



Status of PRI CB&T in India

Learning from experience sharing regional workshops



Ministry of Panchayati Raj
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Foreword

The Ministry of Panchayati Raj (MoPR) has the challenge of meeting the capacity building and training (CB&T) related requirements of over three million elected representatives and functionaries associated with the three tiers of Panchayati Raj Institutions (PRIs) in the country. The States are provided funds and other support for CB&T under the Ministry's various schemes including the BRGF, RGSY, and PMEYSA to conduct training programmes as per the National Capability Building Framework (NCBF).

Traditionally, training institutions such as the SIRDs, PRTIs, ETCs, and PTCs have been involved in delivering scheme-specific training programmes. A number of NGOs have also been active in undertaking activities aimed at strengthening the functioning of the panchayat bodies. However, even the combined strength of government training institutions and NGOs would meet only a fraction of the target. Therefore, while continuing its efforts to strengthen the training institutions to enhance their CB&T delivery capabilities, the MoPR has been keen to undertake capacity assessment (CA) of the States in implementing NCBF targets and encouraging them to outsource the CB&T programmes to the service providing agencies capable of doing so.

A variety of CB&T delivery approaches, training materials and methodologies, handholding support techniques, and technologies are being used across the country. Recognising the importance of Training Needs Assessment (TNA) while designing and re-designing the CB&T programmes, including materials and methodologies, some States have been undertaking TNA of their target groups at regular intervals. For training delivery, while some States have developed a pool of trainers at the State, district and block levels, others have developed a unique arrangement with a network of NGOs and other private service providers.

In this context, under the MoPR-UNDP CDLG Project, MoPR organised three Regional Workshops in November – December 2010 with the intention of enabling States/UTs to share their CB&T strategies/approaches and learn from each other. As a follow up to these Regional Workshops, the MoPR presents this report titled Status of PRI CB&T Programme in India, which provides the national overview and the State/UT specific status of the PRI CB&T programmes in the country.

The recommendations from the three regional workshops are presented under the following key areas.

- PRI capacity building and training (CB&T) planning
- Institutional support for CB&T / Panchayati Raj
- Fund flow management for PRI CB&T
- PRI CB&T – training material development
- PRI CB&T management support
- Study / exposure visits

- HR support for PRI CB&T
- PRI CB&T special focus areas
- Issues for the MoPR's consideration
- Issues specific to select States

Under each of these key areas, a set of recommendations have been provided which are placed in the report under the consolidated summary of the recommendations of the three workshops.

I hope the States/UTs would find this Status Report a useful reference to further learn from each other's experiences and improve their PRI CB&T related strategies and approaches.

A.N.P Sinha

Secretary

Ministry of Panchayati Raj

Preface

This report comes as a follow up to Regional Workshops organised by the MoPR during November and December 2010 under the title Sharing Experience in the Area of PRI Capacity Building & Training (CB&T) - Planning and Delivery. These workshops were a sequel to similar workshops organised in the year 2009, which had focused on discussing PRI CB&T action plans as per the National Capability Building Framework (NCBF), and contributed significantly to the improvements of the State action plans.

In 2010, the focus was to discuss the variety of PRI CB&T delivery approaches, training materials and methodologies, handholding support techniques, and technologies being used by the States and UTs and create opportunities to learn from each other. With this intention, three Regional Workshops were organised in Goa (9-10 Nov 2010), Udaipur (24-25 Nov 2011), and Lucknow (6-7 December 2010), which were attended by the Secretaries, Panchayati Raj, Directors of SIRDs and other senior officers and SIRD faculty members from the participating States and UTs, who were directly engaged in PRI CB&T planning and delivery.

To keep the discussion meaningful and focused, the States were provided with a specific list of points to be covered in their presentations and were also provided a Factsheet Format, which they were supposed to appropriately fill in and submit to the MoPR. The points that each State and UT were to address included, overall status of PRI CB&T in the State, state-specific PRI CB&T strategy / approach, use of training and reference materials, need and evidence based training design, use of modern technology, provision of handholding support, exposure visits and study tours, and specific interventions focusing on strengthening the functioning of gram sabhas. The intention behind the Factsheet based information was to develop a database on various aspects of PRI CB&T planning and delivery, which could provide a comparative view of the status of PRI CB&T programme implementation across the States and UTs in the country.

This Report is the result of this effort, which for the first time brings the status of various aspects of PRI CB&T in the country under one cover. I would like to thank Mr Sanjeev Sharma, National Project Manager, MoPR-UNDP CDLG Project and Dr. Ketan Gandhi, Raman Development Consultants, Ahmedabad for their contributions in preparing this report, and other CDLG team members, including Ms Arunima Sen and Ms Komal Bhatia, for their assistance in organising the regional workshops. My thanks are also due to Mr. Pradeep Bhatnagar, Under Secretary (MoPR) and Mr. Girish Vasisht, Consultant (MoPR) who have reviewed the draft of the Report thoroughly and provided useful comments.

Sudhir Krishna

Special Secretary

Ministry of Panchayati Raj

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ACRONYMS

APARD	Andhra Pradesh Academy of Rural Development
AP	Andhra Pradesh
BC	Backward Class
BRGF	Backward Region Grant Fund
CA CDS	Capacity Assessment and Capacity Development Strategy
CB&T	Capacity Building & Training
CDLG	Capacity Development for Local Governance
CSO	Civil Society Organisation
DoPT	Department of Personnel and Training
DPC	District Planning Committee
DPR	Detailed Project Report
ER	Elected Representatives
EWR / WER	Elected Women Representatives
FAQ	Frequently Asked Questions
GOI	Government of India
IAS	Indian Administrative Service
ICT	Information Communication Technology
IEC	Information, Education and Communication
IT	Information Technology
M&E	Monitoring & Evaluation
MIS	Management Information System
MoPR	Ministry of Panchayati Raj
MP	Madhya Pradesh
NCBF	National Capacity Building Framework
NGO	Non-Government Organisation
NIRD	National Institute of Rural Development
PESA	Panchayat Extension to Scheduled Areas
PMEYSA	Panchayat Mahila Evam Yuva Sashaktikaran Yojana
PMU	Project Management Unit
PPP	Public Private Partnership
PRI	Panchayati Raj Institutions
PRTI	Panchayati Raj Training Institute
PS	Principal Secretary
NIPR	National Institute of Panchayati Raj
RCB	Regional Centre in Bangkok
RDC	Raman Development Consultants P. Ltd.
RGSY	Rashtriya Gram Swaraj Yojana
RTI	Right to Information
SATCOM	Satellite Communication
SC	Scheduled Caste
SIPR	State Institute of Panchayati Raj
ST	Scheduled Tribe
SIRD	State Institute of Rural Development

ToT	Training of Trainers
UC	Utilisation Certificate
UNDAF	United Nations Development Assistance Fund
UNDP	United Nations Development Programme
UP	Uttar Pradesh
UT	Union Territory
ZP	Zilla Panchayat



1.0 INTRODUCTION

The 73rd and 74th Constitutional Amendments ushered in the Panchayati Raj in India. The guiding principles include strengthening people's ownership and participation in local governance and decisions affecting their lives, and rights based approaches and transparency in public administration. The Panchayati Raj, with a three tier structure consisting of the gram Panchayat, block Panchayat and zilla Panchayat has since then been established in India with state specific differences in the State/ UTs' Panchayat Acts. However, after evaluation of the actual implementation, it seems that the Panchayati Raj Institutions (PRIs) still have a long way to go in becoming strong, inclusive and democratic institutions in the spirit of the constitutional amendments. Various systemic and social constraints have been affecting this; however a major factor has been the weak capacities of the elected representatives in understanding and implementing the spirit of the constitutional amendments. Many of the elected representatives of India's PRIs are illiterate and semi-literate. A large number of these are first timers and more than one third are women. With the poor literacy rate among elected representatives, negligible knowledge about PRIs and no operational skills required for local governance, the effective establishment of PRIs as a strong node for local governance remains a distant reality.

The Seventh Round Table of the State Ministers of Panchayati Raj at Jaipur, Rajasthan in December 2004 recognised that the Capacity Building & Training (CB&T) of elected representatives and support functionaries of PRIs was a major intervention to strengthen the PRIs and make them effective units of local governance. Subsequently, the MoPR prepared a National Capacity Building Framework (NCBF) in July 2006, which emphasised a comprehensive approach to CB&T and 100 per cent coverage of PRI stakeholders. The MoPR has been proactively focusing on the CB&T of PRI stakeholders since then and has also been assisting States through schemes like the BRGF, RGSY and PMEYSA as well as through need based support as and when required. However, CB&T of PRIs remains a huge challenge with nearly three million elected representatives in the country. Most of the States did not possess the adequate wherewithal, in terms of physical infrastructure, soft infrastructure, technical expertise and management capabilities, to address the challenge of covering the huge volumes of elected representatives and support functionaries as per the guiding framework provided in the NCBF. Till 2008, none of the States could achieve the basic criteria of 100 per cent coverage of all elected representatives and support functionaries at least for one training input.

In May 2009, MoPR constituted an Inter-Ministerial Standing Committee on Capacity Building and Training (CB&T) of PRIs by involving MoRD, MoUD and DoPT. In the first meeting of the Standing Committee held on 27-28 May 2009 at NIRD, Hyderabad, the issue of the capacity of the State Training Institutions (STIs) such as the State Institutes of Rural Development (SIRDs) and Panchayati Raj Training Institutes (PRTIs), to meet the challenge was discussed in detail. It was felt that there was a need to engage States/UTs more frequently on this issue to ensure better PRI CB&T planning and deliver and more systematic reporting between State Panchayati Raj Departments (PRDs), SIRDs and MoPR. In addition, the Standing Committee recommended that



MoPR should undertake the assessment of the State as a whole to implement the NCBF under the MoPR-UNDP Capacity Development for Local Governance (CDLG) project.

