

Overview of Capacity Building Measures for Elected Women Representatives (EWRs) and Functionaries in Punjab

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Abstract

Capacity building is possible with the help of technical support, training, particular professional help and resource networking. It is considered as a long-lasting, ongoing process in which all stakeholders take part. Capacity development has been discussed which is an important component of public policy and nation-building from the time of independence of the country. The trust of capacity building has been adequately reflected in the various five year plans, social programs and the vision of the various leaders. There is consciousness of the distinct character of Indian society as class and caste based society, capacity building programs have been amalgamated with affirmative action, welfare programs and the efforts to uplift the underprivileged and marginalized disadvantaged section of the society.

In Punjab, the State Institution of Rural Development (SIRD) is responsible for providing training to elected representatives of the PRIs. The objective of the training programs is to provide as well as to update the knowledge and skill of the rural stakeholder, officials and elected representatives through training programs, workshops, awareness campaigns, seminars and brainstorming sessions. These programs are mainly attended by Elected Representatives of the Panchayati Raj Institutions (PRIs) under the Gram Panchayat Development Plan (GPDP) scheme and SHGs. In the present study secondary data has been used including the reports from 2014 to 2020.

Keywords

Capacity Building,
SIRD,
EWRs,
Training Programs,
PRIs.

Concept of Capacity Building

In the domain of public administration Capacity Building is a continuous and very important process. In terms of its meaning it refers to an approach aimed at making development interventions effective and result oriented. Capacity, basically, is a multi-dimensional and complex attribute. Some of the attributes related to capacity are the ability to perform, awareness, knowledge, skill, self-confidence and work. Building and developing these attributes is not only integral part in the functioning of any system of governance but it has become vital for the overall progress and functioning of any society.¹

Thus, Capacity Building may be defined as “activities which strengthen the knowledge, abilities, skills and behavior of individuals and improve institutional structures and processes such that the organization can efficiently meet its mission and goals in a sustainable way.” It is significant to note UNDP recognizes that capacity building as a long-term continuing process.²

The term “community capacity building” has evolved out of some existing terms such as institutional building and organizational development. In one of its basic characteristics, Capacity Building has greater relevance for vulnerable and marginalized sections such as rural population, women and minorities mainly in the context of developing countries. It can be said that they are supposed to be the main recipients of the benefits of capacity building. In the 1950s and 1960s these terms referred to community development that focused on enhancing the technological and self-help capacities of individuals in rural areas. In the 1970s, following a series of reports on international development, greater emphasis was laid on building capacity in terms of technical skills particularly in rural areas and also in the administrative sectors of developing countries. With the passage of time with greater theoretical exploration of the concepts of capacity building, in the 1980s the concept of institutional development was broadened to include many more things.

Institutional development was viewed as a long-term process of building up a developing country’s government, public and private sector institutions and NGOs. Though precursors to capacity building existed before, they were not powerful forces in the domain of international development. It can be said that “capacity building” emerged as a very cogent idea during the 1990s.³

In purely theoretical terms, capacity can be defined as the totality of inputs needed by an actor to realize its purposes and objectives. In relation to local bodies, capacity building will ensure that such institutions are able to function effectively as institutions of local self-governance in the perspective elaborated above. Capacity of such institutions can also be seen in three distinct though inter-related aspects:

- (a) **Intellectual Capacity:** This implies capacity to think, reflect and analyze reality independently and in pursuit of self-defined purposes of local governance.
- (b) **Institutional Capacity:** This implies procedures, systems, structure, staffing, decision-making, transparency and accountability, planning, implementation and monitoring. It also includes mechanisms for building linkages with others.
- (c) **Material Capacity :** This includes creation of and access to material resources, physical assets, funds, systems and procedures to mobilize revenues, physical and natural resources and infrastructure, systems and procedures required for adequate management of funds and infrastructure.⁴

In other words, capacity building of a local body means an assessment of its purposes at a given period because capacity building requires change over time.

In India, the 73rd Constitutional amendment was a momentous piece of legislation as it accorded a constitutional status to the Panchayati Raj Institutions (PRIs) and created conditions for devolution of power and empowerment of local

self government. The legislation brought in 1993 provided the constitutional framework for constituting local bodies. The provisions in these amendment had some far reaching implications specifically in relation to the governance of local areas in rural centers. The 73rd amendment provided at least 1/3rd reservation for the deprived sections such Scheduled Castes, Scheduled Tribes and women. The provisions of the 73rd amendment can be seen in continuity with the basic constitutional framework of India particularly in relation to the constitution of local bodies. Right from the period after independence India has shown enormous concern for affirmative action and empowerment of historically disadvantaged sections. If capacity as a concept is approached as the totality of individual and institutional resources needed by an actor to realize the social purposes linked with work, the concept has great relevance to local bodies. Applied to local bodies, capacity building measures will ensure that such institutions are able to function effectively as institutions of local self-governance in their constitutional capacity as representative elected bodies.

