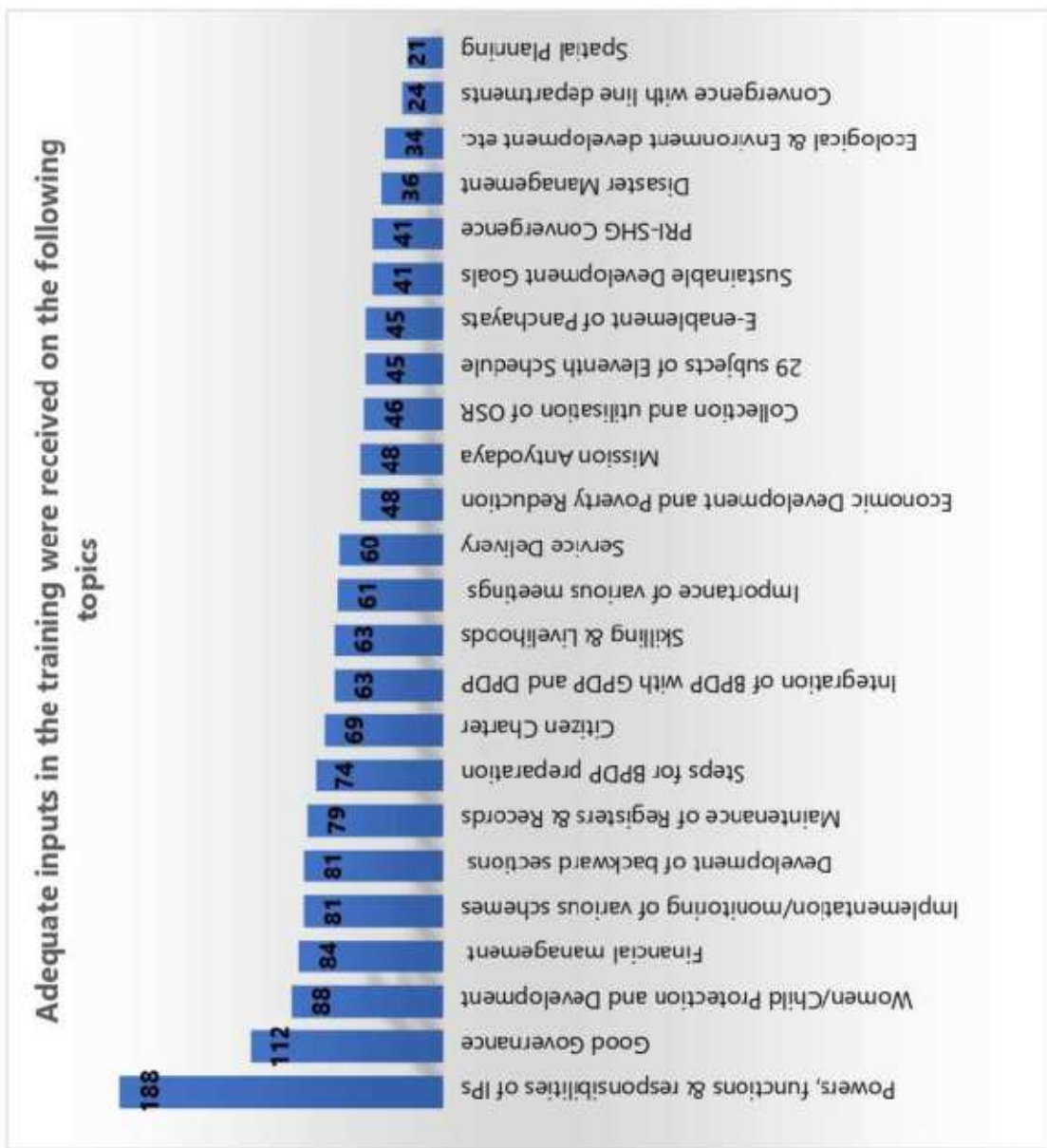


17.	On an average, how many days of training, all put together, did you get in a year?	Count
	Less than 4 days	102
	5-10 days	40
	11-20 days	11
	More than 20 days	4



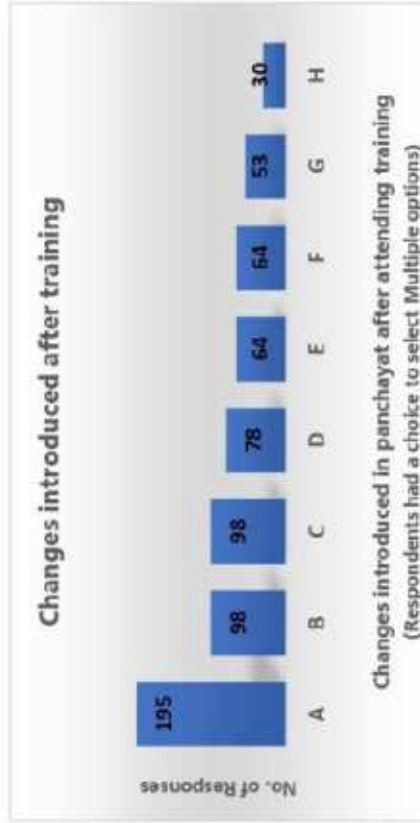
CB&T ANALYSIS FOR MEMBERS OF INTERMEDIATE PANCHAYAT (SAMPLE SIZE -634)

(Respondents had a choice to select multiple options)	
18. Adequate inputs in the training were received on the following:	Count
Powers, functions & responsibilities of IPs	188
Importance of various meetings	61
Implementation/monitoring of various schemes	81
Citizen Charter	69
Integration of BDPD with GPDP and DPDP	63
Development of backward sections	81
Collection and utilisation of OSR	46
Maintenance of Registers & Records	79
Service Delivery	60
Steps for BDPD preparation	74
SDGs	41
Ecological & Environment development etc.	34
Economic Development and Poverty Reduction	48
Women/Child Protection and Development	88
Financial management	84
Good Governance	112
Spatial Planning	21
29 subjects of Eleventh Schedule	45
Disaster Management	36
Skilling & Livelihoods	63
PRI-SHG Convergence	41
Mission Antyodaya	48
E-enablement of Panchayats	45
Convergence with line departments	24

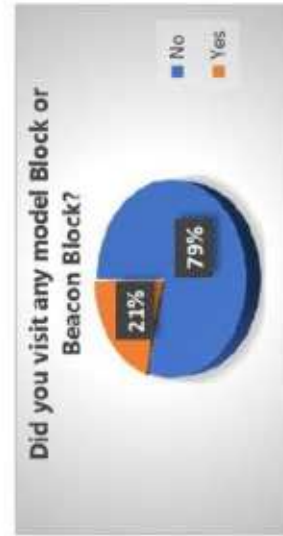


CB&T ANALYSIS FOR MEMBERS OF INTERMEDIATE PANCHAYAT (SAMPLE SIZE-634)

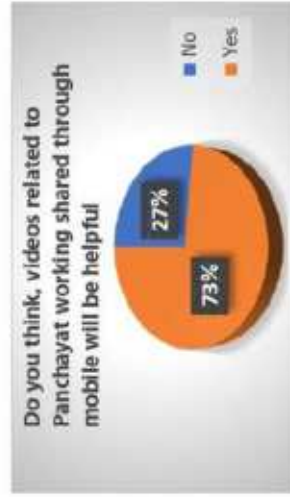
19. What changes have you introduced / what initiative(s) have you taken in the Intermediate Panchayat after training that people are happy about?	Count
Discussions in the Intermediate Panchayat have become more meaningful (A)	195
Agenda of the Meetings can be better planned (B)	98
More people were made to attend Gram Sabha (C)	98
New initiatives could be taken for the development of the GP (D)	78
Financial position could be improved (E)	64
Interdepartmental coordination could be improved (F)	64
Errors and mistakes have reduced (G)	53
Able to connect better with sectoral/line departments (H)	30



20. Did you visit any model Block or Beacon Block?	Count
No	499
Yes	135



21. Do you think, videos related to Panchayat working/development, shared through mobile will be helpful to you?	Count
No	170
Yes	464



22. Will you be interested to join any online training programme to get a certificate/degree from NIRDPR/SIRD/University?	Count
Yes	218
No	120
Have Not decided	126

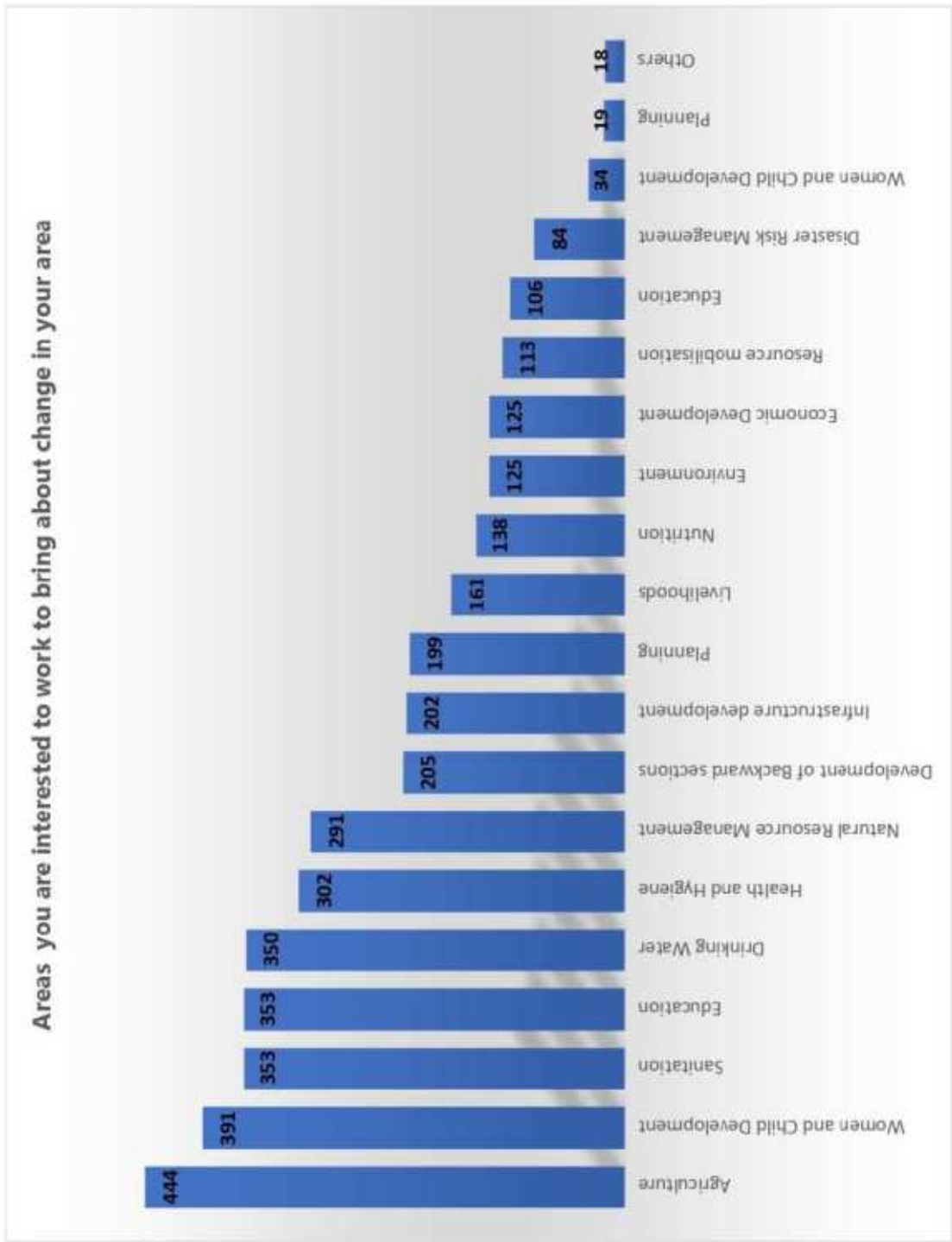


23. Have you anytime approached SIRD/ETC/ BPRC/Block or any other organization for organizing specific training programme for yourself or for panchayat members or officials??	Count
No	503
Yes	131



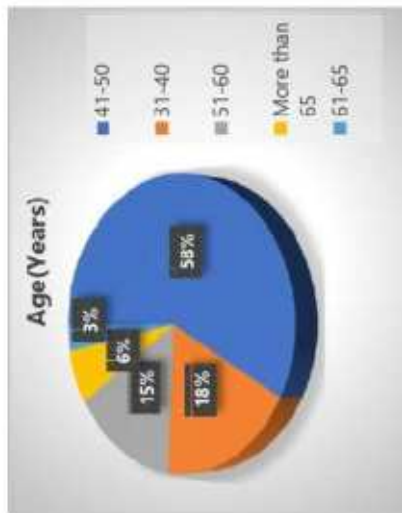
CB&T ANALYSIS FOR MEMBERS OF INTERMEDIATE PANCHAYAT (SAMPLE SIZE-634)

24.	Areas in which you are interested to work to bring about change in your area.	Count
	Agriculture	444
	Women and Child Development	391
	Sanitation	353
	Education	353
	Drinking Water	350
	Health and Hygiene	302
	Natural Resource Management	291
	Development of Backward sections	205
	Infrastructure development	202
	Planning	199
	Livelihoods	161
	Nutrition	138
	Environment	125
	Economic Development	125
	Resource mobilisation	113
	Education	106
	Disaster Risk Management	84
	Women and Child Development	34
	Planning	19
	Others	18

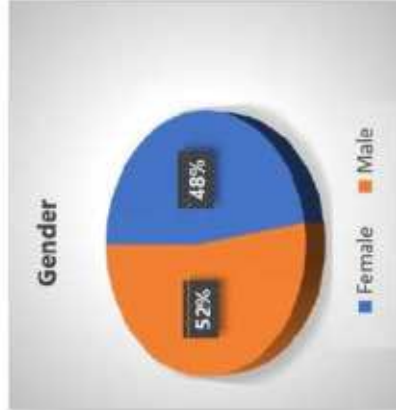


CB& T Analysis for the President of District Panchayat (Sample Size : 65)

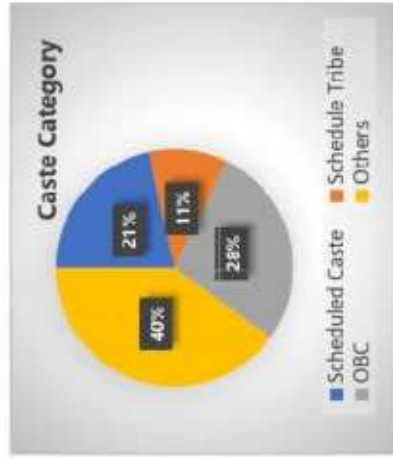
1	Age Range (in years)	Count
	31-40	6
	41-50	19
	51-60	5
	61-65	1
	More than 65	2



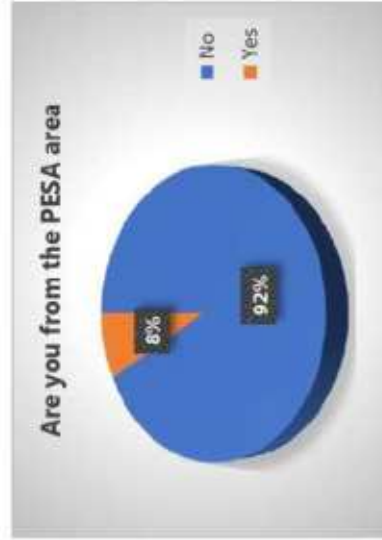
2	Gender	Count
	Female	31
	Male	34



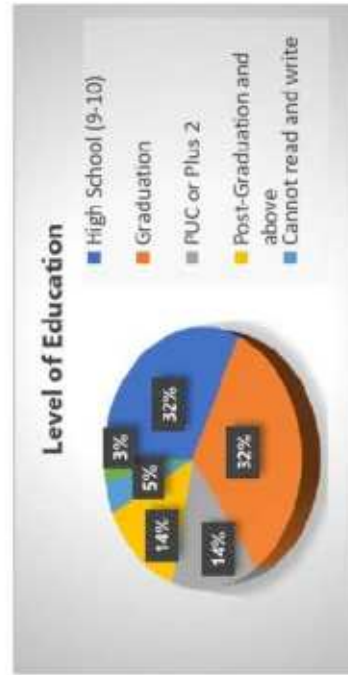
3	Category	Count
	Scheduled Caste	14
	Schedule Tribe	7
	OBC	18
	Others	26



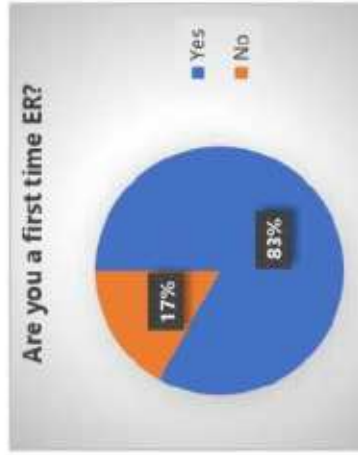
4	Are you from the PESA area	Count
	No	59
	Yes	5



5	Level of Education	Count
	Cannot read and write	3
	Middle School (6-8)	2
	High School (9-10)	21
	PUC or Plus 2	9
	Graduation	21
	Post-Graduation and above	9

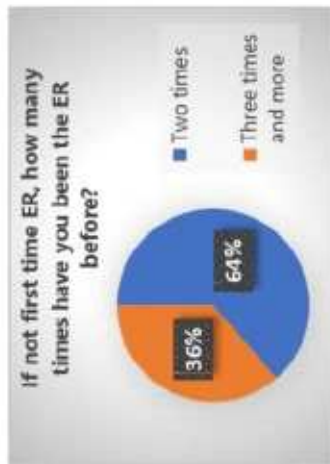


6	Are you a first time ER?	Count
	Yes	54
	No	11

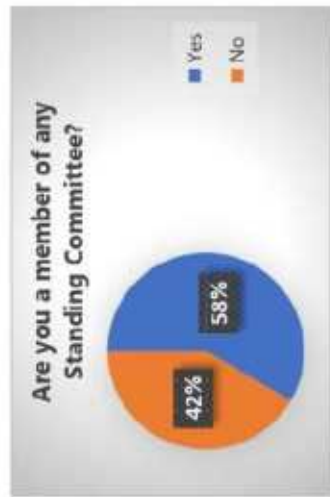


CB& T Analysis for the President of District Panchayat (Sample Size : 65)

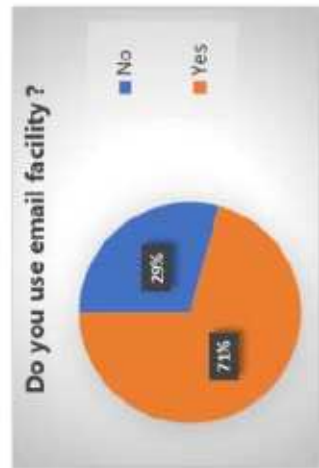
How many times you have been ER ?	Count
Two times	7
Three times and more	4



Are you a member of any Standing Committee?	Count
Yes	38
No	27



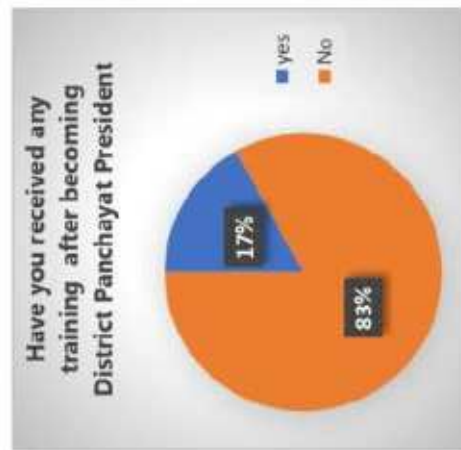
Do you use e-mail facility?	Count
No	19
Yes	46



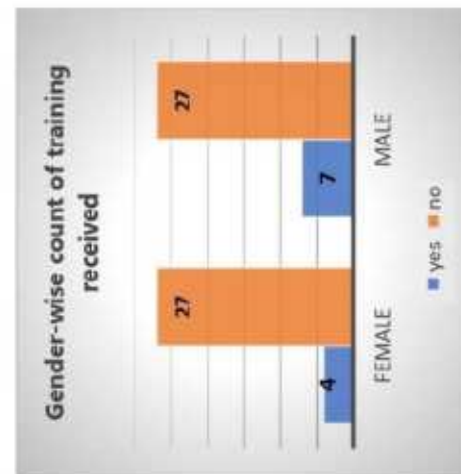
Do you use smart phones for google meet, whatsapp etc.	Count
No	1
Yes	64



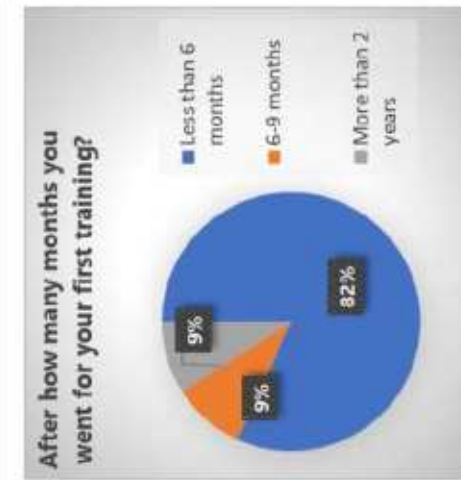
Have you received any training after becoming President?	Count
Yes	11
No	54



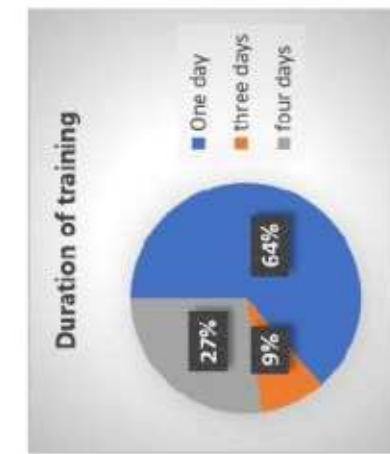
Gender-wise count of training received	Count
Female	4
Male	7



After how many months you went for first training?	Count
Less than 6 months	9
6-9 months	1
More than 2 years	1

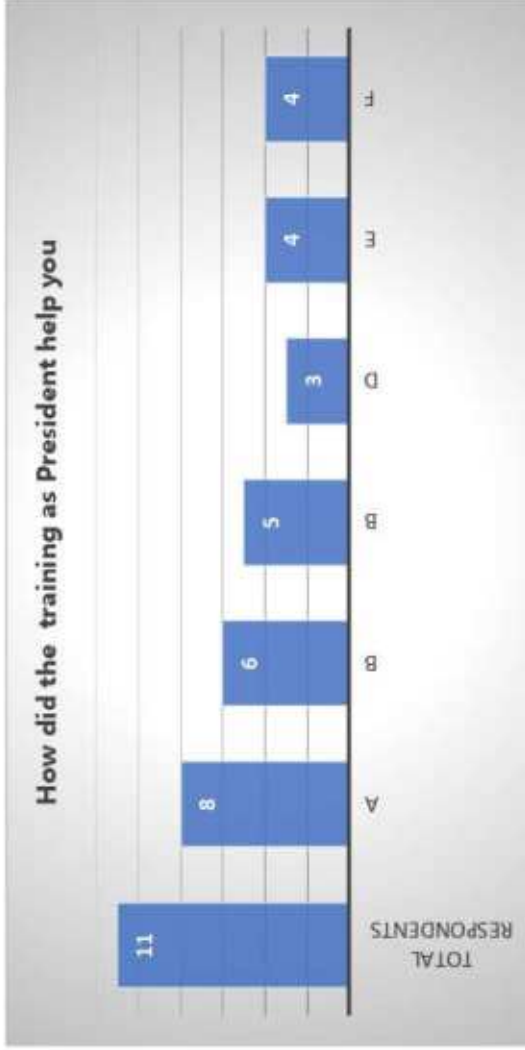


What was the duration of training?	Count
One day	7
three days	1
four days	3

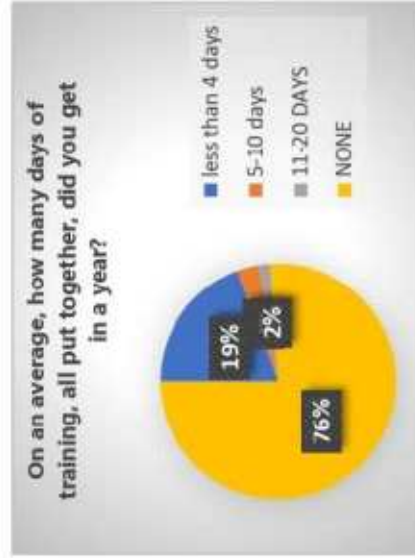


CB& T Analysis for the President of District Panchayat (Sample Size : 65)

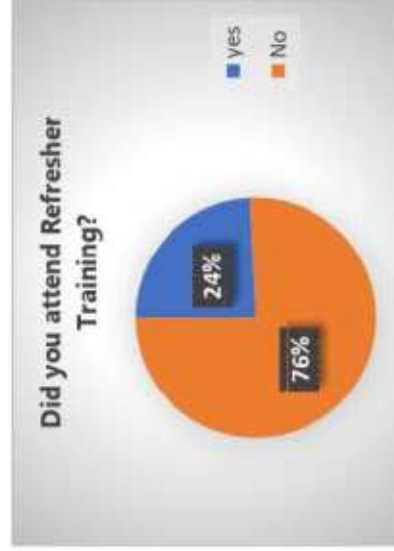
15	How did the training as President help you	Count
	Understanding your roles duties and responsibilities in a different way (A)	8
	New Information/knowledge acquired through the training (B)	6
	You realised how much good work can be done in the Panchayat and how powerful your position is (C)	5
	Things you are able to do differently and effectively in the Panchayat (D)	3
	Changed your attitude or interaction with people other Panchayat members (E)	4
	You are happy that you could join in Panchayat and continue to be associated with Panchayat (F)	4



16	On an average, how many days of training, all put together, did you get in a year?	Count
	Less than 4 days	13
	5-10 days	2
	11-20 days	1
	None	51



17	Did You attend refresher training?	Count
	Yes	15
	No	47



CB& T Analysis for the President of District Panchayat (Sample Size : 65)

18	Adequate Inputs received on	Count
	29 subjects mentioned in the Eleventh Schedule	9
	Importance of various meetings Including Block Sabha meeting	6
	Implementation and monitoring of various schemes	6
	Citizen Charter	6
	Good Governance	6
	Steps and processes of preparation of BDPD	6
	Women/Child Protection and Development	6
	E-enablement of Panchayats	6
	Powers, functions & responsibilities of IP	5
	Financial management	5
	Procedures for collection and utilisation of OSR	5
	Maintenance of Registers & Records	5
	Integration of BDPD with GPDP and DPDP	5
	Mission Antyodaya	5
	Ecological & Environment development etc.	5
	Skilling & Livelihoods	5
	Sustainable Development Goals	5
	Service Delivery	4
	Development of backward sections of the society	4
	Economic Development and Poverty Reduction	4
	PRI-SHG Convergence	4
	Disaster Management	4
	Convergence of initiatives of IP with those of line departments	3
	Spatial Planning	3

Adequate Inputs received on differnt subjects

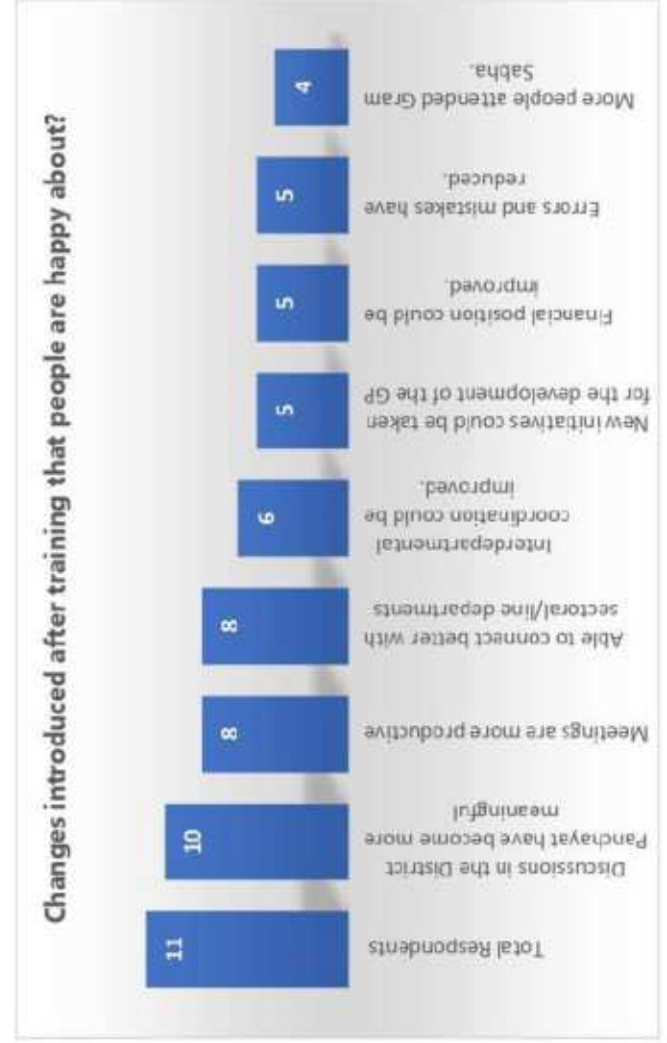
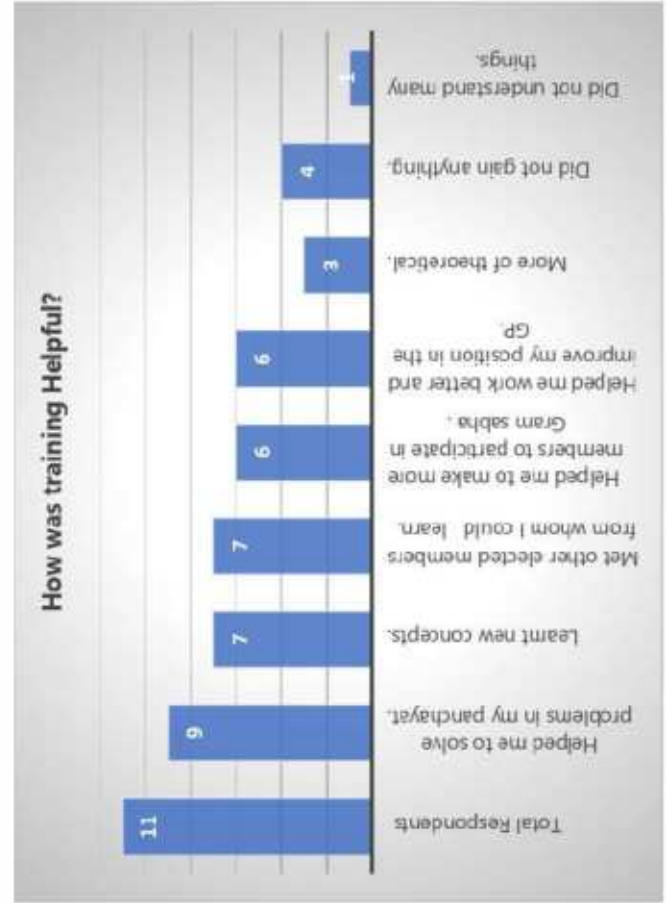


CB& T Analysis for the President of District Panchayat (Sample Size : 65)

19	How did training help you?	Count
	Helped me to solve problems in my panchayat.	9
	Learnt new concepts.	7
	Met other elected members from whom I could learn.	7
	Helped me to make more members to participate in Gram sabha .	6
	Helped me work better and improve my position in the GP.	6
	More of theoretical.	3
	Did not gain anything.	4
	Did not understand many things.	1

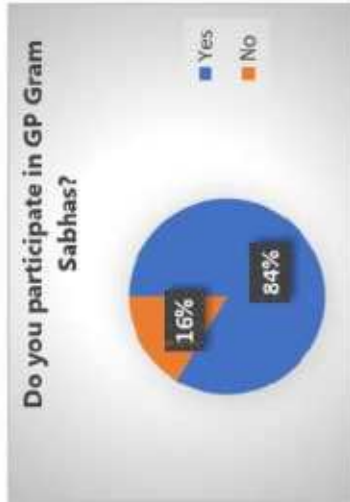
20	What changes have you introduced after training that people are happy about?	Count
	Discussions in the District Panchayat have become more meaningful	10
	Meetings are more productive	8
	Able to connect better with sectoral/line departments	8
	Interdepartmental coordination could be improved.	6
	New initiatives could be taken for the development of the GP	5
	Financial position could be improved.	5
	Errors and mistakes have reduced.	5
	More people attended Gram Sabha.	4

Are you aware about the GDPD and how is it done?		Count
21	Yes	56
	No	7

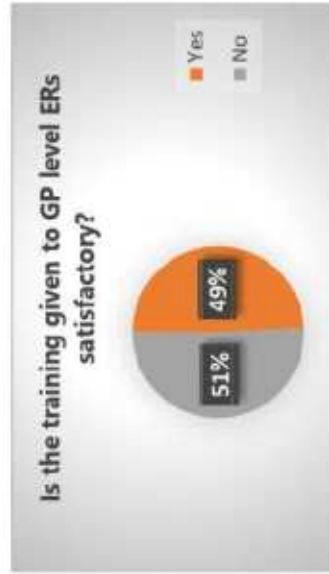


CB& T Analysis for the President of District Panchayat (Sample Size : 65)

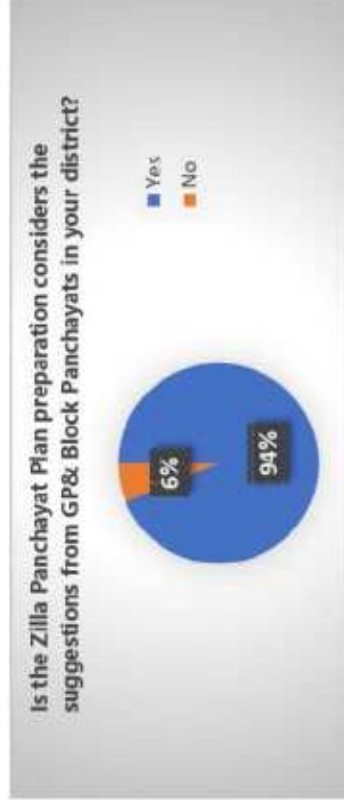
22	Do you participate in GP Gram Sabhas?	Count
	Yes	51
	No	10



