

CAPACITY BUILDING OF PANCHAYATI RAJ INSTITUTIONS : A CASE STUDY FROM JHARKHAND AND TELANGANA FIELD REALITIES

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ABSTRACT

Panchayati Raj Institutions (PRIs) are rural local governments entrusted with the responsibilities to prepare plan and implement schemes for economic development and social justice in rural India. A number of Centrally Sponsored Schemes (CSS) assign important role to PRIs. In addition, PRIs are also involved in implementation and monitoring of several State Schemes. For achievement of Sustainable Development Goals (SDGs) in rural India, PRIs will have to play a key role. Importance of PRIs is also in ensuring people's participation and enforcing downward accountability in the rural development initiatives. It would not be wrong to say that if India has to achieve good governance, PRIs have to function effectively as envisaged by the Indian Constitution.

However, currently PRIs are facing a number of challenges. Inadequate devolution of funds, functions, functionaries and insufficient capacities are among the most important of these challenges. In fact an insufficient capacity of PRIs has become an excuse for States to deny devolution of funds, functions and functionaries. It is also the reason for Central government to create parallel structures for implementation of several CSSs rather than assigning PRIs the central role. Hence, for strengthening PRIs and to attain sustainable rural development in India, it is very pertinent to develop capacities of PRIs so as to enable them to function effectively.

Key words-

PRIs, Rural Development, Inadequate devolution, Management, Utilization. Commission

Introduction-

This paper is based on reports of national level monitors engaged by the Ministry of Panchayati Raj who visited several States during the month of October 2017 to understand the ground realities of capacity building initiatives supported by the Ministry. First section of the paper describes the evolution, structure and functions of PRIs in India. Second section lists out the major challenges in the process of capacity building of PRIs. Third section describes recent Central initiatives of financial and technical assistance to States for capacity building of PRIs. Fourth section describes the field experiences in three States namely Jharkhand, Chhattisgarh and Telangana including the suggestions to improve capacity building initiatives. These field experiences have been categorised into training infrastructure, human resources for training, training material, training methodology and training administration.

A. Panchayati Raj Institutions (PRIs) in India:

Three-tier Panchayati Raj Institutions (PRIs) have got a constitutional status after insertion of part IX to the Indian constitution through 73rd Constitutional Amendment Act (73rd CAA), 1992 which came in to force on 24th April 1993. Although Panchayats have been part of

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Indian society for long and have been managing local affairs and resolving local conflicts, its modern version is not too old. When Community Development Programme (CDP) could not achieve desired goals, Balwant Rai Mehta Committee 1957 studied it and recommended three tier PRIs: Village Panchayats, Block Panchayats and District Panchayats leading to Rajasthan inaugurating the new Panchayati Raj on October 2, 1959 at Nagaur. Subsequently various committees made several recommendations. However, the current framework of PRIs emerged after 73rd CAA. Key features of this basic framework, among other things, include: three tiers (Gram Panchayat, Intermediate Panchayat, District Panchayat) of panchayats, Gram Sabha, five year term, reservation for SC, ST and Women, State Election Commission, State Finance Commission etc.

Part IX of Indian Constitution is applicable in all States and UTs except Meghalaya, Mizoram, Nagaland & parts of Hill areas of Manipur, Darjeeling district of West Bengal, parts of Assam and Tripura. Currently there are approximately 2,55,309 PRIs in India, of which approximately 2,48,160 Gram Panchayats (GPs), 6,284 Intermediate Panchayats (IPs) and 595 District Panchayats (DPs). Article 243 G provided for the Powers, Authority and Responsibilities of Panchayats, Subject to the provisions of the Constitution, the Legislature of a State may, by law, endow the Panchayats with such powers and authority and may be necessary to enable them to function as institutions of self-government and such law may contain provisions for the devolution of powers and responsibilities upon Panchayats at the appropriate level; subject to such conditions as may be specified therein, with respect to a) the preparation of plans for economic development and social justice; and b) the implementation of schemes for economic development and social justice as may be entrusted to them including those in relation to the matters listed in the Eleventh Schedule

Therefore the Panchayat is expected to perform with reference to these duties, responsibilities and authority such that the delivery of services is par excellence. However, due to inadequate capacity, experience, training, etc. they are unable to do so resulting in loss of confidence in the Ministries / Departments to delegate / nominate them as agents for service delivery. Same arguments are used by State governments to avoid devolution of functions, funds and functionaries to Panchayats. Hence, capacity development of PRIs is imperative to strengthen rural local governance in India.

