Review of Selected National Programme in Maharashtra

Review of Selected National Programs in the context of Community Empowerment

The magnitude and the complexity of the challenge of reducing poverty in the developing world have shaped the need to identify new ways to attack the problem. An important element of current thinking about how to reduce poverty is the involvement of community as primary stakeholders in the activities of development interventions. This includes both planning and monitoring at the lowest spatial level. A desk study with limited on the site data from three states (Maharashtra, M.P. and Chhattisgarh) have been used to review, analyze and synthesize the existing participatory development parameters, as described in the national program documents in order to explore the link between participation and poverty reduction and to draw out policy recommendations for district.

Findings confirm that participation increases the impact of poverty reduction strategies through empowerment of primary stakeholders and improvements in the effectiveness, efficiency, accountability and sustainability of development interventions. In this way, participation contributes to (1) improve the quality of life of the disadvantaged by promoting their self-reliance and improving their capabilities, allowing them to pursue sustainable livelihoods; (2) build the poor's social safety nets, which cushions the adverse effects, trends and seasons, avoiding the deprived people going into deeper poverty; (3) help targeting and focusing the benefits of development interventions to a larger disadvantaged population; (4) make more efficient use of development intervention's resources as well as reduce the overall costs of the projects/programmes, (5) allow development agencies to increase the quantity and quality of interventions, by maximizing returns and benefits to the poor; (6) lead to more equitable distribution of development interventions' benefits for poor people; and, finally, (7) provide a positive incentive to promote local ownership and responsibility, increasing project/programme sustainability and, therefore, making the most vulnerable take advantage of project/programme benefits in a sustainable manner.

A comparative analysis of case studies suggests an important link between the level of participation, on the one hand, and its contributions to poverty reduction, on the other. Empirical data indicate that high levels of or 'real' participation are more likely to improve the impacts of poverty reduction strategies than lower levels of participation. The reason for these distinct contributions is that different types of participation act differently on

<u>improving the development intervention's performance and outcomes</u>. A participatory approach that increases the involvement of primary stakeholders in the decision-making process and their capacity to self-mobilization, is more likely to improve the impact of poverty reduction strategies because, primary stakeholders become more capable, informed, confident and proactive to take initiatives that solve their problems.

The emphasis of Govt. programmes for the last decade or so has been to concentrate on the participation of the community and a demand driven intervention. However, in spite of the best of intentions in the plan documents, the spirit of the programme is lost at the district level, which is the most fundamental echelon of delivery system. The term community involvement has been changing depending upon the leadership at the district level. In some districts, part financial contribution to the project cost have been interpreted as community involvement while in some districts it has been interpreted at the more rudimentary level that includes proper initiation of community process in addition to contribution to the project cost.   In the subsequent sections the review will explore structurally as well as functionally, some of the major hindrances that compound the participatory planning process.

In addition to community empowerment, the reviewed was to understand the aspects of fund utilization and initiative taken augment the process of community participation. This revealed a grim picture. Though the base document of the program is very clear in its expectation on community managed programming, the interpretation of community participation continues to limit itself only to sharing of monetary resources ether by cash or by kind. Community's active role as a part of managing and monitoring of the project was hardly visible. The fund allocated under the Sarva Shiksha Abhiyan (SSA), Swajaldhara as well as Total Sanitation Campaign (TSC) for the purpose of micro planning and community mobilization go either unspent or get diverted by exercising narrow interpretation. Jalswarajya however has started their effort in community mobilization in a systematic way in the district of Chandrapur in Maharashtra. An important point to be noted is that the district of Chandrapur already has a culture of micro planning (due to UNICEF PEEP) that may have carried the enthusiasm through. It was also noted that in some districts of Madhya Pradesh (Guna) the community mobilization was limited to calling of village meeting and discussing on monetary contribution. Such lukewarm effort is hardly sustainable and the spirit of the program is lost. Thus some of the major sectoral (national) programs that have laid their foundation on community monitoring and

ownership will find it difficult to achieve the desired result in terms of both process and product, due to difference in interpretation at the implementation level. There need to a set of defined non – compromising processes, methods and procedurals made as prerequisite to these programmes.   The essence of some of the key National programmes that impinge on the mother and child care process is summarized below. The summary brings about the facets of **"community involvement"** as transcribed in the base document.