As a follow-up action, MoPR initially launched the assessment of the capacity of the Chhattisgarh State to implement the NCBF with the help of the UNDP experts supported by experts from some prominent national level institutions, such as ASCI, IIPA, IRMA, KILA, LBSNAA, NIRD, and YASHADA. Subsequently, such capacity assessment (CA) exercise was launched in six other States, including Bihar, Jharkhand, Madhya Pradesh, Orissa, Rajasthan, and Uttar Pradesh, under the CDLG Project, involving the experts who had participated in the Chhattisgarh CA exercise. The exercise has resulted in developing comprehensive Capacity Assessment and Capacity Development Strategy (CA-CDS) reports for seven CDLG project focus States, including Bihar, Chhattisgarh, Jharkhand, Madhya Pradesh, Orissa, Rajasthan and Uttar Pradesh, which offer detailed roadmaps for implementing the NCBF.

At the same time, to engage with the State PRDs more closely on the PRI CB&T issue, in September 2009 MoPR decided to organize a series of three Regional Workshops to examine the training plans of various States and what they had been achieving over the previous years. Individual State-specific training plans were discussed in details and hand-holding support was provided on further improving the PRI CB&T plans with the objective of meeting the 100% coverage target every year, as per the NCBF. Immediately after the workshops, the PRD officials were invited to attend follow-up meetings in Delhi to clear all doubts concerning their annual CB&T entitlements under the BRGF and RGSY, the guidelines to be followed while preparing proposals, necessary documentation including the utilization certificates and the implementation plans. Sustained follow-up communication from MoPR ensured that PRI CB&T stayed on the top of the agenda for the State PRDs.

Recognising the constraints of the STIs to conduct training for large numbers of elected representatives (ERs) and functionaries, MoPR conceived and recommended to prompt the States and UTs to consider outsourcing as a strategy to address the huge and unattended challenge of providing CB&T services. A PRI Business Meet was held in Delhi in January 2010 with the intention to bring together the officials from State PRDs, as the Service Seekers, and the representatives of organizations that were interested to get involved in the PRI CB&T programme implementation, as the potential Service Providers. The event received participation from about 25 States and UTs and over 100 service providing agencies. To provide the necessary hand-holding support to the PRD officials on making sense of the PRI CB&T outsourcing, MoPR prepared and formally released a reference guide which is being widely disseminated across the country.

As a sequel to the 2009 Regional Workshops, MoPR followed the direct engagement with the State/UT officials again in November-December 2010 by holding three Regional Workshops. This time the focus was brought on delivery of the PRI CB&T programmes, and the States were asked to report along a set of definite parameters to capture what was being undertaken in various States under the broad heading of PRI CB&T.

The introduction of NCBF in 2006, followed by the annual cycle of direct engagement through these Regional Workshops with particular focus on PRI CB&T planning and delivery, helped to



bring about a significantly increased focus on CB&T, and has mainstreamed the PRI CB&T issue across the country. A variety of PRI CB&T delivery approaches, training materials and methodologies, handholding support techniques, and technologies are now being used across the country by different States/UTs. These annual cycle of workshops provides an opportunity for experience sharing and horizontal learning among the participating States. It is also creating a sense of competition among the States to perform better than others on the issue of PRI CB&T.

This document is an outcome of the annual Regional Workshops held in 2010 and the subsequent information received from the States and UTs concerning the PRI CB&T data until 31 march 2011. For the first time ever, this document brings together under one cover a variety of initiatives undertaken by the State/UTs PRDs towards building capabilities of the elected representatives of the PRIs, providing an overview of the status of the PRI CB&T activities in the country and a comparative view of various activities across the States/UTs. It also provides a brief outline of State/UT-wise PRI CB&T efforts, while highlighting areas of concern, action points, the States' expectations from the MoPR and emerging contours for the PRI CB&T as they emerged from the Regional Workshops.



2.0

REGIONAL WORKSHOPS: EXPERIENCE SHARING AND MUTUAL LEARNING

Under the MoPR-UNDP CDLG Project, MoPR organized three Regional Workshops for sharing experiences in the area of PRI CB&T programme planning and delivery at Goa, Udaipur, and Lucknow during November – December 2010. While in a similar workshops in 2009, the focus was on training preparedness and planning for PRI CB&T, the 2010 workshops focused on the delivery and achievements by the States and UTs. Each workshop involved about nine to ten States/UTs and the participants included PRD Principal Secretaries/ Secretaries and SIRD Directors or the officers nominated by them.

The workshops were chaired by Dr. Sudhir Krishna, Special Secretary (SS) (MoPR) and the National Project Director, MoPR-UNDP CDLG Project. Shri A.N.P Sinha, Secretary (MoPR) also attended the workshop in Lucknow and shared his vision about the PRI CB&T. The list of participants for the three workshops is attached as Annexure 1. The workshops were of two days duration, which included leading presentation by MoPR, the CDLG project, key resource persons, and the States/UTs on the status and their plans for CB&T. The second day involved presentations by invitee resource persons, group discussions on strengthening CB&T and identifying specific action points by each State for the same. The agenda for the three workshops is attached as Annexure 2.

Shri A.N.P Sinha, Secretary, MoPR while sharing his vision about CB&T in PRI at the Lucknow Workshop urged the States to focus on developing local resources for bringing sustainability and also advocated outsourcing for addressing immediate needs. He asked the SIRDs/PRTIs to take up the role of a think-tank for PRI CB&T. He also pressed on the need for action research to explore innovations in CB&T. He urged the Secretaries (PR), Directors (PR) and Directors (SIRD) to take up a proactive leadership role for building the capacities of PRIs in the States. He also formally released the 'Reference Guide for Outsourcing PRI CB&T Related Activities' published by the MoPR with support from the CDLG Project. The document has since been widely disseminated across the country and among the officers of the key central ministries and other non-government organizations.

Dr. Sudhir Krishna, SS(MoPR), in his keynote address during the three workshops, outlined the framework for the CB&T activities. He emphasised the need to plan and deliver the CB&T activities based on the existing levels of devolution. He also emphasised on the need to utilise various CB&T strategies other than training, particularly ICT usage, newsletters, helplines, exposure visits etc. He encouraged the States to identify and develop learning sites within the State. Referring to the 'Capacity Assessment and Capacity Development Strategy' (CA-CDS) reports for the seven CDLG project focus States, he stressed upon the need to conduct similar studies in other States as well to help further strengthen the capacities of the states to implement NCBF. During the course of the workshop, he attended to the State presentations in great detail, and provided comments



for improving their funding proposals, reporting and feedback mechanisms, and their preparedness to deliver the planned training programmes in a time bound manner and with a target of 100% coverage.

Mr. Sanjeev Sharma, National Project Manager (NPM), MoPR-UNDP CDLG Project, made a comprehensive presentation covering a number of issues that impact the planning and delivery of the PRI CB&T programmes. He emphasized on the need to have comprehensive CA-CDS studies undertaken in all the States, as the findings may help in developing State-specific strategies on implementing the NCBF and address the challenge of large numbers with attention to quality aspects and impact of the programmes. He provided insights into MoPR's approach towards the outsourcing initiative and emphasized the need to professionalize the PRI CB&T by expanding the pool of players in this arena. Referring to the outsourcing guide he drew attention to the bundle of outsourceable activities that come under the broader title of PRI CB&T gambit. Furthermore, he introduced the online Training Repository for Panchayati Raj (www.pri-resources.in) developed to make the variety of training materials collected from across the country available at one platform, encouraging States to register on the repository and make use of the variety of resources placed there, including guiding documents, films, training materials, charts, booklets, information on trainers, service providing agencies, and courses provided by select institutions. He also advised the participants to contribute ideas and materials for enriching the repository. Mr. Sharma mentioned various research oriented initiatives undertaken under the CDLG project, including the detailed project reports (DPR) for the proposed National Institute for Local Governance (NILG) and the evaluation of the RGSY scheme, which have been completed, and other which are in process such as the working manual for village level development management and planning and the CA-CDS reports. He added that, to address the quality aspects of the PRI CB&T programmes, MoPR is working on the initiatives concerning the National Level Monitors for monitoring PRI CB&T and also developing a monitoring and impact evaluation (M&IE) reference guide. Referring to the Solution Exchange – Decentralization Community, he informed the participants that it is an excellent online tool to collect feedback on any issues concerning PRI CB&T from practitioners in this area, and encouraged them to register for receiving a regular feedback, and also create awareness about it in the States. He particularly underlined the need for giving focused attention to the training needs of the disadvantaged groups such as women and SC/ ST elected representatives and monitoring the impact of the training interventions.

Dr. Phani Kumar, the then Director AMR-APARD, and currently Director General, Centre for Good Governance (CGG), Hyderabad, was invited as a resource person to talk about the usage of ICT for CB&T and innovative technologies utilised in the PRI CB&T. He made a presentation on collaborative learning, focusing on the application of ICT for improving the quality and coverage of the CBT efforts.

Dr. Ketan Gandhi, Raman Development Consultants (RDC), Ahmedabad was invited as a resource person to speak on CA-CDS and outsourcing in PRI CB&T. He shared the overall framework of the CA-CDS study used by the RDC team in the States of Bihar, Orissa and Jharkhand. In addition, he explained why and how outsourcing should be used as an effective strategy to



address the huge CB&T needs of the States. He also provided an overview of various steps involved in outsourcing in PRI CB&T.

Dr. Anita, SIRD, Rajasthan was invited to share Rajasthan's experience of PRI CB&T particularly 100 per cent coverage in three to four months in the cascading mode. She shared Rajasthan's experience on the implementation of the systematic approach to training during the past 10 years.

In each of the workshops, the States were asked to provide the names of panchayats that are known for having done some good work, which could be developed into learning/ demonstration sites for others. The State-wise list of best performing panchayats, as indicated by the officers representing State PRDs and SIRDs, is available as Annexure 3.

The recommendations from the three Regional Workshops, as crystallised by the MoPR, have been presented under the following key areas.