B. Challenges of Capacity Development of PRIs:

B.1 Reaching out to large numbers of ERs and functionaries: As stated earlier, there are 2.48 lakh GPs and number of ERs is about 28 lakh. Added to these are more than 10 lakh functionaries that are working at the GP and below levels under various Ministries/Departments State Rural Development Institutes along with other support training institutes and NGOs are dealing with the issue of capacity building of this huge number in several ways. However, the infrastructure currently available and dearth of quality trainers for Panchayat level capacity building makes it a mammoth challenge to be addressed.

B.2 Preparing appropriate training modules: While reaching out to a large number of stakeholders, it is necessary to ensure that the standards of the training modules is maintained, and the needs of people with diverse backgrounds are addressed. This requires a great deal of

institution building, networking, monitoring mechanisms, etc. ERs of PRIs is a heterogeneous

group consisting also of illiterate or less educated and of marginalised sections such as women, SC and ST. Preparing a training module which can cater to this heterogeneous group is a challenge. Development of ERs and functionaries of PRIs involves imparting knowledge, skill development and attitudinal change and hence all three components need to be addressed by any module. PRIs have to deal with varied subjects and sectoral experts are required to give inputs in the preparation of modules which is a challenge.

B.3 Deploying adequate quality trainers: Different modes of training require quality trainers with specific subject matter specialization and expertise. With change in the approaches to training, trainers are required with special skill-sets for such modes of training. It is also of utmost importance that these trainers have extensive knowledge of grassroots' circumstances / conditions in diverse geographical conditions, culture, environment, etc., to be able to tailor make the trainings as per the requirement of the ERs.

B.4 Handholding at GP level: For effective capacity development of ERs apart from classroom training programmes, utopian, as generally what is communicated is far from ground reality. The lectures at these sessions explain the various rights, powers and duties of the ERs and PRI functionaries. In reality neither would the PRI have been devolved any functions by the State Government, nor would have been involved in any of the Government programmes. Mentoring is a necessary component for effecting the gains from a good training programme. There are extremely rare cases where some NGO has done handholding of a PRI.

B.5 Unviable size of Panchayats: The below tables shows the average population per GP and the status of functionaries in PRIs across the country. There are about 8000 GPs with a population of 500 or less. Any resources made available to a GP with uneconomical area are of little support. Human resource at such levels is also impractical.

Sr. No.	Population range	No. of GPs in respective population range
1	0-500	8000
2	501-1000	19,241
3	1001-2000	77,277
4	2001-2500	29,270
5	2501-3000	19,451
6	3001-3500	13,861
7	3501-5000	27,018
8	5001-10000	32,878
9	>10000	14,362

B.6 Lack of office buildings and staff: About 48476 Panchayats (about 20%) are without Panchayat building and many Panchayat buildings are in dilapidated condition. only 63% of total number of Gram Panchayat having sanctioned posts for the Panchayat Functionaries (Secretary or Equivalent) and approx. 31% of total sanctioned Posts of Secretary or Equivalent are vacant. Lack of requisite manpower at Panchayat level makes it difficult for proper functioning of the Panchayat as an institution for local governance and development, and severely constrains their activities and proper reporting.

C. Capacity Building Initiatives:

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Government of India has been providing financial and technical support to State Governments and their training institutions for undertaking capacity building initiatives. Most recent central scheme for capacity building of PRIs has been Rajiv Gandhi Panchayat Sashaktikaran Abhiyan (RGPSA).

C.1 Rajiv Gandhi Panchayat Sashaktikaran Abhiyan (RGPSA): RGPSA was a Centrally Sponsored Scheme (CSS) implemented during financial year 2012-13 to 2014-15 having State component and Central component. Key objectives of the Scheme included a) to enhance capacities and effectiveness of Panchayats and the Gram Sabhas; b) to enable democratic decision-making and accountability in Panchayats and promote people’s participation; c) to strengthen the institutional structure for knowledge creation and capacity building of Panchayats; d) to promote devolution of powers and responsibilities to Panchayats according to the spirit of the Constitution and PESA Act; e) to strengthen Gram Sabhas to function effectively as the basic forum of people’s participation, transparency and accountability within the Panchayat system; f) to create and strengthen democratic local self-government in areas where Panchayats do not exist; g) to strengthen the constitutionally mandated framework on which Panchayats are founded.