Review of Sarva Shiksha Abhiyan (SSA) Summary

1. The goal of Sarva Shiksha Abhiyan (SSA) "is to provide useful and relevant elementary education for all children in the 6 to 14 age group by 2010." (Quote from Chap.1.2)

2. Systematic mobilization of the community and creation of an effective system of decentralized decision making are emphasized in SSA.

3. "Sarva Shiksha Abhiyan is an effort to universalize elementary education by community-ownership of the school system." (1.0 Emphasize added.)

4. The basis of the emphasis on community-ownership lies in the idea that: "The community-based planning process has to result in the effective enrolment and retention of the hitherto out of school children in school/ an EGS centre/ or a Bridge Course." (2.2)

5. Under SSA, each district will prepare a District Elementary Education Plan through extensive participation from communities. SSA emphasizes that community-ownership of the District Plan is a must.

6. SSA works on a community-based approach to planning with "habitation" as a unit of planning. A core planning team will be constituted in each village at the habitation level including VEC members, ensuring participation of women as well as persons from the deprived communities.

7. *"Habitation plans will be the basis for formulating district plans." (1.6) – This shows the very essence of a bottom-up approach from the village-level to district-level.*

8. SSA will have a community based monitoring system. Every school will have a notice board showing all the grants received and the details thereof. All reports sent to the Block and the District level with regard to enrolment, attendance, incentive, etc. shall be displayed on the school notice board. – This enables sharing of information within community.

9. SSA encourages that formation of VECs should be process-based, viz., selection through community's participation rather than through official orders or nomination. – An aspect of community mobilization.

10. SSA encourages that school should be a social institution to the community. It encourages VEC to implement school-based activities to ensure community partnership in the management of the school. – An aspect of community mobilization.

11. Partners of SSA being the following: Panchayati Raj Institutions, School Management Committees, Village and Urban Slum level Education Committees, Parents' Teachers' Associations, Mother Teacher Associations, Tribal Autonomous Councils, Women's groups, etc.

12. Linkage between other sectors are mentioned: Early Childhood Education (ICDS), Department of Women and Child Development, Department of Rural Development, Integrated Education of the Disabled Children (IEDC), Ministry of Social Justice and Empowerment, State Department of Welfare, etc.

13. As for sustainability, only financial sustainability is discussed. Sustainability in terms of programming and programme outcome/impact is not discussed.

14. Although extensive amount of community participation and linkage with other sectors in SSA are emphasized, "how-to" part is still vague.

Some essential quotes attached below

1. **Community Mobilization**
2. **Community Ownership**
3. **Community Planning/ Monitoring**
4. **Partners**
5. **Role of District, Flexibility at District-level**
6. **Convergence**
7. **Sustainability**
8. **Budget**

Community Mobilization

Quote in " ". Emphasis is added. Comments in ( ).	Chap.
"An effort at effectively involving the **Panchayati Raj Institutions**, **School Management Committees**, **Village and Urban Slum level Education Committees**, **Parents' Teachers' Associations**, **Mother Teacher Associations**, **Tribal Autonomous Councils** and other **grass root level structures** in the management of elementary schools."	1.1
"**Accountability** to Community - SSA envisages cooperation between teachers, parents and PRIs, as well as accountability and transparency to the community."	1.6
"Systematic **mobilization of the community** and creation of an effective system of decentralized decision making are part of the preparatory activities. A number of steps have already been taken in many states and it is expected that the State/UTs which have not yet decentralized powers to Village Education Committees/ Panchayat/ Urban local bodies, would do so as a part of the preparation for implementing Sarva Shiksha Abhiyan." (-> Recommending community mobilization.)	2.1
"The preparation of **habitation level** educational plans through effective **community mobilisation for microplanning** and school mapping is the greatest challenge of the preparatory phase. … This calls for a focus on capacity building among the Panchayati Raj Institutions, members of Village Education Committees, School Management Committees, Parents' Teacher Associations, etc."	2.1
"**Mobilization of the community** can come about more effectively through a series of **school-based activities** that opens up the **school as a social institution to the community.** The objective of all these efforts is to ensure community partnership in the management of the school." (-> Talks about community ownership.)	2.1
"The preparatory activities must also ensure that the **formation of the VECs** (or equivalent bodies in urban areas) is **process-based**. Process-based implies selection through activities and participation **rather than by official orders of nomination**. … Involvement of the teachers, representatives of women and other weaker sections, active community leaders, parents of children studying in that school/EGS, parents of out of school children from poor habitations, has to be ensured in a process based approach." (-> Active participation/ willingness from community side. Bottom-up, not top-down. ALSO, talks about the participation	2.1

from the poorest/weakest population.)	
"A component on **disability** should be included in all the modules for parents, VEC and community." (-> Talks about disability – one of the weakest population.)	5.2

