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Strengthening Local Governance: A Study on Competencies of Grama Panchayat Functionaries in Karnataka

Report submitted to the Rural Development and Panchayati Raj, Government of Karnataka

Strengthening Local Governance: A Study on Competencies of Grama Panchayat Functionaries in Karnataka

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ACRONYMS

ANSSIRD	Abdul Nazir Sab State Institute of Rural Development
BC	Bill Collector
DCB	Demand Collection Balance
DEO	Data Entry Operator
ER	Elected Representatives
FGD	Focus Group Discussion
GoK	Government of Karnataka
GP	Grama Panchayat
GPDP	Grama Panchayat Development Plan
HDI	Human Development Index
ICT	Information and Communication Technology
IT	Information Technology
MGNREGS	Mahatma Gandhi National Rural Employment Guarantee Scheme
MIS	Management Information System
NGO	Non-Governmental Organisation
NMMS	National Mobile Monitoring Services
PDO	Panchayat Development Officer
PS	Panchayat Secretary
RDPR	Rural Development and Panchayati Raj Department
RTI Act	Right to Information Act, 2005
SC	Scheduled Caste
SDA	Second Division Accounts Assistant
ST	Scheduled Tribe
TP	Taluka Panchayat

WCD
WO
ZP

Woman and Child Development Department
Water Operator
Zilla Panchayat

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1. INTRODUCTION

The rise of e-governance reforms in Karnataka has revolutionised how public services are delivered. These reforms, driven by increasing reliance on Information and Communication Technologies (ICTs), have made government functions more efficient and accessible. From dashboards that monitor the progress of schemes to online portals enabling citizens to access services remotely, e-governance has introduced a new era of transparency and accountability. Karnataka has been a leader in this transformation, with over 129 mobile applications developed to streamline services in areas like fishing, forest cover, and crop surveys (Government of Karnataka, n.d.-b).

While it is well established that these reforms require a whole-of-government realignment where every level adopts new methods of functioning, at the heart of this transformation are the frontline functionaries, particularly those within Grama Panchayats (GPs). E-governance reforms require these officials to adopt new technologies to manage daily operations and citizen interactions. These frontline functionaries, including both bureaucrats and elected representatives (ERs) are responsible for a range of functions across the policy cycle that begins at planning governance and ends with improving governance through monitoring and evaluation initiatives (Sharma, 2023).

The last few years have seen a significant rise in digital platforms (See Box 1 for more details). However, the shift to e-governance is not without its challenges. The successful integration of ICTs requires more than just technical infrastructure; it demands a change in mindset and competencies among frontline workers. Without addressing these competencies, e-governance risks becoming a short-term boost to productivity rather than a sustainable improvement in governance.

Box 1: Important digital platforms of Rural Development and Panchayat Raj Department (RDPR), Government of Karnataka (GoK)

- Bapuji Seva Kendra: This portal allows citizens to electronically access GP services. Key services available include property-related matters (like applying for building permits, paying property taxes), household matters (such as water supply connections, sanitation and street light maintenance), business related services (for individuals/ organisations wishing to start a business within the GP jurisdiction) and issuance of job cards under the Mahatma Gandhi National Rural Employment Guarantee Scheme (MGNREGS).
- Panchatantra: This platform aims to strengthen, digitise and centralise all essential functions and operations of the GPs. It records the attendance of elected representatives and meeting proceedings. Citizens can use Panchatantra to access information about elected representatives, GP staff, upcoming meetings, meeting proceedings, self-help groups, revenue collection, GP events/ initiatives etc. and, through it, can use the Bapuji Seva Kendra to apply for specific services they may require.
- Gandhi Sakshi Kayaka: The RDPR operates at the GP and village level through different implementing agencies. This software monitors and tracks the physical and financial progress of work by these agencies.
- E-Swathu: It is a portal used to maintain land ownership records and property details within each GP's jurisdiction. All information relating to ownership transfer, inheritance, land acquisition for government projects, court cases, liabilities etc. are updated here.
- National Mobile Monitoring Services (NMMS): This application launched by the Central Government is used by the GoK to record the real time attendance of MGNREGS workers at worksites, including their geotagged photographs. The application helps increase transparency in MGNREGS fund disbursement, monitor projects and capture worksite measurement details.

1.1. Decentralisation and Convergence: Karnataka's Strong Grama Panchayat System

In parallel to its advancements in e-governance, Karnataka has a long history of decentralisation through its strong Panchayati Raj system, established under the Karnataka Grama Swaraj and Panchayat Raj Act, 1993 (Act). This three-tiered system, with elected bodies at the Grama, Taluka, and District levels, ensures active citizen participation in governance and empowers local communities to take control of their development needs.

The decentralisation framework in Karnataka enables GPs to have significant autonomy in implementing rural development programs. The state's Panchayats play an active role in improving local infrastructure, enhancing the quality of life for residents, and promoting employment. Over time, GPs have been empowered to manage essential services like sanitation, water supply, and health through various schemes. Increasingly, many programmes are being run at the GP level through **convergence**—an approach that pools resources and expertise from multiple departments to implement more holistic and effective solutions.

The RDPR has been central to these efforts, driving initiatives that enhance administrative and fiscal decentralisation. Notable e-governance systems like **Bapuji Seva Kendra** and **E-Swathu** help streamline local administration, providing GPs with tools to manage public services more efficiently. These tools empower GPs to take on a more significant role in the state's development by implementing various centrally and state-sponsored schemes.

1.2. Why Studying Competencies is Crucial

Given the dual trends of rising e-governance and the strong tradition of decentralisation in Karnataka, it becomes crucial to study the competencies required by frontline workers to adapt and excel. GPs now handle a wide array of programmes through a combination of traditional governance structures and advanced digital platforms. As they take on greater responsibility, particularly through the convergence of schemes across departments, understanding the competencies of GP functionaries becomes essential for the continued success of these initiatives. Without this, digitisation will just result in a short-term increase in output without there being any long-term improvement (Mergel et al., 2019).

Competency-building involves not just technical skills but also the ability to engage with technology, collaborate across departments, and adopt a forward-thinking mindset. By examining these competencies, we can better understand how to ensure that GPs remain at the forefront of delivering efficient, transparent, and accountable governance in Karnataka.

In this context, the Accountability Initiative at the Centre for Policy Research partnered with RDPR to conduct a study to unpack how e-governance has taken shape at GPs. The study aimed to characterise the following questions:

1. What are the individual competencies required by bureaucrats at the GP to perform their tasks?
2. What are the team competencies required by the bureaucrats at the GP when they work together to deliver services?

Since the study was the first of its kind to focus on individual and team competencies, the study does not attempt to prove any particular causal relationships. Instead, it uses the opportunity to characterise the state of affairs at local-level governments through deep descriptive narratives. These narratives are meant to provide an insight into challenges and opportunities that bureaucrats encounter as they perform their daily roles and responsibilities. Findings from the study can be used to further unpack how a range of factors affect efficiency and responsiveness in governance at the frontline. The study builds on administrative reform reports and studies conducted globally that recognise the need for motivated and well-intentioned bureaucrats at local governments that serve citizens in myriad ways.

The remainder of the report is as follows. Section 2 explains the methods applied to the study such as in-depth interviews and ethnographic-style non-participant observations and districts visited for data collection. Section 3 describes the structure of the GPs and roles/ responsibilities of its non-elected members. Following this, Sections 4, 5 and 6 present findings on individual competencies, team competencies and incentives, respectively. In conclusion, Section 7 presents recommendations on next steps the government could take. The study is supported by annexures with interview instruments.



2. METHODS

This study was conducted in three distinct phases, each with a different set of objectives and methods. The phases included a literature review, qualitative fieldwork, and an analysis of team dynamics and competencies within GPs in Karnataka. Detailed methodologies for each phase are outlined below.

2.1. Phase 1: Literature Review

The first phase involved a comprehensive literature review to understand the global state of knowledge on topics relevant to the study. This included:

- Unpacking e-governance reforms and their effects on frontline workers.
- Identifying competencies required for the successful implementation of e-governance reforms.
- Understanding the role of teamwork in driving governance efficiency.
- Exploring non-financial incentives that could enhance teamwork.

Keywords such as “e-governance reforms,” “Global South,” “frontline workers,” and “teamwork in governance” were used to identify relevant literature. The common themes and sub-themes emerging from the literature were analysed and informed the development of interview instruments for Phases 2 and 3.

2.2. Phase 2: Scope of work of functionaries

The second phase aimed to explore the scope of work of three key GP functionaries: Panchayat Development Officers (PDOs), Data Entry Operators (DEOs), and Panchayat Secretaries (PS). The

objectives were to gain insights into their daily tasks and establish the competencies required for both individual and team performance. Following this, scope of work for other GP functionaries such as Second Division Accounts Assistant (SDA), Bill Collectors (BC), Water Operators (WO) and Sahayaks were also mapped.

2.2.1 Qualitative data collection

This phase involved qualitative data collection through interviews and ethnographic observations. Interviews with functionaries were contrasted with the official job charts issued by RDPR to identify discrepancies between stated responsibilities and actual tasks performed. The questionnaires used in this phase are appended in Annexure 1 to the Report. Ethnographic observations provided additional context on how the functionaries approached their work.

2.2.2 Sampling Methodology

A multi-stage stratified sampling method was employed to identify GPs. First, districts were selected from each of Karnataka's four administrative divisions based on a combination of Human Development Index (HDI) scores. Second, blocks with the highest percentage of Scheduled Caste (SC) and Scheduled Tribe (ST) populations were chosen. Lastly, GPs within those blocks were selected based on their proximity to urban centres, ensuring a diversity of geographic and socio-economic contexts.

Table 1 below outlines the details of the selected GPs, functionaries interviewed, and their districts. Names of GPs are not shared in the study to protect anonymity of the functionaries who were interviewed based on principles of informed consent that was sought before every interview.

Table 1: Phase 2 Stratified Sampling Details

Division	District (with HDI rank)	Blocks (highest % of SC, ST population ¹)	No. of GPs visited	No. of DEOs interviewed	No. of PDOs interviewed	No. of PS interviewed
Belagavi	Vijayapura (23)	Vijayapura (21% SC)	7	7	4	6
		Indi (1.8% ST)	6	6	2	6
Kalaburagi	Yadgir (30)	Yadgir (25.26% SC)	5	5	5	1
		Shorapura (20.4% ST)	5	5	5	3
Mysuru	Udupi (4)	Udupi (5.8% SC)	5	5	4	2
		Kundapur (3.7% ST)	7	6	7	5
Totals			35	34	27	23

This phase provided insights into the nature of the work performed by each functionary, the challenges they faced, and the competencies required in their daily tasks.

2.3. Phase 3: Analysis of Team Dynamics

Informed by the findings from Phase 2, the third phase focused on analysing team dynamics within GP offices. The primary objectives of this phase were to:

- Understand how tasks are distributed and balanced between functionaries.
- Examine how functionaries collaborate to achieve specific outcomes.
- Identify non-financial incentives that motivate teamwork.

2.3.1 Qualitative data collection

Data collection was conducted through:

1. Interviews and Focus Group Discussions (FGDs): Structured interviews were conducted with various functionaries, including PDOs, PSs, DEOs, BCs, WOs, SDA, and Sahayaks. The interviews captured information on seven themes including team dynamics, leadership styles, goal recognition, communication and coordination methods, self-management,

¹ As per Census 2011.

incentives, and stability. Interviewees rated statements on a 5-point scale and provided open-ended responses. The same questionnaire was used for all the GP functionaries, with additional questions tailored for the PDO.

2. Case-based FGDs: Two specific cases were discussed during the FGDs.
Case 1: Focused on the preparation of the GP Development Plan (GPDP), with discussions centred on planning processes, goal setting, and coordination.
Case 2: Addressed an MGNREGS social audit, exploring how teams prepared for the audit, addressed public concerns, and handled conflicts during public hearings.
The FGDs provided insights into team dynamics, collaboration methods, and the specific skills required for various tasks.
3. Non-Participant Observations: Researchers also made note of observations relating to participant dynamics, specifically who spoke the most, whether all members had the opportunity to contribute and any unusual/ noteworthy interactions. These observations added depth and context to the findings, providing a richer understanding of the team's functioning.

In addition, week-long non-participant observations were conducted in three GPs to study the work environment, team culture, and citizen engagement. These observations allowed the researchers to identify themes of leadership, communication, self-management, and teamwork stability firsthand.

Annexure 2 appends the tools used for data collection. Annexure 4 summarises the guidelines followed for data collection before, during and after fieldwork.

2.3.2 Sampling Methodology

The same sampling method as Phase 2 was used except with a slight modification when identifying GPs. Care was taken to ensure that at least 1 GP in each block has won the Gandhi Gram Puruskar, so that the functioning of the team (assumed to be well performing) in that GP could be compared with others. The districts chosen were Vijayapura, Kolar, Koppala, Yadgir and Udupi. Figure 1 sheds light on the districts visited, while Table 2 has the stratified sampling details. See Annexure 3 on the socio-economic profile of the districts and their HDI ranks.

Figure 1: Map of districts visited

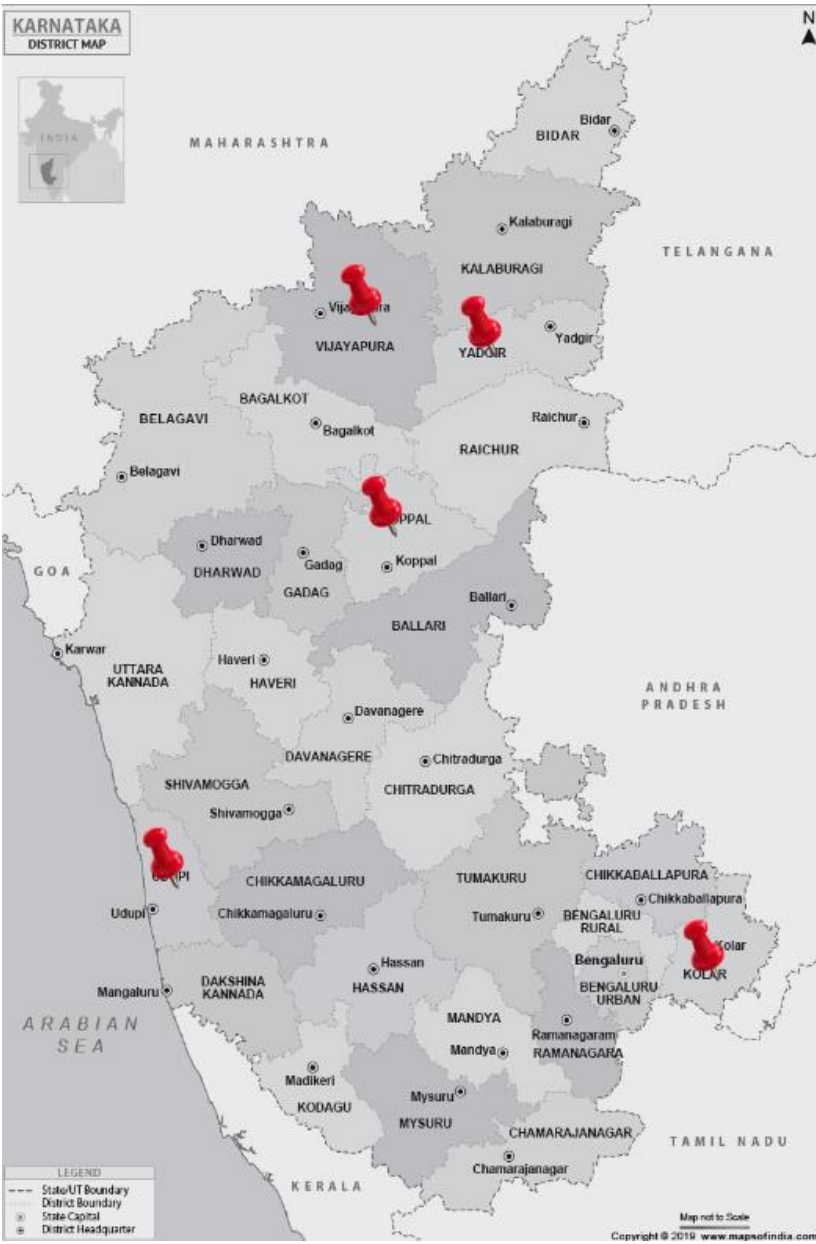


Table 2: Phase 3 Stratified sampling details

Division	District (with HDI rank 2022- 23)	Blocks	No. of GPs visited	No. of functionaries interviewed	FGD (Yes/ No)	Observation (Yes/ No)
Belagavi	Vijayapura (23)	Vijayapura	2	8	Yes	Yes
		Indi	2	10	Yes	
Bengaluru	Kolar (9)	Bangarpet	2	10	Yes	
		Malur	3	11		
Kalaburagi	Koppala (25)	Gangavathi	3	11		Yes
		Yelburga	2	7		
Kalaburagi	Yadgir (30)	Yadgir	3	11		
		Surpur	2	10		
Mysuru	Udupi (4)	Udupi	3	10	Yes	Yes
		Kundapura	2	11		
Totals			24	99	4	3

2.4. Data Analysis

Data from both Phases 2 and 3 were analysed using qualitative coding techniques. Themes identified during the literature review, such as teamwork components, were used to structure the analysis. Sub-themes emerged across districts, and the data was triangulated with non-participant observations and FGD transcripts to ensure a comprehensive understanding of the team dynamics and competencies within GP offices.

2.5. Consultations with Experts

In addition to fieldwork, the study included consultations with global experts, including professors and representatives from non-governmental organizations (NGOs) working in rural development in Karnataka. Faculty from the Abdul Nazir Sab State Institute of Rural Development (ANSSIRD) were also consulted to understand how capacities of functionaries are built. These consultations provided further context for the analysis and supported the design of the study's research instruments.

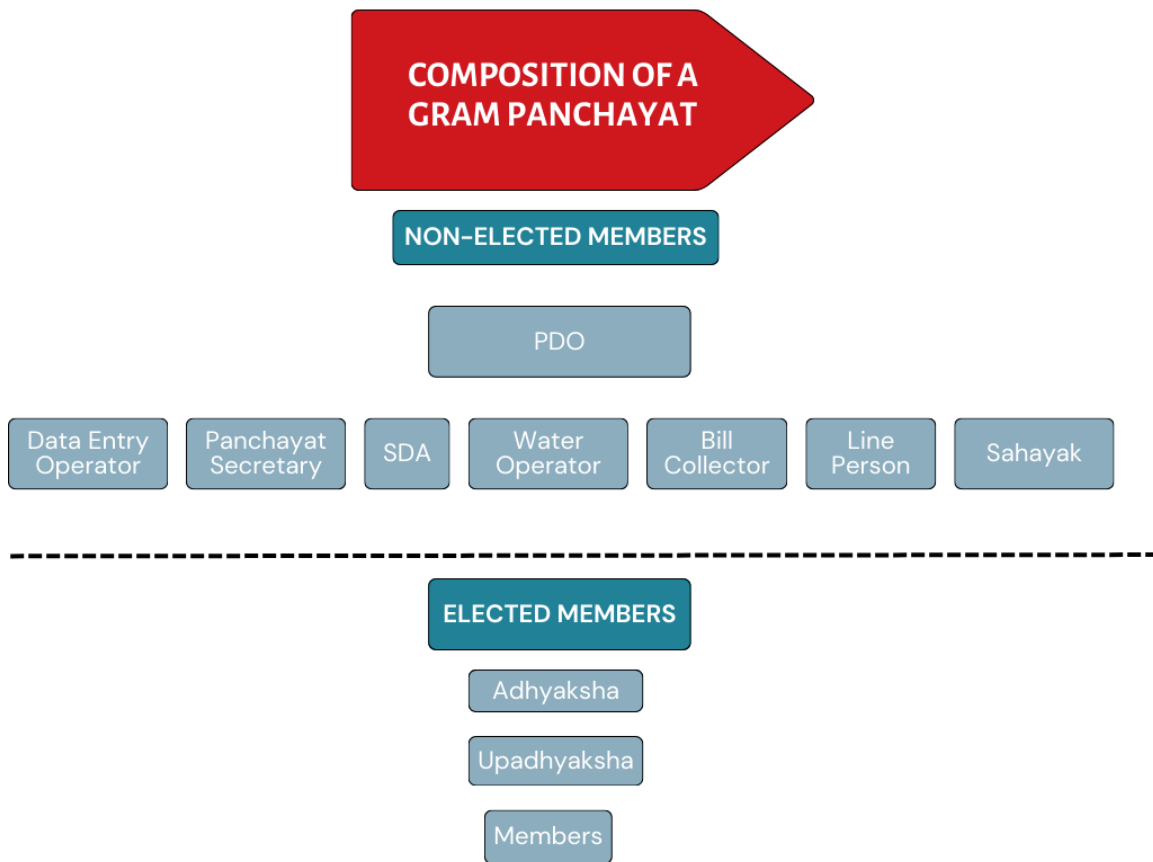


3. ORGANISATION STRUCTURE, ROLES AND RESPONSIBILITIES

Before delving into competencies, it's useful to briefly give an overview of the organisational structure at the GP level. The Act establishes this three-tiered system by outlining the criteria for designating panchayat areas and the procedures for forming the panchayat at all levels.

The GP, specifically, is composed of both elected and non-elected members within each designated panchayat area, typically covering a cluster of villages with a population ranging from 5000 to 7000. Figure 2 illustrates the composition of a GP. While the elected members follow a clear hierarchical structure, the non-elected members have a more flat organisational setup. The PDO heads the GP office, and the other non-elected members operate at the same level.

Figure 2: Composition of a GP



Under the Act, the PDO is tasked with managing GP records, disbursing funds, maintaining financial accounts and preparing the annual plans (Act, S. 111), however the roles of the other non-elected members are not specified. It is only mandated that all members of the panchayat promote good governance, serve public interest and uphold high ethical standards (Act, S. 110A). Specific duties of the remaining members are outlined in the job chart, which provides a comprehensive list of tasks assigned to each non-elected member of the Panchayat.

Due to the relatively flat hierarchy, the job chart also offers guidance on handling vacancies. For example, the PS can step in to perform the PDO’s duties if the PDO position is vacant, and vice versa. Additionally, they are also responsible for the duties of the SDA if that position is unfulfilled or not sanctioned. Consequently, the PS role is quite versatile, and effectively serves as the second-in-command within this otherwise flat organisational structure.