Key components of the Scheme were a) Administrative and Technical Support; b) Construction of GP Buildings; c) Repair of GP Buildings; d) Capacity Building and Training of Elected Representatives & Functionaries; e) Institutional Structure for Training at State, District & Block Level; f) E-enablement of Panchayats; g) Support to Panchayat Processes and Procedures in Panchayats with Inadequate Revenue Base; h) Special Support for Gram Sabhas in PESA and NE Areas; i) Programme Management; j) Information, Education, Communication (IEC); k) Strengthening of SECs; and l) Innovative Activities in States. The year wise fund (in Rs. Cr.) released to States under RGPSA from FY 2012-13 to FY 2015-16 were as follows:

FY	2012-13	2013-14	2014-15	2015-16
Total Amount Released Rs. Cr.	42.92	627.15	525.64	184.4

The major heads under which RGPSA expenditure have been carried out were:

Components	2012-13	2013-14	2014-15	2015-16	Total
Training	1.62	72.70	92.48	80.47	247.27
Buildings	0.68	124.43	266.68	87.95	479.74
Manpower	6.46	110.36	84.30	80.47	281.59
Others	0.66	1.63	14.11	62.06	78.46

Activities under RGPSA suffered setbacks due to budget being released late in the first year of the scheme 2013-14 where actual expenditure was Rs. 42.92 Cr. and budget being severely slashed in the year 2015-16.

C.2 Capacity Building-Panchayat Sashaktikaran Abhiyan (CB-PSA)/ Rashtriya Gram Swaraj Abhiyan (RGSA): In the FY 2015-16 RGPSA was discontinued. The Ministry of Panchayati Raj is proposing a new scheme with name “Rashtriya Gram Swaraj Abhiyan”. In the interim till the restructured scheme of RGSA is in place, funds have been provided to States/UTs under Central Sector scheme under “Capacity Building– Panchayat Sashaktikaran Abhiyan (CB-PSA)” for the years 2016-17 and 2017-18. In the FY 2016-17, total Rs. 592.5 Cr. was released to States while budgetary allocation for the FY 2017-18 is Rs. 691.9 Cr.

C.3 Capacity Building activities undertaken by MoPR: In addition to supporting States, Ministry of Panchayati Raj has undertaken several capacity building initiatives at the national level in recent few years:

- a) A national conference on Capacity Building & Training (CB&T) was held with States and SIRDs with a view to understand and discuss the issues on preparedness of SIRDs for conduct of trainings, training strategies, sharing training methodologies that can be identified as best practices, review of adaptation of modules developed by the Ministry, review the action taken for carrying forward the recommendation of the National Capability Building Framework document and discuss interventions and strategies for Swachh Bharat Abhiyan.
- b) A National Peer learning workshop on Own Source Revenue Generation by Panchayats was held by MoPR at NIRD & PR. Wherein, participants from 24 States comprising Senior Officers from State/SIRD facilities, SFC Members, ERs of GPs, External Experts. The workshop provided a platform for sharing of OSR practices at Gram Panchayat level across the country. This also facilitated development of states specific time bound road map regarding policy and operational issues of OSR mobilization, capability development and devolution of power.
- c) A National Write shop for GP Development Plan through Participatory Planning in the context of 14th finance Commission was held in Kerala. The participants were oriented to concepts and methods of decentralized participatory planning and had field visit to Gram Panchayat to see the process of planning followed. The Writeshop facilitated cross learning and also learning from fields level experiences thereby facilitating clarity in GP development planning.
- d) A National workshop on GP – SHG convergence for participatory planning in collaboration with MoRD and UNDP was held in Delhi.
- e) National Consultation was held in Delhi on Sustainable Development Goal (SDG) under the Chairmanship of Hon'ble Minister of Panchayati Raj to understand SDG related targets of Central Schemes and the role PRIs can play in the attainment of such identified targets.
- f) National Writeshop on “Panchayat Roadmap towards attainment of SDGs” was organized in Kerala. The objective of writeshop was to enable States to come up with a clear road map and operational framework for collaboration and convergence in respect of SDGs. Senior faculties of SIRDs/ Officers of PR&RD of 21 States and 4 concerned Central line Ministries participated.
- g) Workshop on Capacity Building framework for participatory planning under Gram Panchayat Development Plan (GPDP) and the Training of Trainers (ToT) module for the State resource teams of GPDP
- h) Orientation of State Resource team of Sikkim, Gujarat, Haryana and Chhattisgarh on participatory planning for GPDP and integration with the SDGs was organized.