Capacity building and Panchayati Raj Institutions

In the context of Panchayati Raj, this fundamental tenet of Capacity Building has boundless and high degree of relevance. This is particularly the case in the context of the provisions of the 73rd amendment which provides reservation to the historically disadvantaged sections like women and marginalized castes and makes them a part of the PRIs as per constitutional provisions. Although reservation has assured political empowerment of the disadvantaged sections, it is equally important to ascertain that the representative of these sections can perform effectively and meaningfully. At a higher level of government and bureaucracy there is a consciousness that sometimes that PRIs may lack the capacity to perform. Moreover, it is important to state that the PRIs may suffer from both organizational lack of capacity and individual lack of capacity. The deficiencies in the

performance of the PRIs may be linked with several socio-economic and political factors, yet the sub-optimal performance of Panchayats or the 'lack of capacity' of elected representatives may also act as an important reason for the inability of the PRIs to perform their role. At the level of Panchayats part of the problem of lack of organizational capacity is can be linked to the fact that government officials who are to handle the responsibilities entrusted to intermediate and district Panchayats are not attached or formally deputed to work under the superintendence and control of these Panchayats. On the other hand, they answer to their departmental superiors, or to the external power centre such as the district collector. This makes the capacity building of the Panchayat functionaries even more important as they cannot be expected to receive exclusive guidance and cooperation of the bureaucratic and official wings deputed to work with the Panchayats. In such circumstances, however efficient the ERs of Panchayat might be, the effectiveness is bound to be adversely affected leading to severe gaps in the functioning of the Panchayat. As such, it becomes extremely important that the elected Panchayat functionaries are optimally trained in terms of the various aspects connected to their individual, organizational and constitutional roles and duties. For example, it cannot be expected that a Gram Panchayat will be able to effectively carry out its roles and responsibilities in implementing the MGNREGA program in the absence of complete knowledge of the constitutional provisions and the responsibilities of the elected representatives and the various resources as the disposal of the institutions.⁵

In the light of the above factors, capacity building has been considered an essential ingredient of PRIs. There has been a great deal of emphasis on capacity building measures for enhancing the ability of members as well as the organization so that they can fulfill their social and political duties. **Honadle** has defined the characteristics of 'capacity' as the ability to "anticipate and influence change; manage resources; and evaluate current activities to guide future action". The primary emphasis in the capacity building

approach is to transfer the relevant skills and insights to the ERs, so as to enhance their ability to make sound decisions and contextualize their social role in the right perspective. Thus, it is imperative to devise suitable capacity building programs, keeping in mind the specific needs and requirements of the ERs of Panchayats. The capacity building measures like socio-economic background, literacy level, powers and functions of PRIs at all levels have to be given precedence. It is necessary to emphasize that training needs of the PRIs representatives will vary across the states and possibly across regions within a state. However, there are certain conceptual issues which are common to all the PRIs, which need to be internalized by all the PRIs of the country.⁶

In Indian Context

Historical Perspective

It is vital to take a historical view of the institution of Panchayati Raj as it has emerged as a priority area for successive governments for fulfilling the dream of local self government and empowerment of masses at the grassroots level. The Panchayati Raj has been profusely studied, examined and reviewed by various committees constituted at the National and State level. These committees have also placed great emphasis on training of Panchayati Raj Functionaries. Some observations of important committees are given below for better appreciation of the subject:

The Balwant Rai Mehta Committee (1957) has observed that, no efforts so far have been made either by the Government or by public or political organizations to impart any training in administrative matters to persons elected to local bodies. Such training is essential if we are to make our local bodies effective and useful. Rural administration is an increasingly complex process and its machinery is also growing more complex. The members of the committee suggested various schemes for integration of the different parts of such machinery. The committee held that it is necessary that the persons elected to or aspiring to be elected to such bodies should be equipped with a certain minimum knowledge of the machinery.

Ashok Mehta Committee (1978) categorically suggested training for (a) officials, (b) elected representatives and (c) interface courses for both officials and elected representatives. Thus, the committee emphasized that the officials and elected members need to be trained simultaneously as two indispensable organs of the PRIs. On training aspect of Panchayat functionaries, the committee has given the following suggestions:

- The training programs, covering officials as well as non-officials, would be extensively organized. This would require not only the activation of the existing institutions but also considerable augmentation of their numbers and resources. According to the committee, suitable remedial measures are required for revitalizing the state-level training institutions.
- The National Institute of Rural Development should act as the apex all-India institution for training of trainers, field studies, developing consulting capabilities, research work and improvement in the level of training in the States. Its faculty should be strengthened and upgraded for this purpose. According to the committee, the Government of India had an important role to play in this regard.
- The committee further recommended that there should be an evaluation of the training programs so that it will be possible to make necessary modulations from time to time. Sufficient importance should be attached to the programs for adult education to develop the latent civic consciousness in all the people and thus strengthen the faith in the working of the PRIs.