- PRI capacity building and training (CB&T) planning
- Institutional support for CB&T / Panchayati Raj
- Fund flow management for PRI CB&T
- PRI CB&T – training material development
- PRI CB&T management support
- Study / exposure visits
- HR support for PRI CB&T
- PRI CB&T special focus areas
- Issues for MoPR's consideration
- Issues specific to select States

Under each of these key areas, a set of recommendations have been provided which have been presented as Annexure 4.



3.0 OVERVIEW OF STATUS OF CB & T IN INDIA

Since 2008, the focus on PRI Capacity Building and Training (CB&T) has increased significantly. Various States/UTs have made varied degrees of progress in meeting the CB&T targets, increasingly in tune with the NCB and, in the process, come up with a variety of approaches and initiatives for PRI CB&T. This section attempts to provide an overview of the status of CB&T efforts in India across different States as well as identifies areas of concern and action points required for the effective implementation of CB&T and attain 100 per cent coverage. This section discusses the status of CB&T in PRI in India under the following key functional areas, which are crucial for the effective implementation of CB&T.

- Training coverage
- Capacity assessment (CA) and training needs assessment (TNA)
- Extent of addressing gender issues in CB&T and CB&T needs of EWRs
- Training implementation (scheduling & information, logistics & mode of delivery)
- Training monitoring & evaluation
- Training software development
- Local resources development
- Focus on holistic capacity building (newsletter, helpline, exposure visits etc)
- ICT usage in PRI CB&T
- Use of outsourcing as a resource mobilisation strategy

3.1 Training Coverage

CB&T in Panchayati Raj is a huge challenge and the sheer volume of the target group makes it a task of enormous magnitude. The training load of elected representatives for each of the States/UTs is indicated in Table 1. MoPR has been stressing on the need for providing at least one round of training to all (100%) the elected representatives and support functionaries every year. While this has helped the overall training coverage to improve significantly, it still needs to be strengthened considerably, particularly from the quality aspects as well. The State-wise training coverage of the elected representatives for 2009-10 and 2010-11 is indicated in Table 1 as well.

It is evident that a majority of the States have not been able to achieve 100 per cent training coverage so far, barring Andhra Pradesh, Chhattisgarh, Punjab, Assam and Sikkim. West Bengal, Kerala, Madhya Pradesh, Manipur and Tripura are close with more than 90% coverage during 2010-11. Andhra Pradesh has consistently been demonstrating a high training coverage. Rajasthan has demonstrated an effective strategy for coverage through the systematic orchestration of the resources at the State, district and block level, coupled with a high degree of commitment from all sources. Madhya Pradesh similarly, set an example of strong planning and resource orchestration and demonstrated strength in simultaneously conducting multiple training batches in all the blocks across the State through organised institutional resource machinery. Karnataka demonstrated a good coverage in 2009-10 through SATCOM based training. However, the coverage in the current year stands less than 100% at 82.35% . Some of the States like Chhattisgarh, Assam, Bihar, Haryana, Punjab, Orissa, Madhya Pradesh and Maharashtra have demonstrated a significant increase in the



Table 1: Status of CB&T for Elected Representatives (ERs): 2009-10 & 2010-11

S. No.	Name of state/ut	Total Number of ERs	Training Coverage (2009-10)		Training Coverage (2010-11)	
			Number	%	Number	%
1	A&N Islands #	876	0	0	70	7.99
2	Andhra Pradesh	261000	346284	132.67*	309232	118.48*
3	Arunachal Pradesh	9427	3122	33.11	543	5.76
4	Assam	Assam	18512	72.77	27349	107.52*
5	Bihar	130091**	0	0	74586	57.33
6	Chandigarh #	187	NA	NA	12	
7	Chhattisgarh	160548	32586	20.30	186379	116.08*
8	D&N Haveli #	125	NA	NA	0	NA
9	Daman & Diu #	97	NA	NA	0	NA
10	Delhi	NA	NA	NA	NA	NA
11	Goa	1557	617	39.62	738	47.39
12	Gujarat	114187	50013	43.80	64996	56.92
13	Haryana	68012	19827	29.15	59505	87.49
14	Himachal Pradesh	27832	14350	51.56	11072	39.78
15	Jammu & Kashmir	36681	0	0	0	0
16	Jharkhand	53466	0	0	0	0
17	Karnataka	96090	136576	142.13*	79131	82.35
18	Kerala	21682	23049	106.30*	21084	97.24
19	Lakshadweep #	110	0	0	0	
20	Madhya Pradesh	417346	235600	56.45	379412	90.91
21	Maharashtra	233106	27509	11.8	92950	39.87
22	Manipur #	7535	NA	NA	6919	91.82
23	Meghalaya	30530	14345	46.98	11857	38.83
24	Mizoram	3406	681	19.99	1162	34.11
25	Nagaland #	0	NA	NA	4667	NA
26	Orissa	100864	39040	38.70	54172	53.70
27	Puducherry #	1011	NA	NA	57	5.64
28	Punjab	84138	30855	36.67	89443	106.30
29	Rajasthan	130185	0	0	104148	80
30	Sikkim	986	1411	143.10*	1321	133.98
31	Tamil Nadu	117716	72032	61.19	80603	68.47
32	Tripura	5676	1444	25.44	5502	96.93
33	Uttarakhand	61558	21147	34.35	34101	55.40
34	Uttar Pradesh	771661	146122	18.93	246776	31.98
35	West Bengal	51423	45267	88.02	49216	95.71
	TOTAL	3025769	1280389	42.32	1997003+	66.00

Note:

- # States/UTs that did not participate in the Regional Workshops in 2010-11
- * Total number of participants from all the training programmes conducted, in which some participants may have been repeated, thus making the total more than 100%
- ** The figure includes ERs at the PRI level only. Bihar's unique Gram Katchehari system has additional same number of ERs as in case of GP level
- + Total number of ERs and functionaries trained in 2010-11 is 2439296.



training coverage during 2010-11. Bihar has demonstrated a quantum leap in training coverage of PRI elected representatives and has achieved over 57% coverage, with the help of large pool of State and district level resource persons. However, this figure does not include the gram katchahry elected representatives that are unique to Bihar. Chhattisgarh achieved a coverage of 116% which is a quantum leap from coverage during 2009-10. Orissa similarly has significantly increased the training coverage through the strategy of hiring the services of 82 CSOs across the State to implement training. Maharashtra also has taken up outsourcing of the training implementation by bringing on board about 74 service providers across the State and achieved 39.87% coverage during 2010-11.

However the training coverage, particularly in States with large volumes of elected representatives like Uttar Pradesh, Uttarakhand, Bihar, Gujarat, Orissa and Maharashtra is still a challenge and a matter of concern. These six States comprise about 15.42 lakhs of the total elected representatives i.e. almost half of the entire country (48.9%). The total coverage in 2010-11 in these six States has been 5.67 lakhs which is 36.8%. These being significantly large States, require a comprehensive package of strategies, identified cadre of resource teams and sound micro-planning to achieve the huge task of 100 per cent coverage. However, the States are lagging behind in the above requisites, which is a matter of concern.

Smaller States like Arunachal Pradesh, Himachal Pradesh, Meghalaya and Mizoram also report a considerably low coverage and need to put in a lot of effort on how to achieve the target of 100 per cent coverage. Bihar still has to go a long way in terms of 100 per cent coverage even though it has initiated systematic training covering large numbers through an established cadre of resource persons. Panchayati Raj elections are being held in Jharkhand and Jammu & Kashmir after a long gap of 32 years and they face a huge challenge as they have practically no PRIs in place.

The emerging scenario thus calls for a quantum leap from the States in terms of overhauling the entire service delivery machinery for PRI CB&T.

Table 2: PRI CB&T Status 2010-11: Achievements, areas of concern & action points

Key Achievements	Areas of Concern	Action Points
<ol style="list-style-type: none"> 100% coverage in Andhra Pradesh, Assam, Chhattisgarh, Punjab and Sikkim More than 90% coverage in Kerala, Madhya Pradesh, Manipur, Tripura, and West Bengal. Development of capacities to achieve large coverage within a short time demonstrated by Rajasthan Capability to simultaneously organise 1000-1200 trainings across States as demonstrated by Madhya Pradesh Usage of SATCOM for wide coverage as demonstrated by Karnataka in 2009-10 Significant increase in training coverage in States like Chhattisgarh, Orissa, Madhya Pradesh, Maharashtra, Bihar, Haryana, Assam and Punjab 	<ol style="list-style-type: none"> Low coverage in six large volume States of UP, UK, Gujarat, Bihar, Orissa and Maharashtra (36.8%) Challenge of coverage in J&K and Jharkhand 	<ol style="list-style-type: none"> Each State to have a comprehensive and actionable plan for 100% coverage every year Coverage of all PRI members to be ensured as per NCBF



3.2 Capacity Assessment and Training Needs Assessment

While PRI CB&T has been a huge and challenging task for all the States, it is equally important to assess and build the States' capacity to address the CB&T load. Under the MoPR-UNDP CDLG Project, the MoPR undertook a State level capacity assessment study for Chhattisgarh in August 2009. The study was led by a UNDP-RCB team, with support from select experts invited from some of the prominent institutions in the country, such as ASCI, IIPA, IRMA, KILA, LBSNAA, NIRD, and YASHADA, to participate in the mission. In due course of time, the Raman Development Consultants (RDC) Pvt. Ltd. team was also invited to join the list of CA experts given their contribution to the MoPR's outsourcing reference guide produced under the CDLG Project.

Subsequently, in 2010, the MoPR commissioned similar studies for the remaining six CDLG Project focus States, including Bihar, Orissa, Madhya Pradesh, Rajasthan, Jharkhand and Uttar Pradesh. The reports are being developed under the title Capacity Assessment and Capacity Development Strategy (CA-CDS) Reports. The experts from IRMA were engaged for Madhya Pradesh, the experts from KILA and NIRD worked on the Rajasthan report, and the RDC team prepared the CA-CDS reports for Bihar, Orissa, Jharkhand and Uttar Pradesh. Since the RDC team had already completed the CA-CDS reports for Bihar and Orissa, they were invited to share their experience and lessons during the Regional Workshops. MoPR is the last stages of publishing the CA-CDS reports, which would soon be finalized and made available on the ministry's website and the online repository (www.pri-resources.in).