D. Field Experiences of Jharkhand:

D.1 Training infrastructure: Fourteen District Panchayat Resource Centres (DPRCs) have been sanctioned from 2013-14 to 2016-17 under RGPSA, out of which ten DPRCs are completed and four DPRCs are under construction. Further, three Divisional Training Centres (ETCs) and two Panchayat Training Centres have been constructed under State Plan. Three DPRCs have been sanctioned in the FY 2017-18. The panchayat functionaries in the State are trained by State Institute of Rural Development (SIRD) and Central Training Institute (CTI) at Ranchi, Divisional Training Centre (DTC) each at Hazaribagh, Chaibasa and Palamu and Panchayat Training Institute (PTI) at Deoghar. The SIRD in the State provides training to all kinds of functionaries whereas DTCs and PTI provide training only to the Panchayat functionaries. DTCs and PTI have been allotted adjoining Districts of the State for providing training to the functionaries. The CTI and SIRD provide training to the PR functionaries of the entire State. DPRCs also provide training at the District headquarters level.

The SIRD in the State has a nice and spacious campus with all requisite facilities. However, there is a shortage of faculty members. At present, there are only four faculty members who are from the State PanchayatiRaj cadre who have been working as lecturers. The SIRD also invites some guest faculty members. Some of them are retired government officers with experience in rural development sector.

The CTI at Ranchi has got a new building and good infrastructure in terms of classrooms, computer lab, etc. It does not have hostel facility that creates difficulties for the participants who come from adjoining and far away districts. The CTI has a principal from the State Panchayati Raj Service cadre and three faculty members from the same cadre.

The newly constructed DTC at Hazaribagh has an impressive building and good infrastructure. The District Panchayat Raj Officer (DPRO) is acting as the Principal of the training centre. There are three Panchayat Raj Service cadre officers who are working as lecturers. The DTC also invites Master Trainers (MTs) from the list of MTs prepared by the State Government. The Institute has good infrastructure for accommodation of the participants, but that was not fully functional. The participants, especially women, faced great difficulties in commuting from their respective villages. They often get late in classrooms, and have to leave a little early as well.

Residential facilities, wherever they are not available, should be provided, especially for women participants. The DTCs have made provisions for residential facilities, but they need to be fully operationalized. But CTI at Ranchi does not have residential facilities. There is a complete lack of residential facilities at the District Headquarters. On the other hand, the existing residential facilities at DTCs need to be properly utilized including offering it to other departments on payment basis. There is a computer laboratory and other projector facilities at the DTCs, but they are not properly used.

D.2 Human resources for training: Some of the master trainers are good and able to effectively engage the participants. But some of them impart training in traditional classroom mode. The use of audio-video medium, play, group discussion and other such methods has been found lacking. Although training institutes are well equipped with the audio-visual instruments, they are hardly used.

There is an acute shortage of staff. The sanctioned positions have not been filled up. As per an office order of 2015, each DTC has a sanctioned strength of one Principal, 10 lecturers, 4 Block Panchayat Raj Officers and 14 secretarial staff. As against the sanctioned positions of 10 faculty members and 4 Block Panchayat Raj Officers, only three state panchayat raj service cadre officers are working as lecturers in the DTC at Hazaribagh. The rest of positions of lecturers are vacant. The position of secretarial and other service staff are also vacant. There are 38 total sanctioned position including that of faculty members and 29 at PTI. Most of the posts were vacant. The lack of regular faculty members affects the training programme. The Panchayat Raj officials function as faculty members, and they get transferred frequently. There is some deeper problem. Some of them opt for these training institutions as they consider the task here easier than the field duties. Some of them have interest and would like to stay, but they get transferred.