L.M.Singhvi Committee (1986) recommended that every official in the administration should be made to work in the Panchayati Raj and Rural Development setting so as to sensitize the people associated with public administration about the basic and chronic problems of rural India. The committee suggested that substantial training, research and public education inputs should be provided to strengthen the PRIs and the performance capabilities of those who are called upon to function as the elected representatives,

administrative officials and voluntary workers in relation to PRIs should be enhanced.⁷

It can be said that in historical terms, Community Development Programs of the government of India were the beginning of capacity building endeavors. It is important to note that in the early 1950s, during the early stages of the commencement of the Community Development Program(CDP), the training of government functionaries was given a lot of importance. The first Prime Minister of India, Jawaharlal Nehru epitomized the essence and importance of training in community development in the following words: "Training is necessary in whatever field of activity one may be engaged in. It is more necessary in Community Development where our aim is to build up the human material, to bring about a change in the spirit of the individual, to make better men and women and to teach them self-reliance and confidence in themselves." From 1952 onwards the Union Ministry of Community Development and Cooperation started the program of training: block development officers, extension officers, social education organizers and the village level workers. It was envisaged that the training would broaden to include members of the higher echelons administration. As part of the efforts to pursue the goals of community development an institution for the training of District Panchayat Officers was set up at Rajpura (Dehradun) and the Central Institute of Study and Research was set up at Mussoorie, for the training of officials ranging from collectors to secretaries and development commissioners.⁸

The role of the Union Ministry of Rural Development (formerly known as the Union Ministry of Community Development, Cooperation and Panchayati Raj, later renamed as Department of Community Development) in the organization of training programs was quite prominent during the days of community development. In a significant development have a very important bearing on the program of community development and capacity building, in 1967-68, all the training institutions, known as Orientation and Study Centres, which were till then directly managed and controlled by the Union Government, were transferred to the states

and renamed as State Institutes of Community Development/ Panchayati Raj. Recently, some of these have been renamed as State Institutes of Rural Development.

A scheme was introduced during the Sixth Five Year Plan with a view to strengthening the state institutes for training and research in rural development. The scheme envisaged the establishment of new institutions as also the strengthening of the existing ones. In the first phase, it was proposed to strengthen one state level institute in each state.

In a nutshell, it can be said that the First Five Year Plan and commencement of Community Development program in 1952 as well as the commencement of Panchayati Raj in the early sixties, led to considerable growth of training infrastructure at the state level. The state-wise number of training institution like Administrative Training Institutions (ATIs), State Institute of Rural Development (SIRD) as well as lower level training institutions which are classified as Extension Training Centres (ETCs) and Farmer Training Centres (FTCs) bolstered the community development and capacity building initiatives and gave it a new impetus. However, it is necessary to point out that administrative training institutions in some of the states like Gujarat, Himachal Pradesh, Jammu and Kashmir, Karnataka, Maharashtra, Rajasthan, Tripura and Manipur are composite training institutions i.e. these institutions combine both administrative training and rural development training for the field functionaries. In some of the states, primarily in Uttar Pradesh, there are institutions at the state level dealing with planning and management also. Besides, at the lower level, almost all the states are having extension training centers and farmers training centers. The number varies from each state depending on the size and the requirements of the concerned state.

According to available data, overall at the state level, there are around 288 institutions both in the higher and lower categories which cater to the needs of rural development. At the apex level the National Institute of Rural Development,

Hyderabad is primarily responsible for conducting research and training in rural development and related areas. Besides, there are other institutions which conduct both research and training in the areas of rural development, district planning, democratic decentralization, etc. Some of these institutions engaged in community development and capacity building at the national level are: Indian Institute of Public Administration, New Delhi; National Academy of Administration, Mussoorie; All India Institute of Local Self Government, Mumbai; and Institute for Social and Economic Change, Bangalore.

As stated above, the 73rd constitutional Amendment Act, 1992, was brought into force with effect from 24th April, 1993. After the Panchayati Raj Institutions were accorded a constitutional status and after the provision for reservation for the marginalized and vulnerable sections fresh efforts were initiated for the training of the representatives of the Panchayati Raj particularly belonging to the weaker sections. The Ministry of Rural Development, Government of India initiated a process of training of elected Panchayati Raj representatives. The Prime Minister of India, P.V.Narasimha Rao, in July 1993 in his inaugural address at the Conference of Ministers and Secretaries of Panchayats at States and Union Territories, highlighted the need for training of elected Panchayati Raj representatives, "Since a large number of members will be coming from the weaker sections of the society, it will be necessary to give them comprehensive training about their roles, responsibilities and overall philosophy behind these PRIs. They have to know the procedures, rules and working of the Government and these local institutions to effectively discharge the roles assigned to them. This training should not be a one-time affair and should be conducted at regular intervals for continuous updating of knowledge and skills. State should take stock of the situation and make provisions for the training of Panchayati Raj functionaries, both official and non-official. The Ministry of Rural Development has also been working on evolving a comprehensive training program for the functionaries and will suitably assist the states in their efforts." One of the major

recommendations of the Conference related to all functionaries involved in the Panchayati Raj System at every level. A workshop titled strategy for training under New Panchayati Raj was organized by Indian Institute of Public Administration, New Delhi on 30th July, 1993.⁹ Thus, on the basis of the above survey it can be said that both at the central and state levels, various programs and efforts have been in place for training and capacity development of individual elected representatives and Panchayat level officials, since the enactment of the 73rd amendment. A very important aspect of the MoRD programs in this regard has been the support given to the NIRD for designing and running training programs directly for elected representatives. The NIRD has also coordinated and supported SIRD to undertake training of elected representatives, largely through policy contributions and coordination efforts. Thus, it can be asserted that right from the 1950s the importance of community development programs has been given considerable emphasis. However, the constitutional amendment of 1992 marks an important point in the evolution of the institution of Panchayati Raj as well as an important stage in the process of the empowerment of the elected representatives.