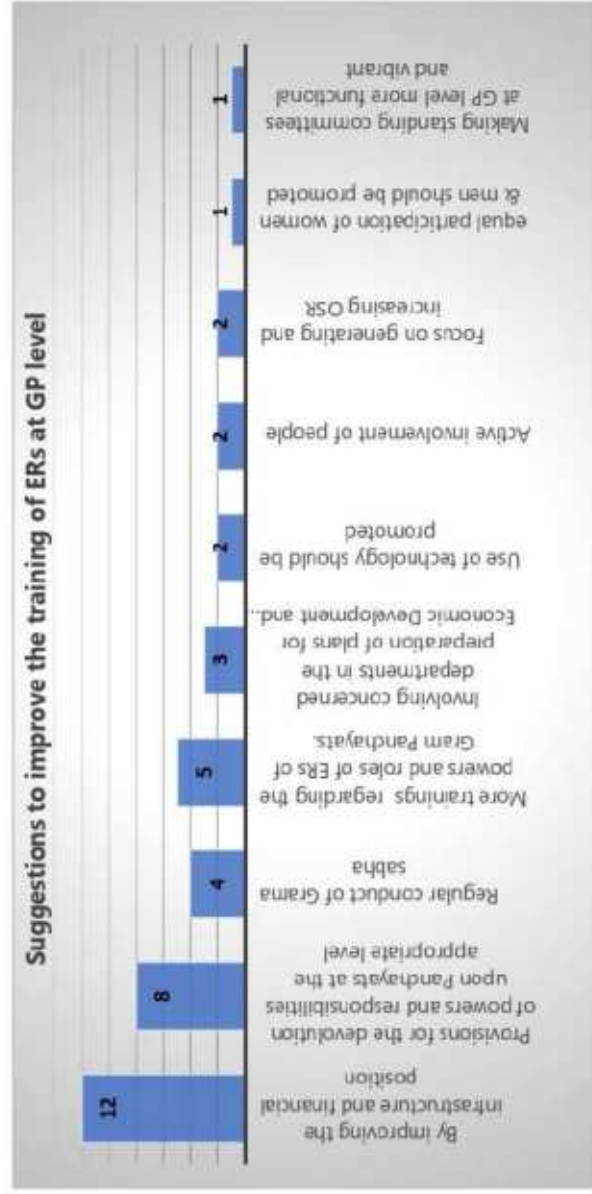
22	Is the training given to GP level ERs satisfactory?	Count
	Yes	32
	No	33



23	Is the Zilla Panchayat Plan preparation considering the suggestions from GP and Block Panchayats in your district?	Count
	Yes	61
	No	4



24	Give your suggestions to improve the training of ERs at GP level?	Count
	Timely and regular trainings on powers and responsibilities, govt. schemes	22
	Timely release of funds	14
	Providing adequate facilities for training	8
	Providing training on different government schemes and programmes	4
	Visit to beacon panchayats	2
	Fund allocation	3
	Training on roles and responsibilities	2
	Focus on improving Skills of the ERs	1
	use of local volunteers for training	1
	Release of budget acc. to ratio of mandal parishad	1



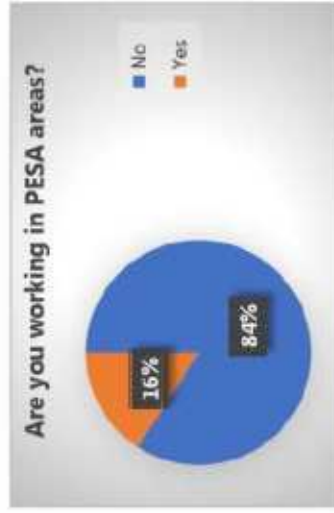
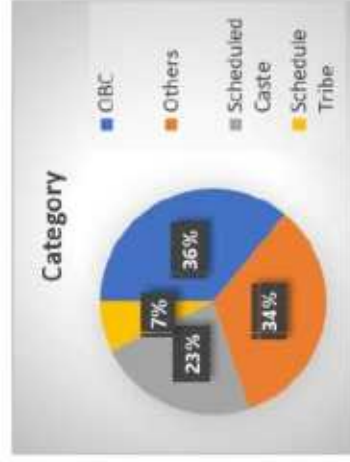
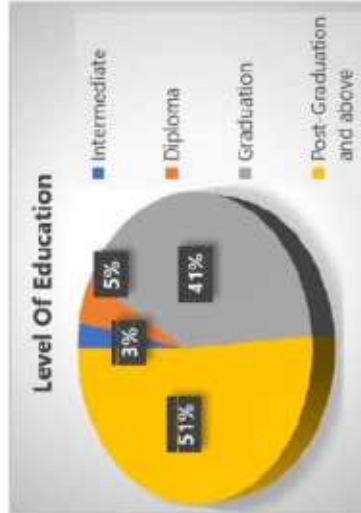
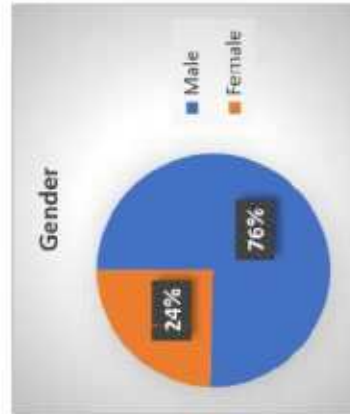
CB&T Analysis of BDO/Secretary Intermediary Panchayat (Sample Size-139)

1. Gender	Count
Male	105
Female	34
Grand Total	139

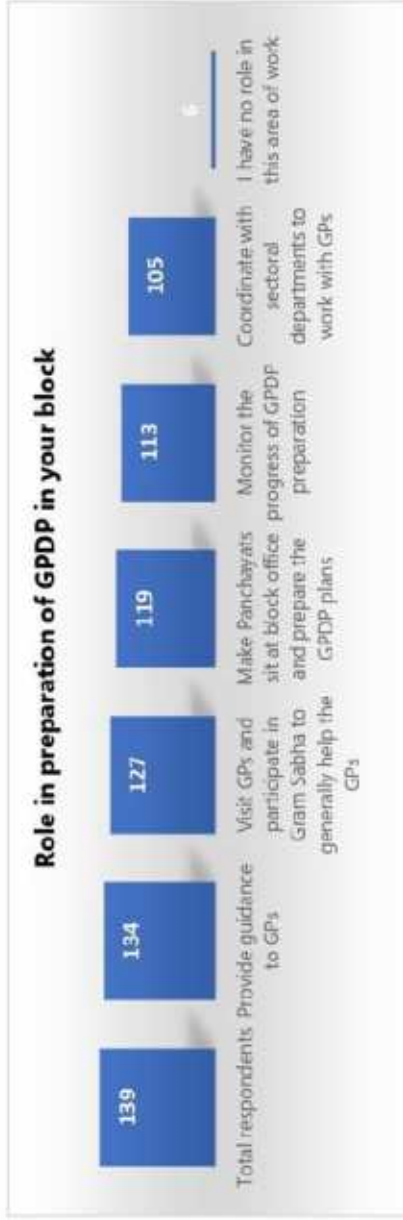
2. Level Of Education	Count
Intermediate	4
Diploma	7
Graduation	57
Post-Graduation and above	71

3. Category	Count
OBC	50
Others	47
Scheduled Caste	32
Schedule Tribe	10

4. Are you working in PESA Areas	Count
No	117
Yes	22

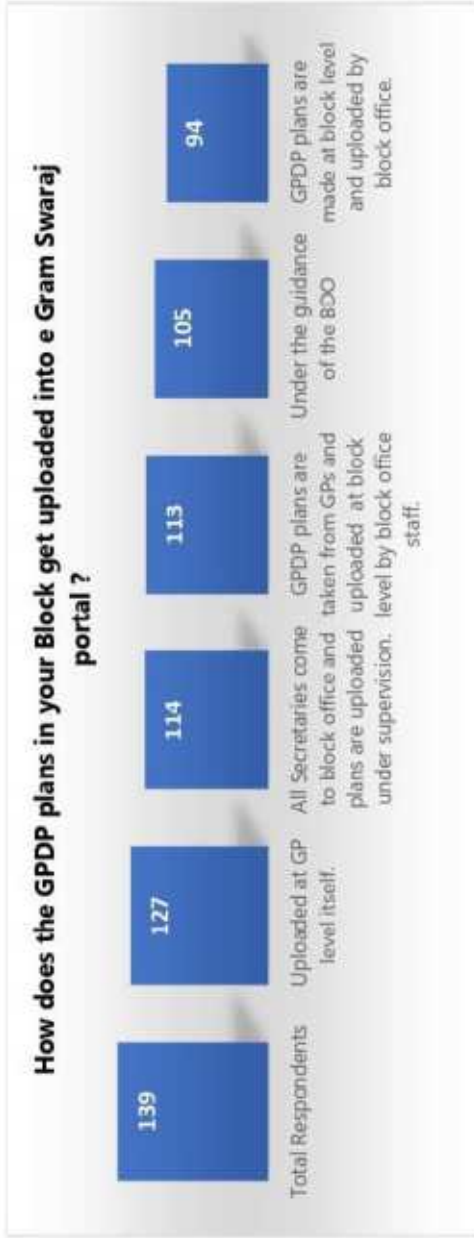


5. What is your role in preparation of GPDP in your block?	Count
Provide guidance to GPs in general	90
Make all the Panchayats to sit at block office and prepare the GPDP plans	72
Coordinate with sectoral departments to work with Gram Panchayats	81
Monitor the progress of GPDP preparation	89
Visit Gram Panchayats and participate in Gram Sabha to generally help the GPs	98
I have no role in this area of work	6



CB&T Analysis of BDO/Secretary Intermediary Panchayat (Sample Size-139)

6.	How does the GDDP plans in your Block get uploaded into e Gram Swaraj portal?	Count
	All Secretaries come to block office and plans are uploaded under supervision	304
	GDDP plans are taken from GPs and uploaded at block level by block office staff	272
	Uploaded at GP level itself	249
	Under the guidance of the BDO	261
	GDDP plans are made at block level and uploaded by block office	161

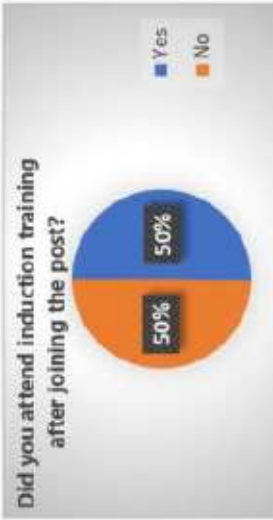


7.	What is your role in organising Gram Sabhas?	Count
	Get the reports of conduct of Gram Sabha and inform to District.	81
	Active promotion in the Panchayats and monitor the conduct of the Gram Sabha.	105
	Fix specific dates for each Panchayat to conduct Gram Sabha and ensure they happen on that date.	69



CB&T Analysis of BDO/Secretary Intermediary Panchayat (Sample Size-139)

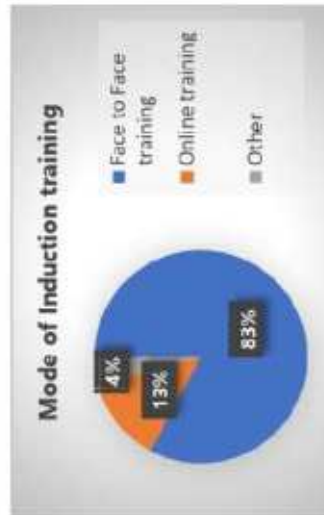
8. Did you attend induction training after joining the post?	Count
Yes	70
No	69



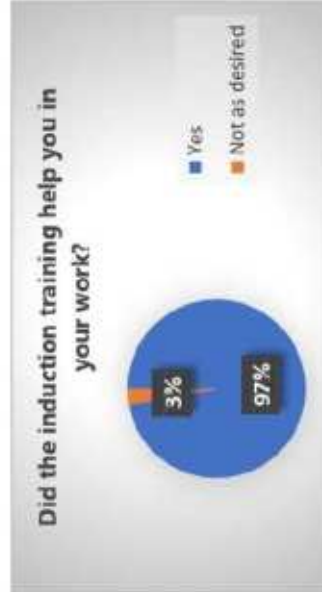
9. What was the duration of the training?	Count
3-5 days	44
2 months	12
6-10 days	8
11-15 days	3



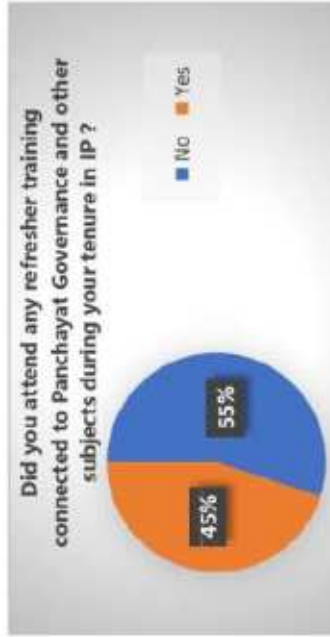
10. Mode of Induction training	Count
Face to Face training	267
Online training	31
Others	13
Satcom-based	3



11. Did the induction training help you in your work?	Count
Yes	68
Not as desired	2



12. Did you attend any refresher training connected to Panchayat Governance and other subjects during your tenure in IP?	Count
No	38
Yes	31



13. On an average, how many days of training did you get in a year?	Count
Less than 4 days	59
None	38
5-10 days	31
11-20 days	6
More than 20 days	5

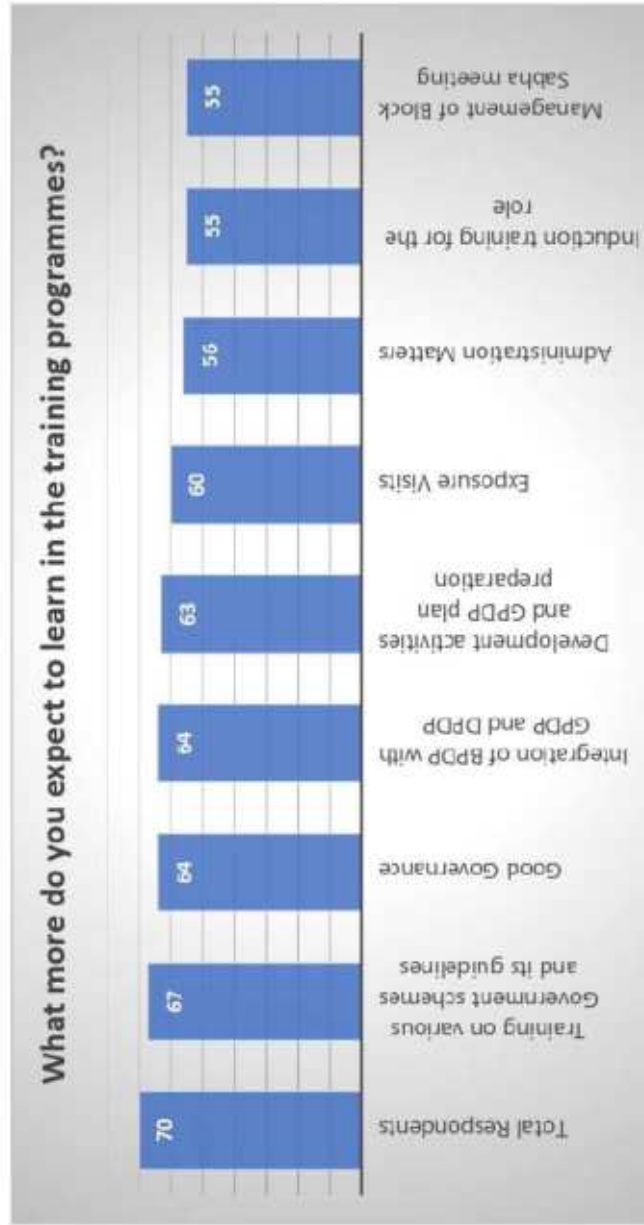


CB&T Analysis of BDO/Secretary Intermediary Panchayat (Sample Size-139)

14.	How did the induction training help you?	Count
	New information/knowledge acquired through training	65
	Able to do things differently and effectively in the Panchayat	63
	Understanding duties and responsibilities in a different way	57
	Changed your attitude or interaction with people and Panchayat members	46
	Not Helpful	2

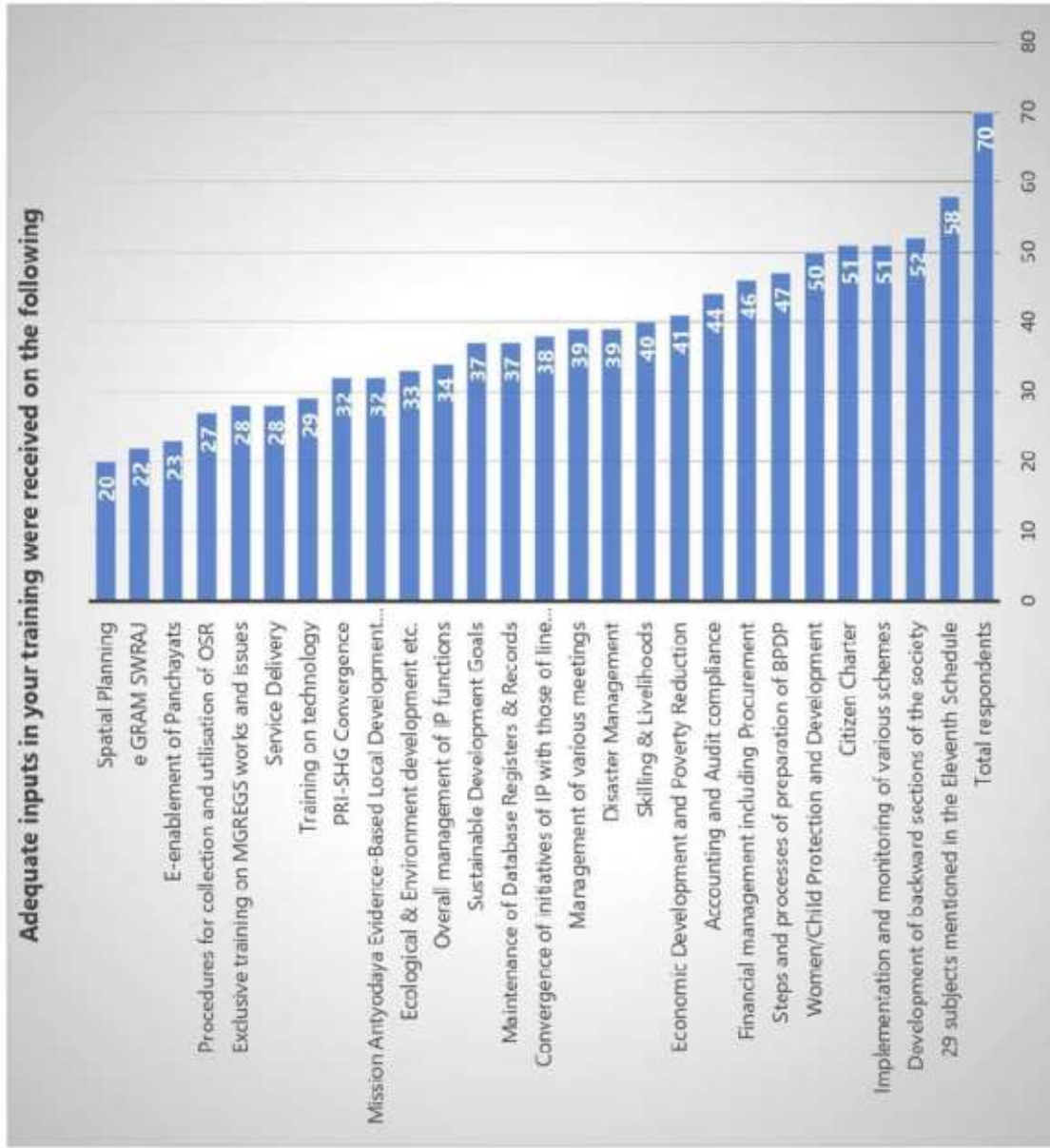


15.	What more do you expect to learn in the training programmes?	Count
	Training on various Government schemes and its guidelines	67
	Good Governance	64
	Integration of BDPD with GPDP and DPDP	64
	Development activities and GPDP plan preparation	63
	Exposure Visits	60
	Administration Matters	56
	Induction training for the role	55
	Management of Block Sabha meeting	55
	Financial planning and Management, PFMS	48



CB&T Analysis of BDO/Secretary Intermediary Panchayat (Sample Size-139)

16. Adequate inputs in your training were received on the following:	Count
29 subjects mentioned in the Eleventh Schedule	58
Development of backward sections of the society	52
Implementation and monitoring of various schemes	51
Citizen Charter	51
Women/Child Protection and Development	50
Steps and processes of preparation of BPPD	47
Financial management including Procurement	46
Accounting and Audit compliance	44
Economic Development and Poverty Reduction	41
Skilling & Livelihoods	40
Disaster Management	39
Management of various meetings	39
Convergence of initiatives of IP with those of line departments	38
Maintenance of Database Registers & Records	37
Sustainable Development Goals	37
Overall management of IP functions	34
Ecological & Environment development etc.	33
Mission Antyodaya Evidence-Based Local Development & Roles of IP	32
PRI-SHG Convergence	32
Training on technology	29
Service Delivery	28
Exclusive training on MGREGS works and issues	28
Procedures for collection and utilisation of OSR	27
E-enablement of Panchayats	23
e GRAM SWRAJ	22
Spatial Planning	20



CB&T Analysis of BDO/Secretary Intermediary Panchayat (Sample Size- 139)

17.	What changes have you introduced / what initiative(s) have you taken in the IP after training that people are happy about?	Count
	Meetings are more productive	67
	Participation of ERs and functionaries could be improved	64
	Financial position in the IP could be improved	53
	Your contribution in the discussions in the IP have become more meaningful	52
	New initiatives could be taken for the development in the IP area	49
	Errors and mistakes have reduced	45
	Able to connect better with sectoral/line departments	44
	Interdepartmental coordination could be improved	38

What changes have you introduced / what initiative(s) have you taken in the IP after training that people are happy about?



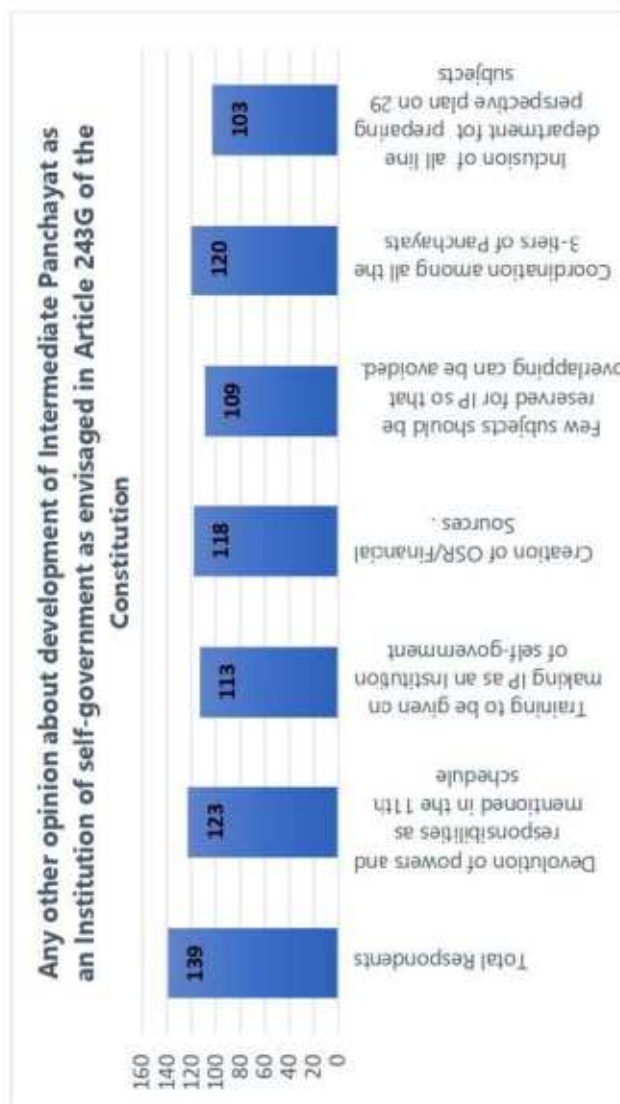
18.	Your suggestions to improve the training programmes	Count
	Training content and methodology	128
	Field Visits and practical trainings	125
	Trainings on regular basis	119
	Increase days for the training	106
	Offline Training	103
	Refresher trainings	99
	Cross department training	89
	Good faculty for training	77
	Personality development training	65
	Training on computer knowledge and technical training	55

Your suggestions to improve the training programmes



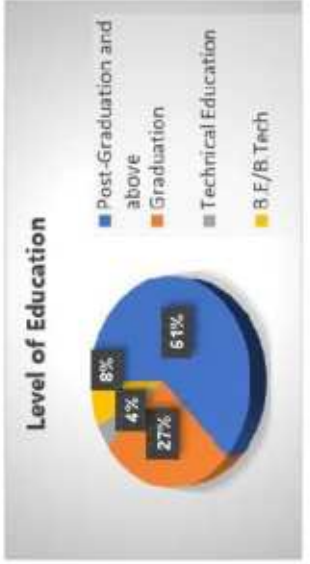
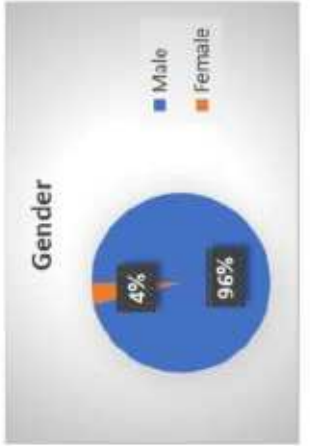
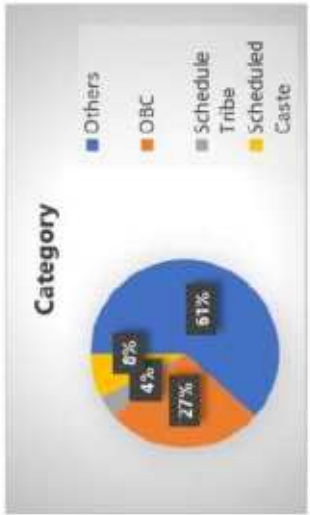
CB&T Analysis of BDO/Secretary Intermediary Panchayat (Sample Size-139)

19.	Any other opinion about development of Intermediate Panchayat as an Institution of self-government as envisaged in Article 243G of the Constitution.	Count
	Devolution of powers and responsibilities as mentioned in the 11th schedule	123
	Training to be given on making IP as an Institution of self-government	113
	Creation of OSR/Financial Sources.	118
	Few subjects should be reserved for IP so that overlapping can be avoided.	109
	Coordination among all the 3-tiers of Panchayats	120
	Inclusion of all line department for preparing perspective plan on 29 subjects	103

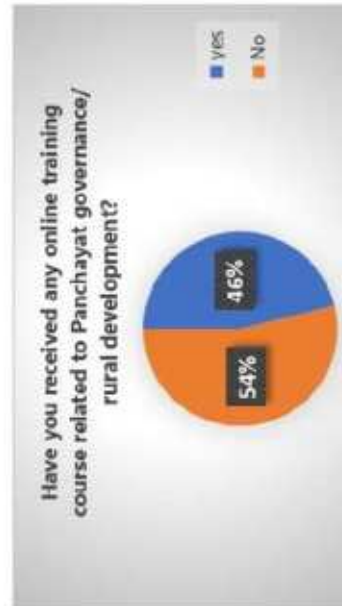


CB&T Analysis of CEO Zilla Parishad (Sample Size: 26)

1.	Are you working in the PESA area	Count	2.	Category	Count	3.	Gender	Count	4.	Level of Education	Count
	Yes	1		Others	16		Male	25		Post-Graduation and above	16
	No	25		OBC	7		Female	1		Graduation	7
				Schedule Tribe	1					Technical Education	1
				Scheduled Caste	2					8. E./B.Tech	2



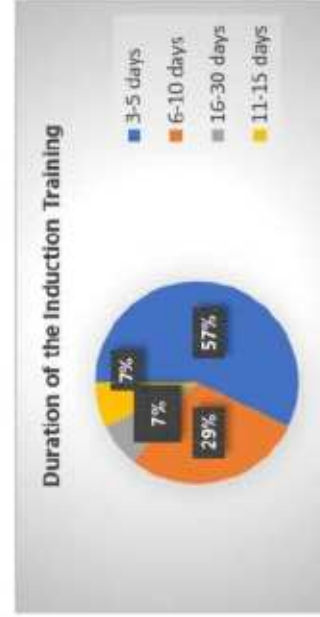
5.	Have you received any online training course related to Panchayat governance/ rural development?	Count
	Yes	12
	No	14



6.	Did you attend induction training after joining the post in the DP related to Panchayat Governance?	Count
	Yes	14
	No	12



7.	Duration of Induction Training	Count
	3-5 days	8
	6-10 days	4
	11-15 days	1
	16-30 days	1



CB&T Analysis of CEO Zilla Parishad (Sample Size: 26)

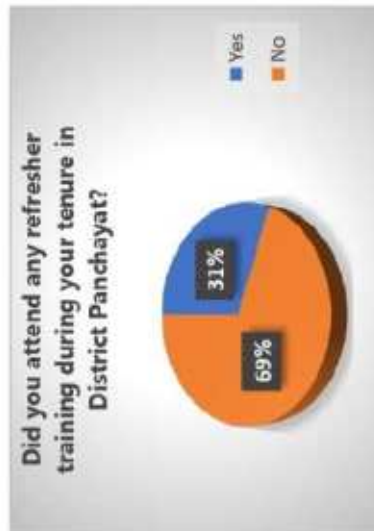
8. Mode of Induction training	Count
Online	12
face to face	14



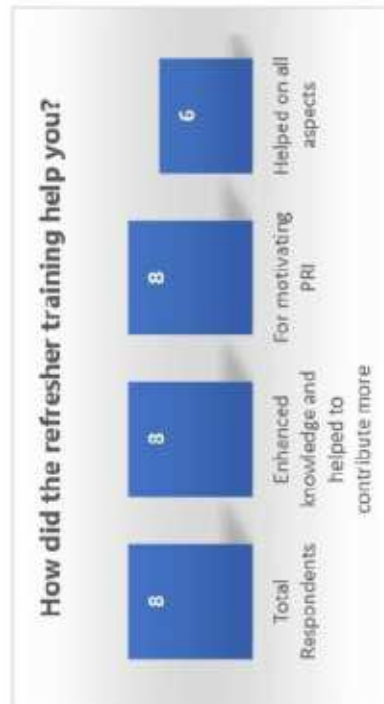
9. How did the induction training help you in your work?	Count
Acquired new set of Information/knowledge	12
Understanding your roles, duties and responsibilities in a different way	10
You are able to do perform differently and effectively in the Panchayat	8
Changed your attitude or interaction with people and other Panchayat members	7
Acquired new set of Information/knowledge	12



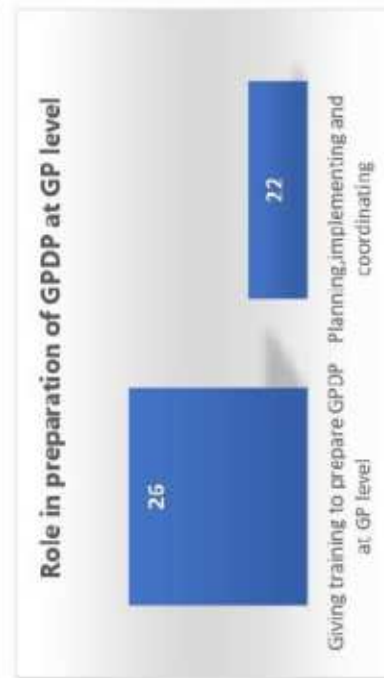
10. Did you attend any refresher training during your tenure in District Panchayat?	Count
Yes	8
No	18



11. How did the refresher training help you?	Count
For motivating PRI	8
Helped on all aspects of PRI process	6
Enhanced knowledge and helped to contribute more	8

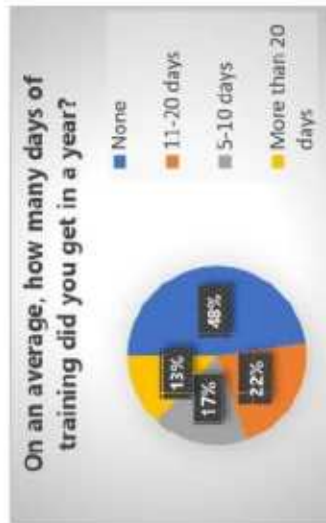


12. What is your role in preparation of GPDP at GP level?	Count
Giving training to prepare GPDP at GP level	26
Planning, implementing and coordinating	22

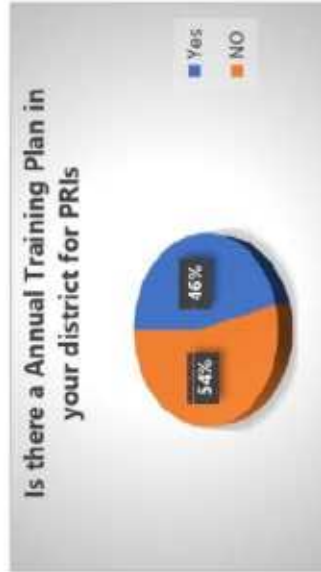


CB&T Analysis of CEO Zilla Parishad (Sample Size: 26)

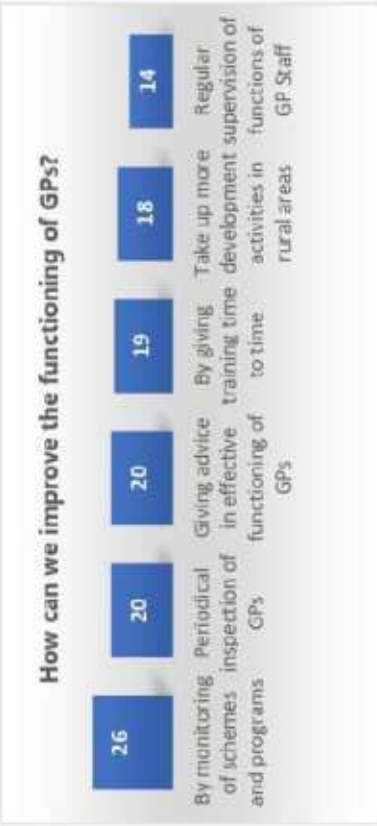
13. On an average, how many days of training did you get in a year?	Count
None	11
Less than 4 days	1
5-10 days	4
11-20 days	5
More than 20 days	3



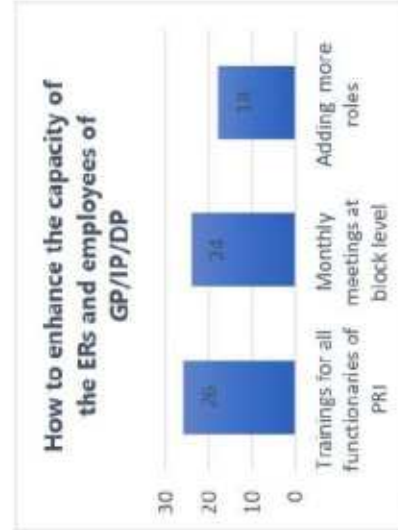
14. Is there a Annual Training Plan in your district for the Panchayat Raj Institutions?	Count
Yes	12
NO	14



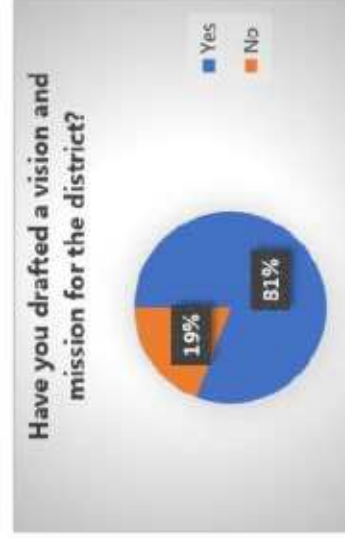
15. How can we improve the functioning of GPs?	Count
Take up more development activities in rural areas	18
By monitoring of schemes and programs	26
Regular supervision of functions of GP Staff	14
Periodical inspection of GPs	20
Giving advice in effective functioning of GPs	22
By giving training time to time	24