All the sanctioned posts should be filled on priority basis. There is a huge gap between sanctioned and filled-up posts. The principals of the training institutes should be full time and should not be holding additional charge. Such principals are not able to give adequate time to the training institutes. The deputation of Panchayati Raj officers including BPRO should be based on their knowledge of the domain, skills in imparting training, and aptitude for training. Once, the Panchayat Raj officers are deputed to training institutes, they should be allowed to complete their fixed term. The master trainers should be selected on clear demonstration of their ability to train, their domain knowledge, and should adequately be compensated. To keep them updated, they should also be engaged on regular basis, apart from organizing refresher courses for them.

D.3 Training materials: Participating elected representatives have been found happy with the training programme, as it is their first such exposure. They have learnt about their role and responsibilities and the provisions of various programmes. They were updated with new information about and decision of the government. The course content that was used for the three day training of the Panchayat Samiti (intermediate tier) representatives was heavy. Although except one all participants were literate, they were of the view that the course material was too heavy to digest within three days classroom lecture programme. They, nevertheless, thought that the booklet provided to them contains useful information, which they may use later on while working in the field.

The course materials provided by the NCW and NIRD&PR were too heavy for these trainees. For example, the NCW-NIRD&PR course provides lessons in 14 Acts to be taught and learnt in three days training. At some pages, the language of the contents was difficult to understand. Moreover, the design of the course was heavily loaded with information.

4 Training Methodology: Trainings are mainly done in lecture mode. Information provided is heavy and monotonous. Trainers are aware of participatory methods of training but are not using those methods. Logistics difficulties such as power cuts, absences of projectors are affecting training. Training is imparted mainly through lecture mode. It should not be only passing on of information. It should be more engaging and participatory. Though there are facilities and provisions for this, they are not adequately used. Trainers are aware of participatory

methods of training but are not using those methods. Role play, games, songs, audio-visual films may be used. Power cut affects the use of projectors. A suitable power back up can be drawn for this purpose. Course contents should be simplified. The small pocket-size booklets prepared by the State government are useful. The preparation of the course material should be done keeping in mind the educational backgrounds of the participants. Stories, examples, illustrations through pictures, graphs should be used. Training Needs Assessment (TNA) has not been done before training. Also the Training impact assessment of last training was not done. TIA may be done to assess the shortcomings and impacts of the training. The duration and frequency of the training should be increased. The duration of the training should be based on the contents of the training. Contents of the training modules are heavy and MTs are unable to transact in 3 days. Days may be increased or content may be reduced. Periodic refresher trainings may be organised on updated content and practical issues being faced. Use of computer applications should be enhanced. Regular handholding through GP level volunteers and master trainers may be done after training to solve practical problems.

D.5 Training Administration:

The State has drawn a plan for training programme of all the representatives and functionaries. Keeping in mind the training requirements, the state has drawn a plan for training of all the PR representatives through various institutions. However, the induction training was provided very late. Many of the representatives are yet to get induction training. All the trainees at DTC Hazaribagh were participating in any training programme for the first time two years after getting elected. The State has started training programme after more than a year of the election of the PR representatives.

Many of the participants got the information about the training programme quite late. Some of them got the information only one or two days before the commencement of the programme. They were informed through the BDOs and BPROs. Women participants need advanced information, so that they can make arrangement at home.

At Simdega, two women representatives were carrying their children at the training centre, as they could not make arrangement for keeping their children at home. Because of late communication and incomplete information, the actual turn up of the participants was quite less. For example, at DTC Hazaribagh, only 24 out of 95 representatives called for participation, joined the first batch of training for ERs of Panchayat Samiti.

Training of all ERs may be imparted within 6 months from the elections as per the National Capability Building Framework (NCBF). Use of modern technology such as whatsapp, SATCOM, video-conferencing may be done for achieving timely orientation. Participants of trainings are being informed too late, which is affecting attendance. Chairpersons and CEOs may be informed directly by the training institutions along with through DPROs and BPROs. Budget for training may take into account lack of power, lack of residential facilities in districts. Cost of generator/power back-up and accommodation facility may be built in. Travel allowance of participants should be disbursed immediately after completion of the training. Timely release of

funds to training institutions/ implementing partners is needed. Internal resource mobilisation by training institutions may be encouraged and infrastructure should be used.