Community Ownership

"Sarva Shiksha Abhiyan is an effort to universalize elementary education **by community-ownership of the school system**."	1.0
"Community Ownership - The programme calls for **community ownership** of school-based interventions through effective decentralization. This will be augmented by involvement of women's groups, VEC members and members of Panchayati Raj institutions."	1.6
"Level of **community ownership** to be the critical factor in appraisal of (district) plans"	2.6
Monitoring of programme should include following components: Community based monitoring with full transparency; **Community ownership mandatory for preparation of District Elementary Education Plans**; Statement of expenditure in each school to be a public document; **Mandatory implementation of many activities by VEC**.	4.1
"The local government should recruit (teachers) and the community should have a say in the selection process."	6.2
"The participation of the community in all civil work activities will be mandatory in order to ensure **a sense of ownership** and a departure from contractor driven approaches."	VII

Community Planning/ Monitoring

"**Community Based Monitoring** with Full Transparency - The Programme will have a community based monitoring system. The Educational Management Information System (EMIS) will correlate school level data with community-based information from **micro planning and surveys**. Besides this, every school will be encouraged to share all information with the community, including grants received."	1.6
"**Habitation as a Unit of Planning** - The SSA works on a **community based** approach to planning with habitation as a unit of planning. **Habitation plans will be the basis for formulating district plans**."	1.6
"**Microplanning exercise will include the following**: Through a **participatory process** a core **planning** team will be constituted in each village at the **habitation level** including selected **VEC** members, selected **community leader**s, **NGO** representatives, **Head Master**, selected **teacher**s and some selected **parent**s, ensuring participation of **women** as well as persons from the deprived communities. Parents of children with special needs may be included in the team. The selection of this team is very critical for effective planning."	2.1
"For planning to be need-based, it is important that the broad norms for improving school facilities are shared with **habitation level planning team**."	2.1
"The success of Sarva Shiksha Abhiyan will depend on the quality of the community based planning process."	2.2
"It is important to recognize a habitation, rather than a village as a unit of planning as most habitations have a higher degree of community solidarity. Similarly, in urban areas, a cluster of households in the same slum settlement has to be a unit	2.2

of planning."	
"After orientation of community teams, the process of micro planning should be undertaken. This would involve intensive interaction with each household to ascertain the educational status and the educational need. The requirements have to be discussed at the habitation level before they are finalized. The broad financial and physical norms regarding school infrastructure, teachers and teaching learning materials will have to be the basis of the planning exercise."	2.2
"The habitation level plans should be drawn up on the basis of the micro planning exercise."	2.2
"The **community-based planning process** has to result in the effective enrolment and retention of the hitherto out of school children in school/ an EGS centre/ or a Bridge Course. This calls for a child specific monitoring by the local community. Community planning processes must also result in a specific Action Plan."	2.2
"The Sarva Shiksha Abhiyan will have a community-based monitoring system. … every school will have a **notice board showing all the grants** received by the school and the details thereof. All **reports sent to the Block and the District level** with regard to enrolment, attendance, incentive, etc. **shall be displayed on the school notice board**. … The basic principle in monitoring will be its **community ownership** and periodic quality checks by external teams"	4.1
"The community leaders and groups need to be sensitized on issues related to **monitoring** of children's progress and other quality related school activities. Existing VECs, PTAs, SECs, MTAs, SMCs, etc., should be involved in this process by organizing **fortnightly/monthly meetings in the schools**."	6.5

Partners

"This (community-ownership) will be augmented by involvement of **women's groups**, **VEC members** and **members of Panchayati Raj institutions**."	1.6
"Involvement of **NGO**s will strengthen this community-based approach for organizing the preparatory activities."	2.1
"The **CRC**s, **BRC**s and **DIET**s have a large role in the preparation of perspective and Annual Plans"	2.3
"Participation of NGOs, institutions, individuals, Panchayati Raj Institutions and urban local bodies (in appraisal of district plans)"	2.6
"Involvement of NGOs, social activists, university teachers, teacher union representatives, Panchayati Raj representatives, and **women's groups** would help in ensuring full transparency to the activities of the Mission."	3.2
"Sarva Shiksha Abhiyan conceives a vibrant partnership with **Non Governmental Organization**s in the area of **capacity building**, both in communities and in resource institutions."	3.4
"(Plan of urban areas) would require partnership with NGOs, Municipal bodies, etc."	5.5