Based on the job chart, the role of each GP member has been summarised in Table 3 below:

Table 3: Role of Non-Elected GP Members

Member	Role
PDO	They have a key administrative role in the GP and are responsible for overseeing various duties and ensuring the effective implementation of policies/ projects. Their tasks involve conducting meetings, implementing schemes, submitting progress reports, coordinating between departments and managing all software.
DEO	They are primarily responsible for the management and entry of information into software systems. Their work requires significant citizen engagement, record keeping, coordination with other functionaries and a knowledge of software.
PS	They play a key role in the administration and management of the GP. Their work requires them to supervise tax collections, maintain records and manage service-related issues of other employees. Specifically, they are tasked with handling public opinion petitions and right to information applications.
SDA	They perform various accounting and administrative functions to support the financial management and planning of the GP. Their work involves the preparation of accounts/ budgets/ action plans, maintaining all accounts/ cashbooks/ ledgers/ scheme documents, account for income and cash receipts and paying the salaries and other allowances.
WO	They are primarily responsible for the managing and maintenance of water supply systems in villages and providing the BC with assistance for water tax collection. Additionally, they oversee the general maintenance of village equipment, water conservation and sanitation.
BC	All tasks performed pertain to the collection of taxes and fees. They are primarily responsible for tax collection, record keeping and management of arrears.
Sahayak	They are involved with miscellaneous office tasks, namely, making deliveries of dispatches, distributing notices and maintaining office cleanliness.

Hence, all members of the GP have distinct tasks. The work of the PDO and PS, however, is more supervisory in nature with the job chart stating that they are responsible for coordinating/ mobilising resources, revising/ collecting taxes and executing development schemes of the government.

Considering that the function of each of the members is varied, it follows that they each require a unique skill set and competencies to perform their tasks effectively.



4. INDIVIDUAL COMPETENCIES

4.1. Evolving competencies in a digital age

E-governance or the digitisation of government processes refers to the use of technology to improve the efficiency, structure, and processes of government organisations, enhancing both their effectiveness and the provision of public services. (Espiritu et al., 2023; Manoharan et al., 2021; Nurdin et al., 2014; Palekar, 2010; Saxena, 2005). Digitisation brings a range of benefits, including increased efficiency, agility, improvements in service delivery, and enhanced accountability, transparency and speed. These advancements create additional value for both government employees and users of public services (Espiritu et al., 2023; Palekar, 2010). By adopting digital technologies, governments can revolutionise decision-making, streamline their operations, improve internal processes, boost stakeholder engagement, and foster greater citizen participation (Espiritu et al., 2023; Manoharan & Ingrams, 2018).

However, transitioning to E-governance is complex, and comes with significant challenges. External factors like political competition and citizen adoption along with internal factors like employees' technical skills, size of the workforce, extent of centralisation, influence the adoption of digital services (Manoharan & Ingrams, 2018). Studies have shown that budget constraints, lack of digital skills, cybersecurity and data privacy, and lack of support from elected representatives are critical barriers to the success of digital initiatives (Espiritu et al., 2023; Manoharan & Ingrams, 2018).

For digital transformation to be successful, employees need to develop certain competencies that support effective service delivery. A study on e-governance across Europe highlighted key competencies required namely digital and Information Technology (IT) proficiency, collaboration, problem solving, customer orientation, flexibility and initiative, and innovation (Pantiru, 2019). A similar study conducted in Austria emphasised the need to develop a range of competencies

across different stakeholders to ensure successful digitisation of public administration (Edelmann et al., 2023).

Soft skills such as communication, collaboration, and leadership have also been repeatedly emphasised (Edelmann et al., 2023; Pantiru, 2019). Navigating successful digitisation requires employees to be able to manage their time and tasks effectively, remain flexible and embrace innovation.

Bureaucrats thus must develop the requisite competencies and soft skills to leverage technology for improved service delivery. These competencies are developed through formal and informal learning in the workplace. Formal learning includes structured instruction such as training workshops/ seminars, while informal learning occurs unintentionally through daily work-related activities (Radaković & Antonijević, n.d.).

While governments can establish formal spaces for informal learning to take place, the success of these is contingent on employees possessing skills/ abilities like information literacy, communication and networking to exploit these learning opportunities (Mokhtar, 2020) which would help them take advantage of such spaces. Considering that digital initiatives are new, formal mechanisms would be more effective at equipping bureaucrats with requisite competencies and adapting faster (Hofmann & Ogonek, 2018).

4.2. Identifying functions performed by GP team members

During our study, we analysed the job chart to get an understanding about main tasks performed by GP team members. Similar tasks were grouped together as functions to arrive at the main roles performed by each functionary. Thereafter, we identified the key skills and knowledge that would be required to carry out these functions effectively. These, together, formed the competencies that were required by the functionary to carry out the function. Table 4 identifies the main competencies required by each functionary to complete the functions mentioned in the job chart:

Table 4: Competencies required to fulfil job chart tasks

KEY FUNCTIONS PERFORMED			
PANCHAYAT DEVELOPMENT OFFICER			
	Administrative Function	Accounts Management Function	Communication Functions
Tasks done	<p>1.The PDO is a GP level employee who is bound to carry out the duties and projects related to the administrative jurisdiction of the GP in which he is performing his duties.</p> <p>2.To perform all duties/powers imposed on him by or under any rules or bye-laws made under the Karnataka Panchayat Act, 1993.</p> <p>3. Adequate and timely implementation of various rural development schemes of State and Union Government.</p> <p>4.Submission of monthly progress reports to the Government, Zilla Panchayats (ZP) and Taluka Panchayats (TP).</p> <p>5.Implementation, monitoring, MIS management of Mahatma Gandhi National Rural Employment Guarantee Scheme and compliance with all Government directives issued under the said scheme.</p> <p>6.Management of Panchatantra and e-Panchayat software.</p>	<p>1.To perform duty as Drawing and Disbursing Officer of GP Fund.</p> <p>2.Shall be fully responsible for the presentation of accounts and budget of GP and preparing compliance reports for audit reports of accounts of GPs.</p> <p>3.To take action in respect of assessment of tax and revision of tax of GP.</p>	<p>1.Information gathering and coordination with various departments regarding implementation of programs of various departments within GP.</p> <p>2. Conducting general body meetings and Special General Meeting of Panchayat, Enactment of Resolutions.</p>

	7.Performance of duty as Appellate Authority under Right to Information Act, 2005. 8.Maintenance of timely services.		
Key skills	Attention to detail, organisational skills, digital proficiency and analytical skills.	Analytical skills, attention to detail, data entry, numerical skills, organisation.	Analytical skills, written/ oral communication skills, attention to detail, organisation and coordination.
Knowledge required	Awareness of laws, policies and regulations, information about elected representatives and digital awareness.	Bookkeeping/ accounting, familiarity with local laws/ regulations, knowledge of accounting principles and financial reporting, banking procedures.	Awareness of line department policies and functionalities, digital awareness, information about elected representatives.
PANCHAYAT SECRETARY			
	Accounts Management Function	Administrative Function	Communication Functions
Tasks done	1.Supervision of tax collection by GP. 2. Scrutiny and reconciliation of electricity bills of streetlights and drinking water plants of GPs and due amount. 3. Maintain Mutation Register, Register of Demand and Collection of Advertisement Surcharge Taxes and Register of Issuance of Licenses and Revenue Collection Records. 4. Maintenance of register of income-generating assets and records of revenue collection.	1.Management of service matters of GP employees. 2. Scrutiny of Public Grievances, handling of disposal of public opinion petitions. 3. Performance of duties as Public Information Right Officer under Right to Information Act, 2005.	1.To assist in other tasks assigned by the PDO as pertains to GP functions. 2.Conducting GP Ward Sabha, Grama Sabha, Standing Committee Meeting and other meetings, recording resolutions and enforcement.

	5.Maintenance of purchase book, asset registers and inventory book of petty purchases. 6.Maintenance of register of estimate lists, measurement book of works, register of works. 7.Management of Jamabandhi Program of GP.		
Key skills	Analytical skills, attention to detail, data entry, numerical skills, organisation.	Attention to detail, organisational skills, digital proficiency and analytical skills.	Analytical skills, written/ oral communication skills, attention to detail, organisation and coordination.
Knowledge required	Bookkeeping/ accounting, familiarity with local laws/ regulations, knowledge of accounting principles, financial reporting, banking procedures and awareness of schemes and policies.	Awareness of laws, policies and regulations, awareness about citizen demands, digital awareness.	Awareness of tasks performed by other team members, digital awareness, information about elected representatives and bookkeeping.
DATA ENTRY OPERATOR			
	Data Entry Function²	Communication/ Coordination Function	Administrative Functions
Tasks done	1. Receive all applications from the public regarding activities related to the GP and process them in the software. 2. Upload details relating to the advertisement/ vehicle/ entertainment	1. To record answers to Vidhan Sabha / Vidhan Parishad session questions related to Panchayat Raj Department.	1. Maintaining Receipt and Dispatch Book (Register) (RTI Time, etc.). 2. Preparing the report every month by recording the bank reconciliation

² Since the job chart lists all the details that need to be uploaded by the DEO into the relevant software, these are not reproduced in the table for the sake of conciseness. Instead, the key headings of data entry are summarised.

	tax, GP properties, licences, receipts, grants, donations, sale of properties, payments, refunds, GP details, electricity supply details, bank details, purchase details, member details, water connections, ward details, general information, GP meetings, panchayat profile and SHG details into the software. 3. Computerization of Annual Action Plan of Panchayat Raj Schemes related to GP. 4. Entering information relating to SIRD/ MGIRD trainings, attendance of all officers/ staff, tax collection etc.	2. Taking printouts of e-mails from Government / ZP / TP to PDO / PS (Grade-1 and Grade-2) and SDA. 3. Assisting PDO / PS (Grade-1 and Grade-2 and SDA) to regularly prepare and submit the most urgent reports from the Government / ZP / TP to the higher authorities. 4. Assisting Panchayat Development / GP Secretaries (Grade-1 and Grade-2) and Second Grade Accounts Assistants to prepare monthly progress reports and annual budget reports.	statement – BRS information of all the projects related to GP. 3. Managing e-administrative services in respect of 43 services from April 2016. 4. E-mail (NIC Mail) to manage information of Government directives related to GP. 5. Computerization of GP salary / expenses related to works.
Key skills	Digital, analytical, data management, technical, attention to detail, time management, organisation.	Communication, time management, organisation, attention to detail, analytical skills.	Attention to detail, organisation, time management, technical/ digital skills.
Knowledge required	Data entry, software operation, scheme requirements.	Knowledge of panchayat operations, role of functionaries, drafting, format for reporting.	File management procedures, knowledge of accounting principles, relevant functionaries, computer.
SECOND DIVISION ACCOUNTS ASSISTANT			
	Account Management Function	Communication Function	Administrative Functions
Tasks done	1. Preparation of Tax Collection and Arrears, demand collection balance (DCB) statement of GP.	1. To assist the GP Development Officer in presenting the accounts and budget of the GP. 2. To assist PDO and PS to prepare action plan for various schemes/programmes related to GP.	1. To assist the PDO and PS to prepare utility certificates related to grants of various projects/programmes.

	<p>2. Accounting of income from land and building tax, water tax, fees, utilities etc. to GPs.</p> <p>3. Credited the amount/cash checks and bank drafts which are collected by GP to the GP treasury/bank/post office account.</p> <p>4. Maintenance of cheque book and passbook of all types of bank/post office accounts related to GP.</p> <p>5. Cash receipt and remittance book maintenance.</p> <p>6. Maintenance of double entry cashbook.</p> <p>7. Maintenance of cash book, journal book, general ledger.</p> <p>8. Maintenance of monthly accounts, half-yearly accounts, annual accounts.</p>		<p>2. Preparation of payment of salary and traveling allowance bills of GP employees.</p> <p>3. Preparation of bills for honorarium, lodging fees and traveling allowance of Grama Panchayat Chairman, Vice-Chairman and members.</p> <p>4. Maintenance of documents and files related to payment of chapter bills for various schemes/programmes implemented at Panchayat level and preparation of payment vouchers.</p>
Key skills	Analytical skills, attention to detail, data entry, numerical skills, organisation.	Analytical skills, written/ oral communication skills, attention to detail, organisation, presentation skills, project management, coordination.	Attention to detail, organisational skills.
Knowledge required	Bookkeeping/ accounting, familiarity with local laws/ regulations, knowledge of accounting principles and financial reporting, banking procedures.	Accounting, budgeting, financial reporting standards, format of action plan, knowledge of schemes/ programmes within the GP, software.	Panchayat payroll procedures, payroll systems, financial policies.
BILL COLLECTOR			
	Communication Function	Account Management Function	Clerical Function (May be required in the absence of a clerk)

Tasks done	1. Collection of taxes within the GP.	1. Maintenance of daily collection book, tax determination register, demand for water rates and collection register. 2. Maintenance of demand and recovery register of taxes on land and buildings, duty demand and recovery register on vehicles. 3. Maintenance of Demand Register of Entertainment Taxes and Register of Cattle and related registers. 4. Category wise list of tax arrears should be prepared as at the end of every year. 5. Preparation of arrears of tax due notice.	1. File maintenance regarding receipts received by GP. 2. Maintenance of Receipt and Remittance Book. 3. Responsibility for GP building, furniture.
Key skills	Communication, attention to detail, organisation, problem solving.	Attention to detail, mathematical skills, organisation, analytical skills, data management.	Attention to detail, organisation, mathematical skills, property management.
Knowledge required	Tax laws/ regulations, collection methods.	Bookkeeping/ accounting, tax laws/ regulations, knowledge of accounting principles and financial reporting.	File management procedures, knowledge of accounting principles and financial reporting, bookkeeping.
WATER OPERATOR			
	Water supply related Function	Facility maintenance Function	Communication/ Coordination Function
Tasks done	1. To maintain drinking water supply works to villages and water tanks 2. After filling the water supply should be stopped.	1. Maintenance and periodic cleaning of drinking water supply plants and hand pump tube wells, 2. Progress maintenance of meter reading of pump house in reading lecture every month.	1. To collect tax on water and to cooperate with the BC in the matter of tax collection. 2. Cooperation should be given during the repair of village streetlights.

		<p>To be noted and minor repairs to be carried out by oneself.</p> <p>3. Village streetlights should be switched on and off in the morning and evening.</p> <p>4. Pump motors, hand pumps, tube wells and pipelines shall be maintained manually during repair.</p> <p>5. Bleaching and phenol should be sprayed for village sanitation, sewage cleaning.</p> <p>6. Steps should be taken to fill the cow water dams constructed in the villages.</p>	<p>3. Prevention of wastage of water in public drains and in this regard the common people should be informed. And awareness should be given to prevent unnecessary wastage of water even in domestic use.</p>
Key skills	Technical skills (operating/ maintaining a water supply system), attention to detail, problem solving.	Technical skills (maintenance, ability to repair), operational skills, manual work.	Communication, cooperation, teamwork.
Knowledge required	Water requirements in GP, how to operate the water system.	How to operate different systems.	Tax collection procedures, conservation practices, community engagement practices.
SAHAYAK			
	Communication Function	Administrative function	
Tasks done	<p>1. Delivering dispatches of GP Office to the concerned,</p> <p>2. Distributing notices and pamphlets of General Assembly, Special Assembly, Village Assembly, Ward Assembly, Janvasati Assembly and other meetings to the concerned.</p>	<p>1. Maintaining the cleanliness of the office.</p>	

Key skills	Communication, organisation, time management.	Attention to detail, manual work.	
Knowledge required	Concerned people at each GP office.	Cleaning and maintenance protocols.	

Additionally, interviews with functionaries revealed that they were performing tasks above and beyond their job chart. The difference between what was expected and what they performed was the greatest in functionaries like the PDO, PS and DEO. In the below Table 5, we have summarised the tasks they are expected to perform, grouped as functions and identified the key skills/ knowledge i.e. competencies that are required by them to fulfil them:

Table 5: Competencies required to fulfil tasks beyond the job chart

COMPETENCIES REQUIRED FOR TASKS BEYOND THE JOB DESCRIPTION			
PANCHAYAT DEVELOPMENT OFFICER			
	Communication Function	Grievance Redressal Function	Goal Setting Function
Tasks done	1. Manage additional charges of the other GPs assigned. 2. Support other team members in the GP office for everyday work and ensure their growth.	1. Resolve disputes between citizens when approached. 2. Resolve disputes between elected representatives during Sabha.	1. Ensure the GP has a common vision or purpose.
Key skills	Organisation, time management, attention to detail, communication, mentorship, leadership, adaptability.	Active listening, conflict resolution, empathy, communication, negotiation, problem solving, diplomacy, decision making.	Leadership, communication, strategic thinking, goalsetting, team building, planning.
Knowledge required	Operations, roles/ responsibilities of all GP members, performance management,	Cultural sensitivity, conflict resolution approaches/ techniques, rules/ regulations.	Organisational/ individual goals, stakeholder expectations.

	team dynamics.		
PANCHAYAT SECRETARY			
	Communication/ Coordination Function	Grievance Redressal Function	
Tasks done	1. Visit banks when required to settle bills. 2. Ensure Sabha minutes are computerised. 3. Coordinate with team members to complete scheme implementation.	1. Visit field to settle citizen grievances as required.	
Key skills	Financial management, communication, attention to detail, technical skills, project management, problem solving, time management.	Active listening, conflict resolution, empathy, communication, negotiation, problem solving, diplomacy, decision making.	
Knowledge required	Software, scheme information, banking procedures, team dynamics, implementation strategies.	Cultural sensitivity, conflict resolution approaches/ techniques, rules/ regulations.	
DATA ENTRY OPERATOR			
	Communication/ Coordination Function	Review/ Processing Function	
Tasks done	1. Conduct field visits to verify scheme details (geo-tags) before computerisation. 2. Direct emails towards responsible functionaries. 3. Attend implementation review meetings online.	1. Receive and process and share information for public grievance (including offline issues). 2. Receive and process scheme documents before computerisation.	

Key skills	Attention to detail, technical skills, problem solving, communication, data collection.	Information/ document management, communication, data entry,	.
Knowledge required	Scheme information, organisation structure, mapping software.	Information systems, software.	
SECOND DIVISION ACCOUNTS ASSISTANT			
	Communication Function		
Tasks done	1. Assist other functionaries in tasks like generation of Form 9 and 11.		
Key skills	Communication, technical skills.		.
Knowledge required	Form details.		
BILL COLLECTOR			
	Decision making Function	Grievance Redressal Function	
Tasks done	1. Assist in deciding tax targets for the GP. 2. Issue and negotiate commercial taxes.	1. Field visits to resolve non-tax citizen grievances.	
Key skills	Communication, problem solving, negotiation, decision making.	Active listening, conflict resolution, empathy, communication, negotiation, problem solving, diplomacy, decision making.	
Knowledge	Financial situation of the GP, tax laws/	Cultural sensitivity, conflict resolution	

required	regulations.	approaches/ techniques, rules/ regulations.	
WATER OPERATOR			
	Communication/ Coordination Function	Implementation Function	
Tasks done	1. Coordinate and manage other WOs in the GP. 2. Plan and implement water safety during disasters.	1. Support implementation of water related schemes.	
Key skills	Communication, planning, leadership, adaptability.	Communication.	
Knowledge required	Goals/ targets, organisation structure, disaster management.	How to implement schemes.	
SAHAYAK			
	Communication Function	Administrative function	
Tasks done	1. Assist citizens in accessing the correct functionary. 2. Spread awareness of Grama Sabha and other meetings in the village using speakers.	1. Prepare tea and snacks for the office.	
Key skills	Communication, interpersonal skills, community engagement.	Culinary skills, cleanliness/ hygiene.	
Knowledge required	Organisation structure, activities of the GP, local culture.	Food safety/ hygiene.	

Our analysis revealed that competencies across both tasks mentioned within the job chart and beyond are extensive. Adopting the competency method allows us to evaluate the functions performed by the functionaries, holistically. This method can be used at all stages from hiring to employee appraisal to increase efficiency of development work in GPs.

However, while individual competencies are important, digitisation requires the involvement of different actors through coordination/ cooperation. This would help overcome bureaucracy constraints and improve e-government implementation (Nurdin et al., 2014). Hence, it is important to evaluate how the functionaries work with each other, as a team. The next chapter analyses team competencies.



5. TEAM COMPETENCIES

While individual employees can contribute to service delivery improvements, the most significant gains occur when actors continuously interact and trust each other's commitment to the group effort (Andersson, 2004). Good teamwork enhances job satisfaction and commitment and reduces the likelihood of attrition (Gould-Williams & Gatenby, 2010).

Numerous studies have evaluated teamwork and identified themes that are relevant to measure team effectiveness. Salas et al.(2015) outlined critical conditions for teamwork such as team members' attitudes, behaviours, and shared cognitions which drive team effectiveness (Figure 3 below). Influencing conditions, such as composition, culture and context shape how well teams function (Figure 4 below).