National Capability Building Framework, 2014 (NCBF)

The National Capability Framework was first created in the Eleventh Plan by the Ministry of Panchayati Raj (MoPR) for appropriate and regular capability or capacity building of elected representatives, officials and other stakeholders of Panchayats. During the Eleventh Plan, the capacity building of elected representatives and other stakeholders of Panchayats grew in terms of numbers as well as in terms of quality. Several State Institutions of Rural Development (SIRD) and other resource organizations undertook numerous initiatives. An important development that has taken place in the Twelfth Plan is the launch of the Rajiv Gandhi Panchayat Sashaktikaran Abhiyan (RGPSA), whereby funds are now available not only for training programs

but also supportive activities, such as the setting up of State Panchayat Resources Centers (SPRCs) and District Panchayat Resource Centers (DPRCs), training module preparation, training evaluation, material development etc. With an increased availability of funds, efforts for capability building have to become even more focused to ensure maximum returns.¹⁰ Most recent central scheme for capacity building of PRIs has been Rajiv Gandhi Panchayat Sashaktikaran Abhiyan (RGPSA).

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:

- To enhance capacities and effectiveness of Panchayats and the Gram Sabhas.
- To enable democratic decision-making and accountability in Panchayats and promote people's participation.
- To strengthen the institutional structure for knowledge creation and capacity building of Panchayats.
- To promote devolution of powers and responsibilities to Panchayats according to the spirit of the constitution and PESA Act.
- To strengthen Gram Sabhas to function effectively as the basic forum of people's participation, transparency and accountability within the Panchayat system.
- To create democratic local self - government in areas where Panchayats do not exist.
- To strengthen the constitutionally framework on which Panchayats are founded.

Capacity Building – Panchayat Sashaktikaran Abhiyan(CP-PSA)/ Rashtriya Gram Swaraj Abhiyan (RGSA) : In the financial year 2015-16 RGPSA was discontinued. The Ministry of Panchayati Raj is proposing a new scheme under the name “Rashtriya Gram Swaraj Abhiyan”. In the interim period till the restructure 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 2016-17.¹¹

Given below is a brief introduction to the Nationals and State Institutes of community and rural development which are involved in training, orientation, capacity building and empowerment of elected representatives and officials.

National Institutes of Rural Development (NIRD) at Central Level

In the early fifties, Community Development Block was set up in the country to promote Social and Economic development of villages. The central institute of study and Research in Community Development was conceived and set up in 1958 at Mussoorie for offering orientation courses to officers of executive hierarchy in the development programs. The trainers' training institute established in December, 1958 at Rajpur, Dehradun was entrusted with the task of training of District Panchayat Officers and Sub-divisional officers and trainers of State Institution. In April 1962, both the institutes were merged into one and named as National Institute of Community Development (NICD). NICD was shifted to Hyderabad campus during 1964-65. The institute was changed into a registered society under the Public Service Registration Act no 1 of 1350 fasli. As per a decision taken by the General Council in its meeting held on 20th September, 1977, the institute was renamed and registered as National Institute of Rural Development (NIRD). Recognizing the need for greater focus on strengthening Panchayati Raj System and Capacity Building of PRIs functionaries through the network of SIRD and ETCs, the name of NIRD has been changed to National Institute of Rural Development & Panchayati Raj (NIRD & PR) in the year 2014.¹²

NIRD has a dedicated centre for Panchayati Raj, which is one of the first centers of its kind to be established in the country. NIRD has been a front runner in historic events that promoted Panchayati Raj development in the country, supplementing policy reflecting and aiding research from time to

time. The director of NIRD was a member of Ashok Mehta Committee on Panchayati Raj. The centre extended support to both the Shri M.L.Singhvi and Dr. G.V.K.Rao reports. The institute was involved in preparing the concept notes for the workshops on responsive administration chaired by the Prime Minister at the NIRD campus and at Jaipur in 1988. Prior to the 73rd constitutional Amendment, the Joint Parliamentary Committee meeting was organized and subsequently the centre for the Panchayati Raj in NIRD prepared the Model Bill on Local Self-governments. The centre prepared the National Action Plan for Training PR functionaries and training modules and course material for Master Trainers Training under this National Action Plan.¹³

State Institute of Rural Development (SIRD), Punjab, at State Level

The State Institute of Rural Development is the apex institute of State in training, research and consultancy in the field of Rural Development. The body was the outcome of a decision of a high - powered committee constituted by the Government of India in 1986 under the scheme for the creation of SIRD in all the States. The Government of India also agreed to finance the SIRD to the extent of 50 percent on a recurring basis. The remaining 50 percent expenses are to be borne by the concerned State Government.