E. Field Realities of Telangana

E.1 Training Infrastructure: The Telangana State Institute of Panchayat Raj and Rural Development (TSIPARD) is the State Apex Training Institution for Panchayat Raj & Rural Development Department and it caters to the training and capacity building needs of the Elected Representatives and functionaries of the Panchayat Raj & Rural Development Institutions. The institute caters to the capacity building requirements of around 2.61 lakh elected representatives of Panchayat Raj (Rural Administration) institutions and around 50 thousand officials from rural development department. It also extends its service to various other government departments.

In addition, at regional level, there are two Extension Training Centres (ETCs) at Hasanparthy and Rajendra Nagar. At District level there are nine Zilla Parishad Training cells, nine DRDA Training and Technology Development centres. At the Block/Mandal level there are 438 Mandal Parishad cell and 19 DWMA cluster level resource centres. At the village level there is one Village level Outreach Centres.

However, the Infrastructure in District and Mandal level Training Centres need to be strengthened and upgraded for reaching out to large number of elected representatives and functionaries.

E.2 Human Resources for Training: The pool of trainers comprises of faculties of TSIPARD, guest faculties from other academic, research institutions and line departments, empanelled resource persons and faculties from ETCs. TSIPARD has suitable trainers, who are retired officials from PR and RD and several other line departments. The training experience of the trainers/resource persons varies from 5 to 30 years. At TSIPARD, the trainers are given rigorous training on the use of participatory methodologies for training to heterogeneous group of elected representatives and functionaries. They have been provided adequate training on design, content, methodology and session plan, with the help of training modules & learning materials created by TSIPARD, for ensuring uniformity of curricula and inputs of knowledge, skills. TSIPARD organises Master Trainers and Training of Trainers programme. Extension Training Centres have well experienced PRI Functionaries (MPDOs, EOs (PR&RD) and personal from Ministerial staff are working as Faculty and well experienced retired officials from finance, services, accounts, legal matters and RTI Experts panel is invited as guest faculty.

However, there is a need for a core faculty with domain knowledge of designing training module. The existing faculty in TSIPARD have extensive field based training experience but area specific expertise is required for training module and pedagogy enrichment. The engagement of personnel in TSIPARD is largely contract and deputation based. There should be a ratio between permanent to deputation based for growth of institution.

E.3 Training materials: TSIPARD has conducted Training Need Assessment in August 2014 and also in 2015. TNA was conducted for the state as per the guidelines of NCBF. Based on the training needs prioritized, TSIPARD has prepared need-based training modules and learning materials. The training material has been developed for basic orientation –foundation course; thematic/ sector specific course – water conservation, energy conservation, health and nutrition, sanitation, digital economy; and refresher course. TSIPARD has prepared module for Gram Panchayat Chairpersons, Ward Member and others. The training modules comprises of training

plan and session-wise programme schedule, programme objectives, profile and number of participants, key content areas to be covered, training methodology and tools to be used, audio-visual aids, training films etc. The accompanying learning/reading materials also developed for each category of elected representatives and functionaries, as per needs, keeping in view the diverse characteristics of Panchayats in the state. TSIPARD has produced Documentary films on 23 themes such as health and sanitation, rural water supply , People's Participation in Development Programmes etc.

However, training modules and learning materials created for these ERs of SC, ST and women need to be simple and easy to understand text, well illustrate and pictorial. These training materials can be prepared in local dialects rather than official language of the State. While a basic training is provided to Panchayat ERs and functionaries but there is a need to provide concurrent knowledge on new policy measures, legislations, new schemes and guidelines including field-based success stories to be disseminated to PRIs. It is also required to develop courses on effective communication, documentation of best practices through print and visual media, leadership, inter-personal relationship, conflict management, negotiation skills, soft skills, IT and computer literacy, training on Panchayat Enterprise Suite (PES) and GIS application etc.