16. How to enhance the capacity of the ERs and employees of GP/IP/DP to function effectively and efficiently	Count
Trainings for all functionaries of PRI system including exposure visits	26
Monthly meetings should be conducted at block level	24
Adding more roles	18

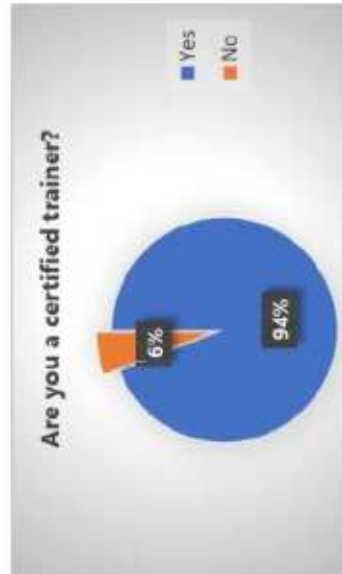


17. Have you drafted a VISION and MISSION for the district?	Count
Yes	21
No	5

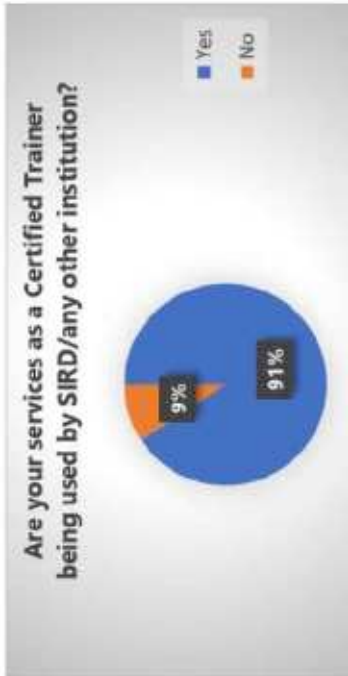


CB& T Analysis for Trainer (Sample Size-368)

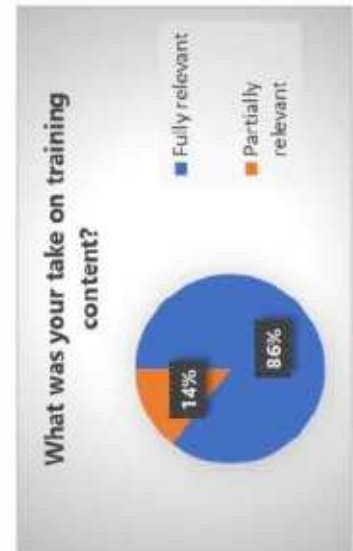
Are you a certified trainer?		Count
Yes		346
No		22



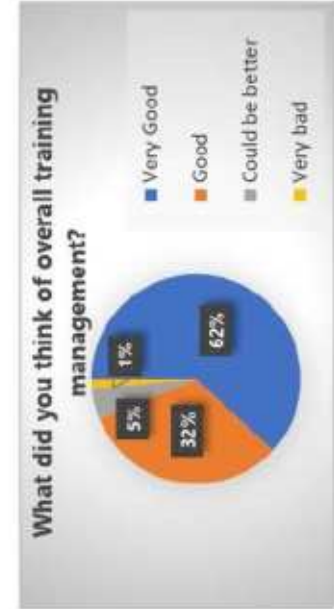
2. Are your services as a Certified Trainer being used by SIRD/ETC or any other institution?		Count
Yes		314
No		32



4 What was your take on training content?		Count
Fully relevant		314
Partially relevant		53



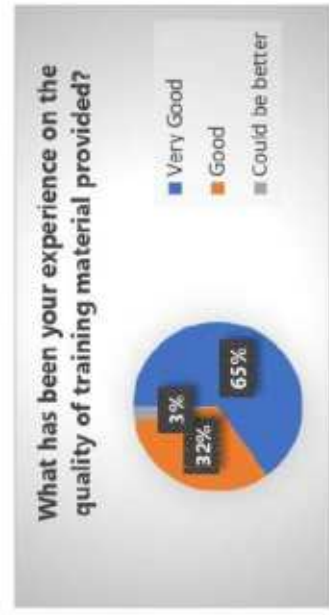
5 What did you think of overall training management?		Count
Very Good		228
Good		117
Could be better		18
Very bad		5



3 How would you rate training design prepared by the SIRD?		Count
Very Good		273
Good		86
Could be better		9



6 What has been your experience on the quality of training material provided?		Count
Very Good		240
Good		117
Could be better		11

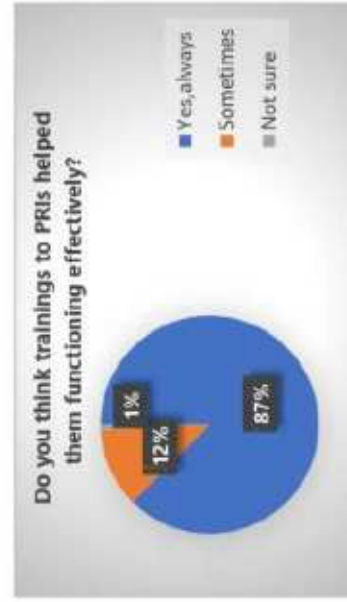
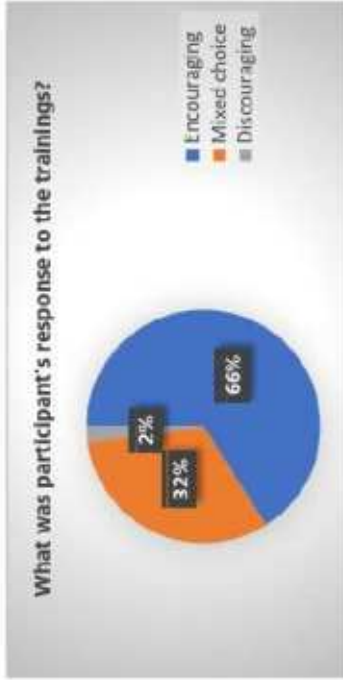
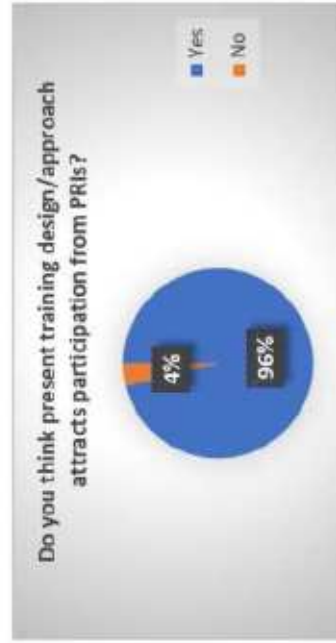


CB& T Analysis for Trainer (Sample Size-368)

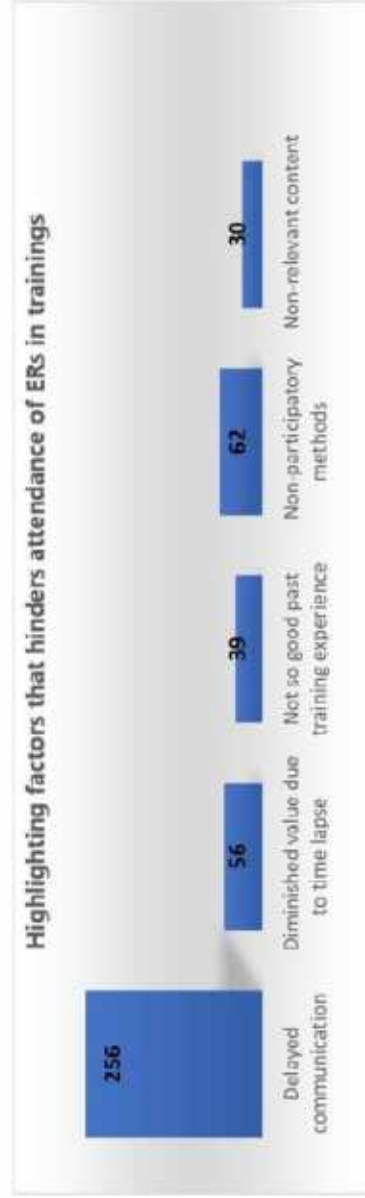
Do you think trainings to PRIs helped them functioning?		Count
9	Yes, always	322
	Sometimes	43
	Not sure	3

What was participant's response to the trainings?		Count
8	Encouraging	237
	Mixed choice	114
	Discouraging	8

Do you think present training design/approach attracts participation from PRIs?		Count
7	Yes	354
	No	14

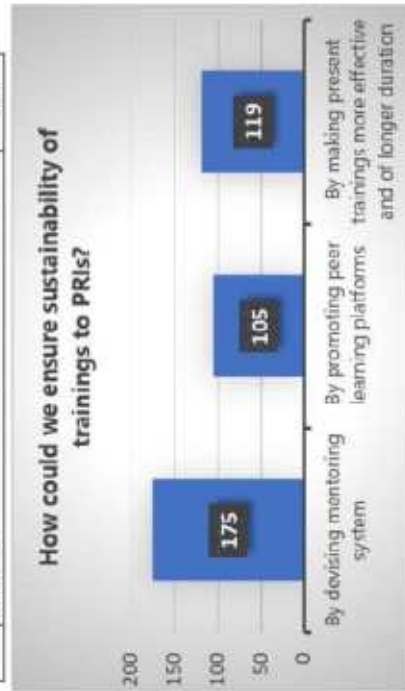


In your opinion, what could be the most highlighting factors that hinders attendance of ERs in trainings?		Count
10	Delayed communication	256
	Diminished value due to time lapse	56
	Not so good past training experience	39
	Non-participatory methods	62
	Non-relevant content	30



CB& T Analysis for Trainer (Sample Size-368)

How could we ensure sustainability of trainings to PRIs?	Count
By devising mentoring system	175
By promoting peer learning platforms	105
By making present trainings more effective and of longer duration	119
Others	22



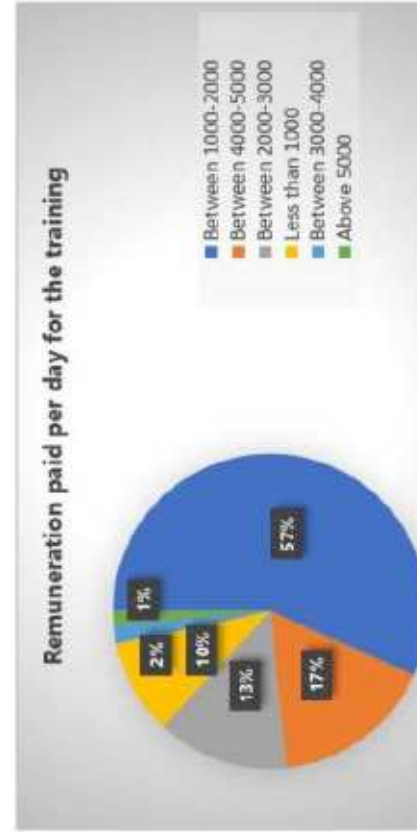
What role trainers could play to make trainings more sustainable?	Count
Handholding support	225
Periodic visits to areas	127
Documenting best practices	131



How could we promote cross-learning between SIRDs?	Count
Periodically promoting idea-sharing platform	264
Creating database of best training practices	133
Awards for best practices	135

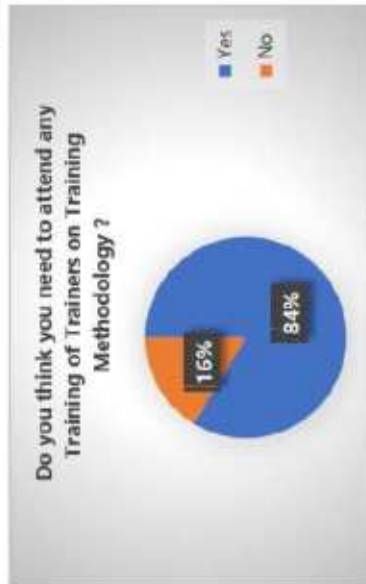


What is the remuneration paid per day to you for the training?	Count
Less than 1000	35
Between 1000-2000	204
Between 2000-3000	49
Between 3000-4000	7
Between 4000-5000	60
Above 5000	5

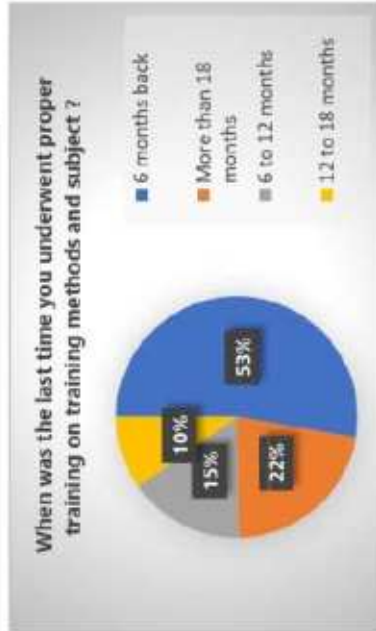


CB& T Analysis for Trainer (Sample Size-368)

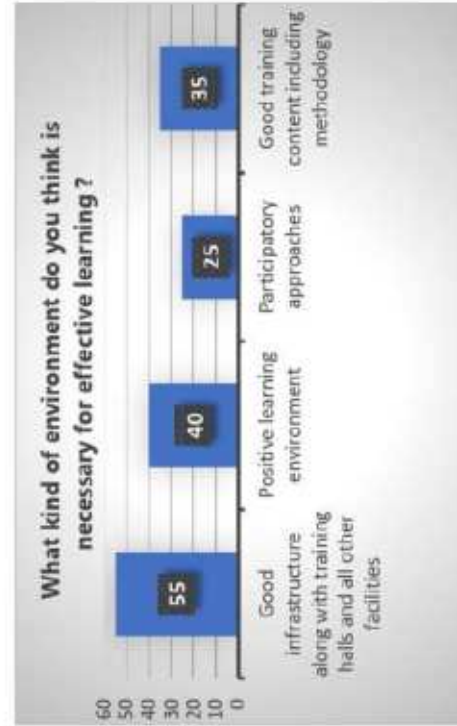
Do you think you need to attend any Training of Trainers on Training Methodology?	Count
Yes	308
No	60



When was the last time you underwent proper training on training methods and subject ?	Count
6 months back	194
More than 18 months	81
6 to 12 months	57
12 to 18 months	36



What kind of environment do you think is necessary for effective learning ??	Count
Good infrastructure along with training halls and all other facilities	55
Positive learning environment	40
Participatory approaches	25
Good training content including methodology	35



Annexure-9: Status of Elections of PRI Institutions

Status of Local Bodies Election				
S. No.	State	Election held on (year)	Election to be held (year)	Remarks
1	Andaman & Nicobar Islands		Feb 2022	
2	Andhra Pradesh	2021	2026	
3	Arunachal Pradesh	Dec 2021	2026	
4	Assam	2018	2023	
5	Bihar	2020	2026	
7	Chhattisgarh	2019 & 2020	2025	
8	Dadra & Nagar Haveli	2020	2025	
9	Daman & Diu	2020	2025	
11	Goa	2017	April 2022	
12	Gujarat	2021	2026	
13	Haryana	2016	2022	
14	Himachal Pradesh	2021	2026	
15	Jammu & Kashmir	2018 & 2019	2024	
16	Jharkhand	2015	2020	
17	Karnataka	GP: Dec' 2020 BP & DP : Feb. 2016	GP: 2025	BP & DP dates not yet announced
18	Kerala	2020	2025	
19	Ladakh	2018 & 2019	2024	
20	Lakshadweep	2017	2022	
21	Madhya Pradesh	2015	2022	
22	Maharashtra	BP/ZP-2017	BP/ZP-2022	
23	Manipur	2017	2022	
24	Meghalaya	2020	2025	
25	Mizoram	2020	2022	
26	Nagaland	2017	2022	
27	Odisha	2017	2022	
28	Puducherry	2006	2021	
29	Punjab	2018	2023	
30	Rajasthan	2020 & 2021	2024-2025	Elections held in two phases
31	Sikkim	2017	2022	
32	Tamil Nadu	2019	2024	
33	Telangana	2019	2024	
34	Tripura	2019	2024	
35	Uttar Pradesh	2021	2026	
36	Uttarakhand	2019	2024	
37	West Bengal	2018	2023	

Annexure-10: Approach to Adult Learning

1. Approach to adult learning:

In view of the nature of the profile of the elected representatives, the Training and Capacity Building of ERs need to be designed on the premise of adult learning principles, the foundation of which is the following as propounded by Malcolm Knowles:

- a) Adults must want to learn – They learn effectively only when they are free to direct their own learning and have a strong inner and excited motivation to develop a new skill or acquire a particular type of knowledge; this sustains learning.
- b) Adults will learn only what they feel they need to learn – Adults are practical in their approach to learning; they want to know, "How is this going to help me right now? – Is it relevant (Content, Connection and Application) and does it meet my targeted goals."
- c) Adults learn by doing – Adolescents learn by doing, but adults learn through active practice and participation. This helps in integrating component skills into a coherent whole.
- d) Adult learning focuses on problem-solving – Adolescents tend to learn skills sequentially. Adults tend to start with a problem and work to find a solution. A meaningful engagement, such as posing and answering realistic questions and problems, is necessary for deeper learning. This leads to more elaborate, longer-lasting, and stronger representations of the knowledge (Crain & Lockhart, 1972).
- e) Experience affects adult learning – Adults have more experience than adolescents. This can be an asset and a liability, if prior knowledge is inaccurate, incomplete, or naive, it can interfere with or distort the integration of incoming information (Clement, 1982; National Research Council, 2000).
- f) Adults learn best in an informal situation – Adolescents have to follow a curriculum. Often, adults learn by taking responsibility for the value and need of content they have to understand and the particular goals it will achieve. Being in an inviting, collaborative and networking environment as an active participant in the learning process makes it efficient.
- g) Adults want guidance and consideration as equal partners in the process – Adults want information that will help them improve their situation. They do not want to be told what to do, and evaluate what helps and what doesn't. They want to choose options based on their individual needs and the meaningful impact a learning engagement could provide. Socialisation is more important among adults

2. Approaching T&CB for ERs

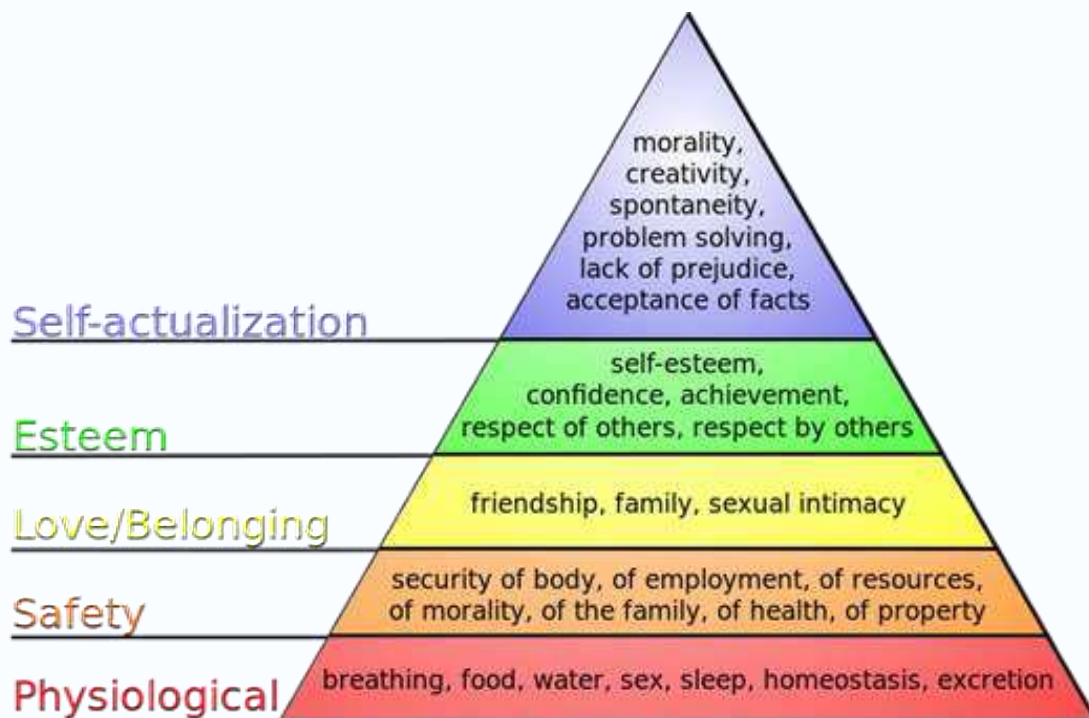
There are several conventional practices and approaches that could influence an ER to look at "learning" with an element of scepticism. This could range from perceptions such as political affiliation as a key driver of one's role and effectiveness in the village or attributing any training to theoretical learning that does not seem to have immediate application in their role. Accordingly, first, there is a need to ignite a need to learn among ERs as soon as they are elected to power. Secondly, the approach to training newly elected ERs and tenured ERs should be separate.

2.1. Ignite in an ER, a need to learn

It is well established that there are essentially five needs that could act as motivators for human beings, which is a key point of discourse in the development sector.

- a) Physiological needs: An adult could be inherently motivated to meet the basic needs of food, shelter, and clothing for oneself

- b) Security and Safety need: Once the physiological needs are met, the need for safety and security, such as financial security, emotional security, social stability, property and wellness, could drive an individual.
- c) Love and belongingness needs: On attainment of the above two needs, the individual is driven to meet social needs such as love and belongingness.
- d) Esteem needs: Maslow classified esteem needs into two categories: (i) esteem for oneself (dignity, achievement, mastery, independence) and (ii) the desire for reputation or respect from others (e.g., status, prestige).
- e) Self-actualisation needs: This is the highest level in Maslow's hierarchy. This pertains to realising a person's potential, self-fulfilment, seeking personal growth and peak experiences. Maslow (1943) describes this level as the desire to accomplish everything that one can, to become the most that one can be.



An Elected Representative would essentially be operating from any of these levels of the hierarchy of needs, like any other human being. For example, getting elected as an ER could fulfil esteem needs immediately and pave the path for self-actualisation needs, if the role is performed well. However, for him/her to sustain themselves at that level of need or to progress further, performing well in one's role as an ER would not only enhance the reputation of an ER in their elected term but also augment the chances of them becoming re-elected as ER in the next term or progress further in a political career. A realisation that apart from political or personal factors that would support the same, an informed approach to fulfilling their duties towards the electorate as an individual is equally important. This is where learning becomes essential for an ER.

To begin with, we need to tap into this factor to trigger or ignite a need to learn. However, once an ER is ignited, he or she needs to be offered learning that seems immediately consumable, relevant, applicable, situational/problem-centred /contextual and above all, experiential. This requires us to take the learning out from classroom to field. If not, the motivation to learn will reduce.

2.2 Make training attractive

Once the interest is ignited, training can be made attractive by making it relevant and instantly applicable in their roles. In other words, we need to make a shift from calling it objective/outcome-based to deliverables-based.

Elected Representatives come from different backgrounds; however, what unifies them is their deliverables as an ER. Therefore, the core / thematic curriculum needs to be articulated or “sold” to the attending ERs as deliverables-oriented and suitable for instant application in their roles.

Administer a pre-training activity comprising a series of context-based questions based on the core curriculum. This may be made available through an App they can access at the panchayat office or by downloading it from Google PlayStore. The questions should be audio-visual based so as to suit all literacy levels of ER trainees who would be attending the training.

2.3 Make learning appealing

Elected Representatives come from different educational levels, besides each ER, like any adult would learn differently. Therefore, the unifying factor once again needs to be invoked, which is their deliverables in their role in the next 5-year period. Therefore, we need to make a departure from lecture-based and power point-led training and classroom-based regimented training to experiential learning.

2.4 Make learning experiential and practical

Experiential learning brings a heterogeneous group of learners with a common set of deliverables on a single platform. Moreover, it accelerates learning, supports retention, and instant application of learning.

Let us first see what are the topics of Common Core Content in order to critically address this point:

Common Core Content:

- i. Concept of democracy and people’s participation in development
- ii. Meaning of local self-government
- iii. Overview of Panchayati Raj in India
- iv. 73rd and 74th Constitutional Amendments
- v. Gram Sabha and participatory development
- vi. Human development, gender equality, social justice and women empowerment
- vii. e-Governance and e-Panchayats
- viii. Good governance
- ix. Quality-assured service delivery of all development programmes

At this juncture, we need to acknowledge that the Common Core Content and State-specific content are knowledge-heavy and theoretical. A first-time ER would not satiate the burning questions of “what am I supposed to do”? “What am I supposed to know to be able to do it” and “how do I do it?”.

According to Adult Learning Principles, facilitators are required to “Lead in” to the topic of learning through a situation/context/problem to help them understand why they should learn/or be trained on a subject or skill or attitude. Learners should be provided with a conducive learning environment. Learners need to engage and participate and be able to take control and direct their learning. Not only knowledge but skill and attitude also need to be imparted for ERs, not to speak of empathy and leadership. In effect, the trainer would act as a facilitator and enabler rather than as someone who “imparts” knowledge, skills

and attitude.

For example, the Common Core Content that begins with “Concept of Democracy and People’s Participation in Development” could be imparted by infusing a practical approach as follows to fulfil the motivations of an adult learner and drive the desired outcomes:

- A. Once the batch size of newly elected ERs to be trained is decided, adopt a cluster-based approach. Identify three panchayats from the cluster as locations, such as An underdeveloped panchayat, a developing panchayat and a developed panchayat, to train the ERs in the Core Content.
- B. On arrival, divide the ERs into groups; as groups need to accomplish specific tasks within one week of the training, select a group coordinator through a poll within the group.
- C. Each ER group is attached to a group of villagers. The villagers can be briefed by the facilitators on the expectations so as to reduce the time taken to set expectations.
- D. Each ER group is given a simple task: Conduct a discussion with their assigned group of villagers and “understand what improvement they have seen in the village in their lifetime, what improvement they would like to see in their village and how they think they can participate in accomplishing the improvements”.
- E. The group comes together to present their findings, along with the assigned villagers
- F. The facilitator asks them how to accomplish the improvement needs; this would help to arrive at the development parameters with minimal efforts
- G. Facilitator instils the trigger of what could be advantages for the ERs if they were able to bring about the desired changes in the village (enhanced esteem, self-actualisation through respect from people, community, the party, chances of getting re-elected or elevation in the political career). The entire core training should be conducted in the village with continuous interaction, not only among themselves as participants but also between themselves and the villagers, so as to make it practical. The panchayat selected as the venue can make arrangements to host the ER trainees; they may also be made to stay in identified households during the training period. The Panchayat office could be utilised for system training (e-Governance, e-Panchayats) and indoor activities, while all other content should be taught practically by working with groups and the villagers. The ERs should be provided opportunities to interact with all age groups, gender, class and caste categories. This will particularly help in learning about gender equality, social justice and women empowerment.

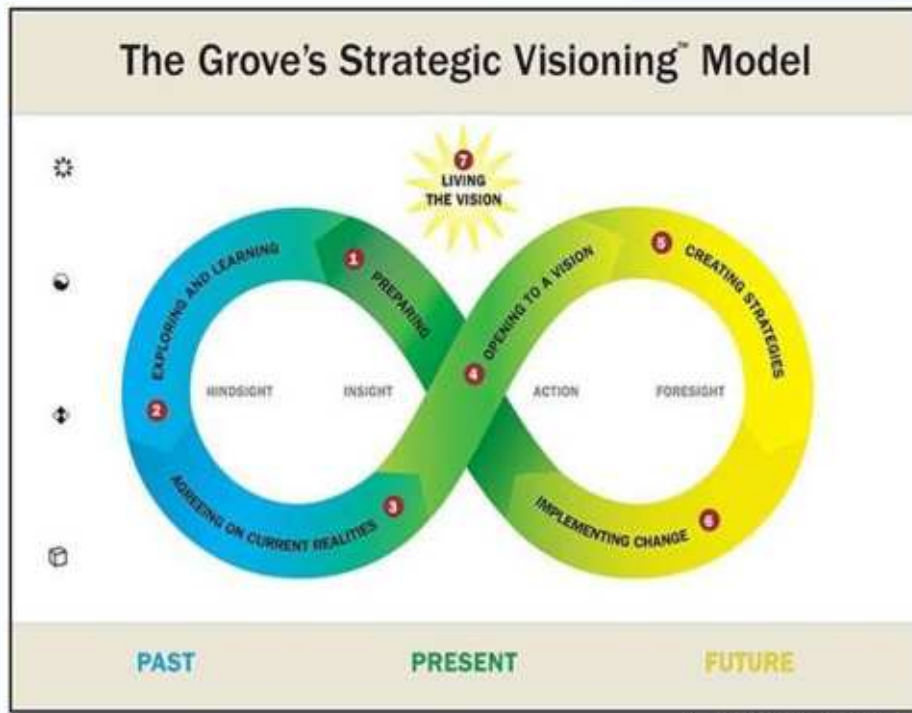
2.5 Make learning inclusive

It needs to be acknowledged that ERs could operate from different competency levels. The pre-training activity on the App would map the gaps that need to be plugged through alternative modes of learning. The gaps could range from literacy to numeracy to IT skills. These areas would need to be gauged at basic, intermediate and advanced levels. Tutorials by Young Fellows, Block or District coordinators or School teachers can be recommended for those requiring basic and intermediate levels of these skills.

2.6 Visioning exercise

The ERs should also be made to do a visioning exercise for their panchayats in short and long terms, and how to accomplish the vision. This should be done before the commencement of core training and after the completion of core training. This would help them realise the difference between an untrained approach and a trained approach to visioning and appreciate the importance of training. This

would attract them further to the thematic training to come.



All the thematic areas have a visioning exercise for short and long terms. Grove's strategic visioning model could perhaps be adapted for the purpose by the facilitators.

<https://www.thegrove.com/methodology/strategic-visioning-model>

2.7 Delivering State-specific content

State-specific content has a substantial share of operational and administrative aspects and entails management skills. This also need to be facilitated through a series of group tasks, role plays, and engagement with PRIs.

For this, PRIs of a few Panchayats could be attached to the ER group so that group discussions, presentations and tasks can be conducted to accomplish the learning.

2.8 Adopting the 70-20-10 model

This suggests a proportional breakdown of how people learn effectively. It is based on a survey conducted in 1996 asking nearly 200 executives to self-report how they believed they learned.

1. 70% of learning is experiential. It happens through daily tasks, challenges and practice.
2. 20% of learning is social. It happens with and through other people, like co-workers.
3. 10% of learning is formal

Learning & Development professionals have adopted this model in order to drive the translation of formal learning into application and action over a 30-60-90 day period. Accordingly, we may structure the learning path of ER as follows:

Understand: Core training only accounts for 10 per cent of the overall learning process. This stage can be termed "karke samjho" because understanding is still at a lower order of learning and for the learning to be taken to the next level, they should be able to apply it. A post-evaluation can be conducted

on the spot to check understanding. Based on the results, the ERs can plan with the facilitator areas of further learning. The understanding gained here needs to be further driven and converted into action or application or delivery in the respective field of the ER through coaching/handholding.

Apply: Once the ERs return from the Core training, the next stage of learning needs to be facilitated. For this, 20% of learning can be termed “karke seekho” supported by assigning a coach/mentor along with the facilitator who would continue to guide the ERs in the respective groups in their elected villages for two months. There can be scheduled what’s app conference calls every week of the ERs, the facilitator and the assigned mentor for each group of ER. Through this, they can apply their learning in a guided manner.

Perform: Seventy% of learning is about “karke dikhao” where there can be a further performance of their deliverables. This can be driven through activity campaigns for 90 days in which there can be competitions between the panchayats of the trained ERs, where they can demonstrate the change they have been able to make.

This six-monthly approach can enable ERs to deal with real problems and seek out learning actively.

2.9 Enabling learning from Understanding to Higher Order deliverables

This also aligns with Bloom’s Taxonomy of cognitive learning that guides the setting of learning objectives and outcomes. In simple terms, learning objectives may be set to derive the following outcomes that progress from lower order to higher order:



- A. Remember
- B. Understand,
- C. Apply (Lower order),
- D. Analyse, Evaluate,
- E. Create (Higher order)

2.10

ER learning journey				
Pre-training	Stage 1: Formal Training 0-30 days	Stage 2: Coaching/ mentoring 30-60 days	Stage 3: Performing 60-90 days	Thematic Learning: 90 -120 days
Pre-course activity through an app (mobile and web)	Kar ke samjho: Core content and State content	Kar ke seekho: Apply the learning in own village	Kar ke dikhao: Perform and prove in own village	Aage badho: Thematic areas
Map competency levels to identify gaps and strengths	Experiential learning Post-test on the app	Guided coaching/mentoring and Peer learning	Campaign and competition; reward and recognition	Experiential learning

Annexure-11: Converting Beacon GPs as Learning Centres for Training and Experiential Learning

1. Background

Modified RGSA has already conceptualised Panchayat Learning Centre (PLC) for arranging exposure visits from other Panchayats. The proposed PLC in the Framework will be exactly on the same lines of PLC already included in RGSA, but with substantial functions of becoming a training centre. It is not envisaged to give any financial incentive to function as PLC but attempted to create a self-funded, own source of revenue generation activity which can create pride among the functionaries of PLC. It is envisaged to enable a PLC to rope in identified/certified resource persons to take care or coordinate the immersion programme. It is envisaged to create at least one PLC in each block in the next five years. This is also in consonance with the feedback received from functionaries in the survey, who overwhelmingly demanded “experiential learning” instead of only classroom learning.

2. Objectives

A well-governed beacon GP, over a while, can become a training ground in the form of a Panchayat Learning Centre (PLC) for the ERs and functionaries of not-so-strong GPs in the neighbouring areas. In the PLC, they can get immersion training for 4-5 days on Panchayat Governance, preparation of GPDP, mainstreaming of Localised SDGs, etc., by physically participating in the day-to-day activities of the PLC and get acquainted with the effective functioning of the PLC through experiential learning and in Peer Learning mode. Details of the concept are given below.

3. Mode of Operation/Process of PLC

The new ERs and functionaries of the not-so-strong GPs, preferably where elections have been recently held, but their induction level orientation has not yet been done, may be attached in batches of 10-15 participants to the PLC for their orientation through experiential learning in Peer Learning mode. GP level sectoral officials selected Gram Sabha members and community leaders also can join the learning event in the PLC for 4-5 days to see the mode of operation, understand, participate in the meetings and interactions, observe the developmental activities of the PLC, and thus get hands-on experience through learning by doing, get motivated for converting their GP into a future PLC. The trainees will stay in the same GP, i.e. the PLC, as guests in houses of selected residents of the PLC and learn the socio-cultural setting of the GP along with Panchayat- related issues. The boarding and lodging of the trainees will be on the model of “Home Stay” as an economic activity for the host residents’ households in the PLC.