Role of District, Flexibility at District-level

"District Elementary Education Plans - As per the SSA framework, each **district will prepare a District Elementary Education Plan** reflecting all the investments being made and required in the elementary education sector, with **a holistic and convergent approach**."	1.6
"The **State level Implementation Society** has to exercise utmost caution and	2.2

care in **ensuring that the core team at the District and Block level is carefully selected** and is committed to the task of Universal Elementary Education. Besides Education Department functionaries, these teams could comprise of faculty members of DIETs, BRCs, CRCs, NGO representatives, representatives of Teacher Unions, representatives of Women's Groups, representatives of Self Help Groups, retired and serving National and State Award winning Teachers, local literary figures, Panchayati Raj/ Autonomous Council representatives, etc. This list is illustrative as Sarva Shiksha Abhiyan recognizes the diversity across regions. **The objective is to make district level and Block level core teams competent to take the community along in its agenda for educational reconstruction.**"	
"**Each district will prepare a perspective Plan and an Annual Plan**. … A clear Plan for improving access, increasing retention and ensuring achievement will be a part of the perspective Plan. … The Annual Plans have to be based on a broad indication of resource availability to a district in a particular year. … While the objective of the Perspective Plan is to assess and Plan for the unfinished UEE agenda in a particular district, the Annual plan is an exercise in prioritization."	2.3
"The District Institutes of Education and Training (DIETs) have a Planning and Management unit. These units have to become fully operational."	2.3
A District Plan should have following: (1) Large scale participation of women and other disadvantaged groups in the planning process; (2) gender sensitive; (3) school-based activities; (4) elected rep, process-based committees, community contribution, microplanning at habitation level, (8) **community-ownership of the district plan**	2.5
"Under the programme of Sarva Shiksha Abhiyan, the districts will prepare their proposals **through a community owned Pre-Project phase**"	2.9
"District and Sub district units will similarly be **set up by the State**. As mentioned in the section on community planning process, creation of a district, Block and Cluster level teams comprising of governmental and non governmental persons would go a long way in establishing effective structures."	3.3

Convergence

"Sarva Shiksha Abhiyan realizes the importance of Early Childhood Care and Education and looks at the 0-14 age as a continuum. All efforts to support pre-school learning in **ICDS** or special pre-school centres in non ICDS areas will be made to supplement the efforts being made by the **Department of Women and Child Development**." (-> Convergence with ICDS)	1.2
"District Elementary Education Plans - As per the SSA framework, each **district will prepare a District Elementary Education Plan** reflecting all the investments being made and required in the elementary education sector, with **a holistic and convergent approach**." (-> "holistic and convergent approach" – in what sense? Vague.)	1.6
"**Department of Rural Development**'s involvement will facilitate the process of mobilizing additional resources under the rural employment programmes **for school infrastructure development**."	3.2
Interventions for Early Childhood Care and Education (-> is one of the Provision under SSA)	5.1.5
All activities, interventions and approaches in the area of education for **children with special needs** will be implemented in convergence with existing scheme like **Assistance to Disabled Persons for purchase/fittings of Aids/Appliances**	5.2

(ADIP), Integrated Education of the Disabled Children (IEDC) and in coordination with the **Ministry of Social Justice and Empowerment**, **State Department of Welfare**, **National Institutions** and **NGO**s. (-> Convergence with existing scheme)	
The importance of community involvement has also been highlighted. Emphasis has been given to establishing **linkages between Integrated Child Development Services** (ICDS) and other ECCE programmes	5.3
The Sarva Shiksha Abhiyan realizes the importance of pre-school learning and early childhood care and its role in improving participation of children in schools. In order to facilitate **a greater convergence with the Integrated Child Development Services**, efforts to strengthen them in the area of pre-school education will be made. (-> Convergence with ICDS)	5.3
The **District Elementary Education Plan** has to have a Plan for **Early Childhood Care and Education**.	5.3
The Sarva Shiksha Abhiyan would first of all try to mobilise resources under **Rural Employment Programme** and other developmental schemes for **constructing school** buildings. … The community would have to come forward to maintain school facilities if any investment is proposed in a village.	VII