Figure 3: Critical conditions for teamwork

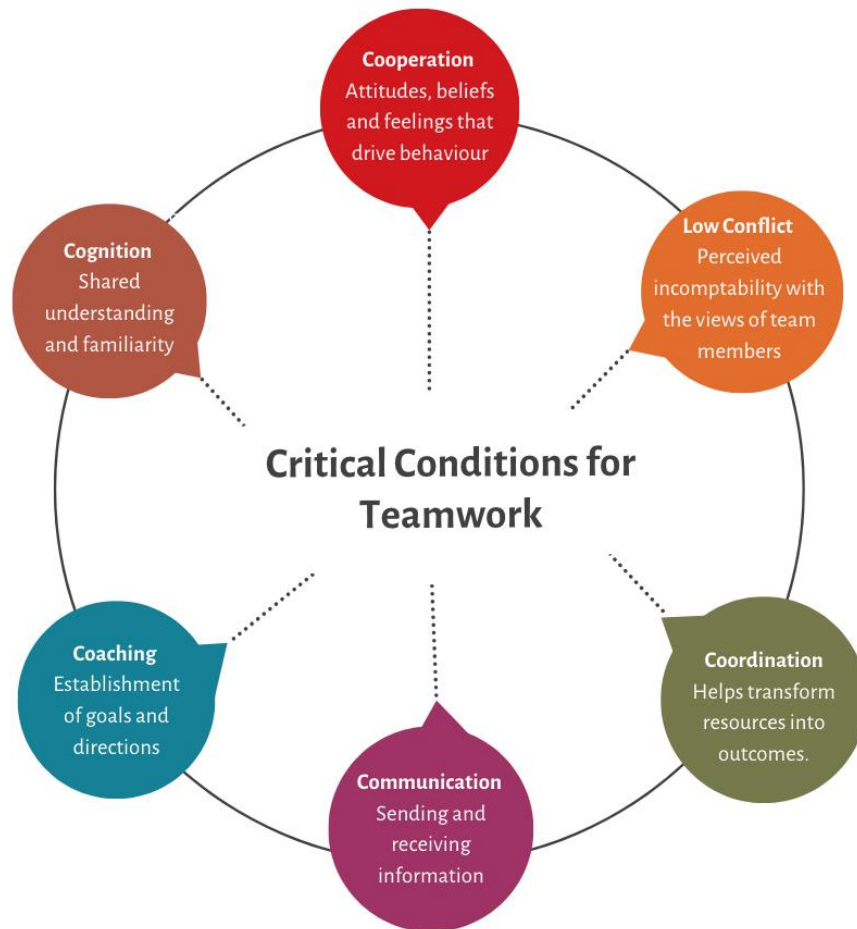
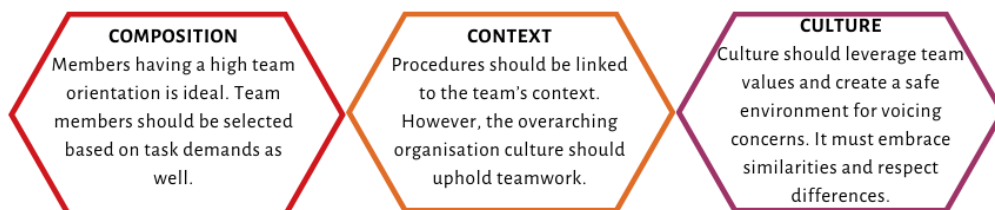


Figure 4: Influencing conditions for teamwork



Similarly, Bateman et al. (2002) identified six themes for team effectiveness:

- Team synergy: A shared sense of purpose and identity.
- Clear performance objectives: Well-defined goals that are easily monitored.
- Skill training and flexibility: Training that ensures adaptability to evolving tasks and flexibility to cover multiple areas of work.
- Optimal resource use: Effective utilisation of resources.
- Innovation: Continual improvement of work systems.
- Quality: Maintaining high standards within the team.

Further, strong leadership is a key factor that affects a team's ability to complete tasks effectively (Grillos et al., 2021). Additionally, goal clarity is also crucial as it promotes self-management by allowing team members to better allocate tasks and work towards common objectives (Van Der Hoek et al., 2018).

Applying these frameworks, the next sub-section looks more in detail at how functionaries within a GP worked as a team and the team level competencies that were present. We focus on six key competencies namely team dynamics, team stability, leadership, goal recognition, communication style, and self-management.

5.1 Team dynamics

To understand perceptions of team dynamics within the GP, we first asked each functionary to identify their team members and explored office culture that shapes their interactions. We also investigated how hierarchy plays out in their everyday work and whether the functionaries felt a sense of belonging.

5.1.1 Team recognition and effect of hierarchy

All functionaries were quick to identify their team members. Some even noted the difference between permanent government employees (PDO, PS, SDA) and contractually employed staff (DEO, Sahayak, WO, BC). In GPs that were larger in geographic size, multiple WO were hired to perform the same task (in different areas). These WO identified other WO as a team since they work together.

When it came to hierarchy, all functionaries consistently identified the PDO as the superior or head of the GP, suggesting that the GPs have a relatively flat organisational structure with all functionaries reporting to the PDO. Although the Adyaksha and Upadyaksha were recognised as heads when it came to citizen interaction, they played a limited role in managing office work.

The 'protocol' of hierarchy was learnt in two distinct ways, on the job and during trainings though the latter was primarily available for DEOs and PS who receive formal training. All functionaries shared that the protocol is followed strictly, and no one breaks it.

“When I go for meetings, I met others and learnt that things need to be done that way. I learnt by doing the job.” – BC 4, Vijayapura

We observed many positive and negative effects of the hierarchy in the GP. On the positive side, it created clear line of authority, defined roles leading to a strong sense of ownership of tasks. However, negatives included delays caused by dependency on the PDO who was often burdened with fieldwork, and a sense of inequality based on task differences, which affected motivation.

Analysis revealed that functionaries informally share many functions among themselves to complete their work within stipulated periods of time. To understand how this sharing of work took place, we tracked two tasks performed by the functionaries and compared them to processes detailed in guidelines. These were:

1. The process of issuing a Job Card under MGNREGS (Table 6)
2. The process of developing a Perspective Plan to be uploaded on Panchatantra 2.0 (Table 7)

Table 6: Process of Issuing a Job Card in MGNREGS

Process according to MGNREGS Annual Master Circular 2024-25	Process as was observed during GP visits
GP approves list of eligible citizens and work in shelf of work	GP approves list of eligible citizens and work in shelf of work
DEO receives application from citizen	DEO receives application from citizen
DEO enters the details on the portal and issues dated receipt	DEO enters the details on the portal and issues dated receipt
PDO reviews and approves the application	DEO uses PDO's login to approve the application (through thumb login)
Adyaksha reviews and approves the application	DEO uses Adyaksha's login to approve the application (through thumb login)
Job Cards are issued and distributed within 15 days of application	Job Cards are issued and distributed within 15 days of application

An important take-away from tracking the process of issuing a Job Card under MGNREGS is that functionaries can move past approvals by using the login of a superior through their thumb prints. For example, we observed that a PDO in a Kolar GP was willing to share their thumb print with the DEO who would then go on to complete the task. Similarly, the Adyaksha was eager to share his thumb print as well. In some cases, they shared that if the PDO was not in the office, they would use AnyDesk to login from elsewhere. Functionaries said that surpassing this process made their work easier to complete by saving time. They shared that with their high workload, they could not perform tasks like verifying every data entry made and instead trusted that their team member would not make mistakes. In turn, the team member making the entry would be careful to ensure they don't make errors.

In the next case (see Table 7 below), we present an instance of GPs preparing a Perspective Plan. Here, despite receiving necessary training, functionaries shared that they did not collect data in detail and did not hold Grama Sabhas as required either. In this GP in Yadgir, citizens were not interested in attending the Grama Sabha as they believed there would be little to no change in governance despite mentioning their concerns. Citizens refused to share feedback after the plans were floated for their review as well. In addition to this, the ERs did not attend meetings regularly either. Taking matters in their own hands, the PDO decided to go ahead with the process and move past rules by coping with resources that they did have. For example, despite having no cooperation from line departments to share data for the indicators, they collected data from small sample of households and entered the same. Similarly, instead of expecting the ERs to review the draft plan, they reviewed it themselves and presented it at the final Grama Sabha directly.

Table 7: Process of preparing Perspective Plan by GP team and ERs

Process of preparing Perspective Plan	Process as was observed during GP visits
Functionaries, ERs and others receive training	Functionaries, ERs and others receive training
Committees are formed at village and GP level	Committees are not formed at village and GP level
Data collected through indicators, discussions etc	Data is not collected systematically and PDO due to lack of resources
Habitation and ward sabhas are held	Habitation and ward sabhas are not held
Plan drafted at GP level with timelines and targets	Plan drafted at GP level with timelines and targets
Committees review draft of the plan	Review draft of the plan completed by GP functionaries
ERs and PDO review the plan	PDO reviews the plan
Draft plan presented to public in Grama Sabha	Only parts of the plan presented to public in Grama Sabha
5 days given for citizen feedback	No citizen feedback is collected
Final Grama Sabha for review	Only parts of the plan presented to public in Grama Sabha
Plan is uploaded on Panchatantra 2.0	Plan is uploaded on Panchatantra 2.0

Hence, these informal processes allowed work to continue despite delays. This was particularly true for DEOs and BCs, who exercised greater autonomy.

5.1.2 Sense of belongingness

Functionaries were quick to identify many positives that made them feel part of the team. These included a shared purpose of serving the public, camaraderie during stressful periods of high workload, and regular informal bonding like regularly having meals and tea together and celebrating special occasions like festivals, events and birthdays.

“It feels like a family, everyone is friendly. Even if things go wrong, we get back together.” — DEO 19, Udupi

“PDO keeps us together. I think we serve citizens which is a good thing. We all do this together.” — WO 15, Udupi

Small actions taken by team members to share their joy or challenges had a positive impact on team dynamics within that GP. For example, in GPs where meals were had together, we observed values of equality, kindness and empathy. These values remained intact during moments of high stress such as a superior’s field visits to the GP office or when conducting a Grama Sabha.

5.2 Team stability

Functionaries were asked about how the team copes with new members joining or functionaries leaving the office. We also enquired about the induction, onboarding and training processes. PDOs and PSs are the most frequently transferred functionaries. Others were transferred only by request. The transfer process remains informal based on vacancies elsewhere and availability of funds.

No formal onboarding process was recognised by the functionaries; instead, they learned their roles informally from colleagues. In a system where pre-service training prior to deputation or transfers does not exist, this reliance on peer learning created an environment where "tricks of the trade" were passed along rather than adherence to formal procedures.

For example, instead of learning about each step in creating a job card under MGNREGS, the new functionary learns the informal processes followed by the office to complete the tasks that may circumvent due approvals or checks.

"Everyone has a different speed of learning their job. We will have to train them. We give practical and oral training. We depute them on specific tasks as well so that they can learn while doing their job." — PDO 1, Vijayapura

"There is no transition period. They usually have a joining time, but they will be required to join immediately" — SDA 4, Udupi

For positions such as the DEO, informal networks such as DEO WhatsApp groups, played a significant role in facilitating this learning, especially across blocks and districts. DEOs are able to depend on their networks to learn how to perform specific tasks or navigate challenges that they encounter once they are transferred. New members typically learned on the job within 15 days to a month, with minimal disruption to office functioning.

All functionaries reported that new members typically learned on the job within 15 days to a month, with minimal disruption to office functioning. They also shared that they take it upon themselves to explain how to navigate the job and in some cases perform the tasks themselves till the new team member learns.

5.3 Leadership style

Given the importance of leadership for team dynamics, we next tried to unpack leadership styles. To understand the leadership dynamics of a PDO, we explored three core aspects: interactions with the block office, leadership for citizens in their GP, and leadership within the GP.

5.3.1 Interactions with the Block Office

PDOs frequently interact with the block office, especially with functionaries such as the Executive Officer (EO), who are their reporting manager. These visits can be for different purposes ranging from briefings about new schemes or to follow up on progress of implementation. PDOs were asked

about their relationship with the EOs. Questions included those on support, trust, feedback and autonomy.

All PDOs rated their EOs highly while responding to statements such as “My EO is effective and good at their work” or “I feel comfortable sharing my opinions even if I disagree with the EO” with a high score of 5 or 4 (where 5 implies strongly agree). PDOs shared that the EOs are their first point-of-contact if they need support from the block level and were approachable on phone through calls or on WhatsApp as well.

“They [EOs] do everything well. 99% they do it right. For the last two years, we have been constructing different things through NREGA and the EO came to visit and were shocked to see how well we have done. During the block meeting, they highlighted our work and told others to come and see how we’ve constructed these buildings.” — PDO 3, Yadgir

However, PDOs also expressed the need for more support, given increased expectation from them due to the introduction of targets for welfare schemes that are set by the district or block office. This support was particularly needed in managing workload and handling pressure from actors such as elected representatives – such as ERs, Members of Legislative Assembly, Members of Legislative Council or Members of Parliament. They also appreciated help in dealing with threats and support on how to tackle pressure and skills for negotiations.

5.3.2 Leader to Citizens

As a leader for citizens, PDOs identified that responsiveness towards citizens’ needs and queries is of the most importance. They shared that citizens come to them with different queries ranging from water issues to that of roads or streetlights. PDOs emphasised responsiveness, fairness, and the need to manage public expectations effectively as important factors. Moreover, dealing with citizens’ grievances, especially in tense situations, they believed entailed also explaining their limitations while still acting with honesty and speed.

“There are many tasks to do, and we face a lot of technical and implementation issues. I often sit with them to explain things, which makes me question my ability and think about how to improve their situation. It’s challenging to make them understand our restrictions, and they often don’t understand. I can’t always convince them, as it’s a common issue.” — PDO 13, Yadgir

No PDO reported having a formal procedure to locally manage issues citizens. Instead, they reported handling issues as they arise, often creating opportunities for citizens to engage in direct conversations with them. However, based on our observation, routine grievances such as water connection issues or land conflicts rarely reach the PDO. These matters are typically addressed and resolved by the PS or DEO before escalating to the PDO.

5.3.3 Leadership within a GP

GP functionaries were quick to assign high scores to their PDO being supportive, trusting and caring about their opinion. They praised PDOs for their ability to handle conflicts and be supportive in navigating challenges, make decisions under pressure and lead by example.

From our observations too it was also clear that team leaders such as the PDO (or in their absence the PS) play an important role in ensuring team dynamics and stronger office culture.

In GPs where the PDO had multiple responsibilities or was frequently absent, we observed a vacuum in leadership. In regions that had higher access to resources (such as own revenue or better offices), functionaries stepped up and supported each other. Over a period of time, in context of frequent PDO transfers, functionaries have developed a strong bond among themselves. In contrast to this, in regions with low access to resources, functionaries did not step up which caused significant delays in their work.

“When it comes to handling people and making decisions, even if the task seems impossible, he will push through and make it happen.” — GS16, Udupi

“She takes proactive steps and excels in follow-up tasks. She maintains excellent attendance and rarely misses office days. This is a good example for how we need to behave as well” — DEO 12, Kolar

Broadly, two factors played an important role in defining how the PDO acts as a leader:

1. *Involvement in building capacities:* In most GPs visited, PDOs did not actively engage in building the capacities of their team members. However, where this did take place, such as by explaining how portals work or whom to contact for particular queries at the block level, it improved bonds between the team member and the PDO and as well as the agency of the team member. They were more confident in getting work done when the leader was not in the office, thereby reducing delays significantly.
2. *Engagement with ERs and citizens:* In GPs where PDOs were more engaged with citizens through Grama Sabhas or with ERs in the office through meetings, we observed that the other functionaries found it relieving. They shared that they are grateful to their leader for managing public facing tasks as it was usually daunting to them. They feared conflicts and had not been trained in managing this either.

5.4 Goal recognition

Goals provide a direction for a team’s work and defines everyday steps that can be taken to reach an ideal outcome. To investigate goal recognition among GP team members, we asked all members to share what they believed their GP worked towards. We attempted to identify similarities across team members and tried to investigate whether functionaries knew why these goals were in place. Interestingly, goals varied across functionaries. Senior functionaries like the PDO’s or the PS’s, goals were more over-arching and development-related such as better sanitation, water provisions or easier access to resources for agriculture. Junior functionaries like BCs or DEOs, however focused on scheme-specific targets.

This lack of unified vision suggests that the Annual Action Plans (or GP Development Plans) did not inform the functionaries’ goals or vision. This was interesting because the GP team is a mix of local and non-local functionaries. While this should help the team understand citizens' needs and shape their goals, it hasn’t had that effect.

Additionally, no specific goals were identified for disaster preparedness, even in flood-prone or drought-prone GPs, with functionaries relying on top-down directives during emergencies. On a positive note, GPs consistently prioritised village development goals over improving their own office conditions, even in GPs lacking basic infrastructure such as good buildings, toilets or regular electricity.

The below 'word cloud' (Figure 5) displays common goals that were mentioned to us.

Figure 5: Common goals mentioned



We observed another phenomenon that functionaries who had to perform ad-hoc tasks were often less clear about the purpose behind their tasks. This was particularly evident in PDOs and DEOs. For example, one PDO was asked to submit details of work completed under a scheme from 10 years ago. The PDO had no idea why these documents were required and where to find them as the staff from that time had either retired or left the job. The PDO themselves had only joined this GP three months back. They shared that this kind of confusion was common, as they were frequently asked to relay information to their superiors, without understanding the reasons behind it. The introduction of new schemes and services further contributed to this lack of clarity regarding the goals communicated to team members.

5.5. Communication style

Communication plays an important role in ensuring smooth coordination takes place within a GP team. To investigate this further, we asked functionaries to provide scores on how content they are with factors like approachability, respect, trust among others. We also investigated how team meetings take place to understand spaces where they can learn and share responsibilities when required.

All functionaries rated their colleagues highly for approachability and trust. This included sharing information or sharing workload when they are sick and unable to make it to office. Further, they trust the information that they receive and do not have to verify it for accuracy. They feel that their opinions are heard and respected by other team members and that they can share their thoughts

and opinions freely in the office. We observed the same during our observations as well. Values we identified among team members included trust, respect, clarity and confidence.

When we looked into how team meetings were conducted, we found that none of the GPs visited had regular team meetings. Meetings were only held when needed, usually once every two weeks. The meetings were presided by the PDO who outlined how particular tasks should be completed and assigned the work among team members. According to the PDOs, team members were encouraged to share their thoughts and discuss their current workloads to ensure no one was overburdened.

“There are no weekly meetings because we’re all in the office and can easily share information through casual conversations. We conduct a monthly meeting without fail for urgent tasks. These meetings are crucial for problem-solving. If issues persist, informing the PDO directly results in immediate decisions and plans to resolve them.” — DEO 11, Vijayapura

District and block offices also hold meetings which PDOs or PS are required to attend, accompanied at times by the DEO. These meetings mainly focus on reviewing progress or introducing a new scheme, or updates to existing platforms. Often held online, they tend to be impersonal in nature, with unidirectional communication from the superior to GP functionaries.

5.6 Self-management

To understand how functionaries manage their own tasks within the team, we investigated three aspects of self-management: how they set daily priorities, how tasks are divided among team members, and whether they have the autonomy to design and implement unique solutions to challenges they encounter.

When it came to setting priorities, all functionaries shared that they focused on the urgency of the time-bound task. This urgency was typically determined by their superior or rules of the policy. For instance, closing complaints on the *Sakala* platform within a stipulated time frame or submitting details of how many toilets had been constructed under the *Swachh Bharat Mission* in this financial year were considered urgent as they had to be updated as per the policy guidelines. Functionaries also shared that failure to complete these time-bound tasks would result in penalties that included being reprimanded by superiors, receiving show-cause notices, or being called to the block office for an in-person reprimand.

“As soon as I arrive, I will prioritise community work and address people’s problems. After that, I will handle urgent tasks such as documentation and other work related to my reports, starting around 3 PM.” — PDO 7, Vijayapura

In this context, functionaries shared that tasks that are important but not time-sensitive often take a back seat. These include activities such as spreading awareness about new services that the GP will offer or conducting surveys to identify community needs before the Grama Sabha.

Functionaries typically split tasks among themselves when the task is straightforward or less complex, such as field visits to assess a water issue or measuring a house for tax purposes. However,

for more complex tasks that require supervision, the PDO steps in to decide how the work should be carried out. Functionaries mentioned that tasks are assigned based on individual capabilities and strengths, rather than strictly following the job chart. This informal division allows the PDO to ensure tasks are completed effectively. Regular updates are provided by team members, or the PDO follows up as needed.

“Yes, I sometimes share [the tasks] with Data Entry Operator, and Bill Collector when it can be completed quickly. When we were conducting a survey, there was a lot of paperwork, so the Bill Collector and I divided the work and completed the task.” — GS 8, Kolar

“We divide tasks among the team, but I often handle them myself. When the task is huge or we are under significant pressure, I seek assistance from my colleagues.” — DEO 9, Vijayapura

We also explored the autonomy functionaries had in solving problems. Interestingly, over 90% of the interviewed functionaries believed they lacked autonomy. They shared that for tasks that need to be completed within the office, they had to strictly follow rules and would be held accountable if they deviated from the guidelines.

However, our non-participant observations tell a different story. We observed that functionaries often had the necessary autonomy to solve challenges independently. By bending rules (as was described in Section 6.1 above), they were able to use their own knowledge and techniques to complete tasks. Autonomy was most exercised during fieldwork such as checking household or commercial taxes. Take the example of a panchayat in Yadgir where the PS exercised high degrees of autonomy in resolving citizen grievances as the PDO was occupied with managing another GP office and making visits to the block office. Rather than collecting letters or applications for issues, she resolved them on the spot by asking other functionaries (including the Sweeper) to help her out. However, during our interview, when asked about whether she had autonomy, she claimed she did not and always followed the orders of the PDO. It was clear that there was a lack of internalisation of the autonomy that is present among the functionaries.

In the next section, we study incentives, both formal and non-formal, as they play an important role in the ability of functionaries to perform at both an individual level but also collectively.



6. INCENTIVES

Incentives can take various forms in an office such as financial perks, paid vacation and non-financial incentives. Since non-financial incentives help boost team cohesiveness, our study is aimed at identifying how these can improve the functioning of bureaucrats in the GP. These incentives go beyond monetary rewards, addressing employees' psychological and emotional needs. They motivate positive behaviour, enhance work morale, and reduce turnover, thus improving team functionality (Manjenje & Muhanga, 2021). Wages alone may not be sufficient to drive higher levels of productivity, but non-financial incentives can encourage employees to put in greater effort (Ibid.).

Based on a review of literature, a range of non-financial incentives have been identified (Could-Williams & Gatenby, 2010; Manjenje & Muhanga, 2021; Turkeyilmaz et al., 2011). For ease, these can be categorised as follows:

- **Recognition and Feedback:** Providing regular feedback and recognising achievements can motivate them. Additionally, the renewed awareness about their success and failures helps with better goal achievement. This recognition can take varied forms including verbal praise and awards like 'Employee of the Month'.
- **Performance evaluation and Development:** Regular performance appraisals offer employees constructive feedback and can guide decisions relating to salary increase, training, promotion etc. A clear career development path is crucial to boost productivity. Moreover, training apart from ensuring that employees possess the required skills thereby boosting self-confidence also helps keep employees invested in the work they are doing. It also makes them feel valued since it gives the sense that the organisation has invested in them and their future.

- Work environment and flexibility: A conducive work environment with adequate ventilation, seating, lighting, and resources enhances productivity. Involving employees in decision making and offering flexible work options further boosts morale.
- Organisational culture and team dynamics: Offices which prioritise teamwork and collaboration foster a positive work environment. Engaging with unions and promoting respect between management and staff contribute to stronger organisational culture. It also increases feelings of respect and leads to a more positive work environment.

We investigated non-financial incentives such as recognition, feedback, equality in promotion and opportunities to grow through training.