E.4 Training methodology: The Elected Representatives differ in age, experience, educational status, income group, caste, ethnicity, and gender. Therefore, approach of training has to be selected to cater to the different needs of different groups. The TSIPARD and ETC uses various training methodologies (direct and indirect) to make the learning process more interesting among ERs and officials at various levels: lectures and other participatory training methods; group discussion/interaction; assignments; face to face; power point presentation; ICT-based such as film, ICT skills such as Gram Jyothi, geo-tagging of MGNREGA works; and exposure visits inside and outside state.

TSIPARD has been effectively using various ICT based initiatives like uploading e-books on the website, TSIAPARDWiki for collaborative e-learning, Learning Management System (LMS) and Panchayathi Raj Comprehensive Help Line, 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.

However, TSIPARD and ETC need to review training modes for various training programmes and select the most suitable ones at state, district, block level. TSIPARD and ETCs has to explore best options for increasing user-friendly, participatory, thereby, maximizing outputs of capability building of ERs and officials of PRIs. Use of Mass and folk-media, i.e., radio, community radio, television, print media folk-media-street play, folk songs and dances, puppet shows, etc. need to be used effectively, as these can generate interest. Folk media based orientation can complement regular training programmes. E-Modules and distance learning material can be designed and disseminated to supplement direct training. Innovative modes of training, such as role play, simulation exercise, storey telling, interactive games, case studies, film and exposure visits need to be used effectively. Hand-holding and mentoring support for ERs of marginalized section has to be provided after training. Therefore, NGOs and resource organizations have to be identified and networked so that they will act as mentor for these ERs especially for PESA region.

E.6 Training administration: The state training policy was prepared by The Telangana State Institute of Panchayati Raj and Rural Development (TSIPARD). The Training Policy frames

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operational guidelines with an aim to ensure basic training for all Rural Development initiatives to Panchayati Raj Elected Representatives and Rural Development officials in time bound manner on regular basis. The main strategies include: a) Direct Training programmes-face to face institutional trainings is conducted at TSIPARD and Extension Training Centres(ETCs); b) Cascade Mode training: decentralized training at many locations, such as the district and block level, so that many training programmes can be conducted simultaneously, thereby training of large numbers; c) Distance Mode: there is a potential for distance mode of learning but TSIPARD do not have facilities for Distance Learning , which could have ensured a wider coverage of stakeholders at different location.

Detailed annual training calendar is prepared which details out month-wise training schedule with details about type of training programme, duration, dates, venue, the clientele and the name of course coordinator. Participants are informed about the training well in advance. TSIPARD contacts the District Level Officers regarding the training programme, who in turn inform the participants to attend the programme. Thereafter TSIPARD sends invitation letter, emails and contacts through telephones etc. Trainers are informed well in advance and adequate numbers of trainers are provided at each training location. Appropriate training and reference materials are made available to participants. The infrastructure provides vibrant learning environment with, proper seating and acoustic arrangements, adequate lighting, fans and ventilation, appropriate arrangements for lunch and refreshments, drinking water, a first aid kit, separate toilets for men and women etc.

However, networking with NGO partners at district and block level needs to be nurtured and strengthened in order to expand outreach.

F Conclusion:

Institutional capacity building, exposure visits and regular handholding of elected representatives and functionaries of Panchayati Raj Institutions are as important as empowerment through devolution of functions, funds and functionaries for them to emerge as really effective institutions of local self-governance in rural India. Ministry of Panchayati Raj and State governments have been making various efforts in this regard. However, field realities of capacity building of PRIs are not very encouraging. While impressive training infrastructure have emerged utilising funds from schemes such as BRGF, RGPSA and funds for capacity building after delinking of RGPSA, there is much to be desired in terms of deployment of qualified and experienced regular faculty and empanelled resource persons with these training institutions. To overcome this challenge, collaboration with academic institutions and non-governmental organisations, utilising services of peer trainers from good performing Panchayats may be encouraged vigorously. Gram Panchayat Development Planning (GPDP) and Sustainable Development Goals (SDGs) have provided an opportunity where the Government of India and State Governments have once again starting giving attention to the Panchayats. It is high time that utility of Panchayats in transforming rural India is proved through enabling them to effectively deliver public goods and services by Panchayats and make policy makers to realize the importance of investing human and financial resources in capacity building of Panchayats.

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