Sustainability

Sustainable Financing - The Sarva Shiksha Abhiyan is based on the premise that **financing** of elementary education interventions has to be sustainable. This calls for a long -term perspective on financial partnership between the Central and the State governments.	1.6

Budget

"The assistance under the programme of Sarva Shiksha Abhiyan will be on a 85:15 sharing arrangement during the IX Plan, 75:25 sharing arrangement during the X Plan, and 50:50 sharing thereafter between the Central government and State governments."	1.8
"…the allocation of resources will depend on the following: preparation of District Elementary Education Plans and their appraisal; commitment of the State government with regard to the State share; performance of the State government regarding resources made available earlier; institutional reforms in states to facilitate decentralised management of education; reports of supervision teams regarding the quality of programme implementation; and availability of financial resources in a particular year."	2.4
"…the resources will be allocated in two installments in a year: Once in April and then again in September."	2.4
"After preparation of the District Elementary Education Plans, the perspective as well as the Annual Plans will be jointly appraised by a team of experts constituted jointly by the National and the State level implementation Society. The National Sarva Shiksha Abhiyan Mission will approve the Annual Plan on the basis of the appraisal report, the recommendation of the State Implementation Society, the availability of Central Plan funds, and the commitment of the State government regarding financial resources."	2.9
"…two instalments each year: one in April for expenditure between April and September and the second in September for expenditure between October to March."	2.9

"The appraisal and approval of Plans should be completed in time for the first instalment, to meet the proposed expenditure of the first six months, to be released by 15 April."	2.9
"Schools grant - Rs. 2000/- per year per primary/upper primary school for replacement of non functional school equipment - To be spent only by VEC/SMC"	Table No.10
"A total provision of up to Rs. 1500 per school per year has been made for community-based monitoring, research, evaluation, etc. Rs. 100 per school will be available at the National level. The State will decide on the division of resources at various levels, from the State to the school from the balance Rs. 1400 per school."	4.1

Outlay approved State-wise under SSA, DPEP 2002-03				
				Rupees in lakhs
Sl.No	Name of the State/UT	Sarva Shiksha Abhiyan under SSA	District Primary Education Programme	Grand Total
5	Chhattisgarh	6763.67	4015.97	10779.64
14	Madhya Pradesh	16522.03	27192.66	43714.69
18	Maharashtra	36957.33	13086.02	50043.35

Grants released to various States/UTs under SSA & DPEP during 2002-2003				
				Rupees in lakhs
Sl.No	Name of the State/UT	Amount released to States/UTs under SSA	Amount released to States/UTs under DPEP	Progressive total
5	Chhattisgarh	3639.73	2700.00	6339.73
14	Madhya Pradesh	11017.10	13100.00	24117.10
18	Maharashtra	11000.00	9148.00	20148.00

Swajaldhara Summary

The minimum share of community contribution for 40 litres per capita per day (lpcd) service level will be 10 percent (5% in case of SC and ST Gram Panchayats / villages where 50% of the population is SC / and ST as per 2001 Census) of the estimated capital cost of the project and funding by Government of India would be restricted to 90% of the capital cost. In case of all habitations fully covered in the States, with 40 lpcd drinking water facility, the service level can be improved to 55 lpcd with 20 per cent of the capital cost to be borne by the community. In such States, in case of water supply schemes providing more than 55 lpcd, the additional incremental cost would have to be borne by the community / Panchayati Raj Institutions/ State Government. Funding by Government of India would be restricted to 80 per cent of the capital cost of 55 lpcd schemes only.

The community contribution towards the capital cost of schemes could be in the form of cash / kind/ labour / land or combination of these. However, at least 50% of the community contribution will have to be in cash. In case community contribution is more than 10% of the scheme cost, the excess amount shall be taken into operation and maintenance fund. Contribution from the community based institutions / organisations like Youth Club, Self-Help Groups, local Institutions and Gram Panchayats may also supplement the community contribution. However, such contribution will be over and above the community contribution and will not be included as part of the community contribution. Further, contribution from Member of Parliament Local Area Development Scheme (MPLADS) or Member of Legislative Assembly Constituency Development Scheme (MLACDS), which are Government Programmes, is specifically prohibited.