SIRD, Punjab has been working from 1984. Earlier it was situated at Nabha and later was shifted to S.A.S Nagar, Mohali. At present it is located at Sector-62A, S.A.S Nagar (Punjab). It is connected with Punjab state's capital Chandigarh. The institute has one Extension Centre at Nabha and one Community Development Centre at Batala and one Gram Sewak Centre at Nabha also. The SIRD and PR are responsible for the capacity building of stakeholders in the implementation of the plans of economic development and social justice as envisaged under the 73rd constitutional Amendment Act, 1993 and in the execution of the flagship programs of the Ministry of Rural Development such as Mahatma Gandhi NREGS, RGSY/PSA, NRLM, PMAY

and Welfare Schemes of the Government of Punjab. Besides, the institute seeks to play a proactive role in good governance through the strengthening of the RTI regime. The Institute aims at strengthening its faculty and infrastructure for the above purposes. It also plans to create specialized centers for playing a critical role in the above processes. Further, it seeks to update the training modules and methodology and to undertake Action Research for realizing the above objectives. Steps are also being taken by the SIRD and PR to associate senior academicians from the universities and research institutions with its research projects on the status of rural development and decentralized governance in the State. The SIRD provided various types of training such as:

- (a). Class Room Training (Face to Face interaction)
- (b). One to One (Training New Employees on a one time basis)
- (c). Virtual
- (d). E- Learning
- (e). Video Conferencing¹⁴

Punjab state formally adopted the Punjab Panchayati Raj Act, 1994. After this Amendment, in the Panchayat elections of 1998, 1096 Women Sarpanches were elected and 24356 women were elected as Panchayat Members.¹⁵ Punjab State conducted elections of village Sarpanch indirectly before the election of 2013. There was widespread violence during the elections. In order to avoid such untoward incidents and to safeguard the interest of the village community, direct election of village Sarpanches were conducted in 2013. This election process was more peaceful as compared to earlier indirect elections. For the first time, the Punjab Government also conducted elections on a ward basis. Every ward elected its Panch.¹⁶ In the Panchayat elections of 2013, 11997 Panchayats were elected in Punjab, out of which 3675 women were elected as Sarpanches and 25208 as Panchayat Members.¹⁷ SIRD is responsible for providing training to Sarpanches and Panchayat Members in the State. It is improving the knowledge and skill of the rural stakeholder and by changing the mindset of the

officials and elected representatives through training programs, workshops, awareness campaigns, seminars and brainstorming sessions.

As stated above the research period of the present study is 2013-18. Due to election year 2013-14,

SIRD did not conduct any training programmes. Given below are the training reports of the SIRD Punjab on yearly basis. The reports present a detailed account of the training provided by these institutes during the period under study.

Table 1.0

Training Report of SIRD, Punjab (2014-15)

Sr. No	Name of scheme	Target Group	Total Camps Conducted	Total Participants Trained	Gen	SC	Other	Female
1.	Training Report of village Health Sanitation & Nutrition Committee (VHSNC)	SHG members, Asha Workers, PRIs members (Women), NGO, Ex-Service men committee/other	996	44181	18632	18857	6699	5049
2.	Punjab State AIDS Control Society (PSACS)	PRIs members, Anganwari and Asha Workers	92	2782	1227	1298	257	1215
3.	Backward Region Grant Fund (BRGF)	PRI members & officials and Gram Sabha members	102	6986	2772	2978	1236	3196
4.	Rajiv Gandhi Panchayat Sashaktikaran Abhiyan (RGPSA)	PRI members and officials	760	39821	20783	15584	3454	16056
Total			1950	93770	43414	38717	11646	25516

Source: SIRD, S.A.S. Nagar, Mohali.

The table 1.0 given above clearly shows that during the period 2014-15 a total of 996 camps were conducted for SHG members, Asha Workers, PRIs women members, members of NGOs and Ex-Servicemen by the Village Health Sanitation and Nutrition Committees. A total of 44181 participants took part in these camps and received training there. Out of the total participants 18632 were from the general category, 18857 from the SC category, 6699 from other categories and 5049 were women. The table also brings out the PSACS organized 92 camps for PRI members and Anganwari Workers and Asha Workers. A total of 2782 participants took

part in these camps. Out of the total participants 1227 were from the general category, 1298 were from the SC category, 257 were from other categories whereas 1215 were females. Further it is revealed that BRGF organized 102 camps for a total of 6986 participants. Out of these, 2772 belonged to the General Category, 2978 for the SC Category and 1236 to the other categories. Out of the total 3196 were females. RGPSA organized a total of 760 training camps for a total of 39821 participants. Out of the total participants 20783 belonged to the General Category, 15584 to SC category, 3454 to other categories and 16056 were females.

Table 1.1

Training Report of SIRD, Punjab (2015-16)

Sr. No	Name of scheme	Target Group	Total Camps Conducted	Total Participants Trained	Gen	SC	Other	Female
1.	Training Report of village Health Sanitation & Nutrition Committee (VHSNC)	SHG members, Asha Workers, PRIs members NGO, Ex-Service men committee/other	640	29365	10725	14186	4454	20085
2.	Punjab State AIDS Control Society (PSACS)	PRIs members, Anganwari and Asha Workers	122	4396	1727	2038	631	2995
3.	Backward Region Grant Fund (BRGF)	PRI members & officials and Gram Sabha members	303	17525	6163	8192	3160	8043
	Off Campus Total		1065	51286	18615	24416	8245	31123
	In Campus Training	District and Block level official, Resource Persons	31	1075	674	296	105	375
	Total		1096	52361	19289	24712	8350	31498

Source: SIRD, S.A.S. Nagar, Mohali.