The CA-CDS studies undertake a critical assessment of the States' capacities across different envelopes like legal, policy, strategy, institutional, systems, infrastructure and funds. They also provide comprehensive capacity development strategies that the States need to adopt for PRI CB&T, assuming the critical importance of the State to carry forward the PRI CB&T activities. It was felt that a similar exercise needed to be carried out for all the States. The MoPR recommended that all the States consider carrying out similar studies, and also offered to provide the necessary technical support through experts.

While the CA-CDS Studies focused on institutional capacity assessment, a training/capacity building needs assessment of the PRI members to assess individual capacity needs, is also a significant step before designing the CB&T strategy for the State. A TNA generally needs to focus on four crucial aspects, which are the envisaged role of the target group, profile of the target group, environment in which the target group operates and feasible training delivery approaches and methodologies. It was suggested that since the role envisaged for the PRI members is clear and the States also have a fair idea of the environment in which the target group operates, the TNA studies need to focus more on target group profiles and the feasible training delivery approaches and methodologies. Recognising the importance of TNA while designing the CB&T programmes, including materials and methodologies, some States have been undertaking TNA at regular intervals to revise and update their training materials to suit the requirements of their target groups. However, there is extensive variation in the methodology adopted for undertaking such studies from one State to another and ranges from some States carrying out a TNA based on a single workshop to some States carrying out a detailed and comprehensive TNA Study.



Table 3: Capacity Assessment (CA) for PRI CB&T: Achievements, areas of concern & action points

Key Achievements	Areas of Concern	Action Points
CA-CDS exercise completed in Bihar, Chhattisgarh, Jharkhand, Madhya Pradesh, Orissa, Rajasthan and Uttar Pradesh	Most other States do not have a comprehensive assessment of capacities existing within States, gaps and strategies for PRI CB&T	States may consider undertaking CA-CDS exercise with technical support from MoPR

3.3 Extent of addressing Gender Issues in PRI CB&T and CB&T needs of the EWRs

Though most of the States have followed a proactive reservation policy for women in PRIs, focused efforts for addressing the CB&T needs of the EWRs are not yet visible. Some States like Bihar, Chhattisgarh, Jharkhand, Rajasthan, Kerala, Madhya Pradesh, Karnataka, Tripura and Uttarakhand have introduced 50 per cent reservation for women. The status of reservation in different States is given in Table 4.

Table 4: State-wise reservation for women in the PRI system

S. No.	Name of the State	Reservation for Women in PRIs	S. No.	Name of the State	Reservation for Women in PRIs
1	Andhra Pradesh	33.3%	14	Madhya Pradesh	51.42%
2	Arunachal Pradesh	33.0%	15	Maharashtra	35.0%
3	Assam	36.89%	16	Meghalaya	30.0%
4	Bihar	50.0%	17	Mizoram	30.0%
5	Chhattisgarh	50.0%	18	Orissa	33.0%
6	Goa	33.0%	19	Punjab	33.3%
7	Gujarat	33.0%	20	Rajasthan	50.0%
8	Haryana	36.53%	21	Sikkim	40.0%
9	Himachal Pradesh	37.59%	22	Tamil Nadu	33.3%
10	Jammu & Kashmir	33.0%	23	Tripura	50.0%
11	Jharkhand	50%	24	Uttarakhand	50.0%
12	Karnataka	50%	25	Uttar Pradesh	33.0%
13	Kerala	50%	26	West Bengal	33.3%

The need for CB&T is particularly significant for EWRs with much lower literacy levels compared to their male counterparts, gender differentials, difficult access to training, limited mobility and communication access etc. Providing functional literacy levels for EWRs, is one of the priority areas also strongly recommended by the NCBC, however none of the States reported a strategy for functional literacy for EWRs. No specific strategy has been observed for addressing gender issues and phenomena like Sarpanch Pati (which essentially means the EWR being a proxy leader while the husband is in control of affairs) in any of the States. The training, organisation and planning should also take into consideration the issues faced by the EWRs, such as reaching the venue, commuting, spending time for training away from home and children, restrictions in participation during training due to the presence of men or elders and so on. In some places, residential training



may be preferred to avoid daily commuting while in many areas, EWRs find it very difficult to attend residential training because of household responsibilities. However, such issues do not seem to be given due importance during training. Overall, addressing the CB&T needs of the EWRs seems to be one of the most neglected areas of CB&T and needs urgent attention.

Some sporadic initiatives observed are given below.

- Focused training of EWRs by Maharashtra and Andhra Pradesh
- Kerala organised sensitisation training of the EWRs' family members as a step towards the EWRs' empowerment
- Rajasthan reported organising exclusive EWR training and helped them to overcome the gender constraints through subtle measures like insisting on removing the traditional veil during the training
- Initiation of mobilisation through the formation of a State level EWR Association by Andhra Pradesh and Maharashtra.

Table 5: CB&T of EWRs: Achievements, areas of concern & action points

Key Achievements	Areas of Concern	Action Points
<ol style="list-style-type: none">1. Focused training of EWRs by Maharashtra and Andhra Pradesh2. Sensitisation of EWRs' family members by Kerala3. Formation of EWR Associations by Andhra Pradesh & Maharashtra	<ol style="list-style-type: none">1. Most of the States so far have no focused strategies or activities for EWRs despite eight States with 50% reservation and others with 33% reservation	<ol style="list-style-type: none">1. States to have an exclusive strategy for CB&T of EWRs2. Every State to have a functional literacy programme focusing particularly on EWRs3. Existing CB&T strategies to include gender component4. Training organisation & planning to consider difficulties in access by EWRs5. Training & communication media and materials to focus equally on the large illiterate population within ERs

3.4 Training Implementation

Training delivery is a task requiring a high degree of operational efficiency. Key areas requiring attention here are scheduling and information, logistics, type and extent of usage of training aids, and mode of delivery.

3.4.1 Scheduling and Information

A well planned training is half the task achieved. In the PRI context the importance of sound planning and information is much more relevant. Training schedules need to take into account local contextual factors like festivals, local events, agriculture peak seasons, access cut off periods during monsoon/snow fall, school vacations, wedding seasons etc. For example in Bihar 602 panchayats from 91 blocks and 18 districts fall in the flood affected region and there is a high probability of these areas being practically cut off during heavy rains. Attendance during training sessions may be severely reduced if such factors are not taken into consideration.



PRI members, particularly EWRs, face a number of restrictions in attending training, whether residential or non-residential including travel arrangements, issues related to remaining away from home for long periods, children and elders needing care at home, household responsibilities etc. Advance information helps them to plan properly and make substitute arrangements to enable them to attend training sessions. Tamil Nadu has a much appreciated practice of sharing information about the training schedule well in advance during the gram sabha meetings itself.

3.4.2 Logistics

Logistic arrangements are one of the most important parts of training organisation and more challenging in the context of PRIs when organised at the block/cluster level. A well organised training will have an easily accessible venue, which is easy to locate with a vibrant learning environment, proper seating and acoustic arrangements, adequate lighting, fans and ventilation, appropriate arrangements for lunch and refreshments, drinking water, a first aid kit, a crèche for taking care of the children accompanying the EWRs, separate toilets for men and women etc. Training should be a pleasant experience to ensure maximum learning and the above mentioned factors play a crucial role in making the training a memorable experience.

Tamil Nadu has a good system of providing a warm and enabling environment to the training participants through various small, but important initiatives. All the trainings are organised at a proper venue with all the above mentioned facilities. Generators are kept available in case of power failure. The training venues are decorated with the traditional customary banana stem at the entry and with a variety of training material displayed on walls and in all available corners. Proper seating and food arrangements are made. There is also an arrangement for a crèche at the training venue to take care of the children accompanying the EWRs. The emphasis is on making the training a memorable experience.

3.4.3 Mode Of Delivery

Training delivery to a large extent influences the effectiveness of the training. Most of the training focuses largely on content and has a minimal focus on the mode of delivery. As generally observed, training delivery is mostly done through lectures or accompanied by power point slides with lots of text. Such training may be theoretically sound, but may not be absorbed well by an audience with no or minimal literacy, rural backgrounds and no track record of learning based on standard learning methods. PRI training delivery needs to be based on maximum participation of the participants, staggered inputs in an easily absorbable and understandable form. Many of the States have started using a variety of methods apart from the traditional lecture mode with encouraging results. Most of the States have been using the Hiware Bazar documentary film as part of the training. States like Karnataka, Tamil Nadu, Andhra Pradesh, West Bengal etc. have initiated the extensive use of films as a training medium. Chhattisgarh has tried a variety of delivery approaches like animation, graphics, storytelling, case studies etc. The experience suggested that such aids greatly improve the learning absorption and short films and storytelling were found to be very effective training mediums. Karnataka has recently developed an animated training module.

It was agreed that all States need to develop a multimodal approach to training delivery with a variety of aids. It was also agreed that delivery approaches may need to be different based on local context. It has been suggested that a State specific TNA be carried out with specific focus on identifying appropriate delivery approaches and strategies in the local context.



The delivery is also strongly affected by the presentation and training skills of the trainers. It has been a general observation that the training of trainers (ToT) focuses mainly on technical content in most of the States and not on training and communication skills. This further needs to be supported by adequately training the existing resource persons on communication skills, participatory adult learning approaches and training skills.