6.1. Findings on non-financial incentives

Functionaries at the GP gave high ratings when asked if they receive feedback and appreciation for work done well. However, upon deeper inquiry, we found that the concept of ‘feedback’ is often confused with ‘praise’. Feedback goes beyond praise and is meant to highlight areas for improvement and help functionaries identify the competencies they need to grow professionally. Leaders like PDOs or PSs rarely provide this type of holistic feedback. Instead, they offer verbal praise or acknowledge hard work during team meetings in front of other team members. Initiatives like ‘Employee of the Month’ remain rare but are highly appreciated by the functionaries.

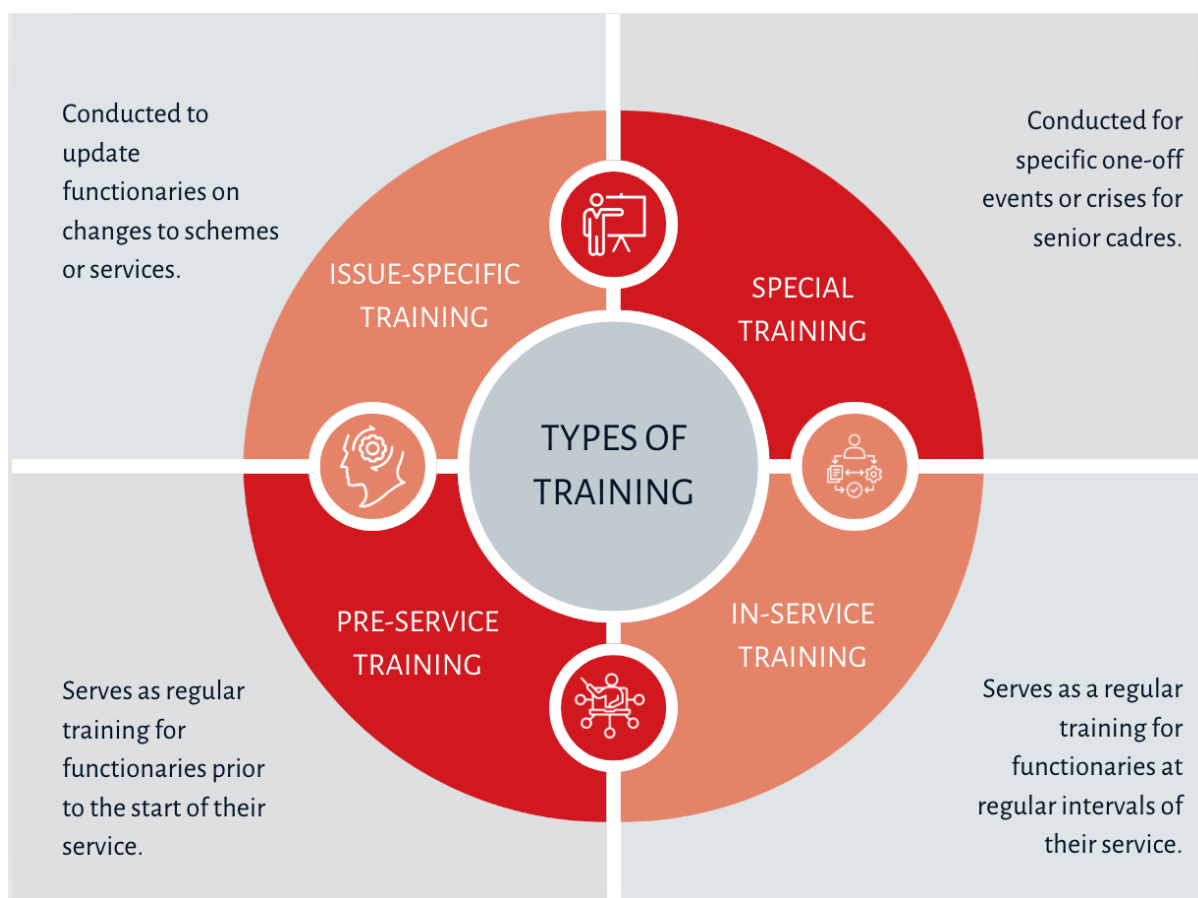
“When I reached the targets and did more work in NREGA than anyone else in the whole taluka, the PDO appreciated me.” — DEO 19, Udupi

“They [leaders of the GP] need to give us more support. They need to understand what we do and give us more support. Every year the education department celebrates Sarvepalli Radhakrishnan’s birthday and this motivates the students, especially for SSLC exams. We need more this. This might help motivate them and get them to do more than what their job chart says. This will help identify who is doing well too.” — BC 8, Koppala

We inquired whether functionaries understood a career development path. While all functionaries understood the pathway for career growth and promotions, many did not believe the process was fair. Several shared that to become a ‘government employee’ (such as the SDA, PS or PDO) they would need to pay a hefty bribe to superiors at the block or district level. Functionaries were quick to share stories of others who advanced faster than their peers through such means. They shared that the value for a government job remains high for reasons such as stability, acceptance and upward social mobility.

The next aspect of non-financial incentives that we explored was training. Although every functionary mentioned receiving some form of training (see Figure 6 below for types of training we identified), they all expressed a desire for more training opportunities. Our findings highlight RDPR’s leadership in offering unique training programs through the ANSSIRD (see Box 2 below for a glimpse of how visually impaired PDOs are trained). Functionaries strongly agreed that more such training programs would help them do their jobs well.

Figure 6: Types of trainings a functionary may receive



Box 2: Training that a visually impaired PDO received

A visually impaired PDO in Yadgir was thrilled to share his experience of being in service with us. When asked what training he has undergone and how he benefits from them, he said, “I first received training from National Association for the Blind and Mitra Jyothi are organisations that train us on how to use computers but this was before I joined as a PDO. After joining, the department at ANSSIRD trained us. We received training last month as well. We also got accessibility training at Administrative Training Institute, Mysore. We were told how to use the computer and keyboard right from scratch, taught Kannada alphabets, MS Word and Notepad, Excel and internet with Gmail or website. The experience was hands-on”.

The PDO also received regular training programs such as pre-service or in-service refreshers. To elaborate on this he shared, “I have got all the training that PDOs normally receive. They give a demo and that time they use a mouse to explain it. I can’t use it, so I ask directly, and they explain everything.”

The PDO then shared that he also receives regular support beyond training. He added, “We have a team at the state level who helps me. I have a friend who is at the SIRD as well who helps.” Sometimes however, he acknowledged that the government takes time to roll out training programs. During this period, he learns from other colleagues or government orders and guidelines.

Overall, functionaries shared that in-person training would be more effective rather than online sessions, as they often get distracted from everyday work during virtual trainings. Some functionaries, such as DEOs, BCs and PS expressed the need for improvements in-person trainings moving past theory to more hands-on and actionable sessions. This would enable them to apply the lessons they have learnt in their jobs. Additionally, functionaries felt they would benefit from soft skills training, including managing citizen interactions, negotiating with elected representatives, and improving communication with line departments.



7. RECOMMENDATIONS

The RDPR Department has made significant strides in ensuring citizens in rural Karnataka can access a wide variety of services through GPs. Furthermore, these services are increasingly accessible online, enabling citizens to track progress and stay informed. However, for these services to be effectively delivered, GP functionaries across the hierarchy must be well-equipped with the necessary individual and team competencies to manage their evolving responsibilities.

We observed that individual competencies differ based on the functionary's role in the GP. Moreover, certain roles such as those of PDOs and PSs are provided more training opportunities when compared to others such as BCs or DEOs. Systemic factors such as vacancies, workload distribution also result in some functionaries taking on more tasks outside their formal job descriptions, often without the necessary authorisations.

Beyond individual competencies, it is essential GPs function effectively as a team. However, we found that regular team meetings are uncommon, and responsibilities are decided based on deadlines rather than a consultative, structured approach. Additionally, ERs are rarely consulted on community needs, despite their critical role in governance. While a culture of kindness and empathy exists within GPs, it can be further strengthened to ensure functionaries remain motivated to serve citizens effectively.

Based on our findings, we offer the following recommendations, aimed at improving both individual and team competencies. These suggestions are intended to serve as a starting point for the department to further investigate the challenges and design suitable administrative reforms. They also take into considerations existing limitations such as political pressures, overexercised hierarchies and staff shortages, among others.

7.1 Individual competencies

7.1.1 Redesign and Circulate Job charts: Job charts for various functionaries need to be reassessed, given the evolving role of technology in service delivery. Current roles and responsibilities must reflect tasks that require collaboration among multiple functionaries rather than assigning them to a single person. Further, job charts should also acknowledge that functionaries may want to work together during peak workload periods and should clearly outline accountability in cases where tasks are not completed. Future oriented job charts can help prepare functionaries for changes in work processes and mandates. These charts can be distributed during their pre-service and refresher training and displayed in the GP building for public awareness on functionary roles.

7.1.2 Enhance PDO training: PDOs spend considerable time in the field or attending meetings at TP and ZP offices. This limits their engagement with the team. When they are in the office, they only engage with their team to ensure tasks are completed on time. Efforts should be to reduce fieldwork for PDOs and allowing them to focus on team management in the office. PDOs should also receive training in leadership, communication and team building, and learn how to provide guidance to their team members and help direct them to problem solving in a crisis. They also must be introduced to the importance and technique of providing feedback diplomatically as well. Effective leadership skills including regular feedback and performance evaluations are important for the team's growth and development.

7.1.3 Improving learning resources for all functionaries: Beyond PDOs and PSs, other functionaries depend heavily on informal networks to acquire knowledge and skills that can support their everyday work. The RDPR department, along with support from ANSSIRD and Karnataka State Rural Development and Panchayat Raj University should develop structured learning materials for functionaries. These resources can incorporate a variety of pedagogies and curricula ranging from asynchronous material to YouTube videos and live interactive courses conducted over short periods of time. Learning modules can also incorporate gamification to make training more engaging by improving access to learning resources, the department can enhance institutional knowledge on how services can be provided to citizens efficiently. As was recommended by Public Affairs Centre, training calendars and matrices must also be made available where possible (PAC, 2022).

7.1.4 Improving engagement with ERs: In GPs where ERs play a more passive role, effort must be made to integrate them into decision-making processes. For instance, ERs can be involved in producing the Annual Action Plans, helping prioritise community teams. This requires joint effort from both, the functionaries as well as the ERs. In their respective training programs ERs and functionaries can be trained on how to engage with each other while recognising their respective roles and limitations. These joint efforts will foster better working relationships and improve governance outcomes.

7.2 Team competencies

7.2.1 Introducing off-site trainings for GP as a team: Currently, there are no joint training programmes for GP functionaries and ERs. In rare cases, only PDOs and Adyakshas are invited to attend specialised trainings. There is a need to introduce regular off-site training sessions for the entire GP team, allowing both ERs and functionaries to understand their roles, responsibilities, and goals without distractions of day-to day operations. Offsite sessions also offer an opportunity to

foster collaboration outside of established GP hierarchies. These programmes can be used to introduce new ideas on topics such as raising own-source revenue through joint efforts.

7.2.2 Introducing regular team meetings: As noted earlier, team meetings are currently conducted only on an ad-hoc basis when urgent tasks arise. There is immense merit in introducing regular team meetings, conducted once every two weeks. This would allow team members to review completed and pending tasks and ensure everyone is aligned within GP's goals. Rotating the role of the moderator can help break hierarchies and provide agency to all functionaries in the team. These team meetings can also be used to provide feedback where required, share local developments, recognise outstanding contributions and foster a more engaged and cohesive team.

7.2.3 Introduce group reflections after major events: Reflection sessions especially after major events was missing from GPs. Led by PDOs or PSs, GPs can be introduced to these group reflection sessions where every member is provided an opportunity to share their experiences. This provides an opportunity to learn collectively and ensure mistakes are not repeated in the future. For instance, a group reflection after a Grama Sabha can help in determining key goals and also understand what could have been improved.

7.2.4 Emphasise empathy in the team: While most GPs, function like a close-knit family during regular operations, this dynamic often changes during high stake-events or crises. To build a stronger sense of empathy within the team, training sessions can include active listening, open question-hour, feedback opportunities, and the practice of considering different perspectives during team training meetings. Prioritising empathy would take the department many steps closer towards fostering norms of deliberation that are built on equal participation (Mangla, 2022).

7.2.5 Fostering Cross-GP Collaboration: While peer-learning within a team is present and there is existence of informal networks, the department could consider facilitating structured knowledge-sharing between GPs. This would help spread successful practices and be an important learning opportunity for newer or less experienced staff.

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ANNEXURES

Annexure 1: Phase 2 Questionnaires

Panchayat Development Officer - Questionnaire in English and Kannada

1.What is your name? ನಿಮ್ಮ ಹೆಸರೇನು?
2.What is your age? ನಿಮ್ಮ ವಯಸ್ಸು ಎಷ್ಟು?
3.What have you studied? (10th, Pre-University College, Computer course, degree) ನೀವು ಏನು ಅಧ್ಯಯನ ಮಾಡಿದ್ದೀರಿ? (10ನೇ, ಪಿಯುಸಿ, ಕಂಪ್ಯೂಟರ್ ಕೋರ್ಸ್, ಪದವಿ)
4.When did you join the job? What was your first posting as? ನೀವು ಯಾವಾಗ ಕೆಲಸಕ್ಕೆ ಸೇರಿದೀರಿ? ನಿಮ್ಮ ಮೊದಲ ಪೋಸ್ಟ್ ಯಾವುದು?
5.If not for this job, what would you be doing? ಈ ಕೆಲಸ ಇಲ್ಲದಿದ್ದರೆ, ನೀವು ಏನು ಮಾಡುತ್ತಿದ್ದೀರಿ?
6.What does a regular day at work look like? What tasks do you do? ಕೆಲಸದ ದಿನವು ಹೇಗೆ ಕಾಣುತ್ತದೆ? ನೀವು ಯಾವ ಕಾರ್ಯಗಳನ್ನು ಮಾಡುತ್ತೀರಿ?
7. Can you try to remember the last time you used the Panchatantra Portal? What was the task you did? ನೀವು ಪಂಚತಂತ್ರ ಪೋರ್ಟಲ್ ಅನ್ನು ಕೊನೆಯ ಬಾರಿ ಬಳಸಿದ್ದನ್ನು ನೆನಪಿಟ್ಟುಕೊಳ್ಳಲು ಪ್ರಯತ್ನಿಸಬಹುದೇ? ನೀವು ಮಾಡಿದ ಕಾರ್ಯವೇನು?
7a. Where did you learn to do the task? ಕೆಲಸವನ್ನು ಮಾಡಲು ನೀವು ಎಲ್ಲಿ ಕಲಿತಿದ್ದೀರಿ?
7b. Did any other functionary help you in doing this task? ಈ ಕಾರ್ಯವನ್ನು ಮಾಡಲು ಬೇರೆ ಯಾವುದೇ ಕಾರ್ಯನಿರ್ವಾಹಕರು ನಿಮಗೆ ಸಹಾಯ ಮಾಡಿದ್ದಾರೆಯೇ?
7c. Did you have to upload or approve any documents? Were the documents ready before you uploaded them? How did you prepare the documents? ನೀವು ಯಾವುದೇ ಡಾಕ್ಯುಮೆಂಟ್‌ಗಳನ್ನು ಅಪ್‌ಲೋಡ್ ಮಾಡಬೇಕೇ ಅಥವಾ ಅನುಮೋದಿಸಬೇಕೇ? ನೀವು ಅವುಗಳನ್ನು ಅಪ್‌ಲೋಡ್ ಮಾಡುವ ಮೊದಲು ಡಾಕ್ಯುಮೆಂಟ್‌ಗಳು ಸಿದ್ಧವಾಗಿವೆಯೇ? ನೀವು ದಾಖಲೆಗಳನ್ನು ಹೇಗೆ ಸಿದ್ಧಪಡಿಸಿದ್ದೀರಿ?
7d. Have you received any specific training for using this portal? Can you tell us more about this ಈ ಪೋರ್ಟಲ್ ಅನ್ನು ಬಳಸಲು ನೀವು ಯಾವುದೇ ನಿರ್ದಿಷ್ಟ ತರಬೇತಿಯನ್ನು ಪಡೆದಿದ್ದೀರಾ? ಇದರ ಬಗ್ಗೆ ನೀವು ನಮಗೆ ಹೆಚ್ಚಿನದನ್ನು ಹೇಳಬಹುದೇ?

8. Assume you had a challenge with a new scheme and need support from the Taluka Panchayat office. When was the last time you went for this and what was the challenge?

ನೀವು ಹೊಸ ಯೋಜನೆಯೊಂದಿಗೆ ಸವಾಲನ್ನು ಹೊಂದಿದ್ದೀರಿ ಮತ್ತು ತಾಲೂಕು ಪಂಚಾಯತ್ ಕಛೇರಿಯಿಂದ ಬೆಂಬಲ ಬೇಕು ಎಂದು ಉಹಿಸಿ. ಇದಕ್ಕಾಗಿ ನೀವು ಕೊನೆಯ ಬಾರಿಗೆ ಹೋಗಿದ್ದು ಯಾವಾಗ ಮತ್ತು ಸವಾಲು ಏನು?

8a. Who all did you meet there?

ಅಲ್ಲಿ ನೀವು ಯಾರನ್ನು ಭೇಟಿ ಮಾಡಿದ್ದೀರಿ?

8b. How did they help you solve the problem?

ಸಮಸ್ಯೆಯನ್ನು ಪರಿಹರಿಸಲು ಅವರು ನಿಮಗೆ ಹೇಗೆ ಸಹಾಯ ಮಾಡಿದರು?

8c. Once you returned, how did you solve the problem yourself?

ನೀವು ಹಿಂತಿರುಗಿದ ನಂತರ, ನೀವೇ ಸಮಸ್ಯೆಯನ್ನು ಹೇಗೆ ಪರಿಹರಿಸಿದ್ದೀರಿ?

8d. Have you received any training to learn about scheme implementation before? Was it useful for you?

ಗ್ರಾಂ. ಯೋಜನೆಯ ಅನುಷ್ಠಾನದ ಬಗ್ಗೆ ತಿಳಿದುಕೊಳ್ಳಲು ನೀವು ಮೊದಲು ಯಾವುದೇ ತರಬೇತಿ ಪಡೆದಿದ್ದೀರಾ? ಇದು ನಿಮಗೆ ಉಪಯುಕ್ತವಾಗಿದೆಯೇ

9. Assume you have received information from TP about a new scheme that provides vehicles to collect waste from each house. Do you have an existing scheme like this?

ಪ್ರತಿ ಮನೆಯಿಂದ ತ್ಯಾಜ್ಯವನ್ನು ಸಂಗ್ರಹಿಸಲು ವಾಹನಗಳನ್ನು ಒದಗಿಸುವ ಹೊಸ ಯೋಜನೆಯ ಬಗ್ಗೆ ನೀವು TP ಯಿಂದ ಮಾಹಿತಿಯನ್ನು ಸ್ವೀಕರಿಸಿದ್ದೀರಿ ಎಂದು ಉಹಿಸಿ. ನೀವು ಈ ರೀತಿಯ ಅಸ್ತಿತ್ವದಲ್ಲಿರುವ ಯೋಜನೆಯನ್ನು ಹೊಂದಿದ್ದೀರಾ?

9a. Who will you coordinate with in your office to spread awareness to the citizens?

ನಾಗರಿಕರಿಗೆ ಅರಿವು ಮೂಡಿಸಲು ನಿಮ್ಮ ಕಛೇರಿಯಲ್ಲಿ ನೀವು ಯಾರೊಂದಿಗೆ ಸಮನ್ವಯ ಸಾಧಿಸುವಿರಿ?

9b. How will you monitor their work? Will you call for regular meetings or some other way?

ಅವರ ಕೆಲಸವನ್ನು ನೀವು ಹೇಗೆ ಮೇಲ್ವಿಚಾರಣೆ ಮಾಡುತ್ತೀರಿ? ನೀವು ನಿಯಮಿತ ಸಭೆಗಳಿಗೆ ಅಥವಾ ಬೇರೆ ರೀತಿಯಲ್ಲಿ ಕರೆಯುತ್ತೀರಾ?

9c. How will you coordinate with the WCD department like ASHA workers for this scheme for training the women drivers?

ಮಹಿಳಾ ಚಾಲಕರಿಗೆ ತರಬೇತಿ ನೀಡುವ ಈ ಯೋಜನೆಗಾಗಿ ನೀವು ಆಶಾ ಕಾರ್ಯಕರ್ತೆಯರಂತಹ WCD ಇಲಾಖೆಯೊಂದಿಗೆ ಹೇಗೆ ಸಮನ್ವಯಗೊಳಿಸುತ್ತೀರಿ?

9d. Have you received training to learn coordination with other functionaries before? Was it useful?

ನೀವು ಮೊದಲು ಇತರ ಕಾರ್ಯಕಾರಿಗಳೊಂದಿಗೆ ಸಮನ್ವಯವನ್ನು ಕಲಿಯಲು ತರಬೇತಿ ಪಡೆದಿದ್ದೀರಾ? ಇದು ಉಪಯುಕ್ತವಾಗಿದೆಯೇ?