The table 1.1 given above clearly brings out that during the period 2015 -16 a total of 1096 camps were organized by the SIRD. Out of these 640 camps were conducted for SHG members, Asha Workers, PRIs women members, members of NGOs and Ex-Servicemen by the Village Health Sanitation and Nutrition Committees. A total of 29365 participants took part in these camps and received training there. Out of the total participants 10725 were from the general category, 14186 from the SC category, 4454 from other categories and 20085 were women. The table also brings out that PSACS organized 122 camps for PRI members and Anganwari and Asha workers. A total of 4396 participants took part in these camps. Out of the total participants 1727 were from the general category, 2038 were from the SC category, 631 were from other categories whereas 2995 were females. Further it is revealed that BRGF organized 303 camps for a total of 17525 participants belonging to PRIs members

and Officials and Gram Sabha members. Out of these, 6163 belonged to the General Category, 8192 for the SC Category and 3160 to the other categories. Out of the total 8043 were females. As far as the total number of off campus camps organized by the SIRD during 2015-16 are concerned a total of 1065 camps were organized and 51286 participants received training in these camps. A total of 18615 participants belonged to the General Category, 24416 to SC Category, 8245 to other categories whereas 31123 were women. As far as on campus training programs conducted by SIRD during 2015-16 are concerned a total of 31 training camps for a total of 1075 participants were organized. The participants mainly consisted of District and Block Level Officials and Resource Persons. Out of the total participants 674 belonged to the General Category, 296 to SC category, 105 to other categories and 375 were females.

Table 1.2

Training Report of SIRD, Punjab (2016-17)

Sr. No	Name of scheme	Target Group	Total Camps Conducted	Total Participants Trained	Gen	SC	Other	Female
1.	Gram Panchayat Development Plan(GPDP)	PRIs members, SHGs members, AshaWorkers, ANMs, Anganwari Workers, NYK members etc.	2390	98382	45486	39520	13376	47641
2.	Punjab State AIDS Control Society(PSACS)	PRIs members, Anganwari and Asha Workers	74	2431	1094	1011	326	1616
3.	Other than GPDP	PRI members , Anganwari Worker, SHGs members, AshaWorkers, ANMs, NYK members and Primary Teacher	228	11103	5171	3964	1968	7972
	Off Campus Total		2692	111916	51751	44495	15670	57229
	In Campus Training	District and Block level official, Resource Persons	31	1236	812	288	136	380
	Total		2723	113152	52563	44783	15806	57609

Source: SIRD, S.A.S.Nagar,Mohali.

The table 1.2 given above clearly illustrates that during the period 2016-17 a total of 2390 camps were conducted under the Gram Panchayat Development Plan (GPDP) mainly for Asha Workers and Anganwari Workers, PRIs members, SHGs and NYK members. A total of 98382 participants took part in these camps and received training there. Out of the total participants 45486 were from the General category, 39520 from the SC category, 13376 from other categories and 47641 were women. The table also brings out that PSACS organized 74 camps for PRI members and Asha Workers and Anganwari Workers. A total of 2431 participants took part in these camps. Out of the total participants 1094 were from the general category, 1011 were from the SC category, 326 were from other categories whereas 1616 were females. Further it is revealed under schemes other than GPDP 228 camps for a total of 11103 participants consisting of PRI members, Asha Workers and Anganwari Workers, SHG members,

ANMs, NYK members and Primary Teachers were organized. Out of these, 5171 participants belonged to the General Category, 3964 to the SC Category and 1968 to the other categories. Out of the total 7972 were females. As far as the total number of off campus camps organized by the SIRD during 2016-17 are concerned a total of 2692 camps were organized and 111916 participants received training in these camps. A total of 51751 participants belonged to the General Category, 44495 to SC Category, 15670 to other categories whereas 57229 were women. As far as on Campus training programs conducted by SIRD during 2016-17 are concerned a total of 31 training camps for a total of 1236 participants were organized. The participants mainly consisted of district and block level officials and resource persons. Out of the total participants 812 belonged to the General Category, 288 to SC category, 136 to other categories and 380 were females.

Table 1.3

Training Report of SIRD, Punjab (2017-18)

Sr. No	Name of scheme	Target Group	Total Camps Conducted	Total Participants Trained	Gen	SC	Other	Female
1.	Gram Panchayat Development Plan(GPDP)	PRIs members, SHGs members, AshaWorkers, ANMs, Anganwari Workers, NYK members etc.	373	14726	7175	5768	1783	7823
2.	Punjab State AIDS Control Society(PSACS)	PRIs members, Anganwari and Asha Workers	72	2437	1036	1052	349	1766
3.	Other than GPDP	PRI members , Anganwari Worker, Asha Workers, ANMs, SHGs members, NYK members and Primary Teacher	144	5345	2670	1904	771	2450
	Off Campus Total		589	22508	10881	8724	2903	12039
	In Campus Training	District and Block level official, Resource Persons	58	2136	1388	504	244	588
	Total		647	24644	12289	9228	3147	12627

Source: SIRD,S.A.S.Nagar, Mohali.