Table 6: PRI CB&T: Planning and Delivery

Key Achievements	Areas of Concern	Action Points
<ol style="list-style-type: none"> 1. Sound planning, advance preparations and information sharing, appropriate logistic arrangements and a vibrant way of organising training demonstrated by Tamil Nadu 2. Development of training tools like story-telling and animation films (Chhattisgarh and Rajasthan), video films (many States), e-learning modules (Karnataka) 	<ol style="list-style-type: none"> 1. Most of the States still relying heavily on lecture mode of training with minimal or no other training aids/material 2. Micro planning and logistics poorly organised 	<ol style="list-style-type: none"> 1. Detailed micro planning for all aspects of training to be done by all States 2. Variety of training aids to be developed as per local context by States 3. Training delivery to be based on participatory methods and adult learning principles with interactive games, case studies, storytelling, simulation exercises, role play etc. 4. Logistics to aim at making training a pleasant & memorable experience 5. Training schedule to be prepared as per local conveniences and advance information about training to be given to intended participants

3.5 Training Monitoring, Evaluation and Impact Evaluation

Training monitoring, evaluation and impact is still a weak aspect in most of the States. Currently the focus is on the achievement of output levels rather than the achievement of outcome levels. Therefore, the States tend to focus more on the quantitative achievements of training coverage, while the assessment of the qualitative changes resulting out of training takes a back seat.

While most of the States do not have a systematic monitoring system for training, some of the States have tried to incorporate monitoring in the CB&T efforts. Some of the States like Madhya Pradesh and Rajasthan have initiated a system of deputing district/block level quality monitors. Some States have started pre and post-test formats during the training for assessing the knowledge gain among the participants. Some of the States have a system of collecting participants' feedback at the end of the training, while some have also initiated a system of deputing training monitors to visit the training sessions. Most of these efforts are ad hoc and not systematic nor do they lead to a systematic process of monitoring and feedback for learning. West Bengal has been following a system of evaluation of CB initiatives by external agencies on a regular basis and has so far undertaken three such studies in 2006, 2008 and 2009. Andhra Pradesh, Madhya Pradesh and Haryana reported undertaking a Training Impact Assessment Study.

Most of the States expressed a need for a strong and comprehensive monitoring and evaluation (M&E) system for training and capacity building initiatives. The States also voiced keen interest



in getting support for conducting a systematic Training Impact Assessment Study to assess the effectiveness of the training initiatives at the grass root level.

Table 7: Training monitoring, evaluation and impact analysis

Key Achievements	Areas of Concern	Action Points
<ol style="list-style-type: none"> 1. Deputation of district/block level training monitors by Madhya Pradesh and Rajasthan 2. Regular CB&T evaluation through external agencies by West Bengal 	<ol style="list-style-type: none"> 1. Almost non-existent M&E systems in most of the States 2. Training monitoring a very weak component. No system for collection of feedback and analysis of the same for learning 3. No sound TIA framework 	<ol style="list-style-type: none"> 1. DStates to develop a strong M&E system for CB&T 2. System for monitoring training, assessing knowledge and skill gains, collecting and analysing participants' feedback to be built in M&E systems for CB&T 3. The MoPR to develop a framework for TIA and share with States

3.6 Training Software Development

Training software basically encompasses training design, module development and training aids development. The key areas that need attention here are language, local context, socio-cultural adaptability, methodology mix, content selection, pace of learning etc.

Many States have initiated the process of local development of training manuals as per the States' requirements. The manuals have mostly been developed in the local language and sometimes additionally in English. However, it was observed that in many States, different areas are characterised by different languages / dialects. Chhattisgarh reported developing the training manuals in three different languages prevalent in the State. The MoPR recommended developing training manuals and training delivery in different prevalent languages and dialects. All the States also agreed to print a few copies in English/Hindi for the purpose of sharing with other States.

Table 8: PRI CB&T: Development of training software

Key Achievements	Areas of Concern	Action Points
<ol style="list-style-type: none"> 1. Initiation of training module development by many States 2. Development of training modules in 3 different languages in tune with local language preference by Chhattisgarh 	<ol style="list-style-type: none"> 1. Most States have training modules in single language 2. Restricted sharing across States due to non-availability of copies in English or Hindi languages 	<ol style="list-style-type: none"> 1. Cognizance for different languages and dialects prevalent in the State and development of training software in all major languages/dialects 2. Pre testing of training software to assess local adaptability and acceptability 3. Copies in English and/or Hindi for sharing across States

3.7 Local Resources Development

Achieving the target of 100% training coverage may become possible only with the availability of a large number of trainers to carry out the huge task of training PRIs. The NCBF has advocated the development of a two tier cadre of resource persons i.e. the master resource persons and district/block resource persons. Most of the States except Gujarat and Meghalaya have initiated the process of development of resource persons. Gujarat has recently identified resource persons and



is in the process of starting their training. However, while Madhya Pradesh and Bihar have identified and trained a large number of resource persons (MP- 4382 and Bihar- 1726), the number of available resource persons in other States is much less compared to the training load on hand. Table 9 provides the number of resource persons developed by each State.

The number of resource persons required for State wide training coverage may be much higher and the States may need to develop a large resource pool for the same.

Table 9: PRI CB&T: Current availability of training resource persons

S. No.	Name of state/ut	Resource Persons	Master Resource Persons*
1	Andhra Pradesh	1390	50
2	Arunachal Pradesh	70	5
3	Assam	70	15
4	Bihar	1726	119
5	Chhattisgarh	737	-
6	Goa	5	11
7	Gujarat	-	276 (Under training)
8	Haryana	40	-
9	Himachal Pradesh	182 (Internal)	20 (Internal)
10	Jammu & Kashmir	37 (Internal)	
11	Jharkhand		
12	Karnataka	265	
13	Kerala	350	100
14	Madhya Pradesh	5014	66
15	Maharashtra	1534	460
16	Meghalaya	-	53
17	Mizoram	26 (Internal)	10 (Internal)
18	Orissa	682	83
19	Punjab	110	5
20	Rajasthan	1300	-
21	Sikkim	61	75
22	Tamil Nadu	570	20
23	Tripura	30	-
24	Uttarakhand	249	-
25	Uttar Pradesh	1080	520
26	West Bengal	785 (Internal)	41 (Internal)
	TOTAL	15283 + 1030 (Internal)	1858 + 71 (Internal)

Note:

*While attempt is made to distinguish Resource Persons from the Master Resource Persons, as such for PRI CB&T there is no standard definition that is nationally acceptable



It has been observed that the process of identification, selection, training and supporting the cadres of resource persons is ad hoc in most cases. The duration of training provided to the resource persons varies to a great extent from five days to 60 days despite clear guidelines provided under the NCBF. In 2010, based on the NCBF model, Bihar conducted a qualifying exam using certain criteria to identify individuals to be trained as resource person, and provided 60 days residential training to all, including 119 Master Resource Persons and 1726 Resource Persons. West Bengal reported providing about 80 days training to the resource persons over the last two years. However, on the other hand, Madhya Pradesh and Maharashtra have a five day training module for the resource persons. Karnataka reported a 15 days training, spread over six months and under different programmes. A comprehensive and thorough training, combining knowledge as well as skill building and focusing on technical as well as training and communication skills is a mandatory requirement for the cascading model to succeed. Inadequate training of the resource persons also seriously questions the quality of the training conducted by them for the PRI elected representatives as well as the support functionaries.

At present there is no evidence of any systematic plans and strategies in place for continuing capacity building of the resource persons. In most cases, they are provided a one-time input and there are no follow up capacity building measures. Some sporadic activities initiated in this direction include Tamil Nadu's initiative of a Monthly Meet of the Trainers for experience sharing. Karnataka has undertaken a comprehensive capacity assessment of the resource persons to understand their capacity building needs. Furthermore, there is no system for assessing the resource persons and getting feedback for performance improvement.

Table 10: PRI CB&T: Developing pool of suitable resource persons

Key Achievements	Areas of Concern	Action Points
<ol style="list-style-type: none"> 1. Large pool of resource people developed by Madhya Pradesh, Bihar, Maharashtra, Rajasthan and Andhra Pradesh 2. Comprehensive training (60 days residential module) imparted by Bihar 3. Initiatives for continuous capacity building of trainers through regular trainers meetings demonstrated by Tamil Nadu 	<ol style="list-style-type: none"> 1. Lack of adequate resource pool in most of the States in comparison to the requirements 2. Varied inputs to the resource persons across States 3. Most of the States providing short duration inputs (5-15 days) to the resource persons 4. Minimal focus on training skills 5. No system of follow up training or field based training for resource persons 6. No system for capacity development of resource persons 7. No system of assessing performance of resource persons 	<ol style="list-style-type: none"> 1. States to follow 60 days training module for resource persons as suggested by the NCBF 2. States to develop a mix of technical content and training skills in the ToT module for resource persons 3. States to devise a system for continuous capacity building of resource persons through follow up training, refresher training, need based support, providing regular feedback on performance and sharing feedback from participants, organising field based visits by resource persons to understand ground realities 4. States to provide experience sharing platforms to resource persons 5. The MoPR may develop and implement a system of accreditation of resource persons



The States may consider the following aspects while developing their local training resources:

- Develop a defined criteria for the identification and selection of the resource persons
- Encourage retired government functionaries with experience of working at the panchayat and/or block level to work as resource persons
- Develop present or ex-elected representatives as resource persons
- Comprehensive training module development for the resource persons supported by extensive training as indicated by the NCBF
- The training of resource persons to focus equally on technical aspects as well as training and communication skills
- Development of a system for regular monitoring and periodic assessment of the resource persons as well as to monitor feedback from participants
- Development of a system for continuous learning and sharing among the resource persons
- Provide hands-on experience of the working of the panchayat to resource persons through regular visits

3.8 Focus on Holistic Capacity Building

The PRI CB&T is currently struggling to achieve 100 per cent training coverage as a priority, while simultaneously addressing the quality aspects. However, as evident from the different States' efforts at CB&T, the current training is largely output oriented with emphasis on quantitative coverage. Training outcomes are not defined neither measured. Though there is scattered evidence of initiatives beyond class room training across States, the focus by and large still remains on the quantitative coverage achieved through traditional training rather than holistic capacity building. While providing adequate information is very enabling, there is a definitive need for focusing on knowledge building, skill development and appropriate attitude and belief system inputs. Converting PRIs into effective units of local governance as envisaged by the Panchayati Raj covenants, will require much more comprehensive and focused holistic capacity building efforts far beyond class room training.