4. Features of PLC

A PLC must be a well-governed GP, which might have received one or more awards from Governments, which has capable leadership and has achieved substantial progress towards economic development and social justice for its people and/or has implemented/has been implementing innovative and economic development projects and is willing to facilitate the process of learning for the leadership in other GPs in the neighbouring area. The process of learning to be followed by a PLC will comprise no formal training but presentation on what the PLC has been doing to achieve success, demonstration of how the PLC has been achieving success in the field and motivating the visiting GP functionaries to believe that the latter also can achieve success.

5. Who are to Function as Trainers in PLC?

The experiential learning process in a PLC will be facilitated by a resource person or a Young Fellow, or one or more experienced Panchayat leaders (working or retired) who have been assisting the PLC to achieve success. Indeed, the Panchayat body will function as trainers, rather than facilitators, who will provide support to the not-so-strong GPs to witness their governance by participating in the meetings, discussions, field visits, conduct of Gram Sabha, Ward Sabha, Mahila Sabha and Bal Sabha, awareness camps, participatory planning process, implementation of No-Cost Voluntary Activities, involvement of communities, mobilisation of Own Source Revenue, involvement of Volunteers as 'Panchayat Bandhu', etc.

6. Who are to Attend as Trainees/Learners?

The ERs and functionaries, including employees of the visiting GPs, members of GP Planning Facilitation Teams, Ward Planning Facilitating Teams, GP level sectoral officials, selected Gram Sabha members, community leaders of the GPs, SHG Leaders, and such other persons chosen by the visiting GPs whose contributions to the process of GP governance, preparation of GPDP and mainstreaming of Localised SDGs in GPs will be helpful.

7. Who will Bear the Cost?

The provisions of modified RGSA for the training of ERs and functionaries of PRIs can be used for boarding and lodging costs, and part of it can also be given as an incentive to the PLC. The expenditure on this account can be met from the admissible activity of the exposure visit component of revamped RGSA.

8. Can NGO-supported GPs Become PLCs?

Yes. The simple criteria will be laid down for selecting GPs to be providing support in the capacity of PLCs and grooming them as learning centres over some time by positioning a facilitator in the form of a Young Fellow by the Governments or by the NGOs.

9. Activity for the Batch of Learners

The learning period in the PLC by a visiting GP should have adequate activities that can enrich the learners' experiential learning. The learning period should have pre-arranged Gram Sabha/Ward Sabha/Mahila Sabha/Bal Sabha, a Panchayat Committee/General Body meeting, a Standing Committee meeting, process demonstration of GPDP formulation, a social audit activity, launching of developmental activities, inspection of works executed, an SHG-Panchayat interaction on livelihood activities, etc. These activities are only indicative and can be expanded by the imagination of the PLC and as per the learning needs of the visiting GP. The PLC can be made as the centre of local learning on various human development aspects in the Panchayat.

10. Why Should a GP Become PLC?

It is an achievement for a GP to reach a stage of functioning as PLC. It is also a recognition of the leadership of the GP functioning as PLC. The part of the eligible grant under Revamped RGSA will be paid to the PLC as the fee, and becomes a source of OSR. For example, if the suitable amount per trainee per day is Rs.800, about Rs.250 can be the payment for the home stay household per day, Rs.450 can be the fee for the PLC, and Rs.100 can be utilised towards expenses for the participant trainees/learners. Thus, if

15 trainees/learners get trained for four days, the revenue for the PLC will be Rs. 27000/- per batch. If four batches are managed in 3 months, the revenue of the PLC for the season will be Rs.162000, which will be a good source of OSR for the GP functioning as PLC and the RGSA resources are actually getting ploughed back to the GPs and the people. If PLC is proactive and markets itself well, two batches of training can be arranged every month, which can fetch them about Rs.3.2 lakh in a year and can add to the pool of the own resources of the GP. More than anything, the pride associated with the PLC that they are training neighbouring Panchayat leadership will be the ultimate incentive.

Annexure-12: State-wise proposed Panchayat Learning Centers (PLC) in phases

State-wise Panchayat Learning Centers(PLC) in phases							
State	Number of Districts	Number of Blocks	Number of PRCs proposed in Phases				TOTAL
			Phase I (2022-24)	Phase II (2024-26)	Phase III (2026-28)	Phase IV (2028-2030)	
ANDHRA PRADESH	26	670	52	120	200	298	670
ARUNACHAL PRADESH	22	114	22	22	30	40	114
ASSAM	33	229	33	55	57	84	229
BIHAR	38	534	39	125	150	220	534
CHHATTISGARH	27	146	27	35	35	49	146
GOA	2	12	2	2	4	4	12
GUJARAT	33	250	33	40	77	100	250
HARYANA	22	140	22	42	32	44	140
HIMACHAL PRADESH	12	80	12	24	24	20	80
JHARKHAND	24	261	24	67	80	90	261
KARNATAKA	30	176	30	40	50	56	176
KERALA	14	152	14	44	54	40	152
MADHYA PRADESH	52	313	52	70	94	97	313
MAHARASHTRA	36	352	100	78	80	94	352
MANIPUR	16	70	15	15	25	15	70
MEGHALAYA	11	46	5	15	12	14	46
MIZORAM	8	26	8	8	8	2	26
NAGALAND	11	74	11	20	20	23	74
ODISHA	30	314	50	60	120	84	314
PUNJAB	22	81	22	19	20	20	81
RAJASTHAN	33	295	54	75	81	85	295
SIKKIM	4	32	8	12	8	4	32
TAMIL NADU	32	385	85	99	95	106	385
TELANGANA	33	589	55	85	80	30	250
TRIPURA	8	58	12	15	12	19	58
UTTAR PRADESH	75	822	125	225	225	247	822
UTTARKHAND	13	95	13	16	29	37	95
WEST BENGAL	23	342	88	75	84	95	342
DADRA & NAGAR HAVELI	1	1	1				1
DAMAN & DIU	2	2	2				2
LAKSHADWEEP	1	9	2	3	2	2	9
PUDUCHERRY	4	6	4	2			6
JAMMU & KASHMIR	20		20	20	20	20	80
LADAKH	2	2	2				2
Total	720	6678	1044	1528	1808	2039	6419

Annexure-13: Introduction to Samriddhi Yatra

A trigger of mindset transformation - ***if we can dream it, we can do it!***

Samriddhi Yatra, an experiential learning intervention for representatives from aspirational Panchayats, is designed by Mission Samriddhi to inspire, visualise dreams and challenge limiting beliefs. A flagship programme of Mission Samriddhi, Samriddhi Yatra was started in 2017 as an intervention to empower Gram Panchayats to chart their own destiny and take ownership of their prosperity by creating an opportunity for the elected representatives of the gram panchayat to observe the process of village transformation. Understanding how mobilised communities in these Model villages have been transformed. Getting into the minds of transformational leaders like Anna Hazare to understand what they did differently! How did these communities overcome the problems of inadequate water and yet become prosperous farmers? In many schools where rote learning is the norm, how did they create a joyous learning environment? Where farmers are struggling to survive, how have they empowered farmers to become rich and prosperous? Where alcohol and substance abuse is eating away our youth, how have they eradicated these menaces?

It is to instil in them the confidence that they too can lead their village towards prosperity and development on the lines of model villages. It is a collective learning process, triggering a mindset transformation that if we can dream it, we can do it.

The Samriddhi Yatra provides us the opportunity to observe ourselves and uncover the process behind this sustainable development. A model village becomes one based on a Model of development.

Come, discover the model for yourself ...

Come and discover the magic of Samriddhi Yatra...

Unmukt

Unmukt is part of the 'Preparing the soil Initiative', which helps shift the elected representatives' mindset and change their belief system. It is a platform where the ERs come together to share their experiences – positive as well as critical needs based on ground realities, prioritise their constraints, learn from other established Development Accelerators and chart their own roadmap of change.

A great example amongst several others is the case study of the young Gram Panchayat Sarpanch of Jamola Lower in Rajouri District of Jammu, who has benefited from these interventions and gone on to deliver transformational change resulting in Jamola being awarded the best child-friendly Gram Panchayat in India by MoPR, Gol in 2020.

Annexure-14: Perspective Plan for CB&T for PRIs

1. Need for Preparation of Perspective Plan for CB&T

Most of the States and the UTs across India are yet to develop a system for preparing Perspective Plan for CB&T for PRIs. Generally, Annual Action Plans for CB&T are prepared to access funds under schemes for CB&T (e.g., RGSA/Revamped RGSA) without a clear and long-term perspective in view. As a result, based on such Annual Action Plans, training programmes are conducted mostly in an ad hoc manner to accomplish some tasks, e.g., preparation of GPDP, utilisation of Finance Commission Grants and the like. On the contrary, in a Perspective Plan, the perspective should be given more importance than the immediate implementation of plan activities. A Perspective Plan should focus more on a long-term vision with specific goals. For example, suppose in any SIRD&PR, one or two refresher training programmes are organized every year for selected Block Panchayat Presidents without targeting the whole lot of the cadre in a timeframe. In that case, it denotes a lack of a clear perspective. What can be done instead is to prepare a master plan to cover all the Block Panchayat Presidents in the State with refresher training, may be over two years, to help them attain a common standard of capacity.

2. Timeframe for Perspective Plan for CB&T for PRIs

Since ERs of PRIs are elected for a term of five years, the timeframe for Perspective Plan for CB&T for PRIs in any State or UT should be for five years, matching with the term of office of the ERs. Again, since the attainment of Localised SDGs is being given utmost importance in CB&T of PRIs across India, Perspective Plan for CB&T for PRIs may be in matching with the timeframe of the remaining tenure of the SDGs, i.e., 2030. However, the State or the UT should decide on this issue. But, in any case, the Annual Action Plan for CB&T of PRIs should be prepared by any State or UT, based on the Perspective Plan, in such a way that there may be a continuity of any CB&T initiative as envisaged in the Perspective Plan and that can contribute to the achievement of the long-term goals.

3. Focus of Perspective Plan for CB&T for PRIs

Annual Action Plan for CB&T of PRIs may focus more on immediate tasks, whereas Perspective Plan for CB&T for PRIs should focus more on the tasks that require a longer span of time. For instance,

A. For the **Institutional Strengthening of PRIs**, focus may be given more on -

- a) Strengthening of the Standing Committees/Sub-Committees, their inter-relationship with functionaries of line departments and convergence with the initiatives of the latter.
- b) Improved collective functioning of PRIs with a focus on participation, communication, facilitation, leadership, decision making, conflict resolution, problem solution, development of interpersonal relationships and issues and stages of group development.
- c) Organisation Mapping and Development.
- d) Preparation of Bye-Law and Assessment Register to enable PRIs to initiate or increase Own Source Revenue through Tax and Non-Tax measures.
- e) Improvement in Service Delivery and Citizen Charter.
- f) Procurement/e-Procurement following relevant Financial Rules, Financial Management, Accounting, effective maintenance of records, audit compliance, etc.

- g) Control of building operations (permission for construction of structure or building for residential or commercial purpose), registration of trades and issuance of licences.
- h) Self-Evaluation by each PRI and concerted efforts for improving performance.
- i) Other relevant issues related to the improvement of governance and service delivery.

B. For Community Mobilisation, Motivation, Planning, Implementation & Monitoring, the focus may be given more on

- a) Mainstreaming of Localised SDGs through PRIs.
- b) Motivation and inspiration for Human Resource Development and Leadership.
- c) Effective Community Mobilisation and Environment Building for SDG-focused GPDP.
- d) Collection of Secondary Data from various sources, including line departments.
- e) Development, management and maintenance of database for planning and monitoring.
- f) Human Development with a focus on Education, Health including Family Welfare & Public Health, Nutrition, Gender, Women and Children Development, etc.
- g) Skilling of the unemployed and Economic Development by the expansion of Livelihoods.
- h) Social Justice and Inclusiveness with a focus on the development of SC, ST, BC, Minority, PwD/ Aged/ Infirm and other backward sections.
- i) Climate Change, Environmental Upgradation, Bio-Diversity and Disaster Management.
- j) Augmented scope of Convergence between initiatives of GPs with those of line departments, CBOs, CSO/NGOs, SHGs, Corporates, etc.
- k) PRI-SHG Convergence.
- l) Promotion of Spatial Planning by leveraging GIS tools for quality GPDP.
- m) Monitoring of plan outcomes.

C. Collaboration of institutions needed for saturation coverage

Since a saturation approach is to be adopted to realise the full potential of PRIs, and the SIRDPRs and connected network may not be adequate to meet the demand, perspective plan may list out other institutions that can be roped in or empanel NGO/CSO/Private partners to meet the full demand. The plan will assess the availability and indicate the approach to rope them in for execution through annual plans.

The activities mentioned above are illustrative. However, they may feature in both the Annual Action Plan and Perspective Plan but with a difference in focus, as mentioned above. So far, as budgeting is concerned, an Annual Action Plan for CB&T for PRIs must contain a definite budget, but a Perspective Plan for CB&T for PRIs may include an indicative budget based on the estimated availability of resources.

4. Indicative Chaptalisation for SDG-Focused Perspective Plan for CB&T for PRIs

The structure of SDG-Focused Perspective Plan for CB&T for PRIs of any State or UT may be as follows:

Chapter-1: A Profile of the PRIs and Characteristic Features of the PRIs in the State/UT

Chapter-2: An Assessment of Policy for CB&T, Infrastructure, Human Resource and Other Requirements for CB&T for PRIs in the State/UT

- Chapter-3: An Assessment of Achievements & Limitations of the State/UT in CB&T of PRIs
- Chapter-4: Envisioning and Goal Setting for CB&T for PRIs, Based on a Long-Term Perspective
- Chapter-5: Prioritised Activities for the Perspective Plan for CB&T for PRIs for 2022-2027
- Chapter-6: Scope for Convergence of Initiatives of the State/UT with Those of CSOs/NGOs/
Corporates/Educational Institutions in the Perspective Plan for CB&T for PRIs
- Chapter-7: An Indicative Budget for the Perspective Plan for CB&T for PRIs
- Chapter-8: An Indicative Plan for Implementation of the Perspective Plan for CB&T for PRIs

Annexure-15: Hybrid Mode of Training Programme

1. GP Members' Training in Karnataka: Challenges Faced

- a) Elections to GPs in Karnataka were held in December 2020.
- b) President and Vice President elections were completed by February 15, 2021.
- c) Nearly 92000 ERs were to be trained.
- d) Covid 19 made it impossible to organise residential training.
- e) Internet connectivity in remote blocks was another challenge.
- f) Purely online training may not have the desired impact.
- g) The State wanted to complete training within 100 days.

2. Hybrid Mode of Training

- a) 176 Block Resource Centres, with SATCOM connectivity.
- b) Additional 109 centres identified and connected through YouTube Live.
- c) Totally 285 centres, all at the Block level.
- d) Non-residential training with Covid precautions - for five days instead of three days.
- e) All the sessions were pre-recorded with presentations by expert resource persons.
- f) Brief animated videos were also produced for each session.
- g) Group discussions followed by a presentation by participants/role plays in all sessions.
- h) Centres provided with videos of all the sessions, including short films, presentation by experts, animated videos, PPTs, etc.
- i) Question and Answer session every day in the afternoon.

3. Lessons learnt from Hybrid Mode

- a) Useful in organising training at scale.
- b) Live streaming through YouTube and recorded videos ensured standardised, high-quality content delivered, even in remote centres, without distortions.
- c) Design of training programmes - presentations, discussions, group activities, role plays and short films for each session.
- d) Highly participatory and effective.
- e) Good feedback.

4. Module for Training programme

- A. Introduction and ice-breaking activities on the first day.
- B. Provisions of the Panchayat Raj Act & Rules / Government Orders and Circulars.
- C. Special Sessions on
 - a) Resource Management
 - b) Planning
 - c) Gender, Social Justice
 - d) Leadership
- D. Visioning Exercise on the last day, based on "My Dream Panchayat".

5. Session Plan

- E. Brief introduction to each session by a facilitator.
- F. 15 mins presentation by expert resource persons through video.
- G. Brief discussion with trainees on the topic.
- H. 5 mins animated video capturing the mandatory provisions as per Act/GO/Circular on the topic.
- I. Screening of short films.
- J. Group Activity involving trainees followed by a presentation on the topic by ERs.
- K. Role Play on important sessions - GP meetings / Gram Sabha / Leadership, etc.
- L. Interaction with the trainees on the topic by a facilitator.
- M. Summing up by Facilitator

6. Monitoring CB&T

- A. A senior officer of Zilla Panchayat made Nodal officer for training at the District level.
- B. Executive Officer of Taluka Panchayat – Nodal officer at the Block level.
- C. One SIRD Faculty – Nodal Officer for each District.
- D. Visit by Hon'ble Ministers, Principal Secretaries, Commissioners, Directors of RDPR and Faculty of SIRD to the Training Centres and interaction with the ERs.
- E. Feedback from the ERs from each batch.

The result was a good attendance for the training programmes (96%) and good feedback from the trainees.

Annexure-16: Competency Assessment and Tailor Making Capability Building

1. Capability Building of Panchayats

“Capability” is defined as the ability of the individuals as well as the institutions to perform appropriate functions and address the issues of the community effectively, efficiently and sustainably. The concept of capability building is comprehensive and has evolved over time. In the context of PRIs, the capability building is a multi-dimensional and dynamic process for rural transformation, improving quality of life (QoL), ease of living (EoL), etc. Presently the PRI training programmes largely focus on rules/procedures/schemes, and they are mostly supply-driven, rather than demand-driven. Further, they focus more on quantity rather than quality. The changing role of PRIs, with the devolution of more functions and funds, provides a context to the NIRDPR/SIRDPR to shape all future training programs of PRIs to maximise the potential of elected representatives and other functionaries for providing good local governance and delivering on sustainable development goals

2. Recommendations of Sumit Bose Committee

The Ministry of Rural Development, GoI, in 2016, constituted a Committee on “Performance-based payments for better outcomes in rural development Programmes” with Shri Sumit Bose as Chairman. The Committee focused on the core functions and functionaries of the Panchayats to carry out the mandated tasks. With regard to capacity building of PRIs, the committee made the following recommendations.

- a. Develop a “Comprehensive Competency Framework” for each category of existing staff as well as for the elected representatives and training designed to fill the gap to ensure minimum levels of competence required for that position
- b. Conduct training needs assessments (TNAs) of the existing manpower and formulate additional themes for capacity building and training to ensure effective functioning of the Panchayat system
- c. Design CB&T to ensure minimum levels of competence required for each position and the Scheme related functionaries to be multi-tasked

3. Switching Over to Competency-Based Training

Though many agencies are involved in capability building of PRIs, there is a scope for making it more professional and relevant by switching to competency-based training by developing a “Competency Framework” for Panchayat functionaries. The Competency framework defines the knowledge, skills and attitudes (KSA) of various functionaries for efficient discharge of their functional responsibilities. If capability building challenges are identified and developed through a proper competency framework, there would be better outcomes in public service delivery. There are certain terms that are used while talking about Competency framework, and each one of them has a different meaning. The important terms commonly used in this context are given in the annexure.

4. Developing Competency Framework for Panchayats

Competency comprises the following four essential elements which characterise its development.

- a. Competency is a combination of KSA that influence one’s job performance
- b. Competency correlates with functional responsibilities

- c. Competency can be assessed using acceptable standards
- d. Competency can be improved through tailor-made capability building

To develop a competency framework for Panchayats specific to the State/UT , each SIRDPR needs to constitute a steering committee with faculty, resource persons, line department officials, PR functionaries and NIRDPR representative, etc. The committee should clearly define what is a “job well done” by each functionary within his/her job role. The process of developing Competency Framework for a Panchayat is given as annexure.

5. Assessing Competencies:

It has been established by the researchers that one of the chief causes of better performance of HR in any organisation is alignment of competencies to their job role. This alignment occurs when employees acquire KSA specific to their job responsibilities. If the KSA of HR in any particular job role are inadequate, some individuals will be over working and others will be under working. This may de-motivate not only the people but also breaks the system of accountability. To achieve sustainable development, it is necessary for the training institutions to assess the competencies of existing functionaries before organising training programmes.

Competency assessment is the process of collecting evidence and making judgments against set criteria about the performance of an individual. The competency assessment asks the question of whether the available HR are fit for purpose, whether they have the ability to achieve the outcomes expected from them, etc. The competencies can be assessed by deploying mechanisms such as online/offline tests, quizzes, etc., to identify the gaps in the competencies that the training intervention needs to fill. Effective assessment of competencies will help to decide who requires the training, what training is needed, when the training is required, how the training will be delivered, etc. The competencies can be assessed through the following steps:

Step 1: Consider the institutional context of PRIs: Examine the total performance system of PRIs, including provisions of the state PR Act & Rules, state-specific devolution and the agency functions performed along with the role and responsibilities of each functionary

Step 2: Define desired competencies in measurable terms if possible: Decide on the desired performance standards duly taking into account the perspective of concerned functionaries.

Step 3: Assess the competencies: The description of actual performance is based on observations/ interviews and on review of records.

Step 4: Measure the gap in competencies: The difference between desired and actual performance is the performance gap.

Step 5: Find the causes of performance gap: Analyse the reasons for the gap and identify the most basic reasons - KSA incentives, and motives or any non-training issues such non-availability of infrastructure, etc.

Step 6: Tailor the capability building: Design the capability building initiatives around the KSA/ performance gaps.

Step 7: Implement Tailor-made Capability building: With support from PR department and the PR functionaries concerned, the training institutions implement training programmes to create effective learning experience.

Step 8: Monitor and evaluate performance: The training institutions in consultation with PRIs evaluate performance on an ongoing basis to re assess the competency and re work to focus on the delivery of required competencies

The NIRDPR may conceptualise an "IT System", to assess the KSA of the different functionaries through topic-wise multiple choice questions (MCQ) to judge their proficiency. For assessing attitudes, the standardised psychometric testing tools can be deployed. The assessment results will help to ensure that the training institutions, elected representatives, official functionaries and all other stakeholders are on the same page. This would also serve as a model for the training institutions to design the annual training action plan under RGSA. An IT tool was developed by NIRDPR-DDUGKY Cell by name "Kaushal Aapti" for assessing the aptitude for skilling and recommending appropriate trade for each prospective candidate. A brief note on the application is given as annexure.

7. Tailor Making the Capability Building

Since enhancing competencies of PRIs being the core objective of training, the traditional 'One Size Fits All' approach will not work to make a real impact. As the training institutions have to train a large number of functionaries across the different domains, with specialist needs and limited time, "Tailor-Making the Capability Building" is the most effective way to meet the objectives. Below are some of the key aspects to be kept in mind while choosing this training route.

- a. Tailor making the capability building of PRIs should start with the assessment of current competencies of PR functionaries
- b. Training institutions have to design appropriate training programs to suit the learning needs of functionaries to achieve the overall objectives and mandate of PRIs
- c. Capability-building programmes of PRIs should be specific to the job roles and need to be delivered with current examples and case studies
- d. Training programmes have to be crafted specific to the learning styles of the ERs & officials to maximise the learning experience
- e. It should be ensured the training reaches the last mile and everyone gets a consistent learning experience

There are multiple models to design and deliver tailor-made training programmes. The most common one is ADDIE Model, which is an acronym for the five phases of instructional system for capability building. This model is useful both for content development as well as imparting requisite KSA for performance improvement.

- a. Phase 1: Analysis - The analysis phase clarifies the performance problems and identifies the existing KSA and address learning constraints, pedagogical issues and delivery options
- b. Phase 2: Design-The design phase deals with learning objectives, assessment instruments, relevant content, lesson planning, and media selection.
- c. Phase 3:Development- In the development phase, instructional designers and developers create and assemble content described in the design phase. If ICT is used to deliver content the programmers develop e-learning modules
- d. Phase4: Implementation- The implementation phase develops procedures for training facilitators/resource persons and learners. The training facilitators cover the course content learning outcomes, method of delivery, and assessment procedures.

- e. Phase 5: Evaluation-The evaluation phase comprises formative and summative evaluation. Formative evaluation is present in each stage of the ADDIE process, while summative evaluation is conducted immediately after completion of training programmes. Donald Kirkpatrick's four levels of learning evaluation can be used during this phase.

For piloting this model, each phase is completed first before moving to the next. Subsequent resource persons revise the steps, and eventually the model becomes more dynamic and interactive compared to traditional training. However replacing the traditional time-based training may not happen in one go, and therefore, the training institutions need to establish an evolutionary process to gradually move to competency based training to shift the focus from “inputs and outputs” to “outcomes and impact”.

The NIRDPR may organise workshops at the national and state level, with a specific focus on state-specific Competency Assessment and Tailor Making Capability Building for PRIs. NIRDPR also need to organise training of trainer (ToT) programmes to guide and support SIRDPR faculty/resource persons for the implementation of competency-based tailor-made training for Panchayats. External experts can be used initially to set the process in motion.

8. Benefits of Tailor-Made Capability Building

The following are the benefits of tailor-made capability building:

For PR&RD department

- a) Align the competencies of its functionaries to the job role
- b) Standardisation of job profiles happens by strengthening HR
- c) Maintain and monitor performance standards
- d) Identify the performance gap to address the training needs
- e) Clearly define the performance outputs through systematic monitoring and assessment

For the Training Institutions

- a) Link PRI training to the competency framework
- b) Focus of training to address missing KSA to raise the level of proficiency
- c) Greater understanding of learning objectives and learning outcomes
- d) Courses, training content and training material aligned to well-defined goals
- e) The application gap between the training and working on the job is reduced

For the Panchayats

- a) Make Panchayats capable of performing functions efficiently to deliver results
- b) Support improvement in local governance and achieving sustainable development.
- c) Better understanding of the roles and responsibilities of each functionary
- d) Orient functionaries to converge their functions with Panchayat functioning.

For the Panchayat functionaries

- a) Clearly understand their roles and responsibilities
- b) Perform effectively in the job role against well-defined objectives

- c) Develop KSA on an individual basis for better performance
- d) Seek and achieve growth in their career

Terms Commonly Used in the Context of Competency Framework

- a. **Competence:** Is a work related concept that refers to area of work at which a person is competent to use KSA in discharge of functional responsibilities. A Competence only describes what has to be done, not how
- b. **Competency:** Is a person related concept that refers to observable and measurable KSA that allow an individual to successfully perform a task/ job
- c. **Competencies:** Describe the key tasks in outcome terms. These are statements of behaviour which are correlated with performance on a job.
- d. **Competency Mapping:** Is the process of identifying key competencies for a particular role/ position in an organization. Competency mapping enable the person to better understand his job role.
- e. **Competency Framework:** Is a matrix that sets out core competencies needed for people within an organization... Each individual role will have its own set of competencies to perform the job effectively.
- f. **Competency Assessment:** Is a method for identifying the KSA necessary for a job role
- g. **Competency Based Training:** It is a structured approach to training and assessment for achieving specific outcomes. The emphasis is on "performing" rather than just "knowing".

9. The process of developing a competency framework for Panchayat

The Competency Framework can be developed in five stages:

- a) Enlistment of Functionaries tier wise
 - b) Obtaining the status of devolution of functions and funds
 - c) Analysing role-wise Job descriptions
 - d) Mapping the Competencies
- a. **Stage 1:** Enlistment of Functionaries- The Human Resource (HR) support available to the Panchayats consists of core staff, functional Staff, scheme-specific staff and contractual staff, etc. Further they can be classified as Elected Representatives, Administrative or Support Staff, Engineering / Technical Staff and Line Department staff, etc. Therefore, to start with, all such functionaries working at Gram Panchayat / Block Panchayat / District Panchayat level need to be listed out specific to the respective state.
 - b. **Stage 2:** Obtaining Status of Devolution- The competencies required among the Panchayat functionaries in terms of KSA largely depend upon the provisions of the State PR Act and the existing status of devolution of Funds and Functions in each State. As such, the status of devolution in each state needs to be obtained.
 - c. **State 3:** Role-wise Job description: The job descriptions are the powers and functions of various functionaries at different levels. However depending upon the sanctioned cadre strength, the job descriptions may vary across the states / UTs. An Illustrative Job Descriptions of Ward Members, Sarpanch and Gram Panchayat Secretary is given below:

10. Illustrative Job Descriptions of Ward Members, Sarpanch & Gram Panchayat Secretary

A. Ward Members

- a) Actively participate in planning and implementation of development programmes
- b) Call the attention of the Panchayat regarding matters of public importance
- c) Instil sprit of self-help and mobilise public contribution or voluntary labour in the works taken
- d) Bring to the notice of Panchayat any defect in the execution of
- e) Act as Agent of Change and Sector Enabler in 1-2 SDG thematic areas
- f) Assist Gram Sabha in the identification of beneficiaries,
- g) Assist authorities during floods, cyclones, accidents, etc.

B. Sarpanch/ Pradhan

- a) Exercise such powers and perform duties conferred under the PR Act and rules
- b) Convene the meetings of the GP and preside over its meetings
- c) Exercise administrative control over GP Secretary and Staff
- d) Strive to ensure that GP services are provided in a financially and environmentally sustainable manner
- e) Take responsibility for the financial and executive administration of the GP
- f) Provide a forum for villagers to participate in decision-making

C. Panchayat Secretary

- a) Discharges all duties and exercises the powers conferred under State PR Act.
 - b) Conduct GP meetings and take part in the discussions in an advisory capacity
 - c) Prepare the minutes of the meetings and securing implementation of resolutions passed.
 - d) Prepares annual budget estimates and keeps accounts and other records of GP
 - e) Issue all the certificates, licenses, permissions, etc. promptly
 - f) Maintain all the prescribed registers and keep them updated.
 - g) Supervise over maintenance of civic services
 - h) Ensure that all payments are made as per the provisions of the PR Act and rules
- d. Stage 4: Mapping the Competencies - Competencies are derived from specific job roles and are grouped around various domains. For instance, the "Financial Management of Panchayats" comprises four domains, viz. Planning, Budgeting, Accounting and Auditing. For mapping the competencies, the first step is to carry out job analysis in each domain and then list out the required KSA. The mapping so done needs to be firmed up in consultation with stakeholders. The National Skills Qualifications Framework (NSQF) defines competencies in terms of "Levels of Proficiency" the learner must acquire. But in respect of Panchayats, almost all the functionaries are frontline workers, and except for the chairperson and the executive officer, they have no supervisory role. Therefore, the "Levels Proficiency" need not be assigned initially in the Competency Framework of Panchayats. This can be done subsequently after gaining experience in the implementation of competency-linked training. An Illustrative list of KSA of Sarpanch of Gram Panchayat in terms of KSA is given below:

Illustrative list of Competencies (KSA) of Sarpanch

Sarpanch

A. Generic Knowledge:

- a) 73rd CAA/Gram Sabha/ Participatory decision-making
- b) Provisions of State PR Act & rules framed there under
- c) Central & State flagship programmes
- d) Sustainable development/ Localising SDGs
- e) Comprehensive & convergent local planning
- f) IT and computer literacy/ e-Governance
- g) Good governance/Public service delivery
- h) Social accountability/Social Audit/Grievance redressal
- i) Panchayat Leadership

B. Thematic Knowledge

- a) Poverty-free and enhanced livelihoods village
- b) Healthy village
- c) Child-friendly village
- d) Water sufficient village
- e) Clean and Green village
- f) Self-sufficient infrastructure in the village
- g) Socially secured village
- h) Village with Good Governance
- i) Engendered Development in village

C. Skills

- a) Representation- Represent their constituents and provide leadership
- b) Communication- Give and receive information with accuracy and understanding.
- c) Facilitation: Mediate disputes, resolve conflicts make meetings more productive
- d) Negotiation: Negotiate interaction between parties representing differing interests
- e) Financing: Make rational decisions about the allocation of public funds
- f) Overseeing: Ensure effective and lawful performance in service delivery.
- g) Decision Making: Analyse issues and decide how to act when there is a choice.
- h) Leadership: Takes ownership for outcomes (successes or failures)

D. Attitude

- a) Passion for serving people with special care for the marginalised
- b) Belief in own capability and confidence in dealing with challenging circumstances.
- c) Sensitive to people's needs and act with empathy
- d) Consistently behaves in an open, fair and transparent manner
- e) Meticulous in the job and to comply with procedures, rules, and guidelines

An illustrative list of core competencies of Sarpanch in the thematic function- Financial Management of Panchayats is given below:

**Illustrative Competency Mapping for Tailor Making Capability Building
Subject/Theme: Financial Management of Panchayats for Sarpanch**

Subject/theme	Domain	Illustrative list of Required KSA
Financial Management of Panchayats	Planning	<ul style="list-style-type: none"> • Create a compelling vision for the Panchayat and link the vision to outcomes • Decide on local IEC campaign for the participation of all stakeholders in the planning process • Describe focus areas of GPDP specific to each Panchayat to localise SDGs • Supervise participatory surveys and collect data for formulation of GPDP • Prepare resource envelop of Gram Panchayat including OSR / grant-in-aid / CSR funding • Conduct situational analysis and Prepare Draft Status Report (DSR) • Match prioritised needs with available resources to prepare draft GPDP • Facilitate special Gram Sabha for discussion and finalisation of draft GPDP • Ensure that GPDP is gender-friendly/child friendly • Use e- GramSWARAJ for formulation and uploading of approved GPDP • Take follow-up action for implementation of GPDP
	Budgeting	<ul style="list-style-type: none"> • Understanding of various concepts related to Budgeting as per state PR Acts & rules about raising, allocating, and spending public funds • Get the Panchayat budget prepared on time • Discuss the budget in GP meeting/ Gram Sabah for approval • Exercise control and watch budget provisions before payments • Disseminate budget allocations/expenditure to citizen
	Accounting	<ul style="list-style-type: none"> • Understand the basics of Model Accounting System in Panchayats • Discuss the Accounts in GP meeting/ Gram Sabah • Ensure proper approval of bills/vouchers • Fix the demand of OSR and get it approved • Watch mobilisation of OSR and regularly monitor Demand Collection Balance • Sensitize citizens on tax compliance • Follow financial rules for procurements • Ensure financial propriety in all transactions • Supervise recording of transactions in the Books of Accounts as per accounting codes • Supervise closure of month & year-end closure of Books and prepare Monthly / Annual Accounts • Submit all UCs due on time
	Auditing	<ul style="list-style-type: none"> • Get the required returns prepared for submission to the Auditor • Get the audit done through Audit Online portal • Place Audit report in GP Meeting / Gram Sabah • Scrutiny of audit reports and initiate follow-up action for settlement of audit objections • Initiate action to rectify irregularities reported in the audit

Annexure-17: Gram Panchayat Organisation Development (GPOD) Framework

1. Context and Need

The 73rd Constitutional Amendment (CAA), 1993 envisions panchayats, specifically the Gram Panchayats (GPs), as units of self-government responsible for fulfilling the community's requirements with respect to the development of its villages. Following the 73rd CAA, there have been many legislations and programmes across varied subjects, such as employment generation, housing, education, pensions and health, to name a few, where panchayats are accorded specific roles in planning and implementation. Norms for governance and accountability, including accounting and audit provisions, monitoring of programmes and social audits, are also to be followed by the panchayats. Till the 13th Central Finance Commission (CFC), 2010-15, funds devolved to panchayats were not very significant. This changed with the 14th CFC, the trend which the 15th CFC continued with. With the increased funds under CFC and other programmes such as MGNREGA, panchayats manage budgets in the range of Rs. 30-40 lakh, with larger panchayat budgets going into crores. The Gram Panchayat Development Planning (GPDP) process launched in 2015, laying down provisions for panchayats to prepare plans based on its priorities, provided the much-needed lever for panchayats to operationalise their constitutional mandate and leverage the increased allocation of funds. The inherent nature of the composition of panchayats – elected members from the different sections of community with a significant percentage being women, provisions to ensure close coordination with the Gram Sabha, gives them the opportunity to innovate solutions as per local contexts - making them potentially a significant institution to impact change in villages. The mandate and responsibility accorded to panchayats are large. But there is a mismatch between the constitutional mandate and the capacity of panchayat institutions and its members. While there is a ready cadre of elected members who have entered the political, governance and administrative space, their potential remains largely untapped. It is only prudent to build their capacities, as creating another similar cadre will be time-consuming and expensive for the government. Due to the low engagement of elected members, governance systems at panchayats remain weak, with the accountability of the institutions and its funds largely remaining with government-appointed staff, which is not in the spirit of the 73rd Amendment.