Community Empowerment - Policy and Institutional issues to Community Empowerment

1. **Issues related to genuine commitment or understanding**

Despite the fact that many of the principles of the Community Empowerment approach have appeared in high-level government policy since 8th Five Year Plan and most senior government staff support the principles, have a general understanding of its requirements, senior decision-makers may nevertheless revert to top-down approaches, especially in times of perceived crisis and/or pressure.

2. **Attitudinal constraints**

There is an inherent fear amongst the Govt. employees across the level, that community empowerment will lead to challenging of authority and questioning the legitimacy of an act. There also could be greater people's control. The current attitude of the Govt. being unquestionable provider might receive a severe jolt and could lead to the ultimate diminishing of "Babudom". Also there is a strong tendency of the Govt. employees to prove themselves more loyal to the Govt. rather than to the people. It is extremely difficult for them to relate that their salaries come from the taxpayers money who are the common citizens.

3. **Financial Policy Constraints**

There is a lack of control by the community over the use of government funds and regional transfers. In addition, there may not be sufficient financial support from local sources, either because of low levels of local revenue generation, poor levels of control over "block grants" from the center or poor levels of commitment by local government to allocate local government resources to Community Empowerment. Communities' own resources can be mobilized to some extent but are likely to prove unstable and/or poorly managed without substantial inputs and support.

4. The Length of time needed for change across the levels

There is a tendency for those introducing Community Empowerment programmes to forget that such changes are much easier to introduce at local levels and that there is likely to be substantial resistance at higher levels until the level of understanding and sincere commitment to change can be introduced to policy makers. It is therefore extremely important to create visible impact at the micro level and replicate the same in different heterogenic context so that it is easier to put forward a convincing argument at the level of policy advocacy. Though this is a time taking method continues to remain an effective one across the line.

5.   Cultural, economic, geographic, ethnic diversity

There is a danger that policies developed to support Community Empowerment will not be sufficiently broad to accommodate the diverse conditions at local levels. Care must be taken to ensure that policies enable, but do not constrain too tightly the adaptive process required to ensure appropriate Community Empowerment strategies.

6. Civil Service Structure, Function and behaviour

Over fifty years of centrally-planned and led development, has resulted in a field-level civil service that is well equipped to follow instructions from the top but poorly equipped to develop, implement, evaluate and change projects locally. Field level innovation and decision-making have not been rewarded, and staff therefore find it difficult to adopt the facilitator role with community groups and then promote and defend the resulting activities.

7. Lack of good Monitoring and Evaluation (M&E) Data

Poor quality feedback and/or management information flow from the lower to higher levels often occurs. National and state programmes often do not have participatory monitoring and evaluation activities as integral components of their Monitoring and Evaluation (M&E) strategy. There may be reluctance on the part of local agencies to share information about the successes and weakness of Community Empowerment programmes, especially they feel that the information might be used control the process and not to facilitate and develop appropriate policy support. It can lead to a situation where enabling policies and regulations are difficult or impossible to develop because successful approaches have not been evaluated and lessons learned are not communicated to the policy-making and decision-taking levels. There needs to be a substantial change in the focus of programme M&E to ensure that more emphasis is placed on the dynamics of Community Empowerment and less on production targets.

8. Appropriateness of indicators

Until now, Community Empowerment programmes have taken the form of physical input provision, and delivering commodities, rather than providing qualitative inputs and non-physical assistance. Therefore, indicators of success (impact and process) have been based on quantity, rather than non-physical elements. There is a total lack of process indicators thus making it obvious that products are important and processes are not.

9. Constraints due to bureaucratic and administrative systems

The implementation of a Community Empowerment programme involves going through various bureaucratic procedures, such as letters of permission, Implementation Guidelines, Technical Guidelines, in addition to budgeting systems. This causes

difficulty for field staff faced with situations which require flexibility. Ultimately, the output of a Community Empowerment programme is difficult to achieve because the field staff are often more focused on complying with procedures rather than addressing needs in the field.

10. The issue of inter (or intra)-sectoral coordination of projects/programmes – Convergence ??

Due to extreme compartmentalization of work under taken by various departments, each of the departments have set their own guidelines and parameters for monitoring and evaluation. All the parameters and indicators are end result oriented and most of them have failed to capture process and path to development. The context of development is lost as no composite indicators are evolved taking into consideration the inter-departmental programme convergence into account.