Some of the States, however, have experimented with other capacity building measures beyond training and set an example. Andhra Pradesh has utilised ICT based tools and strategies effectively for CB&T through the use of mobile learning technology, weekly satellite based training programmes, web based helplines, video conferencing for coordination, e-books etc. West Bengal has been using folk media as a training tool. Chhattisgarh has attempted establishing a Community Radio Centre, but has not yet been successful in making it operational. Chhattisgarh has also established libraries at the gram panchayat level for promoting self-learning and provided the libraries with basic learning and reference material.

While most of the States do not have a comprehensive holistic capacity building strategy, there are instances of some State's undertaking some initiatives. Some such significant capacity building initiatives complementing training, used by States are mentioned below.

3.8.1 Newsletter

About 14 States have been publishing the Panchayati Raj Newsletter. The following Table provides a list of States, which publish a Panchayati Raj Newsletter along with the frequency of publication and circulation.

**Table 11: Status of Panchayati Raj related Newsletters**

S. No.	Name of State	Frequency of Newsletter	No. of Copies Distributed
1	Andhra Pradesh	Monthly	5.45 lakhs cumulative
2	Chhattisgarh	Quarterly	10000
3	Haryana	Monthly	2000
4	Himachal Pradesh	Quarterly	3500-3800
5	Karnataka	Monthly	1000
6	Kerala	Monthly	4000
7	Madhya Pradesh	Quarterly	E-newsletter
8	Maharashtra	Monthly	49500
9	Meghalaya	Half Yearly	1000
10	Mizoram	Monthly	Not available
11	Orissa	Quarterly	7000
12	Sikkim	Monthly	1000
13	Uttar Pradesh	Monthly	75000
14	West Bengal	Monthly	16500

Tamil Nadu and Arunachal Pradesh have already initiated the process of publishing the newsletter. MoPR emphasised that every State may initiate a newsletter for Panchayati Raj since the newsletter has been recognised as an effective medium of learning through sharing. It also works effectively to provide voice to the elected representatives and brings about the local flavour with local issues. It was also emphasised that it should be ensured that the newsletter reaches the intended users and an adequate number of copies should be printed and circulated. It was noted that though many of the States have initiated the newsletter, the circulation is still limited compared to the large number of PRI stakeholders.

Andhra Pradesh has been the first State to initiate the commercial launch of the Panchayati Raj Newsletter. The newsletter thus will be available for sale at commercial outlets.

3.8.2 Helpline

The helpline is another initiative aimed at supporting and handholding the elected representatives in implementing the learning in their day to day work. Currently nine States including Andhra Pradesh, Bihar, Chhattisgarh, Himachal Pradesh, Kerala, Maharashtra, Mizoram, Orissa and West Bengal have initiated the helpline. Tamil Nadu has a helpline, which is run under the NREGS component. It has been observed that in some of the States like Chhattisgarh the number of queries have been very limited. It was observed that in many instances, there were a number of helplines operating in the same States and in the same domain of rural development including NREGS, PMEYSA etc. This dilutes the utilisation of each of the helplines as well as creates confusion among the end users. It was also observed that some of the helplines were limited to queries and did not entertain complaints. This led to underutilisation of the helpline. The helplines also have not been adequately publicised by most of the States, leading to poor awareness and underutilisation. MoPR provided the following recommendations regarding the operationalisation of the helpline.



- A single helpline supporting all Panchayati Raj programmes and stakeholders
- Comprehensive service providing helpline including catering to complaints as an integral component
- Linking the helpline to the website
- Publicise the helpline widely to ensure information to all and enhance utilisation

3.8.3 Exposure Visits

Exposure visits for the elected representatives to model panchayats or learning sites within the State or outside the State has been another effective capacity building initiative. Exposure visits provide an immense learning experience and have a much higher learning potential than any class room training. The MoPR has been actively promoting exposure visits as a learning strategy and many of the States have initiated the practice to varied extents. Seventeen States had organised exposure visits for either elected representatives or support functionaries or both, while nine States are yet to initiate this practice. Table 12 provides the list of States, which initiated exposure visits either within the State or outside the State, along with the number of participants.

Table 12: PRI CB&T: Exposure visits to learn from others experiences

S. No.	Name of State	No. of participants sent for exposure visits	Location of exposure visits
1	Andhra Pradesh	2027	Maharashtra (HB*), Kerala, Karnataka, Tamil Nadu
2	Assam	88	Kerala, Andhra Pradesh, Kalyani
3	Bihar	431	West Bengal, Maharashtra (HB)
4	Chhattisgarh	125	West Bengal, Maharashtra (HB)
5	Himachal Pradesh	26	Kerala
6	Karnataka	6328	Within the State
		1010	Other States
7	Kerala	30	Karnataka
8	Madhya Pradesh	74	Within the State
9	Maharashtra	228	Kerala
10	Meghalaya	20	Sikkim
11	Orissa	28	Within the State
12	Punjab	65	Maharashtra (HB), Kerala, Tamil Nadu, Karnataka
13	Sikkim	3	Netherlands
		291	Within the State
14	Tamil Nadu	1850	Within the State
15	Tripura	7	Kerala, Tamil Nadu
16	Kerala, Tamil Nadu	3	Andhra Pradesh
17	West Bengal	139	Kerala
		5000	Visit to a neighbouring panchayat within the State
0	TOTAL	17773	

Note:

*HB – Hiware Bazar Gram Panchayat in Maharashtra



States like Tamil Nadu, Andhra Pradesh and Karnataka have extensively used exposure visits as a learning strategy. The AMR APARD in Andhra Pradesh has its own fleet of buses, which are used for transport during exposure visits. Karnataka has been organising exposure visits of a large number of PRI members to model Panchayats. Tamil Nadu has initiated a system of sending the master trainers for a two day exposure visit as a part of their six days training.

Though many of the States have initiated the practice of exposure visits, the coverage currently is minimal and needs to be enhanced much more. There also is a need to identify and develop more learning and demonstration sites across the States. The MoPR initiated a process of identifying PRIs, which can be developed as demonstration sites, during the Regional Workshops. The States also need to organise regular exposure visits covering a large number of PRI members. During the workshops the officers representing various States were asked to nominate some Gram Panchayat from their respective States where some good work has been reported, and which could be explored as a destination for undertaking exposure visits. The list of nominated GPs is available at annexure 3.

Table 13: PRI CB&T: Role of newsletters, helplines and exposure visits

Key Achievements	Areas of Concern	Action Points
<ol style="list-style-type: none"> 1. Initiatives for holistic CB like ICT initiatives of Andhra Pradesh, establishment of libraries at GP level by Chhattisgarh, use of folk media for CB&T by West Bengal 2. Extensive use of exposure visits as a capacity building tool by Andhra Pradesh, Karnataka and Tamil Nadu 3. Integrated helpline and website by Orissa 4. Extensive reach and launch of social marketing of newsletter by Andhra Pradesh 	<ol style="list-style-type: none"> 1. Most States focusing mainly on training and no holistic capacity building approach visible 2. Minimal use of any other capacity building approach other than training 3. Newsletter functional in 14 States only and circulation still minimal and not extensive 4. Helpline only functional in 9 States and utilisation very low. No efforts for publicising the helpline reported 	<ol style="list-style-type: none"> 1. States to develop a holistic capacity building strategy, not limited to training 2. Exposure visits and such experiential learning approaches to be used extensively in CB&T. All PRI members to be covered through exposure visits 3. States to develop learning sites for exposure visits 4. Newsletters to be initiated by all States and distribution till GP level to all PRI members to be ensured 4. Helpline to be initiated by all States with components of information, hand holding and complaint redressal 5. Single integrated helpline for all Panchayati Raj related matters

3.9 ICT Usage in CB&T

While some headway has been observed in ICT usage in Panchayati Raj programmes in the form of PlanPLUS and PriaSOFT and other initiatives like providing computers at the panchayat level being pursued by some of the States, it has been observed that the use of ICT in the CB&T domain has been comparatively much lower.. Andhra Pradesh has demonstrated the exemplary usage of ICT for CB&T in PRI and has been effectively using various ICT based initiatives like uploading e-books on the website, APARDWiki, social networking through Twitter, APARD Channel on You Tube, use of the RSS Feed, a large number of training films uploaded on the website as well as broadcasted through the KU Band connectivity platform etc. Orissa also has initiated ICT usage in CB&T through initiatives like the use of the SIRD website for training coordination



(assignment of blocks, trainers, reporting on training etc.); monitoring and tracking of the day to day progress of training by SMS and email on a daily basis; developing the SIRD website as the e-repository for trainees, trainers and partner NGOs; integrating the helpline with the website with live status update of complaints. Tamil Nadu and Karnataka have developed e-learning modules, whereas Tamil Nadu has uploaded the same as a web based online module. Tamil Nadu has also distributed CDs containing the course curriculum to PRIs. Tamil Nadu has developed a customised software for monitoring the training status and the creation and maintenance of a database of trainers and participants. Madhya Pradesh has created a database of trainers and participants and plans to upload it on their website.

Seven States including Andhra Pradesh, Chhattisgarh, Karnataka, Maharashtra, Meghalaya, Orissa and West Bengal have SATCOM facilities for training. However, the utilisation of SATCOM for PRI CB&T was varied with Meghalaya reporting only one programme conducted during the year, while Andhra Pradesh and Maharashtra, which have a fixed weekly training, scheduled for PRI. Karnataka has an impressive track record of the utilisation of SATCOM with 94 programmes during 2009-10, however lesser number of programmes have been conducted during 2010-11. West Bengal has developed a cadre of 42 resource persons specifically for imparting training over SATCOM. West Bengal has also developed infrastructure for SATCOM with satellite training halls at all zilla panchayats and panchayat samitis. Karnataka also has satellite receiving facilities at all block levels.