2. Gram Panchayat Organisation Development (GPOD) Framework

The GPOD framework has been designed in response to the need to build stronger panchayat institutions and engagement of elected members.

Four key salient features capture the essence of the GPOD framework: Firstly, it has been conceptualised leveraging principles of Organisation Development (OD), a planned process of change in an organisation, reviewing and redesigning its structures, systems and processes, where members of the organisation are participants and not recipients to change. Secondly, its main actors are the elected members of panchayats and building their agency to effect transformation and deepen democracy. Thirdly, existing legal frameworks concerning panchayats across their functions, funds and functionaries are critical to contextualising methodologies for different states. They provide both the rationale as well as boundaries for change. Lastly, while the core intervention is at the GP level, engagement is planned with other tiers of the government (departments and governance tiers), towards smoothening service delivery processes, with the goal of more informed devolution and eventual systemic shifts.

3. Its Impact

The impact of deployment of GPOD framework is across four key areas: 1) Improvement in functioning of GP as an institution, its various organisational processes and structures activated, such as a shared vision in place, deployment of vision in planning and budgeting, laid down processes for delivery of services and other focus areas such as revenue generation, grievance handling mechanisms, etc., 2) Improvement in awareness and engagement of elected members and staff of panchayats: Improved knowledge of their roles and GP functions, Regular monthly meetings with higher participation of members from different sections, Activation of Standing Committees, and, increase in interaction between ward members and citizens, 3) Enhancement in delivery of services, across different sectors: Access to social security schemes, MGNREGA benefits, Regularising performance of sub-health centres, schools, anganwadi and shops of public distribution system (PDS), etc., and 4) Enhancing Citizen engagement: Streamlining processes of sharing information with Gram Sabhas, Following due processes of discussion and approval of plans by Gram Sabha, Convergence of Self Help Groups and Panchayat members, etc.

In attempting GPOD, the importance of the institution, i.e. Gram Panchayat, is to be kept as centre of all activities and also treated as the main partner in working to improve their organisation. For example, any agency working with the GP may formalise an MoUs with the Gram Panchayat to emphasise the GP's identity as an institution.

4. Stages and steps

While the GPOD framework broadly includes four stages and seven steps (Figure 1), it needs to be contextualised to the needs of the particular state and status of panchayats. Structured methodologies and tools need to be evolved, including a GP Organisation Mapping tool to enable panchayat members to self-assess their GP – individually and as a group.

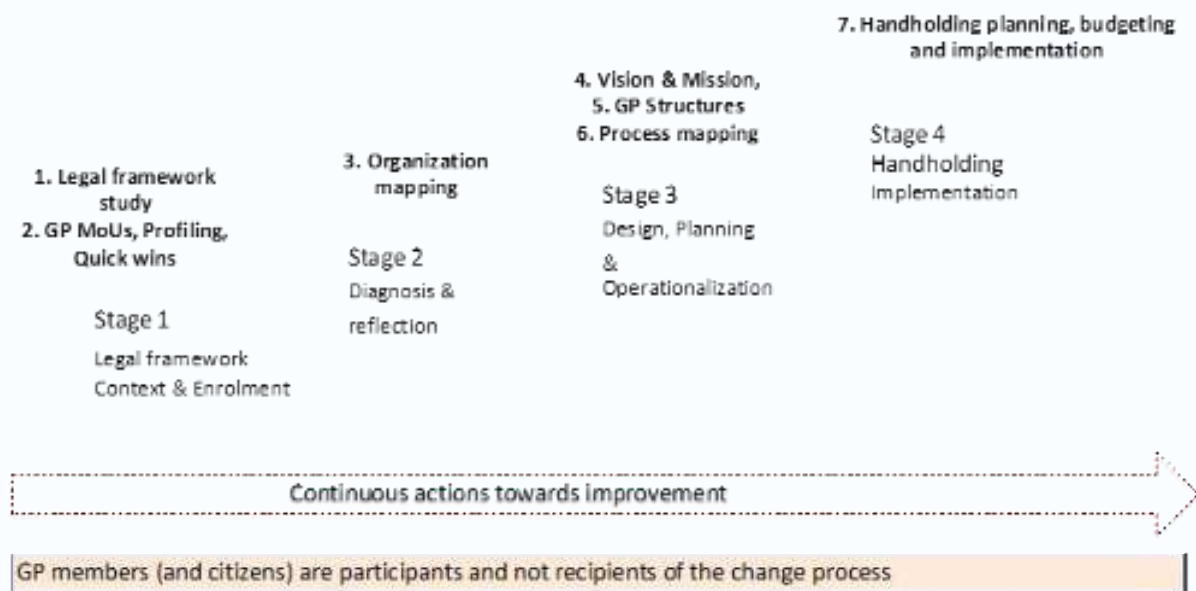


Figure 1: Stages and steps of GPOD framework

5. Implementation framework and resources

During intensive GPOD projects by a competent agency or trained and certified resource persons, a resource person is allocated for five Gram Panchayats. Wherever a Young Fellow is deployed with a cluster of Panchayats, she can be trained to function as a resource for GPOD. If such an effort involves a

large number of clusters, then a competent and well-trained project team should back up the resource persons at the cluster level. If the framework is to be implemented at scale by government agencies, the unit of intervention could be the district. This will help in close coordination and alignment with the CEO and ZP President for implementation as well as to enable convergence across departments. A pool of resource persons/trainers, who can be identified from across departments, civil society organisations and panchayats, will need to be developed. Individuals with the inclination and orientation to work with people and processes would need to be chosen. A pair of trainers may focus on 10-12 panchayats to ensure maximum coverage as well as attention to individual GPs. At the state level, the Department of Panchayat Raj and the State Institute of Rural Development can lead the programme.

Annexure-18: Kerala Institute of Local Administration [KILA]

A. Introduction

As a nodal agency to the Government of Kerala for the capacity development of local governments, the Kerala Institute of Local Administration (KILA) has been working with the sole mandate of promoting local governance in rural and urban areas since 1990. The Institute endeavours to train, conduct research, and provide policy support and consultancy in local governance and decentralisation. Since its inception, KILA has been engaged in different types of capacity development initiatives, mainly focusing on imparting training to the functionaries of Local Self Government Institutions (LSGI). With a view to developing it as an institution of excellence, KILA was **registered as an autonomous institution** under the Travancore-Cochin Literary, Scientific and Charitable Societies Act 1955. It was built on the funds provided by the Gram Panchayats of Kerala. The state government provides funds through Plan and Non-Plan as per the State budget passed by the legislature. KILA is the only Institution in India that functions with the sole mandate of promoting decentralised governance **in both urban and rural areas**. KILA works with various national and international agencies as well as with various UN agencies. It has also MoUs with institutions from different South Asian countries.

Ministry of Panchayati Raj, Government of India has declared KILA as the SAARC Centre of Training in Decentralisation and Local Governance. KILA has provided a lead role in the capacity building and training of democratic decentralisation in Kerala, and now it is engaged in institutionalising the process of decentralisation and making the local government system sustainable.

KILA is a link between people and the Government and is also a think tank for policy formulation. The feedback gathered from various training programmes, together with the research support, facilitates the formulation of pragmatic policies for strengthening decentralisation. Indeed, in implementing these policies, KILA plays a major role by means of wider dissemination of information through training, publications, seminars, workshops, and discussions.

B. Centre of Excellence in Decentralisation and Local Governance

As part of upgrading KILA into a Centre of Excellence, in 2017 Government of Kerala **merged the State Institute of Rural Development (SIRD), Kottarakkara and erstwhile AHADS CCPRM in Attappady with KILA**. Later in 2018, the **three Extension Training Centres (ETCs) under the Rural Development Department were integrated into KILA**. Moreover, a regional centre has been initiated at Thiruvananthapuram. Hence, at present, other than the main campus in Thrissur, KILA has three Regional Centres and three sub-Centres in Kerala.

The AHADS CCPRM Agali is renamed as Centre for Tribal Development and Natural Resource Management and SIRD as Centre for Human Resource Development. The three ETCs at Mannuthy, Kottarakkara and Taliparamba were renamed as Centre for Good Governance, Centre for Socio-Economic Development, Centre for Organic Farming and Waste Management, respectively. A unified training calendar was prepared, and various programmes were implemented.

a. Advancing from Training to Capacity Development

The approach for the 'Second Wave on PPC' aimed at outcome-oriented, stage-by-stage competence building rather than imparting knowledge in a single spell, with extensive coverage and intensive scale in content.

In view of the perspective on the capacity building of 'Second Wave on PPC', the strategy is the combination of:

- a) training
- b) orientation and information dissemination
- c) coaching
- d) handholding
- e) mentoring
- f) learning by doing
- g) peer learning
- h) experience sharing
- i) reflections on failures and achievements
- j) de learning and re learn

Capability Development of LSGIs is being enhanced with more programmes having state-of-the-art quality. The renewed focus is on **urban governance and planning**. The approach is to **collaborate on a long-term basis with Departments, Agencies, Schemes and Missions of relevance to local governance and decentralisation**. Accordingly, the MoU with the National Institute of Urban Affairs is in the process. The results of various proposed research programmes are expected to support the development of new programmes and improve the quality in terms of content, approach and methodology of training.

KILA reaches out to a range of stakeholders, including

- a) Elected Representatives
- b) Officers of local self-governments
- c) Planning Committees
- d) Sectoral Working Groups
- e) Core Panchayat Functionaries
- f) Gram Sabha members
- g) Local Govt. Associations
- h) Gram Sabha members of Tomorrow (Students)
- i) ERs of higher tiers (MLAs, MPs- PRIs interface Programme)
- j) Civil Society Organisations
- k) National/International Stakeholders

Its mode of engagement with stakeholders includes:

- a) Institution-based Training at the state level (KILA)
- b) Decentralised Training at Regional and District level at district level institutions
- c) Video-based programmes / Virtual Classrooms
- d) Mass-based: Tie up with AIR (radio-school programmes, theme-based TV broadcasting)
- e) Training of Gram Sabha members on cascade mode
- f) Panchayat to Panchayat (P2P) experiences sharing
- g) Long-term courses
- h) Exposure Visits to Good Performing Panchayats (theme-based)
- i) Mentoring and hand-holding support
- j) Documentation of good practices

- k) Help desk system
- l) Panchayat Raj Magazine – Monthly
- m) Direct cum Distance Learning
- n) Certificate Course (for elected members)
- o) Management Development Course (Panchayat Secretaries)
- p) PG Diploma in Child Rights Governance (ERs)- one year
- q) Online courses

Vision and Mission of KILA

Vision:

To become an Institute of International repute for Capacity building and training in Local Governance, Rural Urban Development, Natural Resource Management, Poverty Alleviation, SC&ST Development, Climate Change and Environment and other subject areas which are mandates of LSGIs

Mission:

- a. To strengthen Local Governments for good governance and development through sustainable solutions at the grass-root level that is developed through continuous and relevant policy-oriented research, strategic partnerships and innovation.
- b. In the context of the sustainable solutions developed at the grassroots level, building capacity and an enabling environment by bringing together domain experts, technology, policy advocacy and continuous improvement in training.
- c. Empower local governments to discharge their mandate service delivery and responsibilities to meet the growing aspirations of the people of Kerala.

The management of the affairs of KILA shall be vested with the Governing Council, Executive Committee and the Director General of the Institute as enshrined in the Rule of the Institute and service bye-laws framed for this purpose.

Governing Council:

The management of the affairs of the Kerala Institute of Local Administration shall be vested with the Governing Council, Executive Committee and the Director General of the Institute.

The composition of the Governing Council shall be as follows:

- a) Minister (LSGD) -(Chairperson)
- b) Chief Secretary – (Vice Chairperson)
- c) Principal Secretary, LSGD- (Convener)
- d) Secretary to Government, Finance Department, Government of Kerala
- e) Commissioner for Rural Development
- f) Director of Panchayats
- g) Director of Urban Affairs
- h) Secretary to Government, Planning and Economic Affairs Department

- i) Representative from Ministry of Rural Development, Government of India
- j) Representative from Ministry of Panchayat Raj, Government of India
- k) Director, KILA
- l) Representative from NIRD & PR
- m) President, Kerala Grama Panchayat Association
- n) President, Block Panchayat Association
- o) Chairman, Chamber of Municipal Chairman
- p) Member of Parliament
- q) Member of Legislative Assembly
- r) President, District Panchayat Presidents Chamber
- s) President, Mayors Council

Executive Committee

The Composition of the Executive Committee shall be as follows

- a) Principal Secretary (LSGD) -(Chairman)
- b) Secretary (LSGD)
- c) Commissioner for Rural Development
- d) Secretary to Government, Finance Department or his nominee
- e) Director of KILA -(Convener)
- f) Director of Panchayats
- g) Director of Urban Affairs

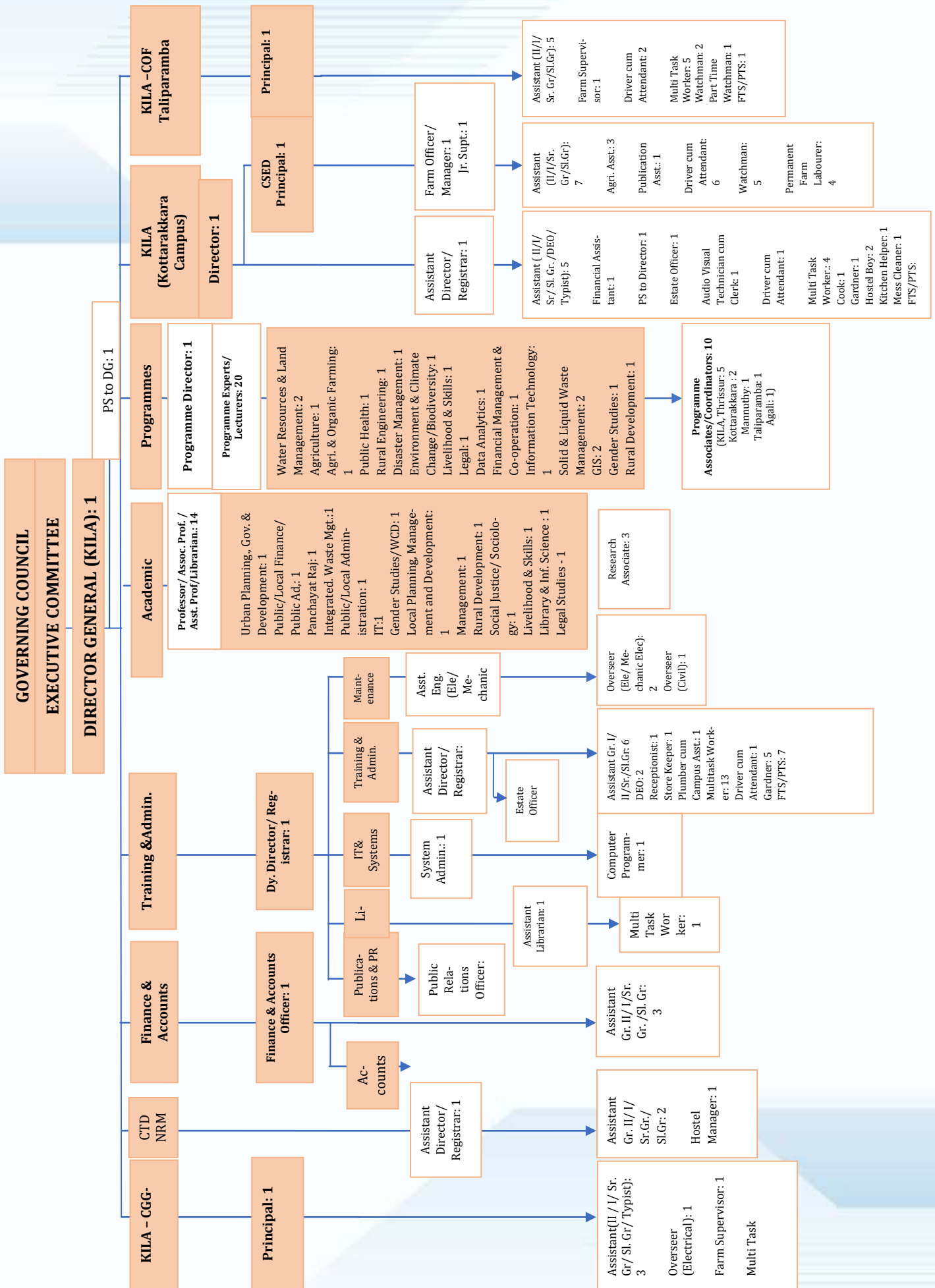
KILA has a four-pronged strategy in its activities, viz. Capacity Building, Research, Policy Support and Consultancy on Local Governance and Decentralisation. With the re-launch of the People's Plan Campaign and various State Missions, the LSGIs required extended support in terms of capacity building. KILA also ensures -post-training support at the local level by providing appropriate experts.

Capability Development of LSGIs is enhanced with more programmes having state-of-the-art quality. The approach adopted by KILA was to collaborate on a long-term basis with departments, agencies, schemes and Missions of relevance to local governance and decentralisation. The results of the research studies taken up are expected to support the development of new programmes and improve the quality in terms of content, approach and methodology of training.

KILA provided regular and phase-wise tailor-made programmes such as mandatory induction and in-service training to all categories of employees of various tiers of local self-governments, and these are supplemented by multiple levels of in-depth certificate and diploma courses.

KILA continues its collaboration with various national and international agencies and works hard to develop as a supporting agency to other states and agencies at the National level. This has acted as a platform for sharing the experiences and learning of KILA with others and vice versa. Networking with international agencies also had the same objective of sharing experiences with agencies across the world.

C. Organisational Structure of KILA



D. Thematic Centres

Spread across six campuses in the state, the KILA has the following specialised thematic centres:

- a) Human Resource Development – Kottarakkara (SIRD)
- b) Environment, Climate Change and Biodiversity
- c) SC/ST Development
- d) Organic Farming and Solid Waste Management - Kannur
- e) Social Economic Development - Kottarakkara
- f) Tribal Development and NRM - Attappady
- g) Good Governance - Mannuthy
- h) Urban Governance
- i) Child Resources
- j) South Asia School
- k) SDGs and Local Governments
- l) Gender School for Local Governments
- m) Innovation and Incubation Hub
- n) Legal Resource on Local Governance

The various thematic areas of relevance to local self-governments mentioned above are initiated for giving special attention to these areas and also for initiating special programmes for the same. Since the spread of Covid -19 in April 2020, KILA has developed an e-platform for conducting training programmes, initiated online programmes and continued its activities.

Special Centres on Thematic areas

KILA is in the process of initiating centres or knowledge hubs on various thematic areas of relevance to local self-governments. As an initial step, KILA has started collaborating with various national and International Institutes and organised and proposed various programmes. Following are the Centres and knowledge hubs under this:

1. Centre for Sustainable Development Goals (SDGs) and Local Governments

The centre started with the partnership of the National Foundation of India (NFI), for which an MoU has been signed, and training programmes are prepared and implemented. Kerala State Planning Board and CPMU are also guiding this activity. It has been supporting the Ministry of Panchayati Raj and the State government in localising SDGs.

2. Local Government Knowledge Centre on Environment, Climate Change and Biodiversity

This centre is initiated with the objective to organise programmes to equip the Local Self Government Institutions to actively engage in activities to reduce the impact of climate change on environment and biodiversity. It has developed a methodology and tool for preparing the Local Action Plan on Climate Change by Panchayats..

3. Innovation and Incubation Hub for Local Governments

This Hub started its functioning to support local governments by facilitating technical know-how to nurture new ideas and innovations and extend support to develop inquisitive perspective in Local

Governance, and to support the promotion of creative thinking and problem solving through hands-on activities and experiments. One of its major initiatives is the CANALPY which is trying to see how the Alleppey canals can be rejuvenated and how flood mitigation could be done in Kuttanad. The centre works with IIT Bombay and various academic institutions for this.

4. Gender School for Local Governance

This centre assists the Local Governments in integrating a gender perspective into policy planning, implementation and evaluation activities in all areas of responsibilities handed over to LGs with a view to achieving gender equity and justice.

5. Legal Resource Centre for Local Governments

To address the shortcomings in administrative activities and legal litigations of the Local bodies, which create wastage of money, unlimited delays and unnecessary complications, KILA extends support and necessary training to them. With this objective, KILA has initiated the Legal Resource Centre for Local Governments with the objectives such as imparting training to the Presidents and Secretaries on administrative and legal matters, publishing handbooks on training, taking up studies in this area, etc.

Along with these, the existing Child Resource Centre, Centre for Urban Governance and Centre for Geo-Informatics in Rural Development continued to function.

E. Other Highlights

- Human Resource Policy
- Training module
- Training materials
- KILA Accounting guideline
- Five-Year Plan document
- Plan proposal
- TNA report
- Bye-law KILA
- Training monitoring Mechanism
- Organisation study report
- Memorandum of Association

KILA has an e-learning platform that provides e-courses and training at state, national and international levels. It moderates an email-based discussion platform known as Thaddeshakam. Apart from a state-of-the-art library and Gandhi Art gallery, KILA has recently instituted the EMS Museum on Decentralisation and Local Governance. It is launching a YouTube News channel on local governance-related news.

KILA has MoUs with various Universities within and outside Kerala. Presently the Certificate Course for elected representatives on Decentralisation and Local Governance was launched as a distance mode course with contact classes in collaboration with the Sree Narayanaguru Open University, Kerala Digital University and KILA. KILA has also been approved by the Kannur University and Calicut University for Post Graduate Courses on themes related to local governance, and these programmes are expected to start this academic year.

Annexure-19: Roles and Responsibilities of CB&T institutions

A. NIRDPR

- a) Strengthen PRIs through continuous training by developing a pool of certified resource persons in different thematic areas.
- b) Enhance capabilities of Panchayats for inclusive local governance with a focus on optimum utilisation of available resources and convergence with other schemes
- c) Enhance the capabilities of Panchayats to raise their own sources of revenue.
- d) Strengthen Gram Sabhas to function effectively as the basic forum of people's participation within the Panchayat system.
- e) Promote devolution of powers and responsibilities to Panchayats according to the spirit of the Constitution and PESA Act 1996.
- f) Promote e-governance and other technology-driven solutions to enable good governance in Panchayats for administrative efficiency and improved service delivery
- g) Conduct training, seminars, conferences and workshops in the broad field of Panchayat governance, decentralised planning, and other emerging needs of topical relevance.
- h) Provide guidance for monitoring and evaluation of various aspects relating to the Panchayati Raj system, including CB&T of PRIs

B. SIRDPRs

- a) Develop standardised model learning material/training modules/ IEC material specific to the state in the local language and update them periodically
- b) Facilitate the development of rural poor and enhance their quality of life through training, research, consultancy, and information dissemination.
- c) Function as a documentation Centre for collecting and disseminating information on all aspects of Planning and rural development
- d) Provide and exchange information on training techniques, methodology and materials, and disseminate information to sub-district level training institutions
- e) Actively promote inter-institutional cooperation and collaboration in CB&T of PRIs.
- f) Support the sub-district level resource centres in conducting training at decentralised levels

C. ETC

- a) Organise orientation programmes/thematic training programmes for all the ERs and the officials as per RGSA and NCBF guidelines
- b) Organise need-based training programmes for ERs and other functionaries
- c) Assist, promote and collaborate with individuals and organisations involved in PRI CB&T
- d) Provide handholding support to Panchayats on planning and implementation of development programs
- e) Establish linkages and coordination with line departments to provide training in various subjects such as education, health, sanitation, women and child, agriculture, etc.

D. SPRC

- a) Cater to the training needs of an increasing number of ERs and other functionaries of PRIs, as well as a more diverse set of stakeholders
- b) Develop a database of elected representatives and officials and ensure regular interaction with them
- c) Undertake a competency assessment to arrive at performance gaps at each level
- d) Develop content and other suitable training materials based on training needs assessment and other studies
- e) Develop a State-wide pool of competent resource persons such as certified Master Trainers/ to deliver the training programmes
- f) Develop innovative methodologies of CB&T delivery, including the use of ICT-based tools
- g) Coordinate and guide DPRCs and BPRCs
- h) Network with NGOs and other resource institutes to share experiences, mutual learning and sharing of training material.
- i) Provide feedback to SIRPR on training evaluations for future planning

E. DPRC

- a) Cater to the training needs of ERs and other functionaries of PRIs, as well as a more diverse set of stakeholders
- b) Provide necessary support to the SPRC in undertaking competency assessment / Training Needs analysis evaluation of training programmes and other studies
- c) Maintain regular interaction with a district-wide pool of PRI CB&T resource persons/trainers.
- d) Maintain necessary skills and infrastructure to implement ICT-based tools and methodologies in training
- e) Guide and coordinate the work of Block Panchayat Resource and Training Centres
- f) Maintain up-to-date database of elected representatives and officials associated with the PRIs, of the respective districts
- g) Maintain a bank of PRI CB&T-related information and training materials
- h) Provide feedback on training evaluation to SPRC

F. BPRC

- a) Implement the PRI CB&T-related work within the block
- b) Maintain an up-to-date database of block-level resource persons/trainers/training material
- c) Maintain information on logistical support, food, travel, training equipment support required to conduct training programmes across the block
- d) Provide required input to the SPRC in undertaking TNA, evaluation and other studies to systematically understand the CB&T requirements

Annexure-20-Report on HR of SIRDPR

Report of the Working Committee on Human Resources of State Institute of Rural Development and Panchayat Raj (SIRDPRs)

The Working Committee on Human Resources of State Institute of Rural Development and Panchayat Raj (SIRDPR) comprised of the following members:

1. Smt. Pausumi Basu, IAS, CEO, TSIRD, Telangana - Chairperson
2. Sri. Ajay Savrikar, Director, YASHADA, Maharashtra
3. Dr. Anita, Professor, IGPR&GVS, Rajasthan
4. Dr.G.S.Ganesh Prasad, Faculty, ANSSIRDPR, Karnataka
5. Sri. Saroj Kumar Dash, Joint Director, SIRDPR, Odisha

The Committee deliberated on the issues of existing Core Faculty pattern and support staff of State Institutes of Rural Development and Panchayat Raj (SIRDPRs) across the country. Broadly the Institutes have two categories of Faculty members:

1. Core Faculty positions – Funded fully by MoRD, GoI
2. Faculty positions – Funded by State Governments

The SIRDPRs have been permitted to hire 7 core faculty members and as per the Revised MoRD guidelines issued in 2017 and the instructions issued thereon, that these Core Faculty positions shall be filled on a permanent basis failing which the Ministry would not fund these posts from April, 2020 onwards.

The Committee also noted that the terms of recruitment of the existing Core Faculty positions across SIRDPRs can be broadly categorized as follows:

- Core Faculty on Permanent basis (with UGC Scales),
- Core Faculty on Permanent or Temporary basis (working on State Pay Scales) with or without Ph.D
- Faculty working on Contract Basis or Honorarium basis





1



The Committee also considered the earlier initiative of NIRDPR on the issue wherein a Committee headed by Shri S.M.Vijayanand had submitted a report which had highlighted the following issues:

- The Core Faculty of SIRDs should be hired on permanent basis with UGC scales as per the qualifications prescribed by UGC and those not having Ph.D should be provided a time limit of 4 years to complete the same.

The present Committee recommends that all State Governments are to be requested by MoRD, GoI to create duly sanctioned posts within the SIRDPR and fill up the posts on regular basis for the implementation of recommendations tabled by the HR Committee.

The committee members deliberated on the issue in detail and identified the following issues to be considered in its recommendations that would take care of all the three existing Faculty categories mentioned above.

- The first category shall continue on the same terms and conditions, with pay and seniority protection as per the Rules framed herewith.
- Under the second category, those who are already having Ph.D and who have been hired through a Selection Committee or Governing/Executive Council constituted by the Government, shall be placed under pay scales recommended by this Committee on permanent basis, with due pay and seniority protection, provided they have put in a minimum of 5 years of continuous service as on the date of enforcement of these Rules. Those who do not have Ph.D shall be given the option of completing the same in 4 years (6 years in case of Faculty working in North Eastern States) or they shall forfeit their claims to move to the higher level (Associate Professor / Professor).
- The third category again has those with or without Ph.D qualifications, working in SIRDPR against contract based or honorarium based Core Faculty posts, if they have been appointed by a Selection Committee or otherwise, their pay protection and seniority shall be protected after completing minimum 5 years of continuous service.

S.M. Vijayanand

M. Ram

4/4

The Committee also deliberated on the existing procedure of recruitment of these Core Faculty positions which vary across the States as follows:

- Through Public Service Commissions
- Through a Selection Committee duly constituted by the State Government or the Governing Council/Executive Council of the Institute
- Through any other procedures.

The Committee members were of the view that henceforth all Core Faculty selections should be made based on the recommendations of the Selection Committee constituted by the State Government or Governing Council/Executive Council of the Institute.

Recommendations for HR Policy of SIRDPRs with regard to Core Faculty positions funded by Ministry of Rural Development, Government of India.

1. The Committee on Human Resources identified the following domain areas for Core Faculty positions across SIRDPRs to be drawn from Social Sciences, viz., Sociology, Economics, Political Science, Public Administration, Rural Development, Development Studies, Rural Management, Gender Studies, Social Work, Human Resource Management, Psychology, Law, Business Administration, Agriculture including Agricultural Engineering, Environmental Sciences, Information Technology and such other domains as prioritised and identified by the State Governments.
2. The Committee Reviewed the Existing pattern of Core Faculty and Support Staff of SIRDPRs and agreed with the Ministry of Rural Development, GoI, guidelines regarding 7 Core Faculty positions in each SIRDPR. The Committee has drawn up the norms for regularization / absorption of the existing core faculty working at SIRDPRs, as per conditions laid down in







the Rules for mode of recruitment, selection process, pay scales, career progression and other benefits to be extended to the Faculty members. Model Rules for Recruitment of Core Faculty in SIRDPRs are attached herewith in Annexure.

3. The Committee members noted that SIRDPRs have recruited the support staff since inception of these Institutes, based on the requirements of each Institute and with approval from the respective State Governments and suggestions of MoRD, GoI. It was noted that the Ministry had been providing 50 per cent of the expenditure incurred on these support staff, with the remaining 50 per cent support from the State Government. The revised guidelines issued by the Ministry have reduced the financial support for the support staff and the Committee members opined that the earlier pattern of funding 50:50 sharing between the Centre and the States should be restored.

1. Dr. Anita

अनिता
9/08/19

2. Dr.G.S.Ganesh Prasad

G.S.Ganesh Prasad
9/8/19

3. Sri. Saroj Kumar Dash

Saroj Kumar Dash
9/8/19

Am Basu
9.8.2019

Pausumi Basu
Chairperson

Committee on Human Resources
of SIRDPRs

Annexure-21: A Concept Note for Empanelment of Agencies for Capacity Building & Training for SIRD&PR

(At the District& Block Level)

ABOUT SIRD&PR

The State Institute for Rural Development and Panchayati Raj (SIRD&PR), Bhubaneswar is an apex institute for training, research, evaluation, and consultancy in the field of Rural Development under the aegis of Panchayati Raj & Drinking Water Department, Government of Odisha.

SIRD&PR organises various training programmes for elected members of 3-tier Panchayati Raj Institutions, different levels of officials of Panchayati Raj & other line departments and NGOs. The training is conducted in both in-house and off-campus mode. It also develops the necessary training curriculum and training modules for various training programmes organised both at SIRD&PR, DPRCs and three Extension Training Centres located at Bhubaneswar, Kalahandi and Keonjhar.

The Institute organises off-campus as well as in-house programmes in collaboration with the National Institute of Rural Development and Panchayati Raj (NIRD&PR), Hyderabad, UNDP, UN-Women, IIPA, New Delhi, National Disaster Mitigation Authority, New Delhi, different line departments and State Government agencies.

SCOPE OF WORK

SIRD&PR invites Expressions of Interest (Eoi) from reputed organisations to undertake **Capacity Building & Training at District and Block levels across the state. The qualifying organisations will be empanelled for capacity building and training activities as per the cost norm and training calendar provided by SIRD&PR for a period of 5 years with mid-term review and appraisal of their performance.**

The scope of work of a CPOs will be to provide logistic support (arrangement of training venue, accommodation, boarding, training equipment) for organising training at multiple locations and also to mobilise participants with the help of District, Block and GP Level Officials as per the design of the various field levels training Programme. The induction training of the newly elected PR Officials will be accomplished within six Months. Similarly, various thematic training will also be undertaken for Officials and Elected Representatives of 3-tier PRIs in a phased manner at the field level. Additionally, enhanced Capacity Building Training in different areas may also be imparted as and when required by the various Ministries and Departments of Union and State Government.

Eligibility Criteria

Applications are invited from the Organisations having the following eligibility criteria.

- The term "Organisation" means any Academic Institution such as Technical Institutes/ Government Institutes/Non-Government Organization/Trust/Cooperative legally incorporated and registered in India under Societies Registration Act-1860, Trust Act-1882 or any other Act in India that allows the Organisation to conduct business in its areas of activity.
- The organisation must have been in **existence for a minimum of five (5) years**(As on 01.01.2022)
- The organisation should have undertaken training programmes for **PRI members for at least three (3) years.**

- The organisation must be present in the **district/block concerned** for which it submits proposal.
- The organisation should have an **average turnover of Rs. 10 (ten) lakh per annum** in the **last three (3) financial years (i.e., FY 2018-19, 2019-20, and 2020-21)**.
- The organisation should not have been blacklisted by any Central or State government or Public Sector.
- The organisation should have **undertaken at least five (5) assignments on Capacity Building & Training in the last five (5) years**, with a total project value not less than three (3) lakhs for each assignment with Central and/or State Governments, PSUs, and International Agencies.
- Relevant documents from their clients in support of this claim should be uploaded.
- The organisation must have the required training **infrastructure (own/rented)** for conducting training programme at its disposal in its proposed districts/blocks; if the infrastructure is rented, the organisation must upload the required document of agreement in support of the same.
- The key criteria for the proposed training facility include:
 - The venue for training must be located in the concerned district/block.
 - The venue should have classroom of at least 1000 square feet which can accommodate 40 participants with sitting and writing facility at a time, dining hall, safe drinking water facility, separate toilet for men & women,
 - There shall be separate accommodation for men and women as the training Programme will be residential.
 - Teaching aid (LCD TV / Projector, White board / Black board, Computer with speaker).
- At least two supporting human resource (Dedicated for SIRD Training) preferably one woman for taking care of accommodation of participants of residential training as well as classroom training.