Panchayat Secretary - Questionnaire in English and Kannada

1.What is your name? ನಿಮ್ಮ ಹೆಸರೇನು?
2.What is your age? ನಿಮ್ಮ ವಯಸ್ಸು ಎಷ್ಟು?
3.What have you studied? (10th, Pre-University College, Computer course, degree) ನೀವು ಏನು ಅಧ್ಯಯನ ಮಾಡಿದ್ದೀರಿ? (10ನೇ, ಪಿಯುಸಿ, ಕಂಪ್ಯೂಟರ್ ಕೋರ್ಸ್, ಪದವಿ)
4.When did you join the job? What was your first posting as? ನೀವು ಯಾವಾಗ ಕೆಲಸಕ್ಕೆ ಸೇರಿದೀರಿ? ನಿಮ್ಮ ಮೊದಲ ಪೋಸ್ಟ್ ಯಾವುದು?
5.If not for this job, what would you be doing? ಈ ಕೆಲಸ ಇಲ್ಲದಿದ್ದರೆ, ನೀವು ಏನು ಮಾಡುತ್ತಿದ್ದೀರಿ?
6.What does a regular day at work look like? What tasks do you do? ಕೆಲಸದಲ್ಲಿ ಸಾಮಾನ್ಯ ದಿನ ಹೇಗಿರುತ್ತದೆ? ನೀವು ಯಾವ ಕಾರ್ಯಗಳನ್ನು ಮಾಡುತ್ತೀರಿ?
7. Can you try to remember the last time you used the e-Swathu portal? What was the task you did? ನೀವು ಇ-ಸ್ವತು ಪೋರ್ಟಲ್ ಅನ್ನು ಕೊನೆಯ ಬಾರಿ ಬಳಸಿದ್ದನ್ನು ನೆನಪಿಟ್ಟುಕೊಳ್ಳಲು ಪ್ರಯತ್ನಿಸಬಹುದೇ? ನೀವು ಮಾಡಿದ ಕಾರ್ಯವೇನು?
7a. Where did you learn to do the task? ಕೆಲಸವನ್ನು ಮಾಡಲು ನೀವು ಎಲ್ಲಿ ಕಲಿತಿದ್ದೀರಿ?
7b. Did any other functionary help you in doing this task? ಈ ಕಾರ್ಯವನ್ನು ಮಾಡಲು ಬೇರೆ ಯಾವುದೇ ಕಾರ್ಯನಿರ್ವಾಹಕರು ನಿಮಗೆ ಸಹಾಯ ಮಾಡಿದ್ದಾರೆಯೇ?
7c. Were the documents ready before you uploaded them? How did you prepare the documents? ನೀವು ಅವುಗಳನ್ನು ಅಪ್‌ಲೋಡ್ ಮಾಡುವ ಮೊದಲು ಡಾಕ್ಯುಮೆಂಟ್‌ಗಳು ಸಿದ್ಧವಾಗಿವೆಯೇ? ನೀವು ದಾಖಲೆಗಳನ್ನು ಹೇಗೆ ಸಿದ್ಧಪಡಿಸಿದ್ದೀರಿ?
7d. Have you received any specific training for using this portal? Can you tell us more about this ಈ ಪೋರ್ಟಲ್ ಅನ್ನು ಬಳಸಲು ನೀವು ಯಾವುದೇ ನಿರ್ದಿಷ್ಟ ತರಬೇತಿಯನ್ನು ಪಡೆದಿದ್ದೀರಾ? ಇದರ ಬಗ್ಗೆ ನೀವು ನಮಗೆ ಹೆಚ್ಚಿನದನ್ನು ಹೇಳಬಹುದೇ?
8. Can you try to remember the last time you prepared a GPDP and uploaded it on Panchatantra Portal? 8a. Can you tell us the process of preparing a GPDP? ನೀವು ಕೊನೆಯ ಬಾರಿ GPDP ಅನ್ನು ಸಿದ್ಧಪಡಿಸಿ ಮತ್ತು ಅದನ್ನು ಪಂಚತಂತ್ರ ಪೋರ್ಟಲ್‌ನಲ್ಲಿ ಅಪ್‌ಲೋಡ್ ಮಾಡಿದ್ದನ್ನು ನೆನಪಿಟ್ಟುಕೊಳ್ಳಲು ಪ್ರಯತ್ನಿಸಬಹುದೇ?

8b. GPDP ಸಿದ್ಧಪಡಿಸುವ ಪ್ರಕ್ರಿಯೆಯನ್ನು ನೀವು ನಮಗೆ ತಿಳಿಸುವಿರಾ?

8c. Who all did you discuss the plan with when preparing it?
ಯೋಜನೆಯನ್ನು ಸಿದ್ಧಪಡಿಸುವಾಗ ನೀವು ಯಾರೊಂದಿಗೆ ಚರ್ಚಿಸಿದ್ದೀರಿ?

8d. Did you present the plan during the Grama Sabha?
ಗ್ರಾಮಸಭೆಯಲ್ಲಿ ಯೋಜನೆ ಮಂಡಿಸಿದ್ದೀರಾ?

8e. What was the response you received from citizens attending Grama Sabha?
ಗ್ರಾಮ ಸಭೆಗೆ ಹಾಜರಾದ ನಾಗರಿಕರಿಂದ ನೀವು ಪಡೆದ ಪ್ರತಿಕ್ರಿಯೆ ಏನು?

8f. Where did you learn about the GPDP process and did you receive training for this?
ಜಿಪಿಡಿಪಿ ಪ್ರಕ್ರಿಯೆಯ ಬಗ್ಗೆ ನೀವು ಎಲ್ಲಿ ಕಲಿತಿದ್ದೀರಿ ಮತ್ತು ಇದಕ್ಕಾಗಿ ನೀವು ತರಬೇತಿ ಪಡೆದಿದ್ದೀರಾ?

8g. Do you feel you could benefit from any other training programmes for improving GPDP?
ಜಿಪಿಡಿಪಿಯನ್ನು ಸುಧಾರಿಸಲು ಯಾವುದೇ ಇತರ ತರಬೇತಿ ಕಾರ್ಯಕ್ರಮಗಳಿಂದ ನೀವು ಪ್ರಯೋಜನ ಪಡೆಯಬಹುದು ಎಂದು ನೀವು ಭಾವಿಸುತ್ತೀರಾ?

9. When a new scheme was last launched, assume that you did not know about the scheme but had to meet targets like X number of households covered by Y date. Can you remember such a situation? How did you find out details about the scheme?

9a. Who did you go to for these details?

ಹೊಸ ಸ್ಕೀಮ್ ಅನ್ನು ಕೊನೆಯದಾಗಿ ಪ್ರಾರಂಭಿಸಿದಾಗ, ನಿಮಗೆ ಸ್ಕೀಮ್ ಬಗ್ಗೆ ತಿಳಿದಿರಲಿಲ್ಲ ಆದರೆ Y ದಿನಾಂಕದಿಂದ ಆವರಿಸಿರುವ X ಸಂಖ್ಯೆಯ ಕುಟುಂಬಗಳಂತಹ ಗುರಿಗಳನ್ನು ಪೂರೈಸಬೇಕು ಎಂದು ಊಹಿಸಿ. ಅಂತಹ ಪರಿಸ್ಥಿತಿಯನ್ನು ನೀವು ನೆನಪಿಸಿಕೊಳ್ಳಬಹುದೇ? ಯೋಜನೆಯ ವಿವರಗಳನ್ನು ನೀವು ಹೇಗೆ ಕಂಡುಕೊಂಡಿದ್ದೀರಿ?

9b. ಈ ವಿವರಗಳಿಗಾಗಿ ನೀವು ಯಾರ ಬಳಿ ಹೋಗಿದ್ದೀರಿ?

9c. Who will you go to in case of any problems?
ಯಾವುದೇ ಸಮಸ್ಯೆಗಳ ಸಂದರ್ಭದಲ್ಲಿ ನೀವು ಯಾರ ಬಳಿಗೆ ಹೋಗುತ್ತೀರಿ?

9d. Did you receive any training for this and has that been helpful?
ಇದಕ್ಕಾಗಿ ನೀವು ಯಾವುದೇ ತರಬೇತಿಯನ್ನು ಪಡೆದಿದ್ದೀರಾ ಮತ್ತು ಅದು ಸಹಾಯಕವಾಗಿದೆಯೇ?

Data Operator Interview - Questionnaire in English and Kannada

1.What is your name?
ನಿಮ್ಮ ಹೆಸರೇನು?

2.What is your age?
ನಿಮ್ಮ ವಯಸ್ಸೆಷ್ಟು?

<p>3.What have you studied?(10th, Pre-University College, Computer course, degree) ನೀವು ಏನು ಅಧ್ಯಯನ ಮಾಡಿದ್ದೀರಿ? (10ನೇ, ಪಿಯುಸಿ, ಕಂಪ್ಯೂಟರ್ ಕೋರ್ಸ್, ಪದವಿ)</p>
<p>4.When did you join the job? What was your first posting as? ನೀವು ಯಾವಾಗ ಕೆಲಸಕ್ಕೆ ಸೇರಿದಿರಿ? ನಿಮ್ಮ ಮೊದಲ ಪೋಸ್ಟ್ ಯಾವುದು?</p>
<p>5.If not for this job, what would you be doing? ನೀವು ಪ್ರಸ್ತುತ ಈ ಕೆಲಸ ಮಾಡದೆ ಇರುತ್ತಿದ್ದರೆ, ಬೇರೆ ಯಾವ ಕೆಲಸ ಮಾಡುತ್ತಿದ್ದಿರಿ.?</p>
<p>6.What does a regular day at work look like? What tasks do you do? ನಿಮ್ಮ ನಿತ್ಯದ ಕೆಲಸ ಹೇಗಿರುತ್ತದೆ? ನೀವು ಯಾವ ಕೆಲಸಗಳನ್ನು ಮಾಡುತ್ತೀರಿ?</p>
<p>7.When was the last time you had to upload details of all the NREGA Job Card holders into the MIS and some of the features of the MIS had changed like where to enter data? ನೀವು ಕೊನೆಯ ಬಾರಿಗೆ NREGA ಎಲ್ಲ ಜಾಬ್ ಕಾರ್ಡ್ ಹೋಲ್ಡರ್ಸ್ ಮಾಹಿತಿಯನ್ನು MIS ಗೆ ಅಪ್‌ಲೋಡ್ ಮಾಡಿದಿರಿ ಮತ್ತು MIS ನ ಕೆಲವು ಬದಲಾದ ಫೀಚರ್‌ಗಳ ಮಾಹಿತಿಗಳನ್ನು ಎಲ್ಲಿ ನಮೂದಿಸುತ್ತೀರಿ?</p>
<p>7a. How did you learn to use the updated MIS? Update ಆದ MIS ಅನ್ನು ಬಳಸಲು ನೀವು ಹೇಗೆ ಕಲಿಯುತ್ತೀರಿ</p>
<p>7b. Assume the MIS keeps hanging- is there anything you can do to fix the software? MIS hang ಆಗಿದೆ ಎಂದು ಊಹಿಸಿಕೊಳ್ಳಿ- ಆಗ ಸಾಫ್ಟ್‌ವೇರ್ ಅನ್ನು ಸರಿಪಡಿಸಲು ಏನು ಮಾಡುತ್ತೀರಿ?</p>
<p>7c. Some of the forms are incomplete/ have wrong information filled out- what can you possibly do in this situation? ಕೆಲವು ಫಾರ್ಮ್‌ಗಳು ಅಪೂರ್ಣ/ತಪ್ಪಾದ ಮಾಹಿತಿ ತುಂಬಿದ ಸಂದರ್ಭದಲ್ಲಿ- ನೀವು ಏನು ಮಾಡಬಹುದು?</p>
<p>7d. How will you check that the data entered into the MIS is free of errors? MIS ಗೆ ನಮೂದಿಸಿದ ಡೇಟಾವು ದೋಷ ಮುಕ್ತವಾಗಿದೆ ಎಂದು ನೀವು ಹೇಗೆ ಪರಿಶೀಲಿಸುತ್ತೀರಿ?</p>
<p>7e. How has your training helped you complete data entry? ಡೇಟಾ ಎನ್ಟ್ರಿಯನ್ನು ಸಂಪೂರ್ಣವಾಗಿ ಮಾಡಲು, ತರಬೇತಿಯು ನಿಮಗೆ ಹೇಗೆ ಸಹಾಯ ಮಾಡಿದೆ?</p>
<p>8. You have been approached by some citizens who have not received some benefit that was due to them under a new scheme. You do not know anything about this scheme because it has just been launched. 8a. What details of the scheme do you need to know so that you can help the citizens? ಹೊಸ ಯೋಜನೆಯ ಅಡಿಯಲ್ಲಿ ತಮಗೆ ಬರಬೇಕಾಗಿದ್ದ ಕೆಲವು ಪ್ರಯೋಜನಗಳನ್ನು ಪಡೆಯದ ಕೆಲವು ನಾಗರಿಕರು ನಿಮ್ಮನ್ನು ಸಂಪರ್ಕಿಸಿದ್ದಾರೆ. ಈ ಯೋಜನೆಯ ಬಗ್ಗೆ ನಿಮಗೆ ಏನೂ ತಿಳಿದಿಲ್ಲ ಏಕೆಂದರೆ ಇದನ್ನು ಇದೀಗ ಪ್ರಾರಂಭಿಸಲಾಗಿದೆ ಈ ಥರಹದ ಸಂದರ್ಭ ನಿಮಗೆ ಉಂಟಾಗಿದೆಯೆ?</p>

8a. ನಾಗರಿಕರಿಗೆ ಸಹಾಯ ಮಾಡಲು ಯೋಜನೆಯ ಯಾವ ವಿವರಗಳನ್ನು ನೀವು ತಿಳಿದುಕೊಳ್ಳಬೇಕು?
8b. What sources can you use to get this information on your own? ಯಾವ ಮೂಲಗಳಿಂದ ಮಾಹಿತಿಗಳನ್ನು ನೀವು ಸ್ವಂತಹ ಬಳಸುತ್ತೀರಿ/ಪ್ರಯತ್ನಿಸುತ್ತೀರಿ?
8c. If you are unable to find the information on your own, who can you ask? ಸ್ವಂತವಾಗಿ ನವೀಕೃತ ವಿವರಗಳನ್ನು ಪಡೆಯಲು ಸಾಧ್ಯವಾಗದೇ ಇದ್ದಾಗ ಯಾರನ್ನು ಕೇಳುತ್ತೀರಿ?
8d. If the information you are getting is conflicting, how will you decide what information is correct? ನೀವು ಪಡೆಯುತ್ತಿರುವ ಮಾಹಿತಿಯು ಅಸಮರ್ಪಕವಾಗಿದ್ದರೆ, ಯಾವ 'ಮಾಹಿತಿ ಸರಿ' ಎಂಬುದನ್ನು ಹೇಗೆ ನೀವು ನಿರ್ಧರಿಸುತ್ತೀರಿ?
8e. The citizens are getting aggressive and are accusing you of lying to them, how will you handle this situation? ನೀವು ನೀಡಿದ ಮಾಹಿತಿ ಅಸಮರ್ಪಕವಾದುದ್ದೆಂದು ನಾಗರಿಕರು ನಿಮ್ಮನ್ನು ಕೋಪಗೊಂಡು ನಿಂದಿಸಿಸುತ್ತಿರುವಾಗ, ಅಂತಹ ಸಂದರ್ಭವನ್ನು ಹೇಗೆ ನಿಭಾಯಿಸುತ್ತೀರಿ?
8f. Has your training helped you get these details/ given you tips on how to help citizens? ನಿಮ್ಮ ತರಬೇತಿಯು ಈ ವಿವರಗಳನ್ನು ಪಡೆಯಲು ನಿಮಗೆ ಸಹಾಯ ಮಾಡಿದೆ/ ನಾಗರಿಕರಿಗೆ ಹೇಗೆ ಸಹಾಯ ಮಾಡುವುದು ಎಂಬುದರ ಕುರಿತು ನಿಮಗೆ ಸಲಹೆಗಳನ್ನು ನೀಡಿದೆಯೇ?
9. A new scheme has been launched and the application forms are not in your office. You need access to the forms so that you can upload the data into MIS. 9a. How will you find out where to collect the forms from? ಹೊಸ ಯೋಜನೆಯನ್ನು ಪ್ರಾರಂಭಿಸಲಾಗಿದೆ ಮತ್ತು ಅರ್ಜಿ ನಮೂನೆಗಳು ನಿಮ್ಮ ಕಛೇರಿಯಲ್ಲಿ ಇಲ್ಲ. ನೀವು MIS ಗೆ ಡೇಟಾವನ್ನು ಅಪ್‌ಲೋಡ್ ಮಾಡಲು ನಿಮಗೆ ಫಾರ್ಮ್‌ಗಳಿಗೆ ಪ್ರವೇಶದ ಅಗತ್ಯವಿದೆ. 9a. ಫಾರ್ಮ್‌ಗಳನ್ನು ಎಲ್ಲಿಂದ ಸಂಗ್ರಹಿಸಬೇಕೆಂದು ನೀವು ಹೇಗೆ ಕಂಡುಹಿಡಿಯುತ್ತೀರಿ?
9b. How will you know when to collect the forms? ಫಾರ್ಮ್‌ಗಳನ್ನು ಯಾವಾಗ ಸಂಗ್ರಹಿಸಬೇಕು ಎಂದು ನಿಮಗೆ ಹೇಗೆ ತಿಳಿಯುತ್ತದೆ?
9c. Who will you go to in case of any problems? ಯಾವುದೇ ಸಮಸ್ಯೆಗಳ ಸಂದರ್ಭದಲ್ಲಿ ನೀವು ಯಾರ ಬಳಿಗೆ ಹೋಗುತ್ತೀರಿ?
9d. Has your training informed you of who your supervisor is and in what situations? ನಿಮ್ಮ ಮೇಲ್ವಿಚಾರಕರು ಯಾರು ಮತ್ತು ಯಾವ ಸಂದರ್ಭಗಳಲ್ಲಿ ನಿಮ್ಮ ತರಬೇತಿಯು ನಿಮಗೆ ತಿಳಿಸಿದೆಯೇ?

Annexure 2: Phase 3 Tools

Questionnaire for the GP level functionaries

General Questions - ಸಾಮಾನ್ಯ ಪ್ರಶ್ನೆಗಳು
1. What is your name? ನಿಮ್ಮ ಹೆಸರೇನು?
2. What is your age? ನಿಮ್ಮ ವಯಸ್ಸು ಎಷ್ಟು?
3. What have you studied? (10th, Pre-University College, degree – additionally computer course or any course have you done) ನೀವು ಏನು ವ್ಯಾಸಂಗ ಮಾಡಿಕೊಂಡಿರುವಿರಿ? (10ನೇ, ಪಿಯುಸಿ, ಪದವಿ - ಹೆಚ್ಚುವರಿಯಾಗಿ ಕಂಪ್ಯೂಟರ್ ಕೋರ್ಸ್ ಮತ್ತಿತರೆ ಕೋರ್ಸ್ ಮಾಡಿರುತ್ತೀರಾ)
4. When did you join the job? ನೀವು ಯಾವಾಗ ಕೆಲಸಕ್ಕೆ ಸೇರಿದಿರಿ?
5. How were you recruited? ನೀವು ಹೇಗೆ ಕೆಲಸಕ್ಕೆ ನೇಮಕಗೊಂಡಿರಿ?
6. Were you doing something else before this job? ಪ್ರಸ್ತುತ / ಈ ಕೆಲಸಕ್ಕೆ ಸೇರುವ ಮೊದಲು ಬೇರೆ ಎಲ್ಲಿಯಾದರೂ ಕೆಲಸ ಮಾಡುತ್ತಿದ್ದಿರಾ?
7. What does a regular day at work look like? What tasks do you do? ಸಾಮಾನ್ಯವಾಗಿ ನಿಮ್ಮ ಕೆಲಸದ ದಿನಚರಿ ಹೇಗಿರುತ್ತದೆ? ಯಾವ ಎಲ್ಲ ಕೆಲಸಗಳನ್ನು ಮಾಡುತ್ತೀರಿ? a. ಫ್ಲೀಲ್ಡ್ ವಿಸಿಟ್ % b. ತಾಲೂಕಿನಲ್ಲಿ ಮೇಟಿಂಗ್ % c. ಸಮುದಾಯಕ್ಕೆ/ಜನರಿಗೆ ನೀಡುವ ಸಮಯ % d. ದಾಖಲೆಗಳ ನಿರ್ವಹಣೆ % e. ಸಿಬ್ಬಂದಿ ತಂಡದವರೊಂದಿಗೆ ಸಭೆ % f. ಸದಸ್ಯರೊಂದಿಗೆ ಸಭೆ % g. Are there times when you have to work outside of the working hours as well? Can you give an e.g.? ನೀವು ಕೆಲಸದ ಸಮಯದ ಹೊರತಾಗಿಯೂ ಕೆಲಸ ಮಾಡಬೇಕಾದ ಸಂದರ್ಭಗಳಿವೆಯೇ? ಉದಾ ನೀಡಬಹುದೇ?
8. a. There a job charts for your work? What are your tasks according to it? ನಿಮ್ಮ ಕೆಲಸಕ್ಕೆ ಜಾಬ್ ಚಾರ್ಟ್ ಇದೆಯೇ? ಅದರ ಪ್ರಕಾರ ನಿಮ್ಮ ಕಾರ್ಯಗಳೇನು? b. What are the activities you do that you feel are not part of your job profile?

ನಿಮ್ಮ ಜಾಬ್ ಚಾರ್ಟ್ ನ ಭಾಗವಾಗಿಲ್ಲ ಎಂದು ಭಾವಿಸುವ ಯಾವ ಚಟುವಟಿಕೆ/ಕೆಲಸಗಳನ್ನು ನೀವು ಮಾಡುತ್ತೀರಾ?

Team dynamics - ತಂಡದ ಡೈನಾಮಿಕ್ಸ್

9. Who do you consider to be a part of your team? And Why?
ನಿಮ್ಮ ತಂಡದ ಭಾಗವಾಗಿ ಯಾರನ್ನು ನೀವು ಪರಿಗಣಿಸುತ್ತೀರಿ? ಮತ್ತು ಏಕೆ?
10. What are some aspects of the office culture that make you feel included and part of a team?
ಕಛೇರಿಯಲ್ಲಿ ಯಾವ ಕೆಲವು ಸಂಸ್ಕೃತಿಯ ಅಂಶಗಳು ನಿಮ್ಮನ್ನು ತಂಡದ ಭಾಗವಾಗಿ ಒಳಗೊಂಡಿರುವ ಭಾಸ/ಭಾವ ಮೂಡಿಸುತ್ತದೆ?
11. Who are your superiors?
ನಿಮ್ಮ ಮೇಲಧಿಕಾರಿಗಳು ಯಾರು?
12. How did you learn about the team hierarchy?
ಕಛೇರಿಯ ಕ್ರಮಾನುಗತ / ಶ್ರೇಣಿಯ ಬಗ್ಗೆ ನೀವು ಹೇಗೆ ಕಲಿತಿದ್ದೀರಿ?
13. Do you think team members strictly follow this hierarchy? (Probe: breaking hierarchy)
ತಂಡದ ಸದಸ್ಯರು ಈ ಶ್ರೇಣಿಯನ್ನು ಕಟ್ಟುನಿಟ್ಟಾಗಿ ಅನುಸರಿಸುತ್ತಾರೆ ಎಂದು ನೀವು ಭಾವಿಸುತ್ತೀರಾ? (ತನಿಖೆ: ಕ್ರಮಾನುಗತವನ್ನು ಮುರಿಯುವುದು/ ಪಾಲಿಸದಿರುವುದು)
14. Who makes the decisions in your team? (Probe: to divide tasks/ problem solve)
ನಿಮ್ಮ ತಂಡದಲ್ಲಿ ಯಾರು ನಿರ್ಧಾರಗಳನ್ನು ತೆಗೆದುಕೊಳ್ಳುತ್ತಾರೆ? (ತನಿಖೆ: ಕಾರ್ಯಗಳನ್ನು ವಿಭಜಿಸಲು/ ಸಮಸ್ಯೆಯನ್ನು ಪರಿಹರಿಸಲು)
15. Can you give an e.g. of a task and how the decisions relating to it were made?
ಒಂದು ಕಾರ್ಯ ಮತ್ತು ಅದಕ್ಕೆ ಸಂಬಂಧಿಸಿದ ನಿರ್ಧಾರಗಳನ್ನು ಹೇಗೆ ಮಾಡಲಾಗಿದೆ ಎಂದು, ನೀವು ಒಂದು ಉದಾ ನೀಡಬಹುದೇ?