By and large, only some of the States have initiated the utilisation of ICT for CB&T till now. However, even these States are yet to completely utilise the ICT potential and the current efforts are at a very nascent stage. Most of the remaining States have not yet realised the vast potential of ICT for addressing the huge CB&T targets. MoPR has emphasised the need for States to explore the ICT potential, particularly the ease of reach and accessibility through tools like mobile learning. All the States said that most of the PRI functionaries possess mobile phones and this can be a good platform for learning.

Table 14: PRI CB&T: Use of ICT tools

Key Achievements	Areas of Concern	Action Points
<ol style="list-style-type: none"> 1. Extensive use of ICT by Andhra Pradesh through use of SATCOM, e-books, e learning modules, APARDwikis, You Tube, Twitter etc. 2. Extensive use of SATCOM and development of e-learning modules by Karnataka 3. Development of software for training monitoring and creating & maintaining database of trainers and participants by Tamil Nadu 4. Interactive website development and ICT use for training monitoring, planning & coordination by Orissa 	<ol style="list-style-type: none"> 1. Most of the States still make no use of ICT for CB&T 2. SATCOM utilisation is much lower in 5 States out of 7 which have the facility 	<ol style="list-style-type: none"> 1. States to explore the potential of using ICT in their CB&T activities 2. SATCOM facility to be utilised optimally 3. Broadband connectivity to be used where SATCOM is not available for reaching multiple locations



3.10 Use of Outsourcing as a Resource Mobilisation Strategy

MoPR has been encouraging outsourcing as a complementary option to the State level training delivery structure for addressing the huge gap in training coverage and ensuring timely training for the PRI members as envisaged under NCBF. Outsourcing and involving other institutional partners in PRI CB&T is also looked upon as a strategy for developing local level capacities and institutional resources for addressing CB&T. To assist the States in exercising this option with minimum procedural hassles, the MoPR has taken a number of initiatives including the publication of a 'Reference Guide for Outsourcing PRI CB&T Related Activities' and organisation of a PRI CB&T Business Meet in January 2010 under the MoPR-UNDP CDLG Project, providing a platform for the States to interact and short list the service providers for CB&T activities. Since then, States are increasingly starting to use outsourcing for meeting the PRI CB&T coverage load. Uttar Pradesh has gone for the outsourcing option fully, with five service providing agencies (SPAs) currently conducting training programmes across the State, and other 50 odd SPAs under consideration for the next round of training programmes in 2011-12. Orissa has brought on board 82 private service providers for training implementation and plans to cover every block through a net of private service providers for training implementation. Maharashtra has recently completed the process of selecting private partners and selected 74 service providers for training implementation. Some other initiatives include Andhra Pradesh involving 22 district level NGOs for capacity building of the EWRs under PMEYSA and Haryana has involved five SPAs for training implementation in five districts.

Table 15: PRI CB&T: Outsourcing as a strategy to mobilize resources

Key Achievements	Areas of Concern	Action Points
<ol style="list-style-type: none"> 1. Extensive use of outsourcing for addressing training coverage by Uttar Pradesh (5 SPAs on board and 50 others under process), Orissa (82 SPAs on board) and Maharashtra (74 SPAs on board) 2. Outsourcing also initiated in States like Haryana (5 districts covered through outsourcing) and Andhra Pradesh involving 22 NGOs for EWR training in each district 3. Jharkhand and Gujarat are expected to roll out the outsourcing strategy for PRI CB&T soon. 	<p>With the exception of States mentioned in the achievements column, most other States have not been able to make use of outsourcing as a method of achieving 100% training coverage, despite extensive support from the MoPR to foster interaction among the State PRDs and service providing agencies through the PRI Business Meet and the hand-holding support provided through the publication of a Reference Guide for Outsourcing to help undertake the same.</p>	<ol style="list-style-type: none"> 1. MoPR to consider organising training on the Reference Guide for Outsourcing for key people from each State 2. MoPR to provide hand holding support for carrying out outsourcing by States 3. States to take up outsourcing as a strategy to address the huge training load



4.0 EXPECTATIONS FROM MoPR

During the Regional Workshops, the States expressed the need for support from the MoPR in certain specific areas, which are discussed below:

4.1 Capacity Assessment And Training Needs Assessment Support

With specific reference to the Capacity Assessment and Capacity Development Strategy (CA-CDS) Reports discussed in section 3.2 earlier, the State representatives expressed their desire to undertake a similar systematic study of their capacities to implement NCBF, and requested MoPR to recommend the experts, who could be invited for the same.

Many States also expressed the need to carry out a TNA. A periodic TNA was looked upon as a requisite for training design. The States urged the MoPR to develop a uniform TNA model and module, which could then be followed by all the States. A uniform methodology will ensure uniform implementation and will help to bridge the gaps in the quality of such studies across States. The States also requested the MoPR to recommend experts to the States to make it easy for the States to implement this initiative and save precious time usually lost in the process of contracting.

4.2 Monitoring and Evaluation System For PRI CB&T

PRI CB&T with its huge training load, requires simultaneous and decentralised training to be undertaken at the district and block levels. One of the concerns shared by many of the States was the lack of a strong monitoring and evaluation (M&E) system for PRI CB&T. It was observed that while many of the States have now been undertaking a large number of training programmes across the States at the district and block levels, it was felt that there was a strong need to put in place a mechanism of quality monitoring of these training programmes. While some of the States like Madhya Pradesh and Rajasthan have initiated a system of deputing district/block level quality monitors, most still do not have a sound system for quality monitoring. There is also lack of a mechanism for capturing feedback from training or to assess the extent of learning, knowledge or skill gains from the training. With huge funds earmarked for spending on CB&T, quality monitoring along with measuring the learning gained and improvement in implementation efficiency becomes crucial. The States requested the MoPR to develop a strong M&E system and share it with the States. It was reported that under the CDLG Project, MoPR is currently in the process of developing a M&E guide for PRI CB&T, which would be shared with the States.

4.3 Training Impact Assessment Support

The States mentioned that one of the key areas where support was required was for carrying out a Training Impact Assessment (TIA) study. Many of the States felt a strong need to undertake a periodic TIA. It was felt that while PRI stakeholders heavily invested in CB&T, it should also be assessed, as to how effective these efforts were in the effective implementation of local governance as envisaged by the Panchayati Raj Act. A systematic TIA would not only help in assessing the impact of the CB&T initiatives, but would also help in redesigning the CB&T approaches and strategies based on the learning gained through the TIA, thus increasing the practical effectiveness of the CB&T initiatives. The MoPR suggested the States identify and take help from



personnel trained in TIA by the Department of Personnel and Training (DoPT) for the same. It was suggested that MoPR could consider developing a model framework for TIA and share it with all the States.

4.4 Training and Implementation Support For Outsourcing

MoPR envisages that to address the huge CB&T challenge in a timely manner, outsourcing would be an effective and probably an imperative strategy. Since the launch of the outsourcing initiative through the PRI Business Meet in January 2010, States have reported various issues preventing them from taking this initiative further and implementing outsourcing. Most of the issues were related to the systems and processes, for example, deciding about the selection process, evaluation methods, type of contracts, payment terms, nature of association etc. Subsequently, MoPR developed the 'Reference Guide for Outsourcing PRI CB&T Related Activities' to assist the States in addressing these issues and providing the States with a complete step by step guide to carry out the entire outsourcing process. The Reference Guide was formally released during the Regional Workshops and copies were distributed to all the States. However, it was felt by the States that MoPR may need to provide further support to the States in terms of implementation support for outsourcing, which could include organising a comprehensive training workshops in each State on each of the aspects of the outsourcing process for the officers involved in the PRI CB&T. Since outsourcing involves sensitivities related to contracting and is also required to be a transparent process with accountability, it was felt that the MoPR may provide additional implementation support in the form of a helpline (operational through telephone & e-mail support) to assist the States in sorting out sensitivities involved at each step in outsourcing.

4.5 Thematic Workshops

The States appreciated MoPR's initiative in organising the Experience Sharing Regional Workshops and reported that the workshops had been of great help in learning new things and also in motivating the States. The States suggested that this practice be further developed and regular workshops be held every year with focus on different pertinent themes. Some relevant themes emerging from the workshop were ICT usage in CB&T, training design and training aids and communication/learning material sharing. It was suggested that MoPR could consider organizing the theme based national workshops.

4.6 Standardised Guidelines and Formats for States for Perspective & Annual Plan and Budget Development

One of the issues that came to the fore during the workshops was different States developing the perspective plans and annual plans in different manners. This posed difficulties in assessing the plans and budgets and also led to delays due to the multiple back and forth communication for clarity. It was suggested that the MoPR develop standard guidelines and formats for the perspective plan and annual plan and budgets.



5.0 EMERGING CONTOURS

5.1 Horizontal Knowledge Transfer Mechanism Development at the National Level

It has been observed that various initiatives, approaches, strategies, activities are tried out by different States with varying degrees of success. However, since 2009, for the first time, the Regional Workshops focused on PRI CB&T have provided a platform for sharing the same with other States and learning from other's experiences, and have helped in mainstreaming the issue of PRI CB&T across the country. As reported by the States, these workshops have proved to be a very valuable learning opportunity for all.

There is a need for the development of a horizontal knowledge transfer mechanism at the national level, which provides a regular sharing and learning opportunity for all the States. MoPR has already initiated this through the medium of the regional workshops, followed by the launch of the online Training Repository for Panchayati Raj (www.pri-resources.in). However, this needs to be further developed through a variety of approaches. The ICT based mediums such as YouTube, Wikis, Networking Platforms, Solution Exchange or similar dedicated platforms, e-forums and so on should be encouraged. This may require providing initial hands on training and proactive facilitation for the initial period. Other initiatives like organising more experience sharing workshops, thematic workshops/seminars, regular video conferences, exchange programmes, inter-State exposure visits etc. should also be promoted. The States should develop some copies of all their training and communication materials and modules in English and share the same with other States. Newsletters should also have English versions and should be shared with other States. All training modules, manuals, communication materials, should be converted in the e-book form and uploaded on the State websites and the MoPR PRI repository. Newsletters should also be uploaded on State websites.