The table 1.3 given above clearly brings out that during the period 2017-18 a total of 373 camps were organized mainly for SHG members, Asha Workers and Anganwari Workers, PRIs and NYK members under the GPDP. A total of 14726 participants took part in these camps and received training there. Out of the total participants 7175 were from the General category, 5768 from the SC category, 1783 from other categories and 7823 were women. The table also brings out that PSACS organized 72 camps for PRI members and Anganwari and Asha Workers. A total of 2437 participants took part in these camps. Out of the total participants 1036 were from the General category, 1052 were from the SC category, 349 were from other categories whereas 1766 were females. Further it is revealed under schemes other than the GPDP 144 camps for a total of 5345 participants who were PRI members, Anganwari and Asha Workers, ANMs, SHG Members, NYK Members and Primary Teachers.

Out of the total participants 2670 belonged to the General Category, 1904 to the SC Category and 771 to the other categories. Out of the total 2450 were females. As far as the total number of Off Campus Camps organized by the SIRD during 2017-18 are concerned a total of 589 camps were organized and 22508 participants received training in these camps. A total of 10881 participants belonged to the General Category, 8724 to SC Category, 2903 to other categories whereas 12039 were women. As far as on campus training programs conducted by SIRD during 2017-18 are concerned a total of 58 training camps for a total of 2136 participants were organized. The participants mainly consisted of district and block level officials and resource persons. Out of the total participants 1388 belonged to the General Category, 504 to SC category, 244 to other categories and 588 were females.

Table 1.4

Training Report of SIRD, Punjab (2018-19)

Sr. No	Name of scheme	Target Group	Total Camps Conducted	Total Participants Trained	Gen	SC	Other	Female
1.	Training Program on working of RD& PRIs and RD & PR Schemes	Newly Recruited Panchayat Secretaries	3	281	-	-	-	-
2.	CB & Training under EGSA	SHG members	71	7141	719	5908	514	6562
3.	Punjab State AIDS Control Society (PSACS)	PRI members , Anganwari and AshaWorkers	95	3899	1774	1629	2270	2376
4.	Orientation Training for Newly Elected Representative and officials of PRIs	Representative and officials of PRIs	425	40728	21125	16298	3305	16496
5.	Training for EWRs of PRIs	EWRs of PRIs	10	562	257	270	35	562
	Off Campus Total		604	52611	23875	24105	6124	25996
	In Campus Training	District and Block level official, Resource Persons	80	3006	2003	586	417	665
	Total		684	55617	25878	24691	6541	26661

Source: SIRD,S.A.S.Nagar, Mohali.

The table 1.4 given above clearly brings out the details related to the training programs organized by the SIRD during 2018-19. It is evident from the figures that during the period 2018-19 a total of 3 camps were organized under the Scheme of Training program on Working of RD and PRIs and RD and PR Schemes. A total of 281 participants received training in this program. This training program was meant exclusively for the newly recruited Panchayat Secretaries. Besides this, training was provided to SHG members under the CB and Training under EGSA (Extended Gram Swaraj Abhiyan) program. Overall 71 camps were conducted under this program and total of 7141 participants received training. Out of the total participants 719 belonged to General Category, 5908 were from the SC category, 514 were from other categories whereas 6562 were females. The table also brings out that the PSACS organized 95 camps for PRI members and Officials and Asha Workers and Anganwari Workers. A total of 3899 participants took part in these camps. Out of the total participants the 1774 were from the general category, 1629 were from the SC category, 2270 were from other categories whereas 2376 were females. Further it is revealed Orientation Training for Newly Elected Representatives and Officials of PRIs was provided in a total of 425

training programs. A total of 40728 participants received training in these programs. Out of these, 21125 participants belonged to the General Category, 16298 to the SC Category and 3305 to the other categories. Out of the total 16496 were females. Apart from this, training programs for EWRs and PRIs were organized in the form of 10 camps during which training was imparted to a total 562 participants. Out of the total 257 were from the general category, 270 were from the SC category, 35 were from other categories whereas 562 were females As far as the total number of off campus camps organized by the SIRD during 2018-19 are concerned a total of 604 camps were organized and 52611 participants received training in these camps. A total of 23875 participants belonged to the General Category, 24104 to SC Category, 6124 to other categories whereas 25996 were women. As far as on Campus training programs conducted by SIRD during 2018-19 are concerned a total of 80 training camps for a total of 3006 participants were organized. The participants mainly consisted of district and block level officials and resource persons. Out of the total participants 2003 belonged to the General Category, 586 to SC category, 417 to other categories and 665 were females.

Table 1.5

Training Report of SIRD, Punjab (2019-20)

Sr. No	Name of scheme	Target Group	Total Camps Conducted	Total Participants Trained	Gen	SC	Other	Female
1.	Orientation Training for Newly Elected Representative and officials of PRIs	Newly Elected Representative and officials of PRIs	260	15055	7901	6080	1074	6470
2.	Punjab State AIDS Control Society (PSACS)	PRI members , Anganwari and AshaWorkers	12	404	233	103	68	265
	Off Campus Total		272	15459	8134	6183	1142	6735
	In Campus Training	ERs, Officials/ Functionaries of RD & PR, Line Departmental officials and Resource Persons/ Master Trainers	14	537	345	139	53	141
	Total		286	15996	8479	6322	1195	6876

Source: SIRD,S.A.S.Nagar, Mohali.