Leadership Style - ನಾಯಕತ್ವ ಶೈಲಿ

16. On a scale of 1-5 where 5 is Strongly Agree and 1 is Strongly Disagree, please rank the following statements:
1-5 ಸ್ಕೇಲ್‌ನಲ್ಲಿ 5 ಬಲವಾಗಿ ಒಪ್ಪಿಗೆ ಮತ್ತು 1 ಬಲವಾಗಿ ಒಪ್ಪುವುದಿಲ್ಲ ಆಧಾರದ ಮೇಲೆ, ದಯವಿಟ್ಟು ಕೆಳಗಿನ ಹೇಳಿಕೆಗಳನ್ನು ಶ್ರೇಣೀಕರಿಸಿ:

Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
5	4	3	2	1

- a. The leadership in my GP is very effective and the officer/staff is good at their work.
ನನ್ನ ಗ್ರಾಮ ಪಂಚಾಯತಿಯಲ್ಲಿ ನಾಯಕತ್ವವು ತುಂಬಾ ಪರಿಣಾಮಕಾರಿಯಾಗಿದೆ ಮತ್ತು ಅಧಿಕಾರಿ/ಸಿಬ್ಬಂದಿಗಳು ತಮ್ಮ ಕೆಲಸದಲ್ಲಿ ಉತ್ತಮವಾಗಿರುತ್ತಾರೆ.
- b. I feel motivated by the officer.
ನಾನು ಅಧಿಕಾರಿಯಿಂದ ಪ್ರೇರಿತನಾಗಿದ್ದೇನೆ ಎಂದು ಭಾವಿಸಿದ್ದೇನೆ.
- c. The team leader/officer divides tasks well.

ತಂಡದ ಮುಖಂಡರು/ ಅಧಿಕಾರಿ ಕಾರ್ಯಗಳನ್ನು ಉತ್ತಮವಾಗಿ ವಿಂಗಡಿಸುತ್ತಾರೆ.

- d. The PDO/Sec follows up on the progress of work so that all tasks are completed on time.
ತಂಡದ ಮುಖಂಡರು/ ಅಧಿಕಾರಿ ಕಾರ್ಯಗಳನ್ನು ಪ್ರಗತಿಯನ್ನು ಆಗಿಂದಾಗ್ಗೆ ಮಾಡುವುದರಿಂದ ಎಲ್ಲ ಕೆಲಸಗಳು ಸಕಾಲದಲ್ಲಿ ಪೂರ್ಣಗೊಳ್ಳುತ್ತವೆ.
- e. The PDO/Sec trusts my work.
ತಂಡದ ಮುಖಂಡರು/ ಅಧಿಕಾರಿ ನನ್ನ ಕೆಲಸವನ್ನು ನಂಬುತ್ತಾರೆ.
- f. I feel comfortable sharing my views with the PDO/Sec, even if I am disagreeing with them.
ನಾನು ತಂಡದ ಮುಖಂಡರು/ ಅಧಿಕಾರಿಗಳ ಅಭಿಪ್ರಾಯ ಒಪ್ಪದಿದ್ದರೂ ಸಹ, ಅವರುಗಳೊಂದಿಗೆ ನನ್ನ ಅಭಿಪ್ರಾಯಗಳನ್ನು ಹಂಚಿಕೊಳ್ಳಲು ನನಗೆ ಆರಾಮವಾಗಿರುತ್ತದೆ.
- g. I feel like the leader cares about my opinion.
ತಂಡದ ಮುಖಂಡರು/ ಅಧಿಕಾರಿಗಳು ನನ್ನ ಅಭಿಪ್ರಾಯದ ಬಗ್ಗೆ ಕಾಳಜಿ ವಹಿಸುತ್ತಾರೆ ಎಂದು ನನಗೆ ಅನಿಸುತ್ತದೆ.
- h. I am able to work independently and make decisions about how to do my work.
ನಾನು ಸ್ವತಂತ್ರವಾಗಿ ನನ್ನ ಕೆಲಸವನ್ನು ಹೇಗೆ ಮಾಡಬೇಕೆಂಬುದರ ಬಗ್ಗೆ ನಿರ್ಧಾರಗಳನ್ನು ತೆಗೆದುಕೊಳ್ಳಲು ಸಾಧ್ಯವಾಗುತ್ತದೆ.

17. What does your team leader do well?

ನಿಮ್ಮ ತಂಡದ ಮುಖಂಡರು/ ಅಧಿಕಾರಿಗಳು ಯಾವ ವಿಷಯದಲ್ಲಿ ಉತ್ತಮವಾಗಿ ಕಾರ್ಯ ನಿರ್ವಹಿಸುತ್ತಾರೆ?

18. What could they do to make your work easier? (work distribution, more support, problem solving etc.)

ನಿಮ್ಮ ಕೆಲಸವನ್ನು ಸುಲಭಗೊಳಿಸಲು ಅವರು ಏನು ಮಾಡಬಹುದು? (ಕೆಲಸದ ವಿತರಣೆ, ಹೆಚ್ಚಿನ ಬೆಂಬಲ, ಸಮಸ್ಯೆ ಪರಿಹಾರ ಇತ್ಯಾದಿ)

Goal Recognition: ಗುರಿ ನಿಗದಿಪಡಿಸುವಿಕೆ:

19. What are the 3 main goals you are working towards at the GP office?

ಗ್ರಾಮ ಪಂಚಾಯತಿ ಕಚೇರಿಯಲ್ಲಿ ನೀವು ಹೊಂದಿರುವ 3 ಮುಖ್ಯ ಗುರಿಗಳು ಯಾವುವು?

20. On a scale of 1-5 where 5 is Strongly Agree and 1 is Strongly Disagree, please rank the following statements:

1-5 ಸ್ಕೇಲ್‌ನಲ್ಲಿ 5 ಬಲವಾಗಿ ಒಪ್ಪಿಗೆ ಮತ್ತು 1 ಬಲವಾಗಿ ಒಪ್ಪುವುದಿಲ್ಲ ಆಧಾರದ ಮೇಲೆ, ದಯವಿಟ್ಟು ಕೆಳಗಿನ ಹೇಳಿಕೆಗಳನ್ನು ಶ್ರೇಣೀಕರಿಸಿ:

Strongly Agree

Agree

Neutral

Disagree

Strongly Disagree

5	4	3	2	1
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- We have clear team goals.
ತಂಡವಾಗಿ ನಾವು ಸ್ಪಷ್ಟ ಗುರಿಗಳನ್ನು ಹೊಂದಿದ್ದೇವೆ.
- I know exactly what work I am supposed to do.
ನಾನು ಯಾವ ಕೆಲಸವನ್ನು ಮಾಡಬೇಕೆಂದು ನನಗೆ ನಿಖರವಾಗಿ ತಿಳಿದಿದೆ.
- Everyone in my team knows what work they are supposed to do.
ನನ್ನ ತಂಡದಲ್ಲಿರುವ ಪ್ರತಿಯೊಬ್ಬರಿಗೂ ಅವರು ಯಾವ ಕೆಲಸವನ್ನು ಮಾಡಬೇಕೆಂದು ತಿಳಿದಿದೆ.
- Sometimes I do not understand why the work I am doing is required.
ಕೆಲವೊಮ್ಮೆ ನಾನು ಮಾಡುತ್ತಿರುವ ಕೆಲಸ ಏಕೆ ಬೇಕು ಎಂದು ನನಗೆ ಅರ್ಥವಾಗುವುದಿಲ್ಲ.
- Could you explain when you felt you did not understand the task you did?
ನೀವು ಮಾಡಿದ ಕೆಲಸವನ್ನು ನೀವು ಅರ್ಥಮಾಡಿಕೊಳ್ಳಲಾಗಲಿಲ್ಲ ಎಂದು ನೀವು ಭಾವಿಸಿದ ಸಂದರ್ಭವನ್ನು ವಿವರಿಸಬಹುದೇ?

Coordination/Communication Style - With the Line Department: ಸಮನ್ವಯ/ಸಂವಹನ ಶೈಲಿ - ಇತರೆ/ಲೈನ್ ಡಿಪಾರ್ಟ್‌ಮೆಂಟ್ ದೊಂದಿಗೆ:

21. On a scale of 1-5 where 5 is Strongly Agree and 1 is Strongly Disagree, please rank the following statements:
1-5 ಸ್ಕೇಲ್‌ನಲ್ಲಿ 5 ಬಲವಾಗಿ ಒಪ್ಪಿಗೆ ಮತ್ತು 1 ಬಲವಾಗಿ ಒಪ್ಪುವುದಿಲ್ಲ ಆಧಾರದ ಮೇಲೆ, ದಯವಿಟ್ಟು ಕೆಳಗಿನ ಹೇಳಿಕೆಗಳನ್ನು ಶ್ರೇಣೀಕರಿಸಿ:

Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
5	4	3	2	1

- Everyone in the office is very approachable.
ಕಛೇರಿಯಲ್ಲಿ ಎಲ್ಲರನ್ನೂ ಸುಲಭವಾಗಿ ಸಂಪರ್ಕಿಸಬಹುದು.
- I feel respected and heard when I am speaking to the other people in the office.
ನನ್ನ ಮಾತನ್ನು ಇಲಾಖೆಯವರು ಕೇಳಿಸಿಕೊಳ್ಳುವುದು ನನಗೆ ಕೊಟ್ಟ ಗೌರವ ಎಂದು ಭಾವಿಸುತ್ತೇನೆ.
- My opinion is valued in the office.
ಕಛೇರಿಯಲ್ಲಿ ನನ್ನ ಅಭಿಪ್ರಾಯಕ್ಕೆ ಬೆಲೆ ಇದೆ.
- I trust the information my team members share with me.
ನನ್ನ ತಂಡದವರು ನನ್ನೊಂದಿಗೆ ಹಂಚಿಕೊಳ್ಳುವ ಮಾಹಿತಿಯನ್ನು ನಾನು ನಂಬುತ್ತೇನೆ.

- e. I get all my information from my team members and do not need to go elsewhere.
ನನಗೆ ಅಗತ್ಯವಿರುವ ಎಲ್ಲಾ ಮಾಹಿತಿಯನ್ನು ನನ್ನ ತಂಡದವರಿಂದ ಪಡೆಯುತ್ತೇನೆ ಮತ್ತು ಅದಕ್ಕಾಗಿ ಬೇರೆಯೂ ಹೋಗಬೇಕಾಗಿಲ್ಲ.
- f. I can share my thoughts freely with my co-workers.
ನಾನು ನನ್ನ ಆಲೋಚನೆಗಳನ್ನು ನನ್ನ ಸಹದ್ಯೋಗಿಗಳೊಂದಿಗೆ ಮುಕ್ತವಾಗಿ ಹಂಚಿಕೊಳ್ಳಬಹುದು.
- g. If I am unwell, all my coworkers in the team are very understanding.
ಅನಾರೋಗ್ಯದ ಸಮಯದಲ್ಲಿ ನನ್ನ ಸಹದ್ಯೋಗಿಗಳು ಬಹಳ ಅರ್ಥಮಾಡಿಕೊಳ್ಳುತ್ತಾರೆ.
- h. If I have to take leave due to personal reasons/ sickness, the department is supportive and understanding.
ವೈಯಕ್ತಿಕ ಕಾರಣ/ಅನಾರೋಗ್ಯದಿಂದ ನಾನು ರಜೆ ತೆಗೆದುಕೊಳ್ಳಬೇಕಾದ ಸಂದರ್ಭದಲ್ಲಿ, ಪಿ.ಡಿ.ಒ./ಕಾರ್ಯದರ್ಶಿಗಳು ಅರ್ಥಮಾಡಿಕೊಂಡು ಬೆಂಬಲ ನೀಡುತ್ತಾರೆ.

22. How many weekly team meetings do you have?
ವಾರದಲ್ಲಿ ಎಷ್ಟು ತಂಡದ ಸಭೆಗಳು ನಿಮಗೆ ಇರುತ್ತವೆ?

23. Are the meetings fixed or do they take place whenever the need arises?
ಸಭೆಗಳು ನಿಗದಿಪಡಿಸಲಾಗಿರುತ್ತವೆಯೇ ಅಥವಾ ಅಗತ್ಯವಿದ್ದಾಗ ನಡೆಯುತ್ತವೆಯೇ?

24. Do you think meetings help to solve problems? Why?
ಸಭೆಗಳು ಉಪಯುಕ್ತ ಮತ್ತು ಉತ್ಪಾದಕ ಎಂದು ನೀವು ಭಾವಿಸುತ್ತೀರಾ? ಏಕೆ?

25. If you have to contact a team member, do you prefer reaching out over phone call, face-to-face or WhatsApp? Why?
ನೀವು ತಂಡದ ಸದಸ್ಯರನ್ನು ಸಂಪರ್ಕಿಸಬೇಕಾದರೆ, ಫೋನ್ ಕರೆ, ಮುಖಾಮುಖಿ ಅಥವಾ WhatsApp ಯಾವುದಕ್ಕೆ ಆದ್ಯತೆ ನೀಡುತ್ತೀರಿ? ಏಕೆ?

26. How many people in office do you need to coordinate with to do your work? How do you make sure work finishes on time?
ನಿಮ್ಮ ಕೆಲಸವನ್ನು ಮಾಡಲು ನೀವು ಕಚೇರಿಯಲ್ಲಿ ಯಾರೆಲ್ಲರ ಜೊತೆಗೆ ಹೊಂದಾಣಿಕೆ ಮಾಡಿಕೊಳ್ಳಬೇಕು? ಇದರಿಂದಾಗಿ ಸಮಯಕ್ಕೆ ಸರಿಯಾಗಿ ಕೆಲಸ ಮುಗಿಯುತ್ತದೆ ಎಂಬುದನ್ನು ಹೇಗೆ ಖಚಿತಪಡಿಸಿಕೊಳ್ಳುತ್ತೀರಿ?

Self-Management: ಸ್ವಯಂ ನಿರ್ವಹಣೆ:

27. How do you decide which tasks to do first? (e.g. in the morning/ every evening)
ಯಾವ ಕಾರ್ಯಗಳನ್ನು ಮೊದಲು ಮಾಡಬೇಕೆಂದು ನೀವು ಹೇಗೆ ನಿರ್ಧರಿಸುತ್ತೀರಿ? (ಉದಾ. ಬೆಳಿಗ್ಗೆ / ಪ್ರತಿ ಸಂಜೆ)

28. How do you divide the work in your team when there is high workload?

ಹೆಚ್ಚಿನ ಕೆಲಸದ ಹೊರೆ ಇರುವಾಗ ನಿಮ್ಮ ತಂಡದಲ್ಲಿ ಕೆಲಸವನ್ನು ಹೇಗೆ ಹಂಚಿಕೊಳ್ಳುತ್ತೀರಿ?

29. Do you decide for yourself when to involve other people or are the tasks allocated in a group?

ಇತರರನ್ನು ಯಾವಾಗ ಕೆಲಸಕ್ಕೆ ಸೇರಿಸಿಕೊಳ್ಳಬೇಕೆಂದು ನೀವೇ ನಿರ್ಧರಿಸುತ್ತೀರೋ ಅಥವಾ ಗುಂಪಿನಲ್ಲಿ ಕಾರ್ಯಗಳನ್ನು ವಿಂಗಡಲಾಗುತ್ತದೆಯೋ?

30. Are you given the freedom to come up with unique ideas to solve problems, and implement them?

ಸಮಸ್ಯೆಗಳನ್ನು ಪರಿಹರಿಸಲು ಮತ್ತು ಅವುಗಳನ್ನು ಕಾರ್ಯಗತಗೊಳಿಸಲು ಅನನ್ಯ ಆಲೋಚನೆಗಳೊಂದಿಗೆ ಬರಲು ನಿಮಗೆ ಸ್ವಾತಂತ್ರ್ಯವನ್ನು ನೀಡಲಾಗಿದೆಯೇ?

If yes, do you discuss your ideas with your team?

ಹೌದು ಎಂದಾದರೆ, ನಿಮ್ಮ ಆಲೋಚನೆಗಳನ್ನು ನಿಮ್ಮ ತಂಡದೊಂದಿಗೆ ಚರ್ಚಿಸುತ್ತೀರಾ?

Incentives: ಪ್ರೋತ್ಸಾಹಕಗಳು:

31. On a scale of 1-5 where 5 is Strongly Agree and 1 is Strongly Disagree, please rank the following statements:

1-5 ಸ್ಕೇಲ್‌ನಲ್ಲಿ 5 ಬಲವಾಗಿ ಒಪ್ಪಿಗೆ ಮತ್ತು 1 ಬಲವಾಗಿ ಒಪ್ಪುವುದಿಲ್ಲ ಆಧಾರದ ಮೇಲೆ, ದಯವಿಟ್ಟು ಕೆಳಗಿನ ಹೇಳಿಕೆಗಳನ್ನು ಶ್ರೇಣೀಕರಿಸಿ:

Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
5	4	3	2	1

- I get regular feedback from my officer about my performance.
ನನ್ನ ಕಾರ್ಯನಿರ್ವಹಣೆಯ ಕುರಿತಂತೆ ನನ್ನ ಅಧಿಕಾರಿಯಿಂದ ನಿಯಮಿತವಾಗಿ ಪ್ರತಿಕ್ರಿಯೆ ಪಡೆಯುತ್ತಿರುತ್ತೇನೆ.
- I get praised if I do the job well.
ನಾನು ಕೆಲಸವನ್ನು ಉತ್ತಮವಾಗಿ ಮಾಡಿದರೆ ನಾನು ಪ್ರಶಂಸೆಯನ್ನು ಪಡೆಯುತ್ತೇನೆ.
- I feel I am recognized for the work I do.
ನನ್ನ ಕೆಲಸವನ್ನು ಗುರುತಿಸುತ್ತಾರೆಂದು ಭಾವಿಸುತ್ತೇನೆ.
- I know what my career trajectory looks like.
ನನ್ನ ವೃತ್ತಿಜೀವನದ ಹಾದಿ ಹೇಗಿದೆ ಎಂದು ನನಗೆ ತಿಳಿದಿದೆ.
- There are fair rules in the office for promotion.
ಬಡ್ಡಿಗಾಗಿ ಕಚೇರಿಯಲ್ಲಿ ನ್ಯಾಯಯುತ ನಿಯಮಗಳಿವೆ.
- In my office, people who perform better are rewarded more than those who do not.

ನನ್ನ ಕಛೇರಿಯಲ್ಲಿ, ಉತ್ತಮವಾಗಿ ಕಾರ್ಯನಿರ್ವಹಿಸುವವರಿಗೆ, ಮಾಡದವರಿಗಿಂತ ಹೆಚ್ಚು ಬಹುಮಾನ ನೀಡಲಾಗುತ್ತದೆ.

- g. I feel everyone in the office is working to the best of their abilities.
ಕಛೇರಿಯಲ್ಲಿ ಪ್ರತಿಯೊಬ್ಬರೂ ತಮ್ಮ ಸಾಮರ್ಥ್ಯಕ್ಕೆ ತಕ್ಕಂತೆ ಕೆಲಸ ಮಾಡುತ್ತಿದ್ದಾರೆ ಎಂದು ನಾನು ಭಾವಿಸುತ್ತೇನೆ.
- h. There are opportunities for training and development that help me do my work better.
ನನ್ನ ಕೆಲಸವನ್ನು ಉತ್ತಮವಾಗಿ ಮಾಡಲು ಸಹಾಯ ಮಾಡುವ ತರಬೇತಿ ಮತ್ತು ಅಭಿವೃದ್ಧಿ ಅವಕಾಶಗಳಿವೆ.
- i. My office environment feels like a family and I know my coworkers are always there for me even if I face personal problems.
ನಾನು ವೈಯಕ್ತಿಕ ಸಮಸ್ಯೆಗಳನ್ನು ಎದುರಿಸಿದರೂ ಸಹ ನನ್ನ ಸಹೋದ್ಯೋಗಿಗಳು ಯಾವಾಗಲೂ ನನ್ನೊಂದಿಗೆ ಇರುತ್ತಾರೆ ಎಂದು ನನಗೆ ತಿಳಿದಿದೆ ಮತ್ತು ನನ್ನ ಕಛೇರಿಯ ಪರಿಸರವು ಒಂದು ಕುಟುಂಬದಂತೆ ಭಾಸವಾಗುತ್ತದೆ.

If answer to b/c is Strongly Agree/ Agree: Can you remember the last time you were appreciated? What did it look like?

b/c ಗೆ ಉತ್ತರವು ದೃಢವಾಗಿ ಒಪ್ಪಿಗೆ/ಸಮ್ಮತವಾಗಿದ್ದರೆ: ನೀವು ಕೊನೆಯ ಬಾರಿಗೆ ಮೆಚ್ಚುಗೆ ಪಡೆದದ್ದು ನಿಮಗೆ ನೆನಪಿದೆಯೇ? ಯಾವ ಕಾರಣಕ್ಕಾಗಿ ಮತ್ತು ಅದು ಹೇಗಿತ್ತು?

Team Stability: ತಂಡದ ಸ್ಥಿರತೆ:

32. In the last one year has your team composition changed? Who came and who went?

ಕಳೆದ ವರ್ಷದಲ್ಲಿ ನಿಮ್ಮ ತಂಡದ ಸಂಯೋಜನೆ ಬದಲಾಗಿದೆಯೇ? ಯಾರು ಬಂದರು ಮತ್ತು ಹೋದರು?

33. What have been the effects of the change on your work?

ಇದರಿಂದಾಗಿ ನಿಮ್ಮ ಕೆಲಸದ ಮೇಲೆ ಬದಲಾವಣೆಯ ಪರಿಣಾಮಗಳೇನು?

34. How many new people have joined the office?

ಎಷ್ಟು ಮಂದಿ ಹೊಸದಾಗಿ ಕಛೇರಿಗೆ ಸೇರಿದ್ದಾರೆ?