5. Proposal Preparation

5.1. Format for the Proposal

Application shall be made in the following heads in sequence. Formats for respective heads are attached. (The detail format will be available in online application) .

S. No.	Topics in the Proposal	Annexure
1	General Details of the Organisation	Annexure -A
2	Authorisation letter in the name of the authorised signatory	Annexure -B
3	Format for submission of details of project experience	Annexure -C
4	Summary of proposed training venues	Annexure -D
5	Details of facilities available at the training venue	Annexure -E

6. Documents Required for Proposal Submission

- Proposal document cost of Rs.500/- (five hundred only - non-refundable) through online payment.
- EMD of Rs.10,000/- (ten thousand only) through online payment.
- Copy of the registration certificate of the organisation.
- PAN/TAN in the name of the organisation

- Copy of 12 (A) and 80 (G) under the Income Tax Act
- IT returns for the last three years (2018-19, 2019-20,2020-21)
- Audited statement of accounts for the last three years (2018-19, 2019-20,2020-21)
- Certificate of **annual turnover** of the organisation for the last three years (2018-19, 2019-20,2020-21) duly certified by a registered chartered accountant.
- Documents in support of the relevant projects (i.e., capacity building and training) sanctioned by central/state government / PSU and International Agencies.
- Power of attorney in favour of the authorised signatory.
- Declaration by the organisation for not being blacklisted by central/state government/PSU.
- Photographs of proposed training infrastructure.
- List of paid employees (including women), with education qualification, capacity building related experiences and present responsibility, will be dedicated to training only.

7. Selection procedure

7.1 Scrutiny and shortlisting of the Proposals

- Eligible organisations shall submit their applications in the prescribed format through **online mode**.
 - Applications will be scrutinised on the basis of information provided in the format and marks obtained in the evaluation as mentioned in Section 10
 - List of provisional short-listed organisations shall be uploaded on the website of SIRD&PR soon after completion of scrutiny.
 - Objection (if any) from the applicant organisations shall be invited after the publication of provisional short-listed organisations.
 - Applicant organisations shall comply with their objections (if any) within **three days** of publication of provisional short-listed organisations on the website. If no objection is received within the stipulated time, it will be presumed that the applicant organisation has no objection to the information uploaded on the website.
 - The training Infrastructure, as given in the online application, will be verified through a **mobile application with Georeference** of the verified location to be captured (Longitude, Latitude and Altitude with date and time stamp).
- All eligible proposals will be considered for further evaluation by the Proposal Evaluation Committee, according to the evaluation process defined in this EoI. The decision of the Committee shall be final and binding.
 - The list of selected organisations will be published on the website after obtaining due approval from the administrative department, i.e., PR & DW Department, Government of Odisha.
 - The legal dispute between Party-1 (Director, SIRD&PR) and Party-2 (CPOs) will be settled with mutual understanding. If the dispute is not settled, then the jurisdiction of settlement will be only Bhubaneswar.
 - The Department / SIRD&PR reserve the right to modify and amend any of the above-stipulated conditions/criteria depending upon project priorities.

8. Grounds for rejection of the proposal

a) A proposal (online) shall be liable for rejection on any of the following grounds

- a. Proposal received without the Letter of Authorisation (Power of Attorney)
- b. Proposal received without application cost and EMD
- c. Proposal having incomplete information.
- d. Proposal submitted without the documents prescribed in the checklist
- e. Non-compliance with any of the clauses stipulated in the proposal
- f. Any suppression of facts in the proposal, if found at any stage of the selection procedure (during and post-selection period), shall be treated as a violation of ToR and action as deemed fit will be taken as per law.
- g. Non-compliance with self-declaration (Each CPO has to agree under mentioned declaration available online)

b) All responsive organisations shall submit their proposals in accordance with the specific instructions given in the format.

9. Proposal Evaluation Criteria

In order to qualify, the organisation must obtain the minimum score, i.e. 40 out of 50 marks in the evaluation.

Evaluation for Capacity Building & Training

Sl. No.	Evaluation Criteria	Maximum Mark	Marks obtained
1	Training Venue (Each point carries 2 Marks) a. Location of the venue (Block headquarter / District headquarter) b. Own infrastructure c. Connectivity to the training venue d. Ambience (free from markets, academic institutions, and religious institutions)	8	
2	Classroom facilities (Each point carries 2 Marks) a. Size of the class room (minimum 1000 sq. Ft.) b. Sitting arrangement (Writing table & chair) c. Teaching Aid (LCD TV / Projector, White board / Black board, Computer with speaker) d. Electricity facility with power back-up (inverter/generator). e. Display of IEC materials	10	
3	Dining Hall (Each point carries 2 Marks) a. Located close to the training hall b. Wash basin, Drinking water (Water Filter) c. Own cooking facility d. Proper light and fan facility	8	
4	Lodging facility (Each point carries 2 Marks) a. Lodging facility with cot, mattress, bed sheet and pillow for 40 persons b. Proper light and fan c. Separate toilet/bathroom for men and women	6	
5	Project Experience a. Experience in conducting PRI Training b. Experience in conducting CBOs / WSHG Training c. Experience in conducting Officials Training	6 4 4	
6	Supporting human resources- Dedicated Training Management Staff for SIRD & PR (Including one women staff)	4	
	Total	50	

10. Terms of Reference

10.1 General Terms of Reference

- a) The organisation, under no circumstances, can entrust the responsibilities to another organisation/ agency/individual for organising the training Programme. The organisation is required to conduct the Training programmes as per SIRD&PR designed module and through SIRD&PR empanelled Resource Persons.
- b) It shall arrange a venue with classroom infrastructure, assets, and other logistic facilities
- c) The surrounding of the training venue should be free from crowded markets and religious institutions.
- d) In case of a disaster/pandemic-like environment, adequate health protocol provisions are to be made available for the Programme.
- e) Provide training hall with seating and writing facility, Computer, LED TV, Internet, fan, light, drinking water, etc.
- f) Lodging facilities available for the participants and trainers as the training Programme will be a residential one.
- g) Provisioning of hygienically prepared food, clean and safe drinking water, etc.
- h) Display banner on training program prescribed by SIRD&PR at the entrance of the training premises and inside the training hall
- i) The organisation is required to conduct the training programmes and make payments to all concerns per the provision and guidelines of SIRD&PR.

10.2 Self-declaration (Each CPO must agree to the mentioned declaration available online).

I do hereby declare that all the information and statements made in this proposal are true and accept that any misinterpretation, suppression of fact / wrong information contained in it, may lead to our disqualification. I undertake if our organisation is empanelled for the district(s) for which we are submitting this proposal, we shall initiate the implementation related to the assignment not later than the date indicated in the Work Order/ Letter of Contract that the Contracting Authority shall issue from time to time.

I understand you are not bound to accept any proposal you receive from our end.

10.3 Reporting & Documentation

- The organisations shall submit the reports as per the formats prescribed by SIRD & PR relating to the conduct of training programmes
- The organisations shall submit all the documents both in hard & electronic formats, i.e., scan copy of each original document containing a few good photographs of the training for web hosting.
- The organisations shall use and maintain both offline and online systems for managing attendance, logistics, delivery, scoring, certification, and feedback for training participants and providers. SIRD&PR and other designated authorities shall access and use such information for training quality monitoring and program management.
- The organisations shall update training data in a specific portal of SIRD&PR on completion of each day's training Programme and also in **Training Management Portal of MoPR, Gol.**

- The organisations shall maintain both online and offline records of all bills and invoices pertaining to the Programme.
- The organisations need to adhere to various monitoring tools as mandated for conducting various training programmes.
- The organisations shall work in close co-ordination with SIRD&PR and DRDA/Block Administration.

10.4 Guidelines on billing

- The organisations shall be paid 15% of the total training expenditure incurred by them of the Programme as institutional charge.
- The fund for organising the training programmes shall be provided by SIRD&PR to DRDAs as per the approved unit cost of the PR&DW Department, Government of Odisha.
- The expenditure for organising the training programme will be reimbursed to the organisation after completion of the training Programme and submission of necessary bills and vouchers at DRDA concerned .
- The modalities of submission of bills by the organisation, disbursement by the SIRD&PR shall be made available to the organisations during the signing of the agreement.

11. Timeline for Empanelment

The selected organisations shall remain valid for **a period of 5 years** from the date of execution of agreement. The performance of the Organisations shall be reviewed after the end of every financial year from the date of signing of the agreement for conducting training programmes assigned to them for concerned districts and blocks. The empanelment period may be extended on the basis of satisfactory performance of the organisation and evaluation by SIRD&PR.

Annexure A: General Details of the Organisation

Eol reference No: _____ Date: _____

S.No.	Particulars	Details	
1	Name of the organisation		
2	Registered office address	Address: Telephone: Mobile: Email: Website:	
3	Office address in Odisha	Address: Telephone: Mobile: Email: Website:	
4	Details of Registration Status*	Registration type: Society/ Trust/ Cooperative/ University/ Mention other Registered under Act: Registration Number: Date of incorporation	
5	Certificate of Registration under 12-A & 80G of IT Act, as applicable*		
6	PAN/TAN number*		
7	Income Tax Return for last 3 years*	Year	Gross income
		2018-19	
		2019-20	
		2020-21	
8	Audited Balance Sheet for last 3 years*	Year	Gross income
		2018-19	
		2019-20	
		2020-21	
9	Turn over*	2018-19	
		2019-20	
		2020-21	
10	Link to government website address (with gov.in/ nic.in domain address), which provides registration details of the organisation (Optional)		
11	Details of Human Resource dedicated for SIRD&PR Training	Name, Contact Detail, Qualification, Experience	

*** In the case of Government Organisation, Sl. Nos.4 to 9 above are not required.**

Signature of witness

Address:

Date:

Place:

Signature of the authorised signatory with seal

Date:

Place:

Annexure B: Authorisation letter in the name of the authorised signatory (To be uploaded)

Ref: _____

Date: _____

To,
The Director
State Institute for Rural Development & Panchayati Raj (SIRD&PR)
SIRD&PR Campus,
Unit-VIII, Gopabandhu Nagar
BHUBANESWAR-751 012

Sub: Authorisation in the name of for signing of proposal in response to "Invitation of Expression of Interest for Empanelment of Organisations for Capacity Building & Training for SIRD&PR at District /Block level

Ms. /Mr. _____ is hereby authorised to sign relevant documents on behalf of(Name and address of the organisation) against the invitation of Expression of Interest for Empanelment of Organisations for Capacity Building & Training for SIRD & PR at District /Block level vide reference No. _____, Dt.: _____. She/He is also authorised to attend meetings& submit information as may be required by SIRD & PR in the course of processing the above- said proposal.

Thanking you,
Yours sincerely,

(Signature)
Name and designation

Specimen signature of the authorised person
Name & address:

Signature attested

Annexure C: Format for submission of details of project experience

The organisation shall fill up details of at least five (5) assignments on Capacity Building & Training.

Projects summary (only Government-aided projects)					
Sl. No	Assignment / Project	Client Name and Address	Duration of the project	Details of the projects (key deliverable & target group)	Total project value
1					
2					
3					
4					
5					
Copy of the work order/offer letter from the client for each of the above projects must be uploaded with the application					

Signature of the authorised signatory

Date:

Place:

Annexure D: Summary of proposed training venues

Sl. No.	Name of the district	Name of the Block(s)	Location and Address of proposed Training Venue
N.B. One organisation can apply for a maximum of 6 (six) blocks.			

Signature of the authorised signatory

Date:

Place:

Annexure-E: Details of facilities available at the training venue:

The organisation must fill up separate forms for each of the proposed training facility

Sl. No	Facilities	Details	Description photograph ref.
	Classrooms <ul style="list-style-type: none"> No. of class room Mesurement of each room Sitting capacity of each room No. of chairs available in each room No. of tables available in each room No. of fans, lights available Whether AC is available Whether Power backup (generator) is available Teaching Aid (Computer, LCD Projector / LCD TV & White board) Availability of separate toilet (if accommodation far from classroom) Availability of safe drinking water-Aquagard/ water filter(if accommodation far from classroom) Availability of washbasin (if accommodation far from classroom) 		
	Dining Hall & kitchen <ul style="list-style-type: none"> Availability near the venue Size of the dining hall Wash basin Own cooking facility/outside catering Drinking water (Aqua guard / Water Filter) 		
	Lodging facility <ul style="list-style-type: none"> Own / Rented Dormitory (separate for men & women) Room with no. of beds Distance of Hostel from the training venue Common Toilet / Attached Toilet Availability of cot, mattress, bed sheet and pillow Separate sanitary facility for men and women 		

Signature of the authorised signatory

Date:

Place:

Annexure-22: Development of Training Modules for CB&T of PRIs

1. What we may mean by Training Modules

The terms "Training Modules" are understood in many senses and forms. Sometimes, a "programme schedule" (which should be technically called "training design") without transaction manual and learning material for conducting any training is referred to as Training Modules. Sometimes, "Learning Materials" along with certain instructions for transacting the sessions are called Training Modules. There may be other ways of understanding the terms. Indeed, Training Modules may comprise the following essential components:

- a) Training Design with a brief background of any training Programme and containing a profile of the participants, nature of the training, duration, learning objectives, expected outcomes, detailed sessions, profile of trainers/resource persons, etc.
- b) Transaction Manual delineating session-wise transaction process and containing methods /techniques/ tools to be used to drive home the kernel points, suggestions about dos and don'ts and session-wise expected outcomes are the core elements of this component.
- c) Learning Materials, preferably in FAQ mode, along with case studies, good practice documents, photographs, reference to video clips, anecdotes, examples from the field, etc.

2. NIRDPR's Model Training Modules for Induction Level Orientation & Refresher Training for ERs of GPs

As per request from the MoPR, NIRDPR prepared and, with approval of the MoPR, published in 2020 Model Training Modules for Induction Level Orientation & Refresher Training for ERs of GPs. These Model Training Modules are presented in 3 (three) volumes, viz.

- a) Book-1: **Model Training Modules for Induction Level Orientation of ERs of GPs** comprising (i) a Model Training Design; (ii) a Model Session Plan and Transaction Process in brief; (iii) specimens of Model PPT on two contents for use by trainers as tools for the transaction of training sessions; and (d) specimens of Model Transaction Manual on the same two contents for use by trainers;
- b) Book-2: **Model Training Modules for Refresher Training of ERs of GPs**, having the same four components mentioned above; and
- c) Book-3: **Model Learning Materials on FAQ Mode for ERs of GPs** (which are common to both Induction Level Orientation and Refresher Training and which can be used by ERs of GPs before training, during training and after training and even by those who would not attend this training).

The Model Training Modules prepared by NIRDPR have been developed following the "Experiential Learning Approach" and "Adult Learning Principles" and based on the experience of application of the principles and practice of Participatory Training methodology. These Model Training Modules are available at the website of NIRD&PR (www.nirdpr.org.in). As approved by the MoPR, these Model Training Modules offer a comprehensive structure for CB&T of ERs of GPs along with model training design, model PPT and learning materials in FAQ mode. These also offer a model structure for CB&T of ERs of other tiers of PRIs and other support institutions of PRIs.

3. Proposed Action Point on the Part of SIRD&PRs

For quality CB&T of PRIs and for maintaining a uniform standard for that, each SIRD&PR/SPRC may like to prepare Training Modules for each category of stakeholders of PRIs in their respective States/UTs in the local language in the local context and publish them for use by trainers, trainees and even those who would not get an opportunity to come under training.

Annexure-23: Draft Oath to be Taken By ERs on Getting Charge

I,, having been elected as a member of Gram Panchayat/ Panchayat Samite/Zilla Parishad, do swear in the name of God/solemnly affirm that I will bear true faith and allegiance to the Constitution of India and other relevant Acts, that I will strive to work for the overall development of the constituency to which I am representing. I,, shall faithfully perform the duties of my office to the best of my ability, knowledge, and judgement without favour and fear and remain entrusted to the Constitution of Indian and Acts under which I have been elected.

Annexure-24: Draft Pledge to be taken by ERs during Training

I have been working with Panchayati Raj Institution in the capacity of People's Representative, and I am aware that training will help me carry out my duties effectively and efficiently. Therefore, I participated in the training willingly and happily on my own. While thanking for giving me this opportunity to participate in the training, I hereby solemnly pledge that –

1. I am aware that I need the training to carry out my duties to bring out positive changes in the area I am representing, especially towards Panchayati raj and rural development.
2. I strive to upgrade my knowledge, skills, and attitude through the training.
3. I assure of following rules and norms set out during the training.
4. I shall refer to and utilise the resource literature given and policies, laws, schemes taught to me in the training from time to time.
5. I uphold the principles of people's participation and good governance to be of utmost importance for sustainable development.
6. I assure utilising the knowledge and skills I receive during the training for the upliftment of people whom I am representing.

Jai Hind!

Indicative One-day Orientation Training of Newly Elected Gram Panchayat Representatives

(To be conducted within a 10days of election)

Time-Table

#	Time	Session Particulars	Facilitator
1	10:00-10:15	Registration, Inaugural	
2	10:15-11:00	Introduction to participants, Context setting and Objective of training	
3	11:15-12:30	Gram Panchayat and GP functioning Local democracy -WE as People's representatives, our roles, and responsibilities	
4	12:30-01:30	Powers, Duties and Role of Gram Panchayat Maharashtra Gram Panchayat Act 1959 (Orientation)	
	01:30-02:30	Lunch	
5	02:30-03:30	Amcha Gaav, Amcha Vikas (Our Village, Our Development) Developing Gram Panchayat Development plan and community participation	
6	03:45-04:45	Sabha Proceedings and functioning Gram Sabha, Mahila Sabha, Monthly meeting and preparations for it along with how to conduct proceedings	
7	04:45-05:30	Q&As, Discussion, Feedback and Concluding remarks	

Annexure-25: OSR for a Panchayat as a Lifeline of Autonomy and Strong PRI System

1. Introduction

The Own Source Revenue (OSR) is a critical component of Panchayat Finances and to strengthen the same the State legislature under Article 243 H of the Constitution of India, authorises the Panchayats to levy, collect and appropriate taxes, duties, tolls and fees, etc. The ability of Panchayats to effectively carry out their expenditure responsibilities, depends on mobilising OSR and its effective utilisation. Adequate OSR generation empowers the Panchayats and changes their mindset from “seeking” mode to “self-reliant” mode. Therefore CB&T has to focus on this area for effectively grooming the PRIs for making them to move towards financially self-reliant.

2. The Need for Raising OSR

The revenues that the Panchayat gets through scheme grants are mainly tied funds, but OSR gives flexibility to Panchayats to use as per local needs. The more the OSR the Panchayats raise, the more will be their financial autonomy. The reasons for raising OSR can be discussed from the following points of view

- a) **OSR is the Foundation of Decentralisation:** Decentralisation will be successful only when the Panchayat raise tax and use it to meet its expenditure responsibilities. Further the Panchayats can establish its identity as local government, only when they raise OSR
- b) **OSR for Creation of Village Infrastructure:** Panchayats are responsible for creating community infrastructure and for creation of such infrastructure and its operations and maintenance, Panchayats need to raise revenues from various tax resources.
- c) **OSR to Expand and Improve Basic Services:** Panchayats will not have enough funding support to discharge all its functional responsibilities . Any additional increase in OSR provide an opportunity to improve existing service and expand the scope of service provision in the Panchayats. OSR is essential for the success and long-term sustainability of service delivery.
- d) **OSR to Enforce Accountability:** Locally raised revenues encourage the concept of downward accountability and ownership of programmes by the taxpaying community.. The increased proportion of the OSR in the public service expenditure also results in increased participation of people in Gram Sabha. Increased tax compliance by the citizen promote participation in decision making.

3. Reasons for low realisation of potential of OSR

GPs with some exceptions are not fully realising the potential to raise their OSR for various reason as listed below;

- a) GPs are not levying the taxes even though taxation powers are clearly assigned to them
- b) Most of GPs do not levy all the obligatory taxes
- c) The tax rates are not revised periodically.
- d) Tax base of GPs is poor, due to unviable size.
- e) Grants from outside preventing GPs to tap OSR.
- f) GPs do not have sufficient staff to collect taxes
- g) Panchayat do not maintain the financial data base

- h) Tax rules along /guidelines not issued by Government for better revenue mobilisation
- i) The revenue generation in GPs is largely regulated by the Government
- j) Large-scale exemptions are given by Governments from tax collection
- k) ICT application not deployed to strengthen the tax administration
- l) Lack of serious attempts to collect revenue is the main reason for the low OSR

4. Strategic Interventions for OSR Enhancement

In order to ensure effective and efficient revenue mobilization, there are some generic processes and activities that all Gram Panchayats need to follow. The key activities / action plan for OSR mobilization are explained below .

- a) **Updating of State PR Acts/ Statutory Rules relating OSR:** The success of Panchayats in enhancing OSR depends upon the tax handles available to Panchayats and its tax administration practices. Therefore, the State need to update their PR Acts and rules with regard to tax and non-tax structure, assessment, tax rates levy and collection, etc., so that the Panchayats can exercise the devolved taxation powers.. The State may issue standard operating procedure (SOP) such as enumeration and listing of tax payers, maintenance of tax payer data base , tax assessment, levy collection and enforcement, etc., so that all the Panchayats may follow a uniform Process and Activities for mobilization of OSR.
- b) **Bye-Laws of a Gram Panchayat:** The Gram Panchayat need to frame its bye laws for collection of taxes and non-taxes under the provisions of respective State PR Acts. The draft Bye Law, approved by the Gram Panchayat, shall be published by giving notice duly mentioning where and within how many days the objection, or correction proposal should be submitted. Considering the objections and suggestions of the people, the final Bye Law would be approved in the meeting of the Gram Panchayat and then has to publish the same. A Gram Panchayat can collect tax fee, rate or toll, etc on the basis of approved by laws
- c) **Better assessment and levy of Property Tax:** Property tax constitutes a major source of OSR for the Panchayats. Property tax include House /Building Tax , Vacant land Tax , Tax on Agricultural land for specific purpose, Betterment tax on lands and Tax on commercial crops, etc. For levying this tax, an assessment of the market value of properties is required. A scientific, transparent, and user-friendly method need to be evolved for levy and collection of Property tax
- d) **Augmentation of Taxation Staff:** Most of Gram Panchayats, are presently have only a skeleton staff for administration and there is no separate staff for taxation purpose. State may augment the taxation staff to improve the tax administration efficiency. Considering this major constraint, tax administration and enforcement may be outsourced to Self-Help Groups (SHGs) or other agencies. Incentives may also be given to the Panchayats who collects above 90 percent of their total tax demand including arrears..
- e) **Maintaining Fiscal database of Panchayat:** The barriers to efficient administration include the absence of a full and up-to-date record of properties and other data on revenue streams. The Central and State finance commissions are repeatedly pointing out that they are not being provided with finance data of Panchayats, and as a result, it was difficult to assess the resource gap at the local level. There is an urgent need for technology-based tax administration. The use of ICT can bridge the gap between taxes owed and taxes collected. Reliable financial databases in Panchayats help in planning as well as improving OSR.

- f) **Use of Information & Communication (ICT):** An effective tax administration is all about maintaining accurate taxpayer records. The utilisation of ICT can bridge the gap between taxes owed and taxes collected through the use of ICT, (a) the demand, collection and balance register get updated automatically once the daily tax collections are entered, (b) Under-collection of taxes could be reduced by streamlining and automating the revenue collection process. (c) The Sarpanch/Panchayat secretary can monitor the arrears of taxes and can take follow-up action with defaulters to recover the dues.
- g) **Sensitisation of Tax Payers:** Sensitising the community on the need to pay taxes and contribute to local development is an important aspect of raising OSR. The sensitisation is a process of creating awareness of people with regard to the existence of civic and development issues that need funds to address them and the print media such as posters, leaflets and brochures, etc., in the local language, slogans are particularly useful for public mobilisation and use in the media. If the messages to payment of taxes are passionate and eye-catching, people will get motivated to pay taxes. Effective sensitisation will certainly reduce the negative attitude of taxpayers, if any.
- h) **Capacitating Panchayats to Raise OSR:** One of the objectives and coverage of the Rashtriya Gram Swaraj Abhiyan (RGSA) scheme being implemented by the Ministry of Panchayati Raj is to enhance the capabilities of Panchayats to raise their OSR and improve revenue administration. The CB&T programme of PR functionaries on OSR should enhance their knowledge and skills regarding the discharge of their functional responsibilities in raising OSR.

6 Model Provisions Relating to OSR in some of the State PR Acts

- a) **Telangana PR Act 2018 Sec 43 (5) (xiv):** Gram Panchayat will be dissolved if it fails to approve the demand for Taxes. The Panchayat Secretary will be deemed removed if he fails to collect taxes.
- b) **Himachal Pradesh PR Act Sec 100 & 102:** A GP, through a resolution and after previous publication, levy property tax at such rates and in such manner as it may deem fit on residential and commercial buildings. A GP may, with the consent of the person by whom any tax is payable, commute the payment into a contribution of labour not exceeding twenty-four units of labour in any one year. One unit of labour means four hours of manual labour.
- c) **Andhra Pradesh –Rules of House Tax –Rule 12:** The house Tax shall be revised every year by a uniform hike of 5% on the existing house tax of the preceding year
- d) **Jammu & Kashmir – Taxation Rules- Rule 70:** A GP shall collect taxes /fees either through one of its members or through a Bill collector appointed on salary/commission basis
- e) **Jammu & Kashmir – Taxation Rules- Rule 68 (2):** If the tax of any GP remains unpaid , it can be recovered by DPO as arrears of land revenue
- f) **Uttarakhand –PR Act 2016 –Sec 29:** The Gram Panchayat has the right to frame bye-laws in the matters relating to civic services and delivery of other public services
- g) **Uttar Pradesh PR Act 1947 Sec 37-B:** All dues on account of the taxes payable to a GP shall be recorded as arrears of land revenue

Annexure-26: An Outline of the Design for Induction Level Orientation of ERs of GPs

(Aiming at a basic understanding of GPs as institutions of self-government and modality of GP functioning)

1. Major Objectives

- a) To develop an understanding of ERs of GPs about the structure, powers, functions, and responsibilities of GPs as institutions of self-government for economic development and social justice in relation to the 29 subjects mentioned in the 11th Schedule of the Constitution.
- b) To develop their understanding of the outlines of the major Rural Development, Human Development and Social Assistance schemes assigned to GP and their roles.
- c) To develop their understanding of SHG-based development and Panchayat-SHG convergence for accelerating community-led poverty reduction and the roles of GPs.
- d) To enhance awareness about relevant thematic issues, including Human Development, Social Development, Sustainable Development Goals, Mission Antyodaya, Gender, Livelihoods, Biodiversity, Environment, Disaster Management & SDGs and roles of GPs.
- e) To enable them to understand the special interventions in PESA GPs and the roles of GPs.
- f) To develop their understanding of the methodology for preparing SDG-focused and theme-based GPDP aiming at holistic and sustainable development.
- g) To help them understand how to monitor GP functioning, programmes and outcomes.

2. Major Contents to be Covered in the 3-day/4-day/5-day Orientation Programme

Content	Main Methods
a) Salient features of GPs as institutions of self-government	Brainstorming
b) Structure, functions, roles and responsibilities of GPs as an institution of self-government	Presentation & Interaction
c) Multi-dimensional Group Dynamics in the democratic functioning of GP (with focus on participation, facilitation, leadership, conflict resolution, decision making, problem solution and issues & stages of group development)	Group Exercise, Case Study, & Interaction
d) Issues related to the functioning of GPs, including organisation of Gram Sabha and Ward Sabha, management of meetings, office and works	Presentation & Interaction
e) Resource mobilisation, financial management, service delivery, citizen charter, audit, social audit, redress of grievances and good governance	Presentation, Case Study & Interaction
f) Scope for e-governance through the application of the Panchayat Enterprise Suites for more effective management of the functions of GPs	Presentation & Demonstration
g) Outlines of the major Rural Development Schemes: MGNREGS, PMAY-G, NSAP, FFC Grant, SFC Grant, etc. to be available to GPs	Presentation, Case Study & Interaction
h) Social Justice with focus on the development of SC, ST, BC, PwD, Aged & Infirm and other vulnerable sections and roles of GP	Presentation, Case Study & Interaction
i) Gender Issues and programmes for the development of Women & Children for Gender-Just and Child-Friendly GP and roles of GP	Presentation, Case Study & Interaction
j) SHG-based Development and GP-SHG Convergence for accelerating community-led poverty reduction	Presentation & Interaction
k) Outlines of the most important thematic issues, including Human Development, Social Development, Sustainable Development Goals and the Thematic Approach of Mainstreaming them in GPs, Mission Antyodaya, Gender, Livelihoods, Biodiversity, Environment, Disaster Management, Good Governance, Convergence	Presentation & Interaction
l) Special interventions in PESA GPs (applicable to PESA areas)	Ditto
m) Methodology for preparation and implementation of multi-sectoral, SDG -focused and convergent GPDP and roles of ERs and the GP as a whole	Presentation, Case Study & Interaction
n) Systems and processes for monitoring & evaluation of GP functioning, programmes and outcomes	Presentation & Interaction

Annexure-27: An Outline of the Design for Refresher Training of ERs of GPs

(Aiming at a deeper understanding of how to solve the problems being faced by the ERs)

3. Major Objectives

- h) To identify and analyse, based on work experiences, the multi-dimensional problems faced in the functioning of GPs as institutions of self-government and exploring means to solve them.
- i) To enhance their awareness and attitude about healthy Group Dynamics in functioning of GPs as institutions of self-government and to augment their leadership qualities.
- j) To enhance their understanding of institutional issues, including vibrant Gram Sabha & Ward Sabha; effective management of meetings, office and works; OSR; financial management, accounting and audit; service delivery & citizen charter; redress of public grievances, issues of good governance, etc.
- k) To enhance their understanding of e-governance for more effective GP functioning.
- l) To enhance their understanding of the implementing major Rural Development, Human Development, Social Development and Social Assistance programmes.
- m) To augment their understanding of effective GP-SHG convergence for poverty reduction
- n) To enhance their understanding of Social Justice with a focus on the development of SC, ST, BC, PwD, Aged & Infirm, particularly women and children among them and other vulnerable sections
- o) To bridge gaps in their understanding of thematic issues, including Mission Antyodaya, Gender, Livelihoods, Biodiversity, Environment, Disaster Management & attainment of Localised SDGs.
- p) To enhance their understanding of special interventions in PESA GPs.
- q) To enhance their understanding of the methodology for preparing and implementing SDG-focused and theme-based quality GPDP aiming at holistic and sustainable development.
- r) To augment their skills of monitoring and evaluation of the functioning of GPs and outcomes.

4. Major Contents to be Covered in 5-day Refresher Training

Content	Main Methods
o) Multi-dimensional problems being faced in the functioning of ERs and means of solving them in the functioning of GPs as institutions of self-government	Brainstorming & Interaction
p) Issues being faced in achieving healthy Group Dynamics in the functioning of GP, means of resolving them and augmenting their leadership qualities	Brainstorming & Interaction
q) Institutional issues being faced by GPs, including vibrant Gram Sabha & Ward Sabha; effective management of meetings, office and works; mobilisation of OSR; financial management, accounting and audit compliance; service delivery & citizen charter; redress of public grievances, issues of good governance, etc. and means of resolving the issues	Group Exercise, Presentation & Interaction
r) Problems faced in e-governance and means of solving them for more effective GP functioning and improved service delivery	Brainstorming & Demonstration
s) Problems faced in the implementation of the major Rural Development, Human Development, Social Development and Social Assistance programmes and means of solving them for better outcomes	Presentation, Case Study & Interaction
t) Problems faced in GP-SHG convergence and means of solving them for better outcomes through accelerated poverty reduction	Brainstorming & Interaction
u) Problems faced and means of solving them in achieving Social Justice in favour of SC, ST, BC, PwD, Aged & Infirm, particularly women and children among them, and other vulnerable sections	Presentation, Case Study & Interaction
v) Gaps in understanding of the most important thematic issues, including Mission Antyodaya, Gender, Livelihoods, Biodiversity, Environment, Disaster Management, Convergence and attainment of Localised SDGs	Brainstorming, Presentation & Interaction
w) Problems faced and means of solving them in implementation of the special interventions in PESA GPs (applicable to PESA areas)	Ditto
x) Problems faced and means of solving them in preparation and implementation of theme-based, multi-sectoral, SDG-focused and convergent GPDP	Brainstorming & Interaction
y) Improved systems and processes for monitoring & evaluation of GP functioning, programmes and outcomes	Presentation & Interaction

Annexure-28: Training of Panchayat Development Officers (PDOs): SIRD, Karnataka

The Government of Karnataka recruited 2500 Panchayat Development Officers (PDOs) to shoulder the additional responsibilities given to the GPs. SIRD Karnataka followed a systematic approach in designing the training of PDOs. The training module, materials and e-learning package were developed based on TNA.

The duration of this training was eight weeks (four weeks of classroom training, followed by four weeks of practical exposure). The training had 42 sessions. Reading materials consisted of 5 handbooks covering topics of all 42 sessions. A book on the compilation of all circulars pertaining to GPs and additional books on office administration and public works were also developed.

An e-learning package was developed on 29 subjects to maintain the uniformity in content delivery. Twelve documentaries, seven short films, and PPTs for screening in the planned 42 sessions were also developed. During the weekends, opportunities were given to interact with State officials and subject experts through satellite telecast. Competency assessment was done through a weekly test of 75 marks and a field assignment of 25 marks. An external agency did a final evaluation of the performance of PDOs.

Annexure-29: Assessment and Certification of Master Resource Persons (MRPs)

A. Programme for Certification of Master Resource Persons

The quality of local governance and the performance of grassroots-level Panchayat functionaries directly depend upon their capacity. The Capability Building and Training of Panchayati Raj Institutions is a planned process to build skills and knowledge through specific learning experiences. The NIRDPR, in association with the Ministry of Panchayati Raj, is implementing an innovative project- "Transforming India through continuous training and e-enablement" from the year 2017-18 onwards. One of the components of the project is to create a pool of "Certified Master Resource Persons (MRPs)" who can design and deliver quality training to the PRIs.

B. Why Certification Matters?

Professional certification establishes credibility and enhances the public image. Certification intends to inform the public that the individual has demonstrated a particular degree of knowledge and skills. Certifications help the training institutions to choose the right people for the right job.

C. Who are eligible to apply for Certification?

- a) Existing resource persons /faculty associated with SIRDPRs/SPRCs
- b) Experienced Elected Representatives (Current / Former)
- c) Government functionaries (In-service or Retired) who have a flair for training
- d) NGO functionaries working in the PR &RD Sector
- e) Academicians of Educational / Training Institutions

D. Assessment Framework

The NIRDPR assessment process allows candidates to demonstrate their subject knowledge and training facilitation skills. The entire gamut of Panchayat governance is mapped to the following thematic areas.