The table 1.5 given above clearly brings out that during the period 2019-20 a total of 260 camps were organized. These camps were mainly for orientation training for Newly Elected Representatives and Officials of PRIs. A total 15055 participants received training in these programs. Out of these, 7901 participants belonged to the General Category, 6080 to the SC Category and 1074 to the other categories. Out of the total 6470 were females. The table also brings out that PSACS organized 12 camps for PRI members and Anganwari and Asha Workers. A total of 404 participants took part in these camps. Out of the total participants 233 were from the general category, 103 were from the SC category, 68 were from other categories whereas 265 were females. As far as the total number of off campus

camps organized by the SIRD during 2019-20 are concerned a total of 272 camps were organized and 15459 participants received training in these camps. A total of 8134 participants belonged to the General Category, 6183 to SC Category, 1142 to other categories whereas 6735 were women. As far as on campus training programs conducted by SIRD during 2019-20 are concerned, a total of 286 training camps for a total of 15996 participants were organized. The participants mainly consisted of ER Officials, Functionaries of RD and PR, Line Department Officials, Resource Persons and Master Trainers. Out of the total participants 8479 belonged to the General Category, 6322 to SC category, 1195 to other categories and 6876 were females.

Table 1.6

Training Report of SIRD, Punjab (2014-20)

Year	In Campus		Off-Campus		Total		Remarks	Source of Funding
	No. of Programs	No. of Participants	No. of Programs	No. of Participants	No. of Programs	No. of Participants		
2014-2015					1950	93770		Ministry of Rural Development & Ministry of Panchayati Raj, Government of India.
2015-2016	31	1075	1065	51286	1096	52361		
2016-2017	31	1236	2692	111916	2723	113152	Number is large because GPDP training was conducted at mass level for Elected Representatives of PRIs, Planning Unit members and SHGs	National Institute of Rural Development & Panchayati Raj, Hyderabad.
2017-2018	58	2136	589	22508	647	24644	As this was the last year of the tenure of outgoing ERs, there was very low initiative for trainings so the number is low	National Institute of Public Co-operation and Child Development (NIPCCD), Ministry of Women & Child Development, Government of India.
2018-2019	80	3006	604	52611	684	55617	Orientation-cm-GPDP Training has been conducted for Newly Elected Representatives & Officials of PRIs and SHG members	
2019-2020	14	537	272	15459	286	15996	Orientation Training/ Refresher/ GPDP Training of Elected Representatives & officials of PRIs and SHG members being conducted on mass level.	

Source: SIRD, S.A.S. Nagar, Mohali.

Thus, the consolidated table of the period between 2014-2020 clearly brings out that during 2014-15 a total of 1950 programs were organized by the SIRD and 93770 participants participated in the programs and received training there. During 2015-16 a total of 31 in campus programs were organized and 1075 participants received training in these, on the other hand 1065 off campus programs were organized and 51286 participants received training in these. In terms of total programs the table shows that a total of 1096 programs were organized and 52361 participants received training in these. During 2016-17 a total of 31 in campus programs were organized and 1236 participants received training in these, on the other hand 2692 off campus programs were organized and 111916 participants received training in these. In terms of total programs the table shows that a total of 2723 programs were organized and 113152 participants received training in these. These programs were mainly

attended by Elected Representatives of the PRIs, Planning Unit Members and SHGs. During 2017-18 a total of 51 in campus programs were organized and 2136 participants received training in these, on the other hand 589 off campus programs were organized and 22568 participants received training in these. In terms of total programs the table shows that a total of 647 programs were organized and 24644 participants received training in these. During 2018-19 a total of 80 in campus programs were organized and 3006 participants received training in these, on the other hand 604 off campus programs were organized and 52611 participants received training in these. In terms of total programs the table shows that a total of 684 programs were organized and 55617 participants received training in these. These programs were mainly attended by elected representatives of the PRIs and SHGs. During 2019-20 a total of 14 in campus programs were organized and 537

participants received training in these, on the other hand 272 off campus programs were organized and 15459 participants received training in these. In terms of total programs the table shows that a total of 286 programs were organized and 15996 participants received training in these. These programs were mainly attended by elected representatives of the PRIs under the GPDP scheme and SHGs.¹⁸

After March 2020 due to Covid-19, SIRD started running training courses through online mode. According to the SIRD officials, it has become a regular feature now.¹⁹


Thus, it is clear from the analysis and figure presented above that capacity development has been an important component of public policy and nation building from the time of independence of the country. The institutional framework to develop capacity building has been expanding with every phase of the democratic and social progress of India. Indeed, capacity building has been integral to the idea of social and democratic progress of India. The trust of capacity building has been adequately reflected in the various five year plans, social programs and the vision of the various leaders. In the period after 1993, however, the concept of capacity building has been greatly formalized. This is evident from the working of the various national and state institutions working in the area of rural development. As has been discussed above, as there is consciousness of the distinct character of Indian society as class and caste based society, capacity building programs have been amalgamated with affirmative action, welfare programs and the efforts to uplift the underprivileged and marginalized disadvantaged section of the society.

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