35. Is there a transition period for the person who is leaving to handover/ finish their work?

ತನ್ನ ಕೆಲಸವನ್ನು ಹಸ್ತಾಂತರಿಸಲು/ಮುಗಿಸಲು, ಕೆಲಸ ಬಿಡುವ ವ್ಯಕ್ತಿಗೆ ಪರಿವರ್ತನೆ ಅವಧಿ ಇದೆಯೇ?

36a. How do new members understand what work needs to be done?

ಕೆಲಸ/ಗುರಿಗಳ ಬಗ್ಗೆ ಹೊಸ ಸದಸ್ಯರು ಹೇಗೆ ಕಲಿಯುತ್ತಾರೆ?

b. Is there a formal onboarding process?

ಕೆಲಸಕ್ಕೆ ಹೊಸದಾಗಿ ಸೇರ್ಪಡೆಗೊಂಡವರು ಅಥವಾ ವರ್ಗಾವಣೆಗೊಂಡವರಿಗೆ ಕೆಲಸಕ್ಕೆ ಹೊಂದಿಕೊಳ್ಳಲು ಔಪಚಾರಿಕವಾದ ಪ್ರಕ್ರಿಯೆ ಇದೆಯೇ?

37. What is your salary?
ತಮ್ಮ ಮಾಸಿಕ ವೇತನವೇನು?

38. Is there anything else you would like to share about the office or your work?
ಕಛೇರಿ ಅಥವಾ ನಿಮ್ಮ ಕೆಲಸದ ಬಗ್ಗೆ ನೀವು ಹಂಚಿಕೊಳ್ಳಲು ಬಯಸುವ ಇನ್ನೇನಾದರೂ ವಿಷಯವೇನು?

Additional questions asked to the PDO along with the above questionnaire:

Leadership Style - ನಾಯಕತ್ವ ಶೈಲಿ

1. On a scale of 1-5 where 5 is Strongly Agree and 1 is Strongly Disagree, please rank the following statements:
1-5 ಸ್ಕೇಲ್‌ನಲ್ಲಿ 5 ಬಲವಾಗಿ ಒಪ್ಪಿಗೆ ಮತ್ತು 1 ಬಲವಾಗಿ ಒಪ್ಪುವುದಿಲ್ಲ ಆಧಾರದ ಮೇಲೆ, ದಯವಿಟ್ಟು ಕೆಳಗಿನ ಹೇಳಿಕೆಗಳನ್ನು ಶ್ರೇಣೀಕರಿಸಿ:

Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
5	4	3	2	1

Relationship with taluk officers: ನಿಮ್ಮ ಕಾರ್ಯದಲ್ಲಿ, ತಾಲೂಕು ಅಧಿಕಾರಿಗಳೊಂದಿಗಿನ ಸಂಬಂಧ:

- My EO are very effective and are good at their work.
ನನ್ನ EO ಅತ್ಯಂತ ಪರಿಣಾಮಕಾರಿ ಮತ್ತು ತಮ್ಮ ಕೆಲಸದಲ್ಲಿ ಉತ್ತಮರಾಗಿದ್ದಾರೆ.
- I feel motivated by the officer.
ನಾನು ಅಧಿಕಾರಿಯಿಂದ ಪ್ರೇರಿತನಾಗಿದ್ದೇನೆ ಎಂದು ಭಾವಿಸಿದ್ದೇನೆ.
- The taluk officer follows up on the progress of work so that all tasks are completed on time.
ತಾಲೂಕು ಅಧಿಕಾರಿಯು ಕಾಮಗಾರಿಯ ಪ್ರಗತಿಯನ್ನು ಆಗಿಂದಾಗ್ಗೆ ಮಾಡುವುದರಿಂದ ಎಲ್ಲ ಕೆಲಸಗಳು ಸಕಾಲದಲ್ಲಿ ಪೂರ್ಣಗೊಳ್ಳುತ್ತವೆ.
- The taluk officer trusts my work.
ತಾಲೂಕು ಅಧಿಕಾರಿ ನನ್ನ ಕೆಲಸವನ್ನು ನಂಬುತ್ತಾರೆ.
- I feel comfortable sharing my views with the taluk officer, even if I am disagreeing with them.
ನಾನು ತಾಲೂಕು ಅಧಿಕಾರಿಗಳ ಅಭಿಪ್ರಾಯ ಒಪ್ಪದಿದ್ದರೂ ಸಹ, ಅವರುಗಳೊಂದಿಗೆ ನನ್ನ ಅಭಿಪ್ರಾಯಗಳನ್ನು ಹಂಚಿಕೊಳ್ಳಲು ನನಗೆ ಆರಾಮವಾಗಿರುತ್ತದೆ.
- I feel like the taluk officer cares about my opinion.
ತಾಲೂಕು ಅಧಿಕಾರಿ ನನ್ನ ಅಭಿಪ್ರಾಯದ ಬಗ್ಗೆ ಕಾಳಜಿ ವಹಿಸುತ್ತಾರೆ ಎಂದು ನನಗೆ ಅನಿಸುತ್ತದೆ.
- I am able to work independently and make decisions about how to do my work.
ನನ್ನ ಕೆಲಸವನ್ನು ಹೇಗೆ ಮಾಡಬೇಕೆಂಬುದರ ಬಗ್ಗೆ ಮತ್ತು ಸ್ವತಂತ್ರವಾಗಿ ಕೆಲಸ ಮಾಡಲು ನಿರ್ಧಾರಗಳನ್ನು ತೆಗೆದುಕೊಳ್ಳಲು ನನಗೆ ಸಾಧ್ಯವಾಗುತ್ತದೆ.

2. Has block officer changed recently? if yes, who do you like more and why?
ಬ್ಲಾಕ್ ಅಧಿಕಾರಿ ಇತ್ತೀಚೆಗೆ ಬದಲಾಗಿದ್ದಾರೆಯೇ? ಹೌದು ಎಂದಾದರೆ, ನೀವು ಯಾರನ್ನು ಹೆಚ್ಚು ಇಷ್ಟಪಡುತ್ತೀರಿ ಮತ್ತು ಏಕೆ?
3. What could they do to make your work easier? (work distribution, more support, problem solving etc.) Can you give an eg.
ನಿಮ್ಮ ಕೆಲಸವನ್ನು ಸುಲಭಗೊಳಿಸಲು ಅವರು ಏನು ಮಾಡಬಹುದು? (ಕೆಲಸ ವಿತರಣೆ, ಹೆಚ್ಚಿನ ಬೆಂಬಲ, ಸಮಸ್ಯೆ ಪರಿಹಾರ ಇತ್ಯಾದಿ) ಉದಾಹರಣೆ ನೀಡಬಹುದೇ

Leadership within office: ಕಛೇರಿಯಲ್ಲಿ ನಾಯಕತ್ವ:

4. On a scale of 1-5 where 5 is Strongly Agree and 1 is Strongly Disagree, please rank the following statements:
1-5 ಸ್ಕೇಲ್‌ನಲ್ಲಿ 5 ಬಲವಾಗಿ ಒಪ್ಪಿಗೆ ಮತ್ತು 1 ಬಲವಾಗಿ ಒಪ್ಪುವುದಿಲ್ಲ ಆಧಾರದ ಮೇಲೆ, ದಯವಿಟ್ಟು ಕೆಳಗಿನ ಹೇಳಿಕೆಗಳನ್ನು ಶ್ರೇಣೀಕರಿಸಿ:

Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
5	4	3	2	1

- a. I make sure that I divide/prioritize all the tasks that need to be completed.
ಪೂರ್ಣಗೊಳಿಸಬೇಕಾದ ಎಲ್ಲ ಕೆಲಸ/ಕಾರ್ಯಗಳನ್ನು ಆದ್ಯತಾನುಸಾರ ವಿಂಗಡಿಸಲಾಗಿದೆ ಎಂದು ಖಚಿತಪಡಿಸಿಕೊಳ್ಳುತ್ತೇನೆ.
- b. I always ask someone how much work they have before assigning new tasks to them.
ಯಾರಿಗಾದರೂ ಹೊಸ ಕೆಲಸಗಳನ್ನು ನಿಯೋಜಿಸುವ ಮೊದಲು ಅವರಿಗೆ ಎಷ್ಟು ಕೆಲಸವಿದೆ ಎಂದು ನಾನು ಕೇಳುತ್ತೇನೆ.
- c. I continuously follow up to ensure that the work is completed on time.
ಸಮಯಕ್ಕೆ ಸರಿಯಾಗಿ ಕೆಲಸ ಪೂರ್ಣಗೊಳ್ಳುವುದನ್ನು ಖಚಿತಪಡಿಸಿಕೊಳ್ಳಲು ನಾನು ನಿರಂತರವಾಗಿ ಗಮನಿಸುತ್ತೇನೆ.
- d. There is a procedure for doing the work and I do not like it if people deviate from the procedure.
ಕೆಲಸ ಮಾಡಲು ಒಂದು ಕಾರ್ಯ ವಿಧಾನವಿದೆ ಮತ್ತು ಜನ ಅದನ್ನು ತಪ್ಪಿಸುವುದು ನನಗೆ ಇಷ್ಟವಾಗುವುದಿಲ್ಲ.
- e. For the team to work efficiently, it is important for the leader to be strong and controlling and for the employees to be a little afraid.
ತಂಡವು ಪರಿಣಾಮಕಾರಿಯಾಗಿ ಕೆಲಸ ಮಾಡಲು, ಅಧಿಕಾರಿಯು ತನ್ನ ಕೆಲಸ ಕಾರ್ಯಗಳಲ್ಲಿ ಉತ್ತಮವಾಗಿರುವುದು, ತಂಡವನ್ನು ನಿಯಂತ್ರಿಸುವುದು ಹಾಗೂ ಉದ್ಯೋಗಿಗಳು ಸ್ವಲ್ಪ ಕಾಳಜಿಯಿಂದಿರುವುದು ಮುಖ್ಯವಾಗಿದೆ.
- f. I allow employees to be flexible in how they are doing the work, if there are personal problems.
ಉದ್ಯೋಗಿಗಳಿಗೆ ವೈಯಕ್ತಿಕ ಸಮಸ್ಯೆಗಳಿದ್ದಲ್ಲಿ ಕೆಲಸದಲ್ಲಿ ಕೆಲಸವನ್ನು ಮಾಡುವಲ್ಲಿ ಹೊಂದಿಕೊಳ್ಳಲು ನಾನು ಅನುಮತಿಸುತ್ತೇನೆ..
- g. In meetings, I make sure everyone gets a chance to speak/share their views.

ಸಭೆಗಳಲ್ಲಿ, ಪ್ರತಿಯೊಬ್ಬರಿಗೂ ಮಾತನಾಡಲು, ತಮ್ಮ ಅಭಿಪ್ರಾಯಗಳನ್ನು ಹಂಚಿಕೊಳ್ಳಲು ಅವಕಾಶ ಸಿಗುವುದನ್ನು ನಾನು ಖಚಿತಪಡಿಸಿಕೊಳ್ಳುತ್ತೇನೆ.

h. I talk to my employees before making any decision that affects them.
ನನ್ನ ಉದ್ಯೋಗಿಗಳ ಮೇಲೆ ಪರಿಣಾಮ ಬೀರುವ ಯಾವುದೇ ನಿರ್ಧಾರವನ್ನು ತೆಗೆದುಕೊಳ್ಳುವ ಮೊದಲು ನಾನು ಅವರೊಂದಿಗೆ ಮಾತನಾಡುತ್ತೇನೆ.

5. What are the 3 things that make you a good leader/officer in the office?
ಕಚೇರಿಯಲ್ಲಿ ನಿಮ್ಮನ್ನು ಉತ್ತಮ ನಾಯಕ/ಅಧಿಕಾರಿಯನ್ನಾಗಿ ಮಾಡುವ 3 ವಿಷಯಗಳು ಯಾವುವು?

Leadership in the community: ಸಮುದಾಯದಲ್ಲಿ ನಾಯಕತ್ವ:

6. What are the 3 things that make you a good leader/officer for the community?
ಸಮುದಾಯದಲ್ಲಿ ನಿಮ್ಮನ್ನು ಉತ್ತಮ ನಾಯಕ/ಅಧಿಕಾರಿಯನ್ನಾಗಿ ಮಾಡುವ 3 ವಿಷಯಗಳು ಯಾವುವು?

7. Can you give an e.g. of how you solve problems of community members?
ಸಮುದಾಯದಲ್ಲಿ ಸದಸ್ಯರ ಸಮಸ್ಯೆಗಳನ್ನು ನೀವು ಹೇಗೆ ಪರಿಹರಿಸುತ್ತೀರಿ? ಉದಾ ನೀಡಬಹುದೇ?

8. Are there any procedures you have set up to make it easier to solve the issues being faced by the community?
ಸಮುದಾಯವು ಎದುರಿಸುತ್ತಿರುವ ಸಮಸ್ಯೆಗಳನ್ನು ಸುಲಭವಾಗಿ ಪರಿಹರಿಸಲು ನೀವು ಯಾವುದೇ ಕಾರ್ಯವಿಧಾನಗಳನ್ನು ಹೊಂದಿರುವಿರಾ?

Coordination/Communication Style - With the Line Department: ಸಮನ್ವಯ/ಸಂವಹನ ಶೈಲಿ - ಇತರೆ/ಲೈನ್ ಡಿಪಾರ್ಟ್‌ಮೆಂಟ್ ದೊಂದಿಗೆ:

9. On a scale of 1-5 where 5 is Strongly Agree and 1 is Strongly Disagree, please rank the following statements:
1-5 ಸ್ಕೇಲ್‌ನಲ್ಲಿ 5 ಬಲವಾಗಿ ಒಪ್ಪಿಗೆ ಮತ್ತು 1 ಬಲವಾಗಿ ಒಪ್ಪುವುದಿಲ್ಲ ಆಧಾರದ ಮೇಲೆ, ದಯವಿಟ್ಟು ಕೆಳಗಿನ ಹೇಳಿಕೆಗಳನ್ನು ಶ್ರೇಣೀಕರಿಸಿ:

Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
5	4	3	2	1

- Everyone in the line department is very approachable.
ಇತರೆ/ಲೈನ್ ಡಿಪಾರ್ಟ್‌ಮೆಂಟ್‌ನಲ್ಲಿರುವ ಪ್ರತಿಯೊಬ್ಬರನ್ನೂ ಸಂಪರ್ಕಿಸಬಹುದು.
- I feel respected and heard when I am speaking to people in the line department.
ನನ್ನ ಮಾತನ್ನು ಇತರೆ/ಲೈನ್ ಇಲಾಖೆಯವರು ಕೇಳಿಸಿಕೊಳ್ಳುವುದು ನನಗೆ ಕೊಟ್ಟ ಗೌರವ ಎಂದು ಭಾವಿಸುತ್ತೇನೆ.
- My opinion is valued in the line department.
ಇತರೆ/ಲೈನ್ ಇಲಾಖೆಯಲ್ಲಿ ನನ್ನ ಅಭಿಪ್ರಾಯಕ್ಕೆ ಬೆಲೆ ಇದೆ.
- I trust the information the department shares with me.
ಇಲಾಖೆಯು ನನ್ನೊಂದಿಗೆ ಹಂಚಿಕೊಳ್ಳುವ ಮಾಹಿತಿಯನ್ನು ನಾನು ನಂಬುತ್ತೇನೆ.
- I get all the information I require from the department and do not need to go anywhere else for it.

ನನಗೆ ಅಗತ್ಯವಿರುವ ಎಲ್ಲಾ ಮಾಹಿತಿಯನ್ನು ನಾನು ಇಲಾಖೆಯಿಂದ ಪಡೆಯುತ್ತೇನೆ ಮತ್ತು ಅದಕ್ಕಾಗಿ ಬೇರೆಯೂ ಹೋಗಬೇಕಾಗಿಲ್ಲ.

f. I can share my thoughts freely with the officials in the line department.
ನಾನು ನನ್ನ ಆಲೋಚನೆಗಳನ್ನು ಇತರ/ಲೈನ್ ಇಲಾಖೆಯ ಅಧಿಕಾರಿಗಳೊಂದಿಗೆ ಮುಕ್ತವಾಗಿ ಹಂಚಿಕೊಳ್ಳಬಹುದು.

g. If I have to take leave due to personal reasons/sickness, the department is supportive and understanding.
ವೈಯಕ್ತಿಕ ಕಾರಣಗಳಿಂದ/ಅನಾರೋಗ್ಯದಿಂದ ನಾನು ರಜೆ ತೆಗೆದುಕೊಳ್ಳಬೇಕಾದ ಸಂದರ್ಭದಲ್ಲಿ, ಅಧಿಕಾರಿಗಳು/ಸಿಬ್ಬಂದಿ ಬೆಂಬಲ ನೀಡುತ್ತಾರೆ.

10. How do you contact members of the line department if you need their help for some work?
ಕೆಲವು ಕೆಲಸಗಳಿಗೆ ನಿಮಗೆ ಸಹಾಯ ಬೇಕಾದರೆ ನೀವು ಇತರ/ಲೈನ್ ವಿಭಾಗದ ಸದಸ್ಯರನ್ನು ಹೇಗೆ ಸಂಪರ್ಕಿಸುತ್ತೀರಿ?

11. Do you have regular coordination meetings with the line department?
ನೀವು ಇತರ/ಲೈನ್ ಇಲಾಖೆಯೊಂದಿಗೆ ನಿಯಮಿತವಾಗಿ ಸಮನ್ವಯ ಸಭೆಗಳನ್ನು ಹೊಂದಿದ್ದೀರಾ?

Focus Group Discussion Tool

Case 1: Preparing GPDP

ಕೇಸ್ 1: ಜಿಪಿಡಿಪಿ (ಗ್ರಾಮ ಪಂಚಾಯತ್ ಅಭಿವೃದ್ಧಿ ಯೋಜನೆ) ಸಿದ್ಧಪಡಿಸುವಿಕೆ

1. When were the GP members elected?
ಗ್ರಾಮ ಪಂಚಾಯತ್ ಸದಸ್ಯರನ್ನು ಯಾವಾಗ ಆಯ್ಕೆ ಮಾಡಲಾಯಿತು?

2. When was the plan prepared?
ಯೋಜನೆ ಯಾವಾಗ ಸಿದ್ಧಪಡಿಸಲಾಯಿತು?

1. Who all in the team contributed to making a plan
ಯೋಜನೆ ಸಿದ್ಧಪಡಿಸಲು ತಂಡದಲ್ಲಿ ಯಾರೆಲ್ಲಾ ಸಹಕರಿಸಿದರು?

3. Can you describe the process of making the plan?
ಯೋಜನೆಯನ್ನು ತಯಾರಿಸುವ ಪ್ರಕ್ರಿಯೆಯನ್ನು ವಿವರಿಸಬಲ್ಲೀರಾ?

1. How were the problems in each village identified? Was there a survey conducted?
ಪ್ರತಿ ವಾರ್ಡಿನಲ್ಲಿನ ಸಮಸ್ಯೆಗಳು ಹೇಗೆ ಗುರುತಿಸಿದಿರಿ? ಸರ್ವೆ ನಡೆಸಲಾಗಿತ್ತೇ?

2. Was a participatory rural appraisal done on the field?
ಪ್ರತಿ ವಾರ್ಡಿನಲ್ಲಿ ಭಾಗಿದಾರರ ಗ್ರಾಮೀಣ ಮೂಲ್ಯಾಂಕನ ನಡೆಯಿತೋ?

3. How did you finalize the objectives for the next 5 years? How many meetings took place to finalize objectives?
ಮುಂದಿನ 5 ವರ್ಷಗಳ ಉದ್ದೇಶಗಳನ್ನು ಹೇಗೆ ಪರಿಗಣಿಸಿದಿರಿ? ಉದ್ದೇಶಗಳನ್ನು ಇತ್ಯರ್ಥಗೊಳಿಸಲು ಎಷ್ಟು ಸಭೆಗಳು ನಡೆದಿತ್ತು?

4. Was there a coordinator appointed for tasks involving different groups?

ವಿವಿಧ ಗುಂಪುಗಳಲ್ಲಿ ಕಾರ್ಯಗಳನ್ನು ನಿರ್ವಹಿಸಲು ಸಂಯೋಜಕರನ್ನು ನೇಮಕ ಮಾಡಲಾಗಿತ್ತೇ?
5. Were elected representatives involved in making the plan? How were they involved? ಯೋಜನೆ ತಯಾರಿಸುವಲ್ಲಿ ಚುನಾಯಿತ ಪ್ರತಿನಿಧಿಗಳು ತೊಡಗಿಸಿಕೊಂಡಿದ್ದರೆ? ಹೇಗೆ ಸಹಾಯ ಮಾಡಿದರು?
4. How were the goals of the plan defined? Who assigned the goals within the team? ಯೋಜನೆಯ ಗುರಿಗಳನ್ನು ಹೇಗೆ ನಿರ್ಧರಿಸಲಾಯಿತು? ಯೋಜನೆಯ ಗುರಿಗಳನ್ನು ತಂಡದಲ್ಲಿ ಯಾರು ನಿಗದಿಗೊಳಿಸಿದರು?
1. Is everyone in the team involved in the setting of goals? ಗುರಿಗಳನ್ನು ನಿರ್ಧರಿಸುವಲ್ಲಿ ಎಲ್ಲರೂ ತಂಡದಲ್ಲಿ ಪಾಲ್ಗೊಂಡಿದ್ದರೇ?
2. How often do you meet as a team to discuss challenges and progress on the job? ಕೆಲಸದ ಪ್ರಗತಿ ಮತ್ತು ಸವಾಲುಗಳನ್ನು ಚರ್ಚಿಸಲು ನೀವು ತಂಡವಾಗಿ ಎಷ್ಟು ಬಾರಿ ಭೇಟಿಯಾಗಿದ್ದೀರಿ?
5. Was there training conducted before the process began or during the process? ಪ್ರಕ್ರಿಯೆಯ ಪ್ರಾರಂಭವಾಗುವ ಮೊದಲು ಅಥವಾ ಪ್ರಕ್ರಿಯೆಯ ಸಮಯದಲ್ಲಿ ತರಬೇತಿಯನ್ನು ನಡೆಸಲಾಗಿತ್ತೇ?
1. Was the training sufficient to conduct your tasks? ನಿಮ್ಮ ಕಾರ್ಯಗಳನ್ನು ನಿರ್ವಹಿಸಲು ತರಬೇತಿ ಸಾಕಾಗುತ್ತೇ?
6. If your task is dependent on another person, how did you coordinate? Did you face any challenges? How did you overcome them? ನಿಮ್ಮ ಕಾರ್ಯ ಪೂರ್ಣಗೊಳಿಸುವುದು ಇತರ ವ್ಯಕ್ತಿಯ ಮೇಲೆ ನಿರ್ಧಾರವಾಗಿದಾಗ, ನೀವು ಹೇಗೆ ಸಮನ್ವಯ ಮಾಡಿದೀರಿ? ಯಾವುದೇ ಸವಾಲುಗಳು ಎದುರಾಗಿತ್ತೇ? ಅವುಗಳನ್ನು ಹೇಗೆ ನಿಭಾಯಿಸಿದೀರಿ?
7. What kind of problems arose when making the plan? How was this resolved? Can you give any two examples? ಯೋಜನೆ ತಯಾರಿಸುವಲ್ಲಿ ಯಾವ ಬಗೆಯ ಸಮಸ್ಯೆಗಳು ಎದುರಾದವು? ಈ ಸಮಸ್ಯೆಗಳನ್ನು ಹೇಗೆ ಪರಿಹರಿಸಲಾಯಿತು? ಎರಡು ಉದಾಹರಣೆಗಳನ್ನು ನೀಡಬಹುದೇ?
1. Were there any problems when considering different viewpoints from different groups? How was it accommodated? ವಿವಿಧ ಗುಂಪುಗಳಿಂದ ಬೇರೆ ಬೇರೆ ದೃಷ್ಟಿಕೋನಗಳನ್ನು ಪರಿಗಣಿಸುವಾಗ ಯಾವುದೇ ಸಮಸ್ಯೆಗಳು ಎದುರಾದವುಗಳು? ಅದನ್ನು ಹೇಗೆ ಅಳವಡಿಸಿಕೊಳ್ಳಲಾಯಿತು?
2. Who did you go to when problems arised? ಸಮಸ್ಯೆಗಳು ಬಂದಾಗ ನೀವು ಯಾರ ಬಳಿ ಹೋಗಿದ್ದೀರಿ?
8. Did your GP functionaries team remain constant throughout the process? ನಿಮ್ಮ GP ಅಧಿಕಾರಿಗಳು ಮತ್ತು ಸಿಬ್ಬಂದಿ ತಂಡವು ಪ್ರಕ್ರಿಯೆಯ ಸಮಯದಲ್ಲಿ ಸಂಪೂರ್ಣ ಭಾಗಿಯಾಗಿದ್ದರೇ?
1. If it changed, who was transferred and why?