- a) Local Governance
- b) Panchayat Management
- c) Socio-Economic Development Schemes
- d) Inclusive Development
- e) Participatory Planning
- f) Financial Management
- g) Panchayat Leadership
- h) e- Governance

Each resource person can choose one thematic area of her/his interest for the purpose of certification. The process of Orientation, Testing and Certification will be for four days. On the first two days, the resource persons will be oriented on the training facilitation skills and the selected thematic area. The actual testing and assessment will be on the third and fourth days.

E. Assessment criteria

The assessment criteria have been designed to allow candidates to show that they have the required knowledge, understanding and skills that qualify them to be certified as a "Master Resource Person". NIRDPR has empanelled Master Assessors, i.e. a list of assessors with proven track records in the field of CB & Training. The validity, equity and fairness have been ensured at each stage of the assessment process. Following are the three competency areas where assessors assessed the competency level of the trainers.

- a) **Content Design:** In content design, in-depth knowledge and conceptual understanding of the candidate in the selected thematic area will be assessed.
- b) **Content Delivery:** Use of a variety of instructional techniques. Knowledge and skill while presenting or explaining the subject matter will be assessed.
- c) **Session Management:** Design the session in a systematic & sequential manner by keeping learners engaged & allowing them to share their experiences to focus on key issues.

F. Award of Marks

The following are the criteria for award of marks.

S.No.	Area of Assessment	Mode of Assessment	Marks
1	Review of CV	<ul style="list-style-type: none">Qualification and field-level experience	10
2	Subject Matter Expertise in the thematic area	<ul style="list-style-type: none">Online Written Test (Objective Type) for 30 minutes in the selected thematic area	20
3	Submission of Model Training Plan on the thematic area selected	<ul style="list-style-type: none">Training Design DocumentSession PlanSession Design	25
4	Practical Demo on Training Facilitation for 10-12 minutes	<ul style="list-style-type: none">Content DesignContent DeliverySession Management	45
		Total Marks	100

G. Grading of Qualified Resource Persons:

Based on the total marks scored during assessment, the resource persons would be graded as "A", "B", "C", and "D."

- A - Score Greater than 65
- B - Between 51 to 64
- C - Between 50 to 45
- D - Score less than 45

The list of certified MRPs of A & B grades will be sent to respective states and also published on the NIRDPR website. The certified A & B category MRPs, in partnership with training institutions, jointly design and implement need-based training for the Panchayati Raj functionaries. The list of state-wise certified MRPs is given in the Annexure.

Annexure-30: Innovative Training Initiatives for EWRs in Maharashtra

SIRD, YASHADA Maharashtra has been trying out innovative approaches in building capacities of Elected Women Representatives to enable them to carry out their duties effectively and efficiently on their own. The innovative training sessions have been proved effective, resulting in active participation of EWRs in decision-making at the grassroots. They could not only take an active part in local governance but also emerged as rich social capital for their GPs owing to their increased leadership capabilities. Two such successful initiatives have been given in the paragraphs below.

A. Krantijyoti training

Considering pioneer work and great contribution made by the renowned social reformer of Maharashtra, Krantijyoti Savitribai Phule, who has pioneered girl's education in Maharashtra. She is considered the first women teacher who has led us to decide that this revolutionary project will be named after her, which is titled **Krantijyoti** as a tribute to her exemplary work in the field of women's education and empowerment. The "Krantijyoti" initiative aims to empower the Elected Women Representatives of Panchayat Raj Institutions of Government of Maharashtra by inculcating technical and life skills in them through participatory mode. The Initiative was a collective effort under the leadership of Rural Development Department, State Election Commission and SIRD – YASHADA along with NGO partners such as Resource Support Centre for Development, Mumbai (RSCD) to build the capacities of elected women representatives (EWRs) on a pilot basis. It primarily focused on empowering EWRs in such a way that they would emerge as role models, which would also instil confidence in aspiring women candidates in ensuing elections.

Objectives of the Kranti Jyoti:

- a) Active participation of women in the governance of local self-bodies. (Political Empowerment)
- b) Sensitivity towards rural social issues like female infanticide, illiteracy, gender discrimination, social evils (social empowerment), etc.
- c) Self-esteem and personality development (Psychological empowerment)

B. Design of the module:

The design, while focussing on participatory methods, promoted questioning style to make EWRs think on their own self- realisation-process. It can be seen from the way it begins, pause for a moment & ask yourself: How many women own the family jewellery? Do they have their names on the receipts? Do women ever decide what will be sown in the fields this year? Pause a moment and ask yourself, how many women have water rights on village water sources? How many shares do they have in village assets? Pause for a moment and ask yourself, how many no-confidence motions are passed merely because there is a woman Sarpanch in the chair? How much anger and opposition from men who feel Threatened by the 33 per cent reservation for women in Panchayati Raj? Pause for a moment and ask yourself, how many women hold power in the village?

When important decisions are taken, do they ever consult women? Pause a moment and ask yourself.

It instigates EWRs to think and decide what needs to be done to change the existing situation in the village.

C. Why Kranti Jyoti:

The state of Maharashtra provides reservation to the extent of 50 per cent of seats for women in local self-governance. It is observed that many a time the women candidates don't come forward freely on their own in these elections. After getting elected often, due to socio-familial constraints, there is "back-seat" driving by SOMEBODY, which not only vitiates the election process but also defeats the constitutional mandate regarding free and fair conduct of elections. To address this undesirable situation and to take corrective actions to ensure the fulfilment of the constitutional provisions not only in words but in spirit, in 2010 Election Commission, with the support of Zilla Parishads, decided to embark upon an innovative project for socio-political empowerment of EWRs for effective decision making and governance. It was expected that these empowered women ERs would become role models and, in turn, instil confidence in aspiring women candidates in the ensuing elections. This project ensured the fulfilment of the constitutional mandate of free and fair conduct of elections and would also go a long way in addressing not only social problems (such as female infanticide, illiteracy, gender discrimination, domestic violence, alcoholism, superstition, violence against women, environmental issues, social evils, etc.) in the rural areas but also strengthening the functioning of local bodies by effective and participative involvement of women ERs in decision-making process. It further asks EWRs to think whether-

"Ask yourself, And take a STEP"

Do we read the gram Sabha notice?

Do we decide what to SPEAK?

Ask yourself and take a STEP!

*Do you know when **gram Sabha** is held?*

A guaranteed platform, do we think of it?

Ask yourself and take a STEP!

Do you know the members of each committee?

When these committees will become active?

Ask yourself and take a STEP!

*How much **money** comes & goes from Panchayat?*

Do the voters ask for account?

Ask yourself and take a STEP!

*When will **women**, participate in governance?*

When will village, governed by Villagers?

Ask yourself and take a STEP!

WHO WILL ANSWER THESE QUERIES?

D. Uniqueness of the initiative:

The initiative brought out all the possible approaches together to design the training programme. Some of the unique ones are as below.

- a) Trainers and training material have been designed by consulting Ex-EWR's team and experts.
- b) Based on the **positive feedback and evolution** of a pilot project conducted in Selu Taluka of Wardha District.
- c) An **innovative & collaborative** initiative of the State Election Commission in collaboration with the Rural Development Department and non-government organisations.
- d) **Cadre of committed** and expert grassroots-level & SIRD trainers from state to village level.
- e) It is appreciative to note that Zilla Parishad, Panchayat Samite officials and ERs were actively engaged in the process.
- f) Compilation and **creation of need-based resource material** for trainers to impart thorough knowledge of the subject.
- g) Thrust on the **use of creative media like songs, slogans, games, role-plays** and demonstrations in training women ERs instead of heavy literature.
- h) The pilot project has successfully conducted ToTs & training for EWRs in 10 districts.
- i) **Emphasis on actual governance** of Village Panchayat, Social issues and personality development.
- j) Govt. of India & UN - Women have appreciated the project.
- k) Programmes to change the patriarchal mentality of both women and men.
- l) Organisation of non-residential, de-centralised workshops at the village level considering the social constraints of women ERs.
- m) Good attendance of EWRs was the Key to Success of the Krantijyoti Project.
- n) Inspiration from success stories of effective women ERs.
- o) Regular follow-up and handholding programme after training is "The" connectivity strategy of the project.

E. Contextualising day-to-day NEEDS of EWRs in the module:

- a) Day-to-day functioning of Panchayati Raj Institutions
- b) Awareness about schemes implemented in rural areas, especially for women.
- c) Finance management, budget and actual transaction at Village Panchayat.
- d) Self-esteem and personality development.
- e) Burning social issues and exploration of their solutions.
- f) Success stories of effective women EWRs.
- g) Trained mentors and hand holders will conduct follow-up meetings with women ERs in an informal atmosphere at the local level.
- h) Support and guidance by the mentors in the day-to-day functioning of the women ERs.
- i) Help-line at the district level to address immediate concerns and to provide help in emergencies.

F. Trainers as Mentors: Systematic evaluation of trainers has been conducted regularly with the following indicators. The best evaluated are promoted as Mentors.

- a) Skills for governance - Tactics and tricks.
- b) Participation in governance - Strategies and solution.
- c) Improvement in effectiveness - towards value-based governance.
- d) Knowledge of governance & mentoring.
- e) Confidence and self-esteem.

G. Conclusion: The initiative highlighted that EWRs need constant capacity-building support along with hand-holding assistance. EWRs want to join hands in governance with confidence & competence in the world of LSG. In the words of one of the EWRs:

*"Don't take my care
So that I remain unaware
Don't help me so much
So that I learn to beg as such
Give me your hand to stand up
To walk together & forever."*

Inculcating soft skills in EWRs from Maharashtra

Context:

It is argued that women must have an equal share in politics and power as they constitute half of the population. Second, women in politics will bring a special caring focus and female values to politics and, in the long term, change the nature of politics of nation. A range of barriers- social, cultural, political, and so on- limit women's full and effective participation in the political domain, which needs to be considered and addressed. Despite making it constitutionally mandated, it still remained socially discouraged, a fact we cannot negate. There are two key challenges women in politics tend to face. First, they have to overcome prejudices that comes solely her being women and second, they have pressure to deliver to the expectation of the voters whom she is representing. These challenges and barriers become starker when it comes to women representing Scheduled Castes, Scheduled Tribes, and other Backward Classes. This takes us to real questions:

- ⇒ How do we ensure full and effective participation of women in politics?
- ⇒ What are the skills that could be inculcated in women so that they would perform as good as their male counterparts?

To address the issue in hand, SIRD, YASHADA and National Commission for Women has partnered for an innovative initiative to develop soft skills among EWRs with the following objectives.

A. Objectives:

In view of the support sought, it identified the following objectives:

- a) Develop short-term training module for capacity building of women in politics,
- b) Strengthen the soft skills of EWRs that could help them participate fully and effectively in politics,
- c) Impart training to select EWRs in batches,
- d) Promote these trained EWRs as mentors for other women in politics.

B. Training approach:

Given the uniqueness of the training, it shall have three-fold approach.

- a) 3Cs formula was applied to this training to accelerate their political efficiency. 3Cs means Communication, Coordination and Community. It would help women to utilise communication skills to build connections in influencing communities.
- b) There was a high amount of consideration or sensitivity to the diverse socio-cultural and geographical

backgrounds of these women. Keeping this in mind, training will be designed in such a way that it would help these women to break the conscious-unconscious chains that created hurdles and posed challenges in creating conducive political platforms for them. While doing this, successful women leaders across political leanings and socio-geographical boundaries will be invited as trainers and speakers to personalise the training programmes.

- c) Along with technical sessions covered at the training venue, it shall chalk out a mentoring plan for them to get timely peer support.

National Commission for Women thought it pertinent to empower women in politics by addressing their training needs- which covers soft aspects that would help them get more confidence and improve their overall personality. It particularly stressed the need to improve communication skills, writing skills, and aspects which may positively impact their overall thinking process and confidence level. Pursuant to this, the Commission sought support from YASHADA, Pune to perform training needs assessment (TNA), design training module and impart training to women elected representatives from different democratic and governance structures.

C. Training Needs Assessment (TNA):

A TNA was a process through which the capacity development requirements of the elected women representatives were understood. A systematically done TNA culls out the training needs of elected women representatives based on various categories, backgrounds, roles, and positions. A training design emerged from such a TNA, leading to a plan which addresses many of the capacity needs of the EWRs, and thus strengthening the Panchayati Raj Institutions.

D. Scope of TNA:

The specific scope for the TNA was to analyse the Soft Skill Requirements for EWRs.

- a) To understand the problems the EWRs and functionaries face while performing their tasks.
- b) To find out the CB &T gaps
- c) To understand the gap between existing levels of knowledge, skills, and competency
- d) To identify the new requirements of EWRs
- e) To help prioritise the contents of the training
- f) To map the expectations of the people and the state and central governments on how the EWRs should perform

E. Methodology Adapted:

There are various methods of assessing training needs. To assess the soft skills requirements of EWRs, a workshop was organised from 20 to 22 October 2021 at YASHADA. The main purpose was to identify needs for training. Various stakeholders were invited to the workshop.

- a) The concept of Training Needs Analysis was introduced.
- b) The participants of the workshop were divided into groups
- c) The groups were asked to discuss and prepare notes in a specific format.
- d) Groups were asked to mention performance problems and training implications, and non-training interventions
- e) Groups presented their findings before the class

Representatives of various groups have presented their views regarding women's soft skill training needs in politics. With the help of their presentations, we developed the TNA report and design of training for EWRs.

Elected Women Representatives' Participation in TNA Workshop

Sr. No	Post
1	Ex-Mayor
2	Zillah Parishad President
3	Zillah Parishad Ex-President
4	Zillah Parishad Member
5	Sarpanch
6	Corporators/Counselors
7	Block Development Officer
8	Representative of NGOs
9	UNICEF Representatives
10	Social Workers

Schedule and method: Day One		
Session 1 & 2	Objective	Understand own role in the system
	Contents	Who am I? What is the purpose of being in politics? Importance of women's participation in politics. Historical perspective. Social, economic, political, and cultural barriers. Struggle for political participation. Constitutional and legal provisions
Session 3 & 4	Objective	Understand constraints and barriers for participation of women in politics and search possible solutions
	Contents	Balancing techniques for responsibility as an elected member and family responsibility. Willing participation. Selecting politics as a career.
	Methodology	Case studies of various illustrative women involved in politics.
Session 5 & 6	Objective	Receive and give feedback
	Contents	Criticism is an inherent part of politics. Why one has to face criticism? Ways to face criticism. Using various platforms to reply.
	Methodology	Case study. Lecture with presentation
Day Two		
Session 7 & 8	Objective	Effective public speaking
	Contents	Need for preparation. How to prepare notes. How to refer to notes and give a speech. Qualities of effective public speaking. Importance of body language
	Methodology	Demonstration
Session 9	Objective	Understand the importance of personal health
	Contents	What is personal health? Importance of health in politics for women. Health issues. Stressful situations. Stress-related issue. Stress-reducing techniques.
		How to remain cheerful and smiling in all situations
	Methodology	Lecture
Day Three		
Session 10 & 11	Objective	Adapt scientific approach to public life
	Contents	What is scientific approach. Importance of scientific approach.
	Methodology	Case study
Session 12	Objective	Maintain confidentiality of as elected member
	Contents	Role and responsibility as elected member. Importance of confidentiality.
	Methodology	Lecture

F. Experiences of participants (EWRs) about the training:

YASHADA focused on participatory sessions, such as games, group activities, group discussion, experience sharing, success stories, etc. From December 2021 to March 2022, we trained 131 EWRs in five batches. As per the YASHADA norm, it was made compulsory for all participants to stay on campus during the training period. Because of mandatory residential training, EWRs enjoyed the training. They discussed many issues fearlessly with each other. They freely discussed their problems regarding efforts in balancing the responsibilities of family and as EWRs. Some of the experiences shared by EWRs are as below.

- a) This training has given them a space to share their difficulties and challenges faced by them as EWRs. It covers both family and societal issues.
- b) They learned about the experiences of their counterparts, i.e. other EWRs and understood the processes of tackling community issues that need to be resolved by ERs.
- c) They developed and shared the best practices being implemented and documented by their respective Constituencies and felt proud of those achievements.
- d) Training method focused on enabling participants to speak up and be active through group activities, discussions, games and other participatory tools, which helped them gain confidence.
- e) It emerged that some of the participants couldn't speak confidently and clearly on the issues discussed at the beginning. However, at the end of training programme, all could express themselves freely and confidently and used the podium to share their experiences.
- f) They all expected that such type of training should be organised once a year which would be helpful for EWRs' capacity building and motivation.
- g) It has been observed that participants of this training have created a WhatsApp group to share mutual experiences. Some of them are replicating the initiatives. This group has emerged handy in peer learning and boosted their greater participation in governance and decision making.

Annexure-31: Issues Need to be Attended/Interventions that can Transform the PESA Panchayats' Functioning

(Source: Proceedings of the National Workshop on effective implementation of PESA Act, 1996 held at NIRDPR in 2019)

1. PESA Act and PESA Rules

- a) Four States, namely Jharkhand, Chhattisgarh, Madhya Pradesh and Odisha, have not yet framed the rules for PESA. These rules must be framed within six months. PESA rules have been framed in six States but are not in full conformity with the PESA Act. These rules must be brought in line with the spirit of the Central PESA Act, 1996
- b) Laws in Schedule V Area States have not been amended to bring them in conformity with the PESA Act, 1996. In fact, the PESA Act would override the State laws. This provision, which is already a part of the current PESA Act, is being ignored by the States. Hence, it is imperative for the enforcement of the Act.
- c) A focused awareness generation on campaign mode must begin immediately for effective implementation of the provisions of the PESA Act in Schedule V areas to all the functionaries and key stakeholders (mainly the hamlet-level Gram Sabha members). The NIRDPR, Hyderabad may be given this task by the Ministry of Panchayati Raj, Government of India, by setting up a PESA Cell at CESD, NIRDPR.
- d) Print, electronic, and social media can play a vital role in creating awareness about PESA Act. Street plays in local tradition may also have a direct impact on the same. Such mediums should be used for the effective dissemination of information.
- e) Substantial issues of the PESA Act should be included in middle, secondary and graduation level students in the curriculum to sensitise the next generation of citizens towards this important legislation on tribals.
- f) The PESA Act should also be made a part of the papers for different competitive examinations of recruitment in the State and allied cadre in all the PESA States, especially the ITDP, ICDS, Social Development Department, Rural Banks, Forest and Revenue.
- g) The customary laws of the STs residing in the Schedule Five areas on the customary mode of dispute resolution should be documented, codified and notified by the Governors of the States for compliance with this provision. The NIRDPR, Hyderabad may be entrusted with the task of documentation and codification of the tribal customary laws in association with the Tribal Research Institutes (TRIs) and nearest universities in the Schedule V States by the Ministry of Tribal Affairs (MoTA), Government of India. The MoTA should also establish a Central Institute for Research & Training in Tribal development (CIRTD) at NIRDPR, Hyderabad to institutionalise a regular system of research, evaluation and training in matters related to tribal development.

2. PESA Village Notification

- a) As per the PESA Act, all the PESA villages in Schedule V States should be notified. The Gram Sabha and the functionaries of the Gram Sabhas should also be notified. In places like Andhra Pradesh, where the

PESA notification has already been done, re-examination and re-notification of these PESA villages must be taken-up for effective participation of the members of the Gram Sabha. The distance between different habitations and traditional ethnicity of the various ST groups should be taken into consideration while re-notifying the PESA villages.

3. PESA Gram Sabha

For effective functioning of the Gram Sabhas, a concise, clear and simple **PESA Gram Sabha Operational Manual** must be prepared in regional languages within six months and further should be widely circulated and publicised. In the preparation of the PESA Gram Sabha manual, the Gram Sabha Vyavahar Samhita (GSVS), prepared by the late Dr. B. D. Sharma, should be used as the guidebook. The NIRDPR, Hyderabad may be entrusted with the task of preparation of the **PESA Gram Sabha Operational Manual** in association with the SIRDs in States with Fifth Schedule areas.

- a) The Tribal Development Plan must be approved by the Gram Sabhas. The villages having less than 50 per cent of the tribal population should seek mandatory approval from the PESA Gram Sabhas.
- b) Each PESA Gram Sabha must open its Gram Sabha Kosh (Account) immediately. Within three months, all the financial grants for the PESA village must be deposited only in the Gram Sabha Kosh. The basis for the selection of functionaries of Gram Sabha Kosh should also be prescribed.
- c) The Tribal Sub-plan allocation should devolve to each PESA Gram Sabha in proportion to the tribal population with complete freedom for its utilisation. Similarly, other allocations from Special Central Assistance, Article 275(1), etc., should also be devolved to the PESA Gram Sabha so that the Gram Sabha can fulfil its commitments made in the approved PESA Village Tribal Development Plan.
- d) In the Schedule V areas, the functionaries operating in the Gram Panchayat and PESA villages must have their allegiance to the functionaries of the PESA Gram Sabha. This should be notified by the district administration in pursuance of the order of the Governor of the State.
- e) The Gram Sabha is a separate legal entity under PESA Act. Separate posts for the President and Secretaries of PESA Gram Sabhas must be created and notification to the elections should be issued where the posts were created and have not been filled. The PESA Gram Sabha must be chaired by the President of that PESA Gram Sabha. The President of Panchayat will chair only the Panchayat Gram Sabha as it is an apex body (Rural Development and Water conservation Department, Mumbai, Chapter II (Composition and Function of Gram Sabha). A mechanism should be evolved to involve Gram Sabhas before certifying a person as ST to check the issuance of fake Caste Certificates, which has become a challenge for the administration as well as the genuine Janajati Communities.
- f) The Gram Sabha is already empowered to inquire and screen how illegal land transactions/transfers are being carried out, including those in favour of non-STs, taking away the land from STs in the name of tribal women, etc. All the Tribal Advisory Councils (TACs) should review the implementation of PESA in an effective way.
- g) The approval from Gram Sabha must be made mandatory for permitting land transfers even in favour of tribal and government institutions, etc. The Approval from Gram Sabha must be made mandatory to assign government land in favour of the land-less tribals. A 'Land Bank' with surplus land in the villages must be created and made available at the Gram Sabha for community use in consultation with the concerned revenue department officials.
- h) Legal sensitisation camps are to be extensively organised for the STs and other stakeholders, including

government officials, to clarify provisions of the PESA Act and to address the misconceptions on the role and power of GSs. This may be handed over to NIRDPR, who may take this issue in the PESA States in association with the SIRDs, TRIs, reputed local NGOs and traditional ST organisations in the PESA States. This has become necessary after the incidents of the Patthargadhi incidents in several parts of the PESA areas.

- i) The Government departments have to place the identified functional committee members before the GS before forming a body/group for its approval.
- j) All the functional committees/bodies shall be accountable to the Gram Sabha, and it shall place all its proposals before the Gram Sabha for its approval prior to taking it up for implementation.
- k) Before giving licenses for opening or even continuation of the liquor shops, approval of the concerned PESA Gram Sabha must be obtained. This provision is already in the AP PESA rules-2011. The decision of the Gram Sabha is final and binding for the department.
- l) The revenue accruing to the gram Sabha by way of giving licenses for the exploitation of the minor water bodies and minor minerals should be deposited in the PESA Gram Sabha Kosh only.
- m) Unlawful money-lending activities operating in the PESA villages should be reported to the PESA Gram Sabhas for stringent action.
- n) Posts for Vice President and Secretaries of PESA Gram Sabhas should be created Sabhas to run the Gram Sabhas and conduct elections for various posts on a regular basis.
- o) The Gram Sabhas should be mainstreamed in the local administration.
- p) The word 'consultations' should be read as a 'consent' for the purpose of implementation of the PESA Act, 1996.
- q) There is a need to give full recognition to the role of Gram Sabhas in both the land acquisition and Relief and Rehab process
- r) Gram Sabha offices shall be housed in the Gram Panchayat buildings in order to mainstream the role of Gram Sabha in local administration and give legitimate visibility.
- s) The resolutions of Gram Sabha shall be honoured by the concerned officials. Reasons must be communicated if there is any disagreement with the decision of the Gram Sabha.
- t) There must be an appeal provision at the district level to review/modify/cancel the resolution of the Gram Sabha if any of its resolutions are against the constitutional and other statutory laws and public policy norms.
- u) All the staff and personnel of primary schools, primary health centres, Anganwadi, etc., shall be accountable to the PESA Gram Sabha.
- v) The Gram Sabhas shall have the power to supervise and review the programmes undertaken by government Institutions at the village level

4. Community Mobilisers

The Ministry of Panchayati Raj has recommended the deployment of Community Mobilisers in the Scheduled V Areas at different levels up to PESA Gram Sabha for effective coordination of various works related to the PESA Act, 1996. This must be implemented immediately in the right earnest.

5. Administrative and Institutional Arrangements

- a) In the office of the Governor of the States having Schedule V areas, a Tribal Development Advisory Cell should be constituted to assist the Governors of the V Schedule States in exercising and discharging his/her constitutional powers and responsibilities(Ref. Xaxa committee report 2014 – chapter 4.5. page

no. 73).

- b) At the district and block level, a PESA Nodal Officer should be notified with adequate powers to coordinate all activities relating to the effective implementation of the PESA Act, 1996.
- c) The President of India may be requested to convene meetings periodically with the Governors of respective States with scheduled areas to assess the progress in the implementation of PESA Act.
- d) At the national level, there should be an inter-ministerial review by the Cabinet Secretary or NITI Aayog about the implementation process and progress of PESA. The Governors of V Schedule States may be requested to take feedback of reputed NGOs/voluntary organisations working for and among STs in the State for their welfare; on implementation of the PESA and the FRA Acts, as has been initiated by his Excellency, former Governor of Maharashtra.
- e) Ministry of Tribal Affairs (MoTA) is required to play a more proactive role in the effective implementation of PESA Act. A joint mechanism between the Ministries of Panchayati Raj and the MoTA at the Centre may be evolved for regular monitoring and implementation of the PESA Act.

6. Minor Forest Produce and Habitat Rights

- a) Habitat Rights should be extended to all PESA villages for the benefit of the members of the Particularly Vulnerable Tribal Groups (PVTGs)
- b) **Ownership right over Minor Forest Produce (MFPs)** in the Schedule Areas must be extended to the PESA Gram Sabha by freeing all the MFPs from the control of the Forest Department. All the MFPs that have been so far declared as nationalised in the Schedule Areas must be denationalised, and their control and ownership should be declared to the PESA Gram Sabhas.
- c) The scheme of giving Minimum Support Price (MSP) for the MFP by the Ministry of tribal Affairs should be administered through the PESA Gram Sabhas in the V Schedule Areas.
- d) The PESA Gram Sabha should encourage primary processing, grading and value addition of the minor forest produce. The profits accrued should be deposited in PESA Gram Sabha Kosh.
- e) Functionaries handling activities related to the MFP collection, storage in the godowns, auctioning, and trading should extend all possible help and assistance to the PESA Gram Sabha for at least the next five years, and subsequently, the Gram Sabha can handle all these things independently. The Forest Department should STOP charging its establishment cost in these activities (as mentioned above) immediately. This cost may be adjusted from the tribal sub-plan budget.

7. General Recommendations

- a) An approval from Gram Sabha is essential before certifying a person as a Scheduled Tribe entity.
- b) No objection certificate from Gram Sabha to secure Aadhaar, passbooks and other documents to get the benefits of government schemes.
- c) Gram Sabha shall be an inquiry authority to screen all illegal land transactions, including non-tribals grabbing the land from tribals in the name of tribal women, etc.
- d) To address the misconceptions on the role and power of Gram Sabhas, legal sensitisation camps are to be organised for the tribals and other stakeholders, including government officials, extensively.
- e) Gram Sabha has to play a role in resolving the conflicts between tribal traditions, customary norms and other norms/practices, etc.
- f) An approval from the Gram Sabha is mandatory for the approval of schemes and identification of beneficiaries, and shall be a prerequisite condition to taking up the programmes, etc.
- g) All the functional committees/ bodies shall be accountable to the Gram Sabha and it shall place all its

- proposals before the Gram Sabha for its approval before taking up for its implementation.
- h) The government departments have to place the identified functional committee members before the Gram Sabha before forming a committee/group for its approval.
 - i) All the health, education, ICDS, and other related institutions and personnel staff at the village level shall be accountable to the Gram Sabha, and they shall place the information, and progress of the activities before the Gram Sabha for its review to give recommendations for better implementation.
 - j) All the governments and State laws that are in conflict with the provisions of PESA law shall be nullified.
 - k) A register shall be maintained by the Gram Sabha to check the exploitation of a child and other labour, migrant labour, etc. The details of the labour taken by the contractor should be maintained at the Gram Sabha level
 - l) In order to carry on these responsibilities, the capacity building of the Gram Sabha should be done through training and workshops.
 - m) Gram Sabha should formulate a Peace Committee along with decisions regarding the organisation and norms of the committees.

Annexure-32: Kaushal Aapti: Concept, Design, Development and Deployment

- 1. Background:** Mobilisation and Counselling of the candidates for DDU-GKY have been a challenge, as very often, the candidates are not mobilised on the basis of their career interest, which impacts retention during training and placement. The John Holland Interest Inventory has been recommended in DDU-GKY SOP for gauging the aptitude of DDU-GKY potential candidates to ensure that the right candidates are trained with the right skills for the right jobs they have the aptitude to do. However, the John Holland Test, which is framed in English, does not cater to the level of an average rural poor youth. In most cases, it can only be administered through an intermediary who can translate the questions into their native language and elicit responses. Much can be lost in translation. This can lead to several slips in the mobilisation and counselling process, which can have far-reaching consequences. There is no proof that PIAs are administering it, and even if they do, whether it is done scientifically. There is a need to support the PIAs with a standardised tool that can be used, which is language agnostic and can provide scientific data on a candidate's aptitude for acquiring a skill. It is proposed that an audio-visual based app be created based on John Holland Interest Inventory for the training partners to use across the country.
- 2. The problem:** The current retention rate of DDU-GKY trained candidates in their jobs is 53% (ddugky.gov.in, Dec 2019), which has a scope to improve. Recent studies by NIRDPR indicated that about 14.5% explicitly dropped out of their job because of lack of job satisfaction. Placement rates can improve if the candidates pursue skill training and jobs of their interest. DDU-GKY currently offers training in over 400 Job Roles across 15 sectors. Interviews conducted by DDU-GKY NIRDPR Training Division with different PIAs reveal that a candidate's aptitude to take a certain job role is not gauged in a standardised and scientific manner. Often, an aptitude test is administered after a candidate joins a centre. Secondly, the aptitude test questionnaire used is not uniform across the country. Thirdly, most of our candidates who are at 10th or plus two level are not conversant in English. This means translating the questionnaire used by the PIA should be in the native language of the candidate. Often, the questionnaire in English is translated into the native language, asked the candidate and filled in by the mobiliser/counsellor. The John Holland Test questionnaire, in the way it is made available to the Western audience or Indian urban audience, cannot be administered for DDU-GKY candidates. It needs to be (1) language agnostic (2) and should have audio-visual scaffolding in order to make it objective and unambiguous.
- 3. Requirement:** John Holland Interest Inventory and Aptitude Tests need to be administered in a language agnostic manner. It needs to be easy to deploy on the field. It needs to be neutral and rural candidate friendly.
- 4. Solution:** Accordingly, Kaushal Aapti was conceptualised by NIRDPR, MoRD, GoI, a technology-enabled app for administering John Holland Interest Inventory and Aptitude Tests. These tests help measure rural unemployed youth's interest and aptitude based on their responses.

5. Features

Kaushal Aapti has 3 modules

i. Interest Inventory

According to DDU-GKY Standard Operating Procedure, all PIAs must follow a scientific process of allotting courses to candidates by understanding the aptitude of the candidates. This ensures that the

candidates get skilled and placed in a role that suits their interests and competency. A commonly followed aptitude test is John Holland's Interest Inventory. The right candidate with the right skill sets for the right job will go a long way in providing sustainable livelihood for the rural youth. The John Holland Interest Inventory is administered through a series of pictures. This module is enabled with set of few job role images with 3 options to respond as below, which are represented using emojis:

- a. Strong desire
- b. Partially interested
- c. Not interested

Based on the selection of at least one option for each job role, the app's algorithm will capture the responses of candidates and map the job interest areas using the John Holland code of RIASEC (Realistic, Investigative, Artistic, Social, Enterprising, Conventional). This data can be accessed by SRLM and PIAs through profile-based log-in with appropriate admin rights so that counselling and selection become streamlined and candidate centric.

ii. English Literacy, Numeracy, Pattern and Colour Recognition (ENPC)

In this module, three levels of ENPC test will be enabled to capture their English, Numeracy, Colour Recognition and Pattern recognition skills. This module has a time limit of 30mins.

iii. Counsellor Follow up through web app

This is enabled through web applications only. SRLM/PIA counsellors will be provided with a set of follow-up questions to ascertain the responses provided by the youth. Responses of the candidate are to be entered in this form. Based on both the responses of the candidate (self and counsellor-led), RIASEC mapping report and test report are generated with suggestions for the candidate on suitable job roles. The report of selected candidates will be accessible through Kaushal Bharat and Kaushal Panjee also.

6. Advantages:

- a. The test is administered mostly based on pictures, supported by text and audio (proposed) for ease of use by candidates
- b. Multi-lingual support to help rural candidates easily navigate the application in the following 10 languages: Hindi, English, Assamese, Malayalam, Telugu, Kannada, Gujarati, Bangla, Tamil, Odia
- c. This is a scientific tool for counselling, with a briefing for rural candidates and DDUGKY counsellors
- d. The App is integrated with Kaushal Panjee and Kaushal Bharat

7. Benefits and Expected Outcomes:

- i. Availability of national level Skill Interest Inventory of the beneficiaries in real-time and online for MoRD and SRLMs to plug skill gaps and to connect demand with supply through a database of our youth's interests.
- ii. Rural youth-centricity: Our youth get to discover and engage with areas of their skill interest
- iii. SRLMs can administer this App to candidates during mobilisation, and using the database at the backend through the web app can select and allocate the candidates to PIAs according to the trade interests. This means interested candidates will be allocated the trades/sectors.

