

# Review of: "Aligning Government Initiatives with Sustainable Development Goals: A Village-Level Mapping in India"

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Potential competing interests: No potential competing interests to declare.

## Review Comments: Aligning Government Initiatives with Sustainable Development Goals: A Village-Level Mapping in India

The paper is of significance for tracking SDGs implementation, especially at the village and household levels, which is nuanced. The paper is well written and argued. However, there are some minor corrections that are needed to improve readability and remove the current clumsiness inherent in the paper:

- Abstract: remove **all** in the all 287 households.
- Introduction:
  - Write SDG in full and provide the abbreviation, and thereafter use the abbreviation for the whole paper. This should also apply to all the others in the paper, which are many, with others also having abbreviations only.
  - Page 3, paragraph 3, to be merged with paragraph 4. What is the value/rationale for including the sentence in italics? Is the paper questioning an existing approach in place? If so, in the entire paper, that approach has not been revisited nor discussed and reflected. Thus, it can be deleted.
- Literature review
  - Are NGOs not part of civil society organizations?
  - Needs clarity and consistency in terms of levels of government. In the paper, you highlighted central, state, and regional - are regional governments different from state governments? The schemes have not been reflected in terms of the 3 levels of government if indeed they are 3.
- Methodology:
  - Were the 287 households interviewed or surveyed/administered questionnaires?
  - Some sentences are paragraphs and thus need merging to form paragraphs.
- Results and discussions:
  - Take part of section 4.1 concerning the study area to methodology (pages 6-7) up to figure 1 since it informs the justification of the study area. 4.1 should be socio-economic characteristics.
  - Table 1 lacks a key below the table to explain what the numbers in years of schooling mean. Can it be universalized

into no education, primary, secondary, college, and university? Does 7 years represent the highest level in the village, and what is the structure of education in India? How does education impact the socio-economic structure in place in India?

- What is the implication of the average land size owned by households? Is it only for sustenance or also for income generation and bringing them into the state/village monetary economy? Perhaps a description of the social vis-a-vis economic profile.
- Merge tables 2 & 3 to make them more concise and eliminate repetition and redundancy. The number of schemes in each SDG can be embedded in the description.
- What is the added value of Figure 4? Some figures and tables can as well go to the supplemental!
- Increase the font size in Figure 5 to be legible and use black instead of grey color.
- Merge Tables 4 & 5.
- Merge Figures 7 & 8 and make them more legible.
- Discussion and conclusion:
  - Instead of "your study," use "This study."
  - Remove subheadings in bold and integrate them in the discussion to flow within a paragraph setup, i.e., the fourth category ... this style should be adopted even in the bolded ones.