ಅವರಲ್ಲಿ ಯಾರಾದರೂ ಬದಲಾಗಿದ್ದರೆ, ಯಾರನ್ನು ಮತ್ತು ಏಕೆ ವರ್ಗಾಯಿಸಲಾಯಿತು?
2. Did the change affect your work? ಬದಲಾವಣೆ ನಿಮ್ಮ ಕೆಲಸದ ಮೇಲೆ ಪರಿಣಾಮ ಬೀರಿತೇ?
9. If there was something you could do to change how your team worked, what would it be? ನಿಮ್ಮ ತಂಡದ ಕೆಲಸ ವಿಧಾನವನ್ನು ಬದಲಾಯಿಸಲು ಏನಾದರೂ ಮಾಡಲು ಸಾಧ್ಯವಿದ್ದಿದ್ದರೆ, ಅದು ಏನಾಗಿರುತ್ತಿತ್ತು?
1. If you all had to do something to improve enthusiasm, what would it be? ತಂಡದ ಉತ್ಸಾಹವನ್ನು ಹೆಚ್ಚಿಸಲು ನೀವು ಏನನ್ನಾದರೂ ಮಾಡಬೇಕು ಅಂತ ಇದ್ದರೆ, ಅದು ಏನಾಗಿರುತ್ತಿತ್ತು?

Case 2: Social Audit for MGNREGS

ಕೇಸ್ 2: ಎನ್.ಆರ್.ಇ.ಜಿ.ಎ. ಸಾಮಾಜಿಕ ಪರಿಶೀಲನೆ

1. When was the last Social Audit conducted for MNREGA? ಎನ್.ಆರ್.ಇ.ಜಿ.ಎ ಸಾಮಾಜಿಕ ಪರಿಶೀಲನೆ ಕೊನೆಯ ಬಾರಿಗೆ ಯಾವಾಗ ನಡೆದಿತ್ತು?
2. How did you plan for the audit? ಪರಿಶೀಲನೆಗಾಗಿ ನೀವು ಹೇಗೆ ಯೋಜನೆ ಮಾಡಿದಿರಿ? 1. Who all were involved? ಯಾರೆಲ್ಲಾ ಭಾಗಿಯಾಗಿದ್ದರು?
2. How was the data collected? ಡೇಟಾ ಹೇಗೆ ಸಂಗ್ರಹಿಸಲಾಗಿತ್ತು?
3. Were there enough personnel to conduct the audit? Did you take external support? (volunteers) ಪರಿಶೀಲನೆಯನ್ನು ನಡೆಸಲು ಸಾಕಷ್ಟು ಜನರಿದ್ದರೆ? ಬಾಹ್ಯ ಬೆಂಬಲ ತೆಗೆದುಕೊಂಡಿದ್ದೀರಾ? (ಸ್ವಯಂಸೇವಕರು)
4. How long does data collection and collation take? ಡೇಟಾ ಸಂಗ್ರಹಣ ಮತ್ತು ಸಂಕಲನಕ್ಕೆ ಎಷ್ಟು ಸಮಯ ಹಿಡಿದಿತ್ತು?
5. Is there a coordinator to schedule meetings with different stakeholders during the audit? (locality meetings for example) ಪರಿಶೀಲನೆ ಅವಧಿಯಲ್ಲಿ ವಿವಿಧ ಹಂತಗಳ ಭಾಗಿದಾರರ ಸಭೆಗಳನ್ನು ಯೋಜಿಸಲು ಸಂಯೋಜಕನಿದ್ದಾರಾ?
6. Are elected representatives involved in the process? Which part of the process are they involved in? ಚುನಾಯಿತ ಪ್ರತಿನಿಧಿಗಳು ಕೂಡ ಪ್ರಕ್ರಿಯೆಯಲ್ಲಿ ಸಹಾಯ ಮಾಡಿದರೆ? ಅವರು ಯಾವ ಭಾಗದಲ್ಲಿ ಸಹಾಯ ಮಾಡಿದರು?

<p>3. How were the goals/ targets of the audit decided upon? Who assigned them within the team? ಪರಿಶೀಲನೆಯ ಲಕ್ಷ್ಯಗಳ/ ಉದ್ದೇಶಗಳನ್ನು ಹೇಗೆ ನಿರ್ಧರಿಸಲಾಯಿತು? ತಂಡದಲ್ಲಿ ಯಾರು ಅವುಗಳನ್ನು ನಿರ್ಧರಿಸಿದರು?</p>
<p>1. Is everyone in the team involved in the setting of goals/targets? ಲಕ್ಷ್ಯಗಳ/ಉದ್ದೇಶಗಳ ನಿಗದಿಪಡಿಸುವಲ್ಲಿ ತಂಡದ ಎಲ್ಲಾ ಸದಸ್ಯರೂ ಸಹಾಯ ಮಾಡಿದ್ದರೇ?</p>
<p>2. Do you have autonomy in conducting the audit? Can you take initiatives? If yes, can you tell us with an example? ಪರಿಶೀಲನೆಯನ್ನು ನಡೆಸಲು ಸ್ವಾಯತ್ತತೆ ಇದೆಯೇ? ನೀವು ಮುಂಜಾಗ್ರತೆಗಳನ್ನು ತೆಗೆದುಕೊಳ್ಳಬಹುದೋ? ಹೌದು ಎಂದಾದರೆ, ಉದಾಹರಣೆಯನ್ನು ಹೇಳಬಹುದೋ?</p>
<p>4. Did you receive any training to support the conduct of the social audit? ಸಾಮಾಜಿಕ ಪರಿಶೀಲನೆಯ ನಡೆಸಲು ಯಾವುದೇ ತರಬೇತಿಯನ್ನು ಪಡೆದಿದ್ದೀರಾ?</p>
<p>1. Was the training sufficient ತರಬೇತಿ ಸಾಕಾಗಿದೆಯೇ?</p>
<p>5. If your task is dependent on another person completing their tasks, how do you coordinate? Do you face any challenges? How do you overcome them? ನಿಮ್ಮ ಕಾರ್ಯ ಇತರ ವ್ಯಕ್ತಿಯ ಕೆಲಸದ ಮೇಲೆ ಅವಲಂಬಿಸಿದ್ದರೆ, ಅದರೊಟ್ಟಿಗೆ ಹೇಗೆ ಸಮನ್ವಯ ಮಾಡುತ್ತೀರಿ? ಯಾವುದಾದರೂ ಸವಾಲುಗಳನ್ನು ಎದುರಾಗುತ್ತೀರಾ? ಮತ್ತು ಅದರಿಂದ ಹೇಗೆ ಹೊರಬಂದಿರಿ?</p>
<p>6. What kind of problems arose when doing the audit? How was this resolved? Can you give any two examples? ಪರಿಶೀಲನೆ ನಡೆಸುವಾಗ ಯಾವ ಸಮಸ್ಯೆಗಳನ್ನು ಎದುರಿಸಿದಿರಿ? ಅವುಗಳನ್ನು ಹೇಗೆ ಪರಿಹರಿಸಲಾಯಿತು? ಎರಡು ಉದಾಹರಣೆಗಳನ್ನು ನೀಡಬಹುದೇ?</p>
<p>1. Who would you go to when problems arised? ಸಮಸ್ಯೆಗಳು ಬಂದಾಗ ನೀವು ಯಾರ ಬಳಿ ಹೋಗುತ್ತೀರಿ?</p>
<p>7. During the public hearing, how did you coordinate with other departments involved in providing work in MNREGA? ಸಾರ್ವಜನಿಕ ವಿಚಾರಣೆಯ ಸಮಯದಲ್ಲಿ, MNREGA ಅಡಿಯಲ್ಲಿ ಕೆಲಸವನ್ನು ಒದಗಿಸುವ ವಿಚಾರದಲ್ಲಿ, ಇತರ ಇಲಾಖೆಗಳೊಂದಿಗೆ ನೀವು ಹೇಗೆ ಸಮನ್ವಯ ಸಾಧಿಸಿದಿರಿ?</p>
<p>1. What kind of problems arose when working with them? Give us an example. ಅವರೊಂದಿಗೆ ಕೆಲಸ ಮಾಡುವಾಗ ಯಾವ ಸಮಸ್ಯೆಗಳು ಎದುರಾದವು? ಉದಾಹರಣೆಯನ್ನು ಕೊಡಬಲ್ಲೀರಾ?</p>
<p>8. During the public hearing, how did you work as a team to ensure that all requests and grievances were heard?</p>

ಸಾರ್ವಜನಿಕ ವಿಚಾರಣೆಯ ಸಮಯದಲ್ಲಿ, ಎಲ್ಲ ಬೇಡಿಕೆ ಮತ್ತು ಕುಂದುಕೊರತೆಗಳನ್ನು ಅಲಿಸಲಾಗಿದೆ ಎಂದು ತಂಡವಾಗಿ ಹೇಗೆ ಖಚಿತಪಡಿಸಿಕೊಂಡಿರಿ?

1. What were the challenges faced by the team?
ತಂಡ ಎದುರಿಸಿದ ಸವಾಲುಗಳೇನು?

9. After the public hearing, how were the grievances addressed? Please explain the process with two examples
ಸಾರ್ವಜನಿಕ ವಿಚಾರಣೆಯ ನಂತರ, ಕುಂದುಕೊರತೆಗಳನ್ನು ಹೇಗೆ ಪರಿಹರಿಸಲಾಯಿತು? ಎರಡು ಉದಾಹರಣೆಗಳನ್ನು ಪ್ರಕ್ರಿಯೆ ಸಹಿತ ವಿವರಿಸುವಿರಾ?

1. Who did what part of this work? How was the work delegated?
ಯಾರು ಯಾವ ಭಾಗದ ಕೆಲಸವನ್ನು ಮಾಡಿದರು? ಕೆಲಸವನ್ನು ಹೇಗೆ ನಿಯೋಜಿಸಲಾಯಿತು?

10. Were the team members' constant through the process of the audit?
ಆಡಿಟ್ ಪ್ರಕ್ರಿಯೆ ಮುಗಿಯುವವರೆಗೂ ತಂಡದ ಸದಸ್ಯರು ಭಾಗಿಯಾಗಿದ್ದರೇ?

1. If no, how did that change affect your work?
ಅಲ್ಲದಿದ್ದರೆ, ಈ ಬದಲಾವಣೆ ನಿಮ್ಮ ಕೆಲಸದ ಮೇಲೆ ಪರಿಣಾಮ ಬೀರಿತು?

11. If there was something you could do to change how your team worked, what would it be? ನಿಮ್ಮ ತಂಡ ಕಾರ್ಯನಿರ್ವಹಿಸಿದ್ದರ ಮೇಲೆ ನೀವೇನಾದರೂ ಬದಲಾಯಿಸಲು ಸಾಧ್ಯವಿದ್ದಿದ್ದರೆ ಅದು ಏನಾಗಿರುತ್ತಿತ್ತು?

1. If you all had to do something to improve enthusiasm, what would it be? ತಂಡದ ತಂಡದ ಉತ್ಸಾಹವನ್ನು ಹೆಚ್ಚಿಸಲು ನೀವು ಏನನ್ನಾದರೂ ಮಾಡಬೇಕು ಅಂತ ಇದ್ದರೆ, ಅದು ಏನಾಗಿರುತ್ತಿತ್ತು?

Observation tool for the FGD:

ಸ್ವಂತ ಅವಲೋಕನೆಗಳು

(to be filled after the FGD is completed on the same day and in as much detail as possible)
(FGD ಪೂರ್ಣಗೊಂಡ ನಂತರ ಅದೇ ದಿನದಲ್ಲಿ ಹಾಗೂ ಸಾಧ್ಯವಾದಷ್ಟು ವಿವರವಾಗಿ ತುಂಬಬೇಕು)

1. Who spoke the most?
ಯಾರು ಹೆಚ್ಚು ಮಾತನಾಡಿದರು?

2. Did every team member have an opportunity to contribute?
ತಂಡದಲ್ಲಿ ಪ್ರತಿಯೊಬ್ಬರಿಗೂ ತಮ್ಮ ಕೊಡುಗೆ ನೀಡಲು ಅವಕಾಶವಿತ್ತೇ?

3. Was there any fear of speaking up? Did anybody hesitate or was anyone cut-off while they were speaking?

ಯಾರಿಗಾದರೂ ಮಾತನಾಡಲು ಅಂಜಿಕೆ ಇತ್ತೇ? ಯಾರಾದರೂ ಮಾತನಾಡಲು ಹಿಂಜರಿದರೇ ಅಥವಾ ಅವರನ್ನು ಮಾತಿನ ಮಧ್ಯೆ ತಡೆದರೇ?

4. What words stood out to you the most? What words were most often used when it comes to teamwork?
ಯಾವ ಪದಗಳು ನಿಮಗೆ ಹೆಚ್ಚು ಎದ್ದುಕಾಣುತ್ತಿದ್ದವು? ತಂಡವಾಗಿ ಬಂದಾಗ ಯಾವ ಪದಗಳನ್ನು ಹೆಚ್ಚಾಗಿ ಬಳಸಲಾಯಿತು?

5. How did the leader engage? Did they help moderate the conversation and give a chance to everyone to speak?
ತಂಡದ ಮುಂದಾಳು ಹೇಗೆ ತೊಡಗಿಸಿಕೊಂಡರು? ಸಂಭಾಷಣೆಯನ್ನು ಮಾಡರೇಟ್ ಮಾಡಲು ಸಹಾಯ ಮಾಡಿ ಎಲ್ಲರಿಗೂ ಮಾತನಾಡಲು ಅವಕಾಶವನ್ನು ಕೊಟ್ಟರೇ?

6. Were there any unusual parts of the FGD? Any sounds, distractions, laughter, shouting etc
FGD ನಲ್ಲಿ ಸಾಮಾನ್ಯವಲ್ಲದ ಭಾಗ/ಅಂಶಗಳು ಇದ್ದವೇ? ಯಾವುದೇ ಅಪಸ್ವರ, ಹಾಸ್ಯ, ಕಿರುಚಾಟ ಇತ್ಯಾದಿ ಕಂಡುಬಂದವೇ?

7. Was there sufficient time to conduct the FGD?
FGD ನಡೆಸಲು ಸಾಕಷ್ಟು ಸಮಯವಿತ್ತೇ?

8. Any other observations about what makes this team work well/not well?
ಈ ತಂಡವು ಉತ್ತಮವಾಗಿ ಕಾರ್ಯನಿರ್ವಹಿಸಿದೆ/ನಿರ್ವಹಿಸಿಲ್ಲ ಇದರ ಬಗ್ಗೆ ಯಾವುದೇ ಇತರ ಅವಲೋಕನಗಳನ್ನು ಕಂಡಿರೇ?

Non-participant observation tool template (1 week observation in GP)

Guide to the document:

Notes are made for each day. Within each day, the following are notes:

1. Notes taken – these have time stamps and track what has happened in the GP office
2. Observations notes made – these are my observations of what the office is like and what has been happening here with respect to goal recognition, leadership style, communication and coordination, self-management, incentives and team stability.
3. Experiential data – these are notes about what I was feeling at the end of the day

Day 1 (Date – Day, Time slot)

Actors present:

1. Notes taken

2. Observation notes made

Goal recognition:

Leadership style:

Communication and coordination:

Incentives:

Self-management:

3. Experiential data

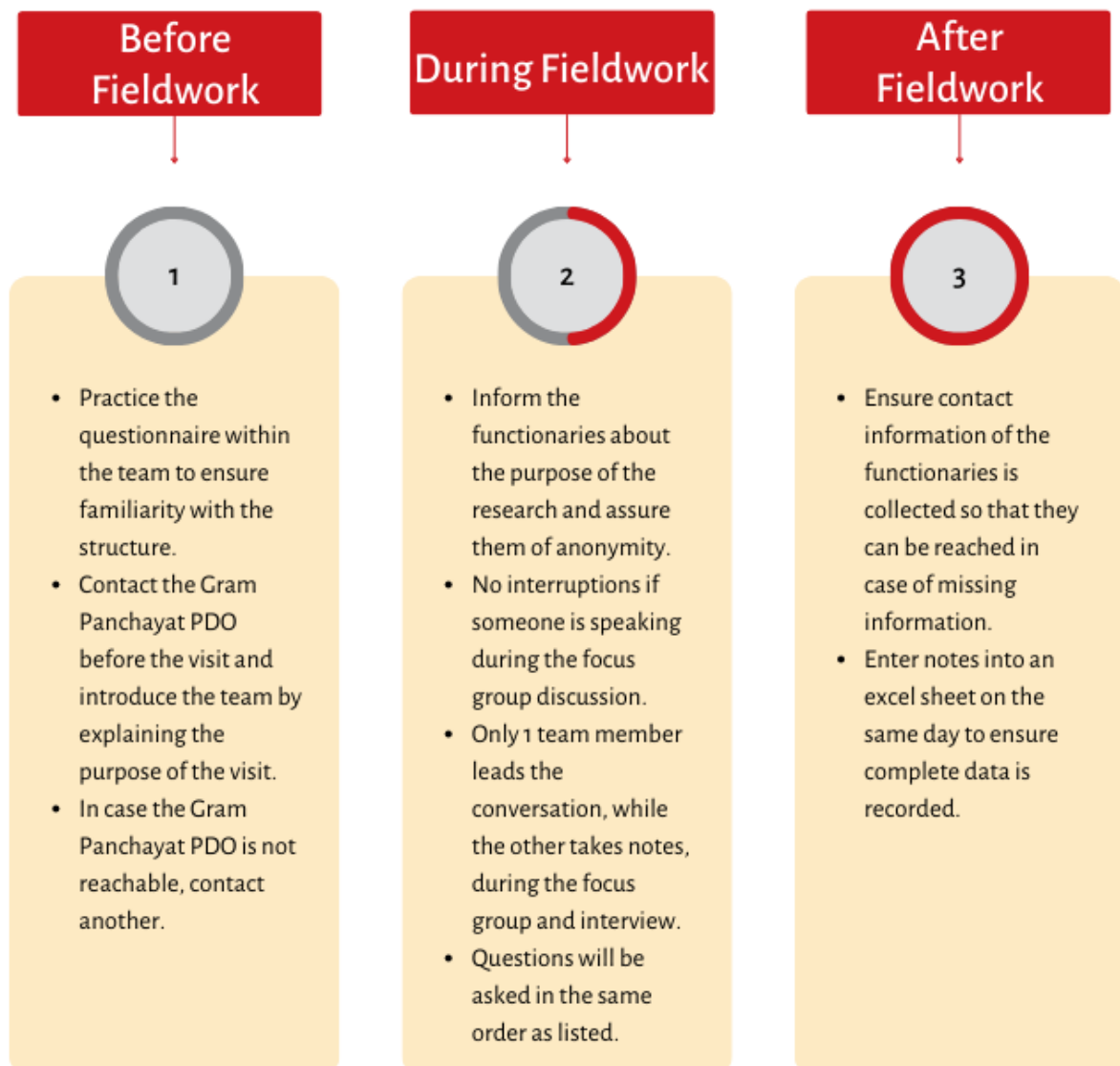
Similar entries to be made for each day spent in the GP

Annexure 3: Geographic and socio-economic profile of the districts selected in Phase 3

The information in the below table is based on data obtained from the GoK website.

District	Vijayapura	Kolar	Koppala	Yadgir	Udupi
Division	Belagavi	Bengaluru	Kalaburagi	Kalaburagi	Mysuru
Location	North	South-East	North	North East	South West
Population	21,77,331	15,36,401	13,89,920	11,74,271	11,77,908
Number of villages	692	2092	639	519	267
Number of GPs	211	156	153	123	158
Number of Urban Local Bodies	15	6	9	8	5
Literacy Rate	67.15%	-	68.1%	51.83%	83%
Number of Banks	1	2	15	12	2
Number of schools	3	1	23	10	-
Number of Universities	2	2	14	7	-
Number of hospitals	1	2	5	6	1
Health Index Ranking	6	5	13	14	18
Education Index Ranking	20	3	22	30	8
Income Index Ranking	26	18	29	25	3
HDI Ranking	23	9	25	30	4

Annexure 4: Guidelines followed for data collection



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