5.2 Role Model and Learning Sites Development

Significant learning in human societies has and will continue to occur through imitating role models and creating positive spirals. Soft skills, values, etc. are best demonstrated and lived for transplantation and percolation. Most human beings still follow the principle of 'seeing is believing'. The PRI sector needs to encourage and develop role models, both individuals and institutions as well as learning sites. The experience of Hiware Bazar in Maharashtra and Piplantri in Rajasthan has been overwhelming and the films prepared on both the GPs have become popular tools during training among participants across the States.

The role of PRI Training Institutions

- Provide a bench mark for other PRIs
- Motivate PRIs to achieve the benchmark and better it
- Provide a strong demonstration impact through exposure visits and as learning sites
- Provide incentives to rewarded PRIs for better performances
- Strengthen spirit of healthy competition



The Role of ERs/EWRs/Mentors/Trainers

- Provide inspiration to others in the constituency
- Make learning more meaningful through the exchange of dialogues with peers (especially skills like leadership, communication, values, etc. are best learnt and percolated through demonstration and not through class room sessions)
- Motivate the recognised individuals to better performances

It emerged that MoPR needs to devise a Role Model and Learning Sites Development Programme. Some effort in this direction was made during the workshop by inviting from the State representatives nominations of some best performing Panchayats from their respective States. The list thus prepared is made available at annexure 3. This may be followed by deputing a dedicated team to visit each of the suggested sites and select those with the potential of being developed as learning sites. To develop the selected sites into learning sites, they should be provided additional support in the form of training, capacity building, hand holding etc.

The States may initiate a programme of identifying and rewarding the best performing PRIs and individuals.

5.3 Reporting System and Structure Strengthening

At present, the system of reporting between States and MoPR is largely oriented to scheme funds and utilization certificates. As a result, often MoPR is not aware of the status of activities at the State level. The current information exchange is purely initiative based and varies from State to State. Though the Regional Workshops were aimed at experience sharing and learning, they also served as an information sharing platform in many instances, because of the lack of a regular and defined system of information sharing. There is an urgent need for a strong system of regular information sharing and reporting by States to the MoPR on the status of PRI CB&T activities. The MoPR should design and develop such a system and support States in its implementation.

5.4 Knowledge Dissemination

Knowledge is the sum total of information, contextual understanding and wisdom. Adults learn through experience/ knowledge and information sharing. While it is true that people always learn and the scope of learning is ever present in any situation; with unfocussed and unstructured sharing of real life experiences, learning, knowledge and information the learning curve's costs and time are far too high to be acceptable for the Panchayati Raj sector. Significant information exists within various PRI constituencies and this will go on increasing with the increased focus on CB&T. At present there is no systematic storage or transmittal of the same and though knowledge dissemination is carried out, it is restricted mainly to training.

The objective of knowledge dissemination is to reduce the divide between information and knowledge among PRI stakeholders by providing all the stakeholders universal access to it. Accordingly, the States need to devise suitable approaches and strategies for knowledge dissemination.

The IT tools should be suitable as well as cost effective for the purpose. While some of the States have deployed ICT to some extent for its programme implementation, the application of the same



for PRI CB&T is minimal. However this can be immediately scaled up through a number of initiatives like strengthening the websites, developing repositories, establishing interactive helplines, wider dissemination of FAQs and so on.

5.5 Development and Accreditation of Resource Pool

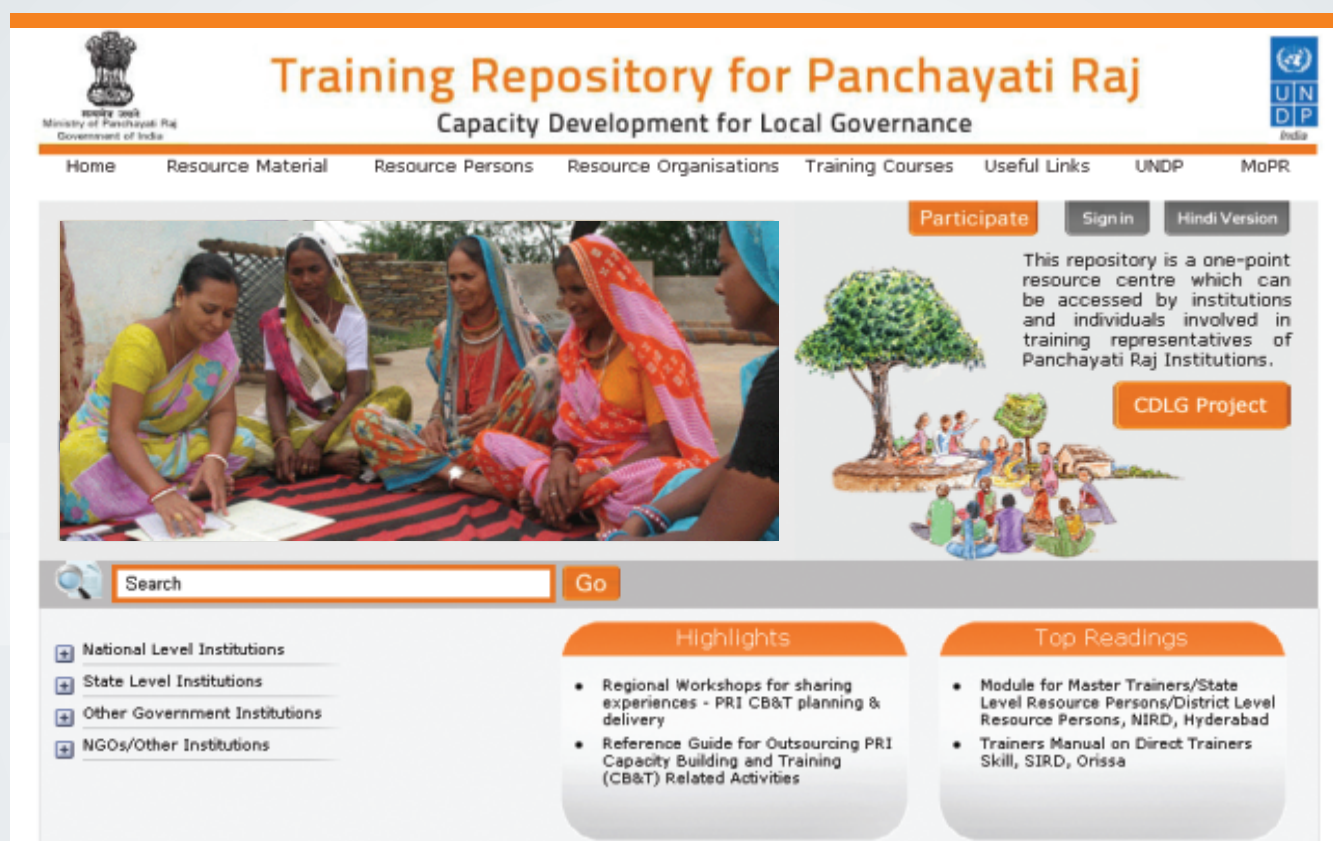
Developing a local resource pool and establishing systems of quality assurance as well as continuing capacity building of the resource pool are some of the most challenging tasks in PRI CB&T. Most of the States have followed the cascading model of training because of the sizeable training coverage that needs to be achieved within a tight time line. The States also have been training the selected resource persons. However, there is a wide variance among States in the methods of selection, eligibility and qualifying criteria, training duration/content/design/methods, system of monitoring and so on. The effectiveness of the entire training rests on the effectiveness of the training delivery by the resource pool and thus the development of a resource pool remains a priority area of intervention. It emerged that MoPR could develop standard guidelines on the development of resource persons including identification, eligibility criteria, qualifying criteria, selection process and criteria, training methodology, training module framework, system of monitoring, systems for continuing capacity building of the selected resource persons, system of providing them learning opportunities from participants' feedback etc.

It was also suggested during the workshops that a system of accreditation of the resource persons should be started. MoPR may initiate the process and explore the feasibility and applicability of accreditation for the resource persons.

TRAINING REPOSITORY FOR PANCHAYATI RAJ

Capacity Development for Local Governance

<http://pri-resources.in>



The screenshot displays the homepage of the Training Repository for Panchayati Raj. At the top, the header includes the Government of India emblem, the title "Training Repository for Panchayati Raj Capacity Development for Local Governance", and the UNDP India logo. A navigation bar lists: Home, Resource Material, Resource Persons, Resource Organisations, Training Courses, Useful Links, UNDP, and MoPR. Below the header, a large image shows four women in traditional Indian attire sitting on a striped mat, looking at a document. To the right of this image is a "Participate" button, a "Sign in" button, and a "Hindi Version" button. A text box explains: "This repository is a one-point resource centre which can be accessed by institutions and individuals involved in training representatives of Panchayati Raj Institutions." Below this is an illustration of a group of people sitting under a tree, with a "CDLG Project" button. A search bar with a "Go" button is positioned below the image. On the left, a sidebar lists categories: National Level Institutions, State Level Institutions, Other Government Institutions, and NGOs/Other Institutions. Two main content boxes are on the right: "Highlights" and "Top Readings".

Highlights

- Regional Workshops for sharing experiences - PRI CB&T planning & delivery
- Reference Guide for Outsourcing PRI Capacity Building and Training (CB&T) Related Activities

Top Readings

- Module for Master Trainers/State Level Resource Persons/District Level Resource Persons, NIRD, Hyderabad
- Trainers Manual on Direct Trainers Skill, SIRD, Orissa

The repository is an online resource centre to facilitate sharing and use of information and resources developed by various government and non-government agencies to help build capacities of the elected representatives and functionaries associated with the Panchayati Raj Institutions (PRIs) in the country. It has databases related to training materials, resource persons, academics programmes, and other useful links.

Ministry of Panchayati Raj
Government of India

Developed under the MoPR-UNDP Capacity Development for Local Governance (CDLG) Project.