- iv. This can augment retention percentage in training and on the job.
- v. PIAs and employers can select candidates on the basis of the interest inventory data
- vi. The right candidate is selected for the right training for the right job, leading to better retention in training and placement

8. Deployment:

- a. Notified by the Ministry vi Notification 03/2022 on using Kaushal Aapti as a standardised tool for administering John Holland Interest Inventory Test and Aptitude Test in English, Numeracy, Pattern and Colour Recognition

9. Google Play Store Link:

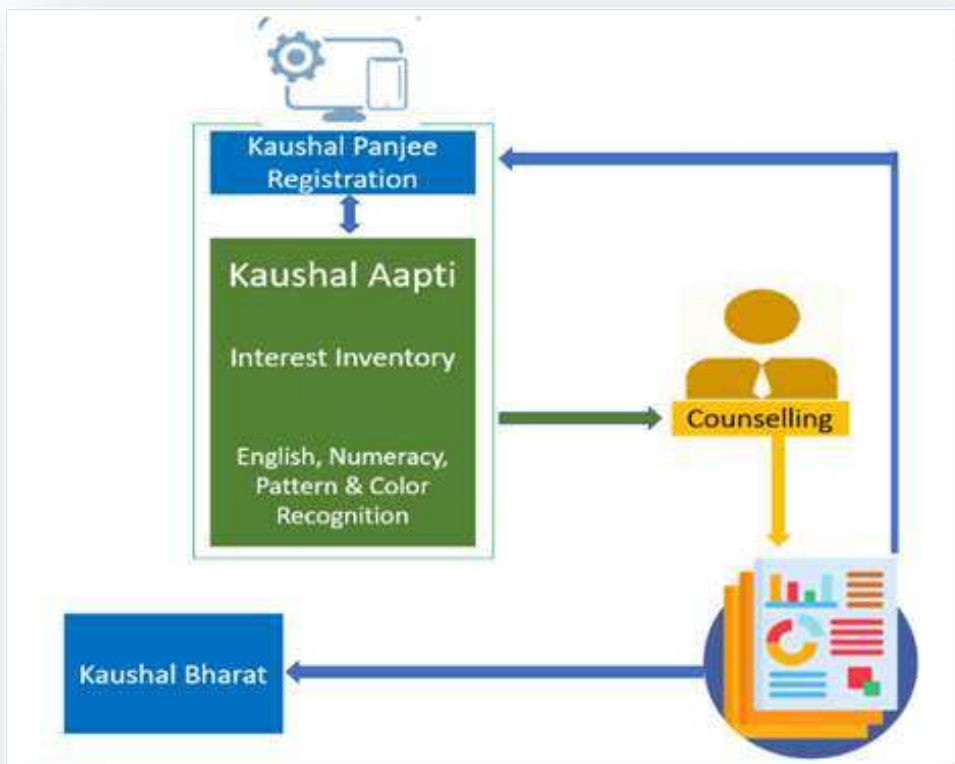
<https://play.google.com/store/apps/details?id=com.ddugky.kaushalAapti>

First, both Kaushal Panjee and Kaushal Aapti should be downloaded from Google Play Store. After the registration on Kaushal Panjee App, the login credentials can be used to access Kaushal Aapti within the Kaushal Panjee App itself.

10. References and Acknowledgements:

- University of Missouri, Career Centre (with permission)
- ONet Online, US Dept of Labour, Open Source
- Fashion Futures for Colour Test
- Apollo Medskills for Healthcare Interest Inventory codes

11. Kaushal Aapti Process Flow:



12. Technical Details:

Roles:

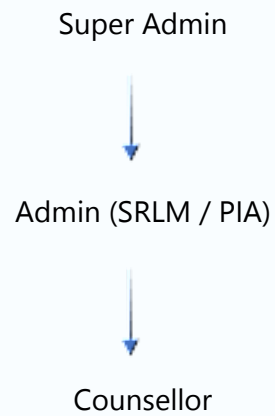
Web Application:

- a. Super Admin
- b. Admin
- c. Counsellor

Mobile Application:

- d. Rural Youth / Candidate

Workflow: (Hierarchy Flow of Web Application)



Annexure-33: Navigated Learning Technology for Rural India (Gram Panchayats)

- a. Sampoorna Swaraj Foundation (SSF) has collaborated with **Gooru Foundation**, a US-based NGO, and has developed a new **Navigated Learning Technology (NLT) as SAAS Platform** targeted to **30 lakh Gram Panchayat Elected Representatives**, as well as to **30 lakh Gram Panchayat Functionaries**.
- b. This customised Gooru NLT platform is available - for developing and delivering rich content (as self-learning audio/video modules along with self-assessment tests - available on a smart mobile phone) in all Indian local languages customised for GPERs who have been found to belong to a spectrum of demographics of: **non-literate, or semi-literate, or fully literate**.
- c. The Navigated Learning Technology is also called "**GPS for Learning**". In GPS Applications such as Google Maps, if one needs to reach a destination, The App locates her/his current location and then provides a personalised roadmap to reach the destination. In NLT, GPS for Learning uses a similar concept to locate the learner's current learning position and provides her/him a **Personalised Roadmap** to reach his Competency Destination.
- d. For each Learning domain, the NLT Framework helps to locate the learner and her/his initial Competency level, and then the NLT Framework helps the GPER (Gram Panchayat Elected Representative) to learn each competency at **her/his own pace and reach the learning destination step-by-step**.
- e. **Learning Navigator** provides Gram Panchayat members and Functionaries of GP a unique, **Individualised Learning Route** with collections of open learning resources and assessments. The learning navigator provides **live assessments** to continuously check the understanding of learners and monitors learners' progress, and differentiates their instruction.

Annexure-34: Funds Flow Status to The States and Its Utilisation

(Under Erstwhile Scheme of RGSA Implemented during 2018-19 to 2021-22)

Year	Budget Estimate	Revised Estimate	AAP Approved (Central + State share)	Proportionate Central share to be released	Proportionate State share to be released	Actual Central Share Released	Actual State Share Released
2018-19	720.8	622.41	1826.87	1096.12	730.75	584.65 (53.34)	194.98 (26.68)
2019-20	762.34	432.96	3218.21	1930.92	1287.29	432.74 (22.41)	175.21 (13.61)
2020-21	790.53	499.94	3333.62	2000.17	1333.45	492.69 (24.63)	213.89 (16.04)
2021-22	593	618	4325.58	2595.34	1730.24	614.25 (23.66)	NA
Total	2866.67	2173.31	12704.28	7622.55	5081.73	2124.33	584.08

Source: MoPR.

Appendix- I : Constitution of Committee - Office Memorandum

T-11013/1/2018-AR&RS-Part(2)
Government of India
Ministry of Panchayati Raj

11th Floor, Jeevan Prakash Building,
25 K.G. Marg, New Delhi.
Dated: 27th January, 2022

OFFICE MEMORANDUM

Subject: Constitution of Committee (Expert Group) for revising National Capacity Building Framework (NCBF).

The undersigned is directed to say that the Ministry of Panchayati Raj (MoPR) had prepared the National Capacity Building Framework (NCBF)-2014, in consultation with states, to serve as a guide for planning and implementing Capacity Building & Training (CB&T) related programs for Elected Representatives (ERs) and functionaries associated with Panchayat Raj Institutions (PRIs). The NCBF has helped states and UTs in expanding the outreach and enhancing the quality of the capacity building activities.

2. In the context of greater devolution of funds to all the three tiers of Panchayats under 15th FC, execution of important central and state schemes at Gram Panchayat level, preparation of Gram Panchayat Development Plan (GDP), Block Panchayat Development Plan (BPDP), District Panchayat Development Plan (DPDP) and also need for alignment of training framework in the state/UTs with Rashtriya Gram Swaraj Abhiyan (RGSA) and Vision -2024 of the Ministry, there is an imperative need for revision of NCBF.

3. Hence, it has been decided with the approval of Secretary, M/o Panchayati Raj to constitute a Committee to assess the suitability of NCBF 2014 in present context, interact with different stakeholders and prepare a comprehensive framework for Capacity Building & Training to replace NCBF 2014. The composition of the committee is as under:

Sl No.	Name	Organisation/Agency	Designation in the Committee
a.	Shri WR Reddy	Director General, NIRD&PR (Retd.)	Chairman
b.	Dr Joy Elamon	Director, KILA, Kerala	Member
c.	Shri Pramod Pawar	Director, YASHADA, Pune Maharashtra	Member
d.	Dr. A. K. Bhanja	Associate Professor, Centre for Panchayat Raj, NIRD&PR, Hyderabad.	Member
e.	Shri Saroj Dash,	Deputy Director, SIRDPR, Odisha	Member
f.	Shri Anupam Dutta	Deputy Director SIRD, Assam	Member
g.	Ms Poonam Pathak	Deputy Director, SIRD, Uttarakhand	Member
h.	Shri Ganesh Prasad	Sr. Faculty, ANSIRD, Karnataka	Member
i.	Shri S. S. Prasad	Director(CB), MoPR	Convenor

4. Shri P P Balan and Sh Tauqeer Khan, Consultants, MoPR will support the committee.

5. The Committee may co-opt other official Members if necessitated.

6. The term of the committee would be 2 months from the date of issue of this order.

7. As far as possible, the committee would convene meetings through Video Conference as travelling of members would be difficult due to prevailing Covid 19 pandemic. The committee would hold maximum 6 meetings in a month.

8. The Terms of Reference of the committee is as under:

- a. To assess the suitability of NCBF 2014 in present context, interact with different stakeholders and prepare a comprehensive framework for Capacity Building & Training for replacing NCBF 2014
- b. Identify the gaps in the present system of capacity building and provide details for wider coverage.
- c. Furnish details of different modes of training that can be used to cover large number of Elected Representatives (ERs) and functionaries.
- d. Suggest the overall perspective of Capacity Building & Training (CB&T) and the areas to be covered in terms of content and theme.
- e. Faculty improvement programmes for the faculty of SPRC/PRTI/SIRDs and ETCs
- f. Human resource and mobility support required for the training institutions for their optimal functioning
- g. Suggest strategies to ensure quality in training and how to follow a systematic approach introducing good assessment system.
- h. Develop suitable capacity building framework for PESA areas and marginalized sections.
- i. Develop strategy for networking with other institutions.
- j. Recommend appropriate CB&T activities for the ERs, functionaries and other stakeholders for delivering Sustainable Development Goals.
- k. Suggests measures for the use of technology in training programs to make it more participatory.
- l. Strengthening monitoring and supervision system to ensure quality of inputs and keep track of the progress on the plan.
- m. To look into the remuneration package for MTs/RPs. Financial incentives for trainers selected from government department on post.
- n. Planning for SDG, Gender Budgeting, Audit, Mission Antyodaya Survey, e-GramSwaraj and People's Plan Campaign
- o. Preparation of various Sub-Plans such as Poverty Reduction, Skill Development Plan, Disaster Management Plan and Tribal Sub-Plan, Special Component Plan
- p. Suggest ways for including development priorities for children and women in GPDP in the context of child friendly Panchayat
- q. Any other matter of importance.

7. The committee shall submit draft recommendations within 45 days and final recommendations to the Ministry of Panchayati Raj within 60 days (i.e. in another 15 days) from date of issue of order.

8. The expenditure on TA/DA, journey etc. of official members of the Committee will be met from the sources from which their pay and allowances are drawn.

9. TA, DA, Sitting Fee etc of Non-official members of the committee will be admissible as per extant instructions of the government and necessary orders in this regard will be issued separately.

10. In this connection, it may be ensured that in all cases of travel by Members of the Committee, where expenditure is to be borne by the Government, the Air journey will performed in

line with the Department of Expenditure, M/o Finance instructions No 19024/03/2021-E.IV dated 31.12.2021 (Copy enclosed)



(Sanjay Kumar Upadhyay)
Under Secretary to the Government of India
Tel. No. 2335 2592

To

Chairman/ Members of the Committee

Copy to:

- 1 PPS to Secretary, MoPR- for kind information please.
- 2 PPS to Additional Secretary, MoPR
- 3 PPS to Joint Secretary, MoPR

Appendix II: Details of the consultations of the Committee

Sl.No.	Date	Meeting details
1	04-02-2022	1 st Committee meeting
2	17-02-2022	2 nd Committee meeting
3	23-02-2022	3 rd Committee meeting
4	24-02-2022	1 st Design thinking meeting
5	03-03-2022	Region-wise SIRD interaction/consultation
6	03-03-2022	2 nd Design thinking meeting
7	04-03-2022	Region-wise SIRD interaction/consultation
8	05-03-2022	Region-wise SIRD interaction/consultation
9	06-03-2022	Region-wise SIRD interaction/consultation
10	14-03-2022	Meeting of the Chairman with SPR at MoPR, Delhi.
11	15-03-2022	Committee Meeting/ Discussion with Experts
12	16-03-2022	Committee Meeting/consultation with UN agencies
13	17-03-2022	Committee Meeting consultation with experts
14	21-03-2022	Region-wise consultation Meeting with Principal secretaries of the States
15	22-03-2022	Region-wise consultation Meeting with Principal secretaries of the States
16	23-03-2022	Region-wise consultation Meeting with Principal secretaries of the States
17	24-03-2022	Meeting SIRDs
18	25-03-2022	Consultation Meeting of the Committee with State Election Commissions and other experts
19	26-03-2022	Meeting of the Committee and consultation with Principal Secretary, Kerala and others
20	04-04-2022, 10 AM	Meeting Committee members to review the progress on the chapter writing/report
21	04-04-2022, 12 PM	Meeting of the Committee and consultation/Interaction with ERs from Chhattisgarh, Jharkhand
22	05-04-2022, 10 AM	Meeting of the Committee and consultation/Interaction with ERs from Gujarat, Maharashtra, Rajasthan
23	05-04-2022, 12 PM	Meeting of the Committee and consultation/Interaction with ERs from Karnataka
24	06-04-2022, 10 AM	Meeting of the Committee and consultation/Interaction with ERs from Kerala, TN, Odisha
25	06-04-2022, 12 PM	Meeting of the Committee and consultation/Interaction with ERs from Tripura, Manipur, Meghalaya
26	08-04-2022	Meeting of the Committee and consultation/Interaction with ZP Chairperson from different states
27	08-04-2022	Meeting of the Committee and consultation/Interactions with Panchayat Associations from Maharashtra, Kerala and Gujarat
28	14-04-2022	Meeting of the Committee and consultation/interactions with ERs from PESA areas
29	14-04-.2022	Meeting of the Committee and consultation/Interactions with Women ERs
30	14-04-2022	Meeting/consultation with Experts - Dr Saran, Professor in Boston, Dr Vijendra Rao, World Bank Consultant, Sh. Rajesh Tandon, PRIYA, Ms Seema Bhaskar, UNICEF
31	22-04-2022	Meeting of the Committee and Consultations with Capacity Building Commission (CBC) at KILA, Kerala
32	25-04-2022	Meeting of the Committee and 3rd Design Thinking Workshop
33	09-05-2022	Committee Meeting and review of the report writing
34	27.05.2022	Committee Meeting and review of the draft report
35	27-05-2022	Committee Meeting and 4th Design Thinking Workshop on leveraging Emerging Technologies
36	28.05.2022	Committee Meeting and review of the draft report
37	04-08-2022	Discussion with CBC and reviewing training modules on SDGs prepared by NIRDPR
38	01-09-2022	Committee meeting (Final)

Appendix III: Status of responses received for the questionnaires

Sl. No.	Questionnaire category	Total No. of entries received
1	Questionnaire for President of GP	882
2	Questionnaire for Chairperson of Standing Committee of GP	290
3	Questionnaire for Ward Member of GP	694
4	Questionnaire for Executive Assistant or Secretary or PDO of GP	448
5	Questionnaire for Junior Engineer or Technical Personnel of GP	134
6	Questionnaire for Employees GP other than Secretary & JE	208
7	Questionnaire for Employees of Line Departments Operating in GP Area	142
8	Questionnaire for President of Intermediate Panchayat	195
9	Questionnaire for Eliciting Views and Expectations from Chairperson of Standing Committee of Intermediate Panchayat	57
10	Questionnaire for Eliciting Views and Expectations from Members of Intermediate Panchayat	640
11	Questionnaire for President of District Panchayat	68
12	Questionnaire for Eliciting Views and Expectations from CEO/EO/Secretary of Intermediate Panchayat	140
13	Questionnaire for CEO/EO of District Panchayat	26
14	Questionnaire for Trainers engaged by SIRDs for PRI Training	369
15	Questionnaire for NIRDPR faculty on Panchayat Training	16
16	Questionnaire for SIRDPR faculty on Panchayat Training	52

Questionnaire for Eliciting Views and Expectations from President of GP

Part-1: Personal Profile		
Sl. No.	Details	
1.	State & District	
2.	Block/Taluka/Mandal/Janpad Panchayat	
3.	Name of the GP	
4.	Name of the President	
5.	Gender a) Male b) Female c) Transgender	
6.	Category a) SC b) ST c) OBC d) Others	
7.	Are you from the PESA area? (a). Yes (b). No	
8.	Level of Education (If completed, then to be taken in that category) a) Cannot read and write b) Middle School (6-8) c) High School (9-10) d) PUC or Plus 2 e) Graduation f) Post-Graduation and above g) Others	
9.	Are you a first-time ER of Panchayat? a) Yes b) No If no, for how many terms were you a member of PRI? a) Second time b) Third time and more	
10.	Do you use smartphone to access WhatsApp and other Apps like Google Meet, Zoom, Webex, etc.? a) Yes b) No	
11.	Do you use e-mail facility? a) Yes b) No	

Contd...

Part 2: Profile of Training Received

12.	What motivated you to contest in elections for Panchayat/ block or others (can choose more than one option)	<ol style="list-style-type: none"> 1) Likely position and respect if elected 2) To get an opportunity of helping my people and improve my village 3) My family was involved in elections/ politics already, and hence it was a natural choice to continue 4) I had nothing else to do and thus joined 5) For making money 6) Had no interest, but village people/elders requested/ convinced me 7) For time pass 8) Other reasons
13.	Name three most important kinds of support/ assistance you require to perform your role better	<ol style="list-style-type: none"> 1. 2. 3.
14.	Have you received induction training within six months after you got elected?	<ol style="list-style-type: none"> 1) Yes 2) No
15.	If not within six months, after how many months you went for your first training?	<ol style="list-style-type: none"> 1) Nine months 2) 12 months 3) One-and-a-half year 4) More than two years 5) Never attended any training
16.	If you underwent induction training, for how many days? <ol style="list-style-type: none"> a) One day b) Two days (c) hree days d) Four days and above 	
17.	Mode of the induction training <ol style="list-style-type: none"> a) Face-to-Face training b) Satcom-based training c) Online training d) Others (Specify) 	
18.	What are your interested areas to work to improve or bring change in your Panchayat and for your people? (Can choose more than one option) <ol style="list-style-type: none"> a) Agriculture b) Education c) Health and Hygiene d) Women and Child Development e) Nutrition f) Planning g) Raising resources h) How to coordinate with frontline functionaries of line departments i) Infrastructure development j) Natural Resource Management k) Environment Others 	

Contd...

19.	Please name three topics that you find interesting from induction training which you can recollect	1. 2. 3.
20.	<p>Did the induction training help you in your work?</p> <p>a) Yes b) No</p> <p>If yes, select one or more from the relevant list</p> <p>a) Information/knowledge you did not have before induction training but acquired through the training b) I realised how much good work can be done in the Panchayat and how powerful my position is. c) Things you are able to do differently and effectively in the Panchayat because of the training d) The training helped you to change your attitude or interaction with people and other Panchayat members. e) The training helped you understand your roles, duties and responsibilities differently. f) (f) I am happy that I could join in Panchayat and continue to be associated with Panchayat.</p>	
21.	<p>Did you attend refresher/sectoral training?</p> <p>a) Yes b) No</p> <p>If yes, how many months after the elections to Panchayat?</p> <p>1. Within one year 2. Within 18 months 3. 2 years and more</p>	
22.	<p>Did the refresher training help you in your work?</p> <p>a) Yes b) No</p> <p>If yes, select one or more from the relevant list</p> <p>a) Information/knowledge you did not have before refresher training but acquired through the training b) Things you are able to do differently and effectively in the Panchayat because of the training c) The training helped you change your approach to development work in your Panchayat.</p>	

Contd...

23.	<p>On average, how many days of training, all put together, did you get in a year?</p> <p>a) None b) Less than four days c) 5-10 days d) 11-20 days e) More than 20 days</p>	
24.	<p>Did you attend any of the following exclusive training programmes?</p>	<p>1) SC/ST 2) PESA 3) Women 4) None</p>
25.	<p>How has training helped you? (You may give more than one option)</p> <p>a) Learnt new concepts b) Helped me to solve problems in my Panchayat c) Helped me to make more members participate in Gram Sabha d) Met other elected members from whom I could learn e) Helped me work better and improve my position in the GP f) Did not gain anything g) More of theoretical h) Did not understand many things</p>	
26.	<p>Please give four suggestions to improve the training programmes</p>	<p>1. 2. 3. 4.</p>
27.	<p>If you could not attend any or all the training programmes, what was the most important reason?</p>	<p>1. The training centre is too far, and I can not bear the travel expenses 2. I can not afford to miss my work 3. Training does not interest me, or I do not understand what they say. 4. Training centre has no facility to stay 5. I have children to attend to</p>
28.	<p>Have you received any training material?</p>	<p>1. Yes 2. No</p>
29.	<p>If you received training material, did you refer to it in subsequent periods and feel it was useful?</p>	<p>1. Yes 2. No</p>
30.	<p>What changes have you introduced / what initiative(s) have you taken in the GP after training that people are happy about? (can choose more than one opinion)</p> <p>a) Discussions in the GP have become more meaningful b) Meetings are more productive c) More people attended Gram Sabha d) Financial position could be improved e) Mistakes have come down f) New initiatives could be taken for the development of the GP g) Interdepartmental coordination could be improved h) Could be able to connect better with sectoral/line departments</p>	

Contd...

<p>31.</p>	<p>Did you get adequate inputs in your training on the following (Yes/No)?</p> <ul style="list-style-type: none"> a) Powers, functions & responsibilities of GP b) Overall management of GP functions c) Management of various meetings d) Management of Gram Sabha meeting e) Financial management & accounting f) Procurement (tendering process, etc.) g) Procedures for collection and utilisation of Own Source Revenue h) Maintenance of Registers & Records i) Service Delivery j) Citizen Charter k) Steps and processes of preparation of GPDP l) Implementation and monitoring of various schemes m) Sustainable Development Goals n) 29 subjects mentioned in the Eleventh Schedule o) Convergence of initiatives of GP with those of line departments p) Development of backward sections of the society (SC, ST, OBC, PwD and others) q) Ecological & Environment development, etc. r) Economic Development and Poverty Reduction s) Skilling & Livelihoods t) PRI-SHG Convergence u) Good Governance v) Disaster Management w) Women/Child Protection and Development x) Spatial Planning y) Mission Antyodaya, Evidence-Based Local Development & Roles of GP z) E-enablement of Panchayats 	
<p>32.</p>	<p>Do you feel that others, i.e. Standing committee members, ward members, secretary, and other Panchayat functionaries, need training?</p> <ul style="list-style-type: none"> 1) Yes 2) No 	
<p>33.</p>	<p>Have you organised any special awareness programmes before organising Gram Sabha?</p> <ul style="list-style-type: none"> 1) Yes 2) No <p>If yes, what type of programmes? (Can choose more than one)</p> <ul style="list-style-type: none"> 1) Public announcement in the Panchayat 2) Invitation to each household 3) Leaflets/Pamphlets 4) House-to-house visits 5) Radio announcement 6) TV programme 	

Contd...

<p>34.</p>	<p>Is there a Panchayat Resource Centre in your block/Mandal?</p> <p>1) Yes 2) I don't know</p>	
<p>35.</p>	<p>If yes to the above, did you feel they helped your work in your Panchayat?</p> <p>1) Yes 2) No</p>	
<p>36.</p>	<p>Did you visit any model Panchayator Beacon Panchayat?</p> <p>1) Yes 2) No</p>	
<p>37.</p>	<p>Have you involved SHGs of your Panchayat in your activities such as planning, mobilisation, etc.?</p> <p>1) Yes 2) No</p>	
<p>38.</p>	<p>Do you think videos related to Panchayat working/development, shared through smartphone will be helpful to you?</p> <p>1) Yes 2) No</p>	
<p>39.</p>	<p>Will you be interested in joining any online training programme to get a certificate/degree from NIRDPR/SIRD/ University</p>	
<p>40.</p>	<p>Have you approached SIRD, ETC, BPRC, Block, or any other organisation to organise specific training programmes for yourself, your panchayat members, or officials?</p> <p>1) Yes 2) No</p>	
<p>41.</p>	<p>Do you think you should have a "Vision" for your Panchayat as to where to reach in your elected period?</p> <p>1) Yes 2) No</p>	
<p>42.</p>	<p>Give your opinion freely about howto enhance the capability/ capacityof the President and ERs of GP to function effectively and efficiently (within five sentences)</p>	

Questionnaire for Eliciting Views and Expectations from CEO/EO/Secretary of Intermediate Panchayat regarding Training on Panchayat Matters

Part-1: Personal Profile		
Sl. No.	Details	
1.	State & District	
2.	Name of the Block/Taluka/Mandal/Janpad Panchayat	
3.	Your name and designation (e.g.BDO/CEO/EO/ Secretary/?) in the Intermediate Panchayat (IP) where you hold the post	
4.	Who is your controlling authority?	
5.	Gender a) Male b) Female c) Transgender	
6.	Category a) SC b) ST c) OBC d) Others	
7.	Are you working in a PESA area? a) Yes b) No	
8.	Level of Education (If completed, then to be taken in that category) a) Graduation b) Post-Graduation and above c) Others (specify)	
9.	For how many years are you holding the present post?	
10.	Do you use a Desktop or Laptop for multipurpose use, including accessing apps like Google Meet, Zoom, Webex, etc.? a) Yes b) No	
11.	Do you use smartphone to access WhatsApp and other apps like Google Meet, Zoom, Webex, etc.? a) Yes b) No	
12.	Do you use e-mail facility yourself? a) Yes b) No	

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13.	What is your role in the preparation of GPDP in your Block? (Can choose more than one option}	<ol style="list-style-type: none"> 1) Provide guidance to GPs in general 2) Make all the Panchayats sit at the block office and prepare the GPDP plans 3) Coordinate with sectoral departments to work with Gram Panchayats 4) Monitor the progress of GPDP preparation 5) Visit Gram Panchayats and participate in Gram Sabhas to generally help the GPs 6) I have no role in this area of work
14.	How are the GPDP plans in your Block uploaded on eGram Swaraj portal? (Can choose more than one option}	<ol style="list-style-type: none"> 1) Uploaded at GP level itself by themselves 2) All Secretaries are asked to come to the block office and upload them under his supervision 3) Take the GPDP plans from GPs and uploading by block office staff at the block level 4) GPDP plans are made at the block level in a meeting under the guidance of the BDO and uploaded by the block office
15.	What is your role in organising Gram Sabhas? (Can choose more than one option}	<ol style="list-style-type: none"> 1) Actively promote the conduct of the Gram Sabhas in all Panchayats and its monitoring 2) Fix specific dates for each Panchayat to conduct Gram Sabha and ensure its occurrence as per the schedule 3) Get the reports of conduct of Gram Sabhas and inform the district

Part 2: Profile of Training Received

16.	<p>Did you attend induction training after joining the post?</p> <p>a) Yes b) No</p> <p>If yes, for how many days?</p> <p>a) 3-5 days b) 6-10 days c) 11-15 days d) 16-30 days e) Two months</p>	
17.	<p>Mode of the induction training(a).</p> <p>a) Face-to-Face training b) Satcom-based training c) Online training d) Others (Specify)</p>	
18.	<p>Did the induction training help you in your work?</p> <p>a) Yes b) No</p> <p>If yes, select one or more from the relevant list</p> <p>a) Information/knowledge you did not have before induction training but acquired through the training</p>	

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	<ul style="list-style-type: none"> a) Things you are able to do differently and effectively in the Panchayat because of the training b) The training helped you to change your attitude or interaction with people, other Panchayat members? c) Did the training help you understand your roles, duties and responsibilities differently? 	
19.	<p>Did you attend any refresher training connected to Panchayat Governance and other subjects during your tenure in IP?</p> <ul style="list-style-type: none"> a) Yes b) No 	
20.	<p>If yes to the above, list four things you consider that were learnt and useful in your work.</p>	<ol style="list-style-type: none"> 1. 2. 3' 4.
21.	<p>On average, how many days of training did you get during your tenure in IP?</p> <ul style="list-style-type: none"> a) Less than four days b) 5-10 days c) 11-20 days d) More than 20 days 	
22.	<p>What more do you expect to learn in the training programmes? (Mention four additional subjects/ contents / themes that you want to learn in your next training programmes)</p>	<ol style="list-style-type: none"> 1. 2. 3. 4.
23.	<p>Your suggestions to improve the training programmes</p>	<ol style="list-style-type: none"> 1. 2. 3. 4.
24.	<p>What changes have you introduced / what initiative(s) have you taken in the IP after training that people are happy about?</p> <ul style="list-style-type: none"> a) Your contribution to the discussions in the IP has become more meaningful b) Meetings are more productive c) Participation of ERs and functionaries could be improved d) Financial position of the IP could be improved e) Mistakes have come down f) New initiatives could be taken for the development of the IP area g) Interdepartmental coordination could be improved h) Could be able to connect better with sectoral/ line departments 	

Contd...

25.	<p>Did you get adequate inputs in your training on the following (Yes/No)?</p> <ul style="list-style-type: none"> a) Powers, functions & responsibilities of IP in general and your powers, functions and responsibilities in the IP b) Overall management of IP functions c) Management of various meetings d) Management of Block Sabha meeting e) Financial management, including Procurement (tendering process etc.), PFMS, Accounting and Audit compliance f) Procedures for collection and utilisation of OwnSource Revenue g) (Management & Maintenance of Database, Registers & Records h) Service Delivery i) Citizen Charter j) Steps and processes of preparation of Block Panchayat Development Plan (BPDP) k) Integration of BPDP with GPDP and DPDP l) Implementation and monitoring of various schemes m) Sustainable Development Goals n) 29 subjects mentioned in the Eleventh Schedule o) Convergence of initiatives of IP with those of line departments p) Development of backward sections of the society (SC,ST, OBC, PwD and other vulnerable sections) q) Ecological & Environment development, etc. r) Economic Development and Poverty Reduction s) Skilling & Livelihoods t) PRI-SHG Convergence u) Good Governance v) Disaster Management w) Women/Child Protection and Development x) Spatial Planning y) Mission Antyodaya, Evidence-Based Local Development & Roles of IP z) E-enablement of Panchayats 	
26.	Your suggestions to motivate the Gram Panchayat ERs to work better	<ol style="list-style-type: none"> 1. 2. 3. 4.
27.	Give your opinion freely about how to enhance the capacity of Elected Representatives and employees of IP/GP to function effectively and efficiently.	<ol style="list-style-type: none"> 1. 2. 3. 4.

Contd...

28.	Suggestions to improve the governance at the Gram Panchayat level	1. 2. 3. 4.
29.	Any other opinion about the development of IP as an institution of self-government as envisaged in Article 243G of the Constitution	

Questionnaire for Eliciting Views and Expectations from CEO/EO of District Panchayat regarding Training on Panchayat Matters

Part-1: Personal Profile		
Sl. No.	Details	
1.	State & District	
2.	Name of the District Panchayat	
3.	Your name and designation (e.g.CEO/EO) in the District Panchayat where you hold the post	
4.	Who is your controlling authority?	
5.	Gender a) Male b) Female c) Transgender	
6.	Category a) SC b) ST c) OBC d) Others	
7.	Are you working in a PESA area? a) Yes b) No	
8.	Level of Education (If completed, then to be taken in that category) a) Graduation b) Post-Graduation and above c) Others (specify)	
9.	For how many years are you holding the present post?	
10.	Your role in the governance of GPs and IPs	1. 2. 3. 4. 5.
Part 2: Profile of Training Received		
11.	Have you attended any online training courses related to Panchayat governance/ rural development? a) Yes b) No	
12.	Did you attend induction training after joining the post in the District Panchayat related to Panchayat Governance/rural development? a) Yes b) No	

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	<p>If yes, for how many days?</p> <p>a) One day b) Two days c) Three days d) Four days and above</p>	
13.	<p>Mode of the induction training</p> <p>a) Face-to-Face training b) Satcom-based training c) Online training d) Others (Specify)</p>	
14.	<p>Did the induction training help you in your work?</p> <p>a) Yes b) No</p> <p>If yes, select one or more from the list that is relevant</p> <p>a) Information/knowledge you did not have before induction training, but acquired through the training b) Things you are able to do differently and effectively in the District Panchayat because of the training c) The training helped you to change your attitude or interaction with people, other District Panchayat members? d) Did the training help you understand your roles and responsibilities differently?</p>	
15.	<p>Did you attend any refresher training during your tenure in District Panchayat?</p> <p>a) Yes b) No</p> <p>If yes, how did the refresher training help you?</p>	
16.	<p>On average, how many days of training did you get in the course of your tenure in District Panchayat?</p> <p>a) Less than four days b) 5-10 days c) 11-20 days d) More than 20 days</p>	
17.	<p>Your suggestions to improve the training programmes</p>	<p>1. 2. 3.</p>

Contd...

18.	<p>What changes have you introduced/what initiative(s) have you taken in the District Panchayat after training that people are happy about?</p> <ul style="list-style-type: none"> a) Your contribution to the discussions in the District Panchayat has become more meaningful b) Meetings are more productive c) Participation of Elected Representatives and functionaries could be improved d) Financial position in the District Panchayat could be improved e) Mistakes have come down f) New initiatives could be taken for the development of the District Panchayat area g) Interdepartmental coordination could be improved h) Could be able to connect better with sectoral/line departments 	
19.	<p>Did you get adequate inputs in your training on the following? (Yes/No)</p> <ul style="list-style-type: none"> a) Powers, functions & responsibilities of District Panchayat in general and your powers, functions and responsibilities in the District Panchayat b) Overall management of District Panchayat functions c) Management of various meetings d) Management of District Sabha meeting e) Financial management, including Procurement (tendering process, etc.), PFMS, Accounting and Audit compliance f) Procedures for collection and utilisation of Own Source Revenue g) Management & Maintenance of Database, Registers & Records h) Service Delivery i) Citizen Charter j) Steps and processes of preparation of District Panchayat Development Plan (DPDP) k) Integration of DPDP with GPDP and BPDP l) Implementation and monitoring of various schemes m) Sustainable Development Goals n) 29 subjects mentioned in the Eleventh Schedule o) Convergence of initiatives of District Panchayat with those of line departments p) Development of backward sections of the society (SC, ST, OBC, PwD and other vulnerable sections) q) Ecological & Environment development, etc. r) Economic Development and Poverty Reduction s) Skilling & Livelihoods t) PRI-SHG Convergence u) Good Governance v) (v). Disaster Management w) (w). Women/Child Protection and Development x) Spatial Planning y) Mission Antyodaya, Evidence-Based Local Development & Roles of District Panchayat z) E-enablement of Panchayats 	

20.	Is there an Annual Training Plan in your district for the Panchayat Raj Institutions?	Yes/No
21.	Have you drafted a VISION and MISSION for the district?	Yes/No
22.	In relation to GP and IP	
23.	What is your role in the preparation of GPDP at the GP level?	1. 2. 3. 4.
24.	How can we improve the functioning of GPs?	1. 2. 3. 4.
25.	Rate the extent of support being extended to GPs by sectoral departmental officials on a scale of 1 to 5; 1 being least cooperative and 5 being excellent	
26.	Give your opinion freely about how to enhance the capacity of the Elected Representatives and employees of GP/IP District Panchayat to function effectively and efficiently (in five sentences)	1. 2. 3. 4.
27.	Any other opinion about the development of the District Panchayat as an institution of self-government as envisaged in Article 243G of the Constitution	1. 2. 3.

