

**Study of the Organization and Management  
of Communicable Disease Prevention**

**Phase I  
KARNATAKA, INDIA**

**2001-2002**

CONTENTS

**Introduction and Instructions ..... 3**

**Information about the respondent ..... 3**

**A. General information ..... 4**

    A.1. Job related ..... 4

    A.2. Workload..... 6

    A.3. Training and upgrading of skills ..... 6

**B. Intersectoral Coordination ..... 8**

**C. Credibility of policymaking and planning ..... 12**

    C.1. Policy directives from above..... 12

    C.2. Policy and planning within the district..... 13

    C.3. Overall judgment..... 14

**D. Adequacy and predictability of funding ..... 15**

    D.1. Adequacy and predictability of resource flows into the district ..... 15

    D.2. Overall judgment..... 15

**E. Flexibility allowed by higher levels over the means of delivering services ..... 16**

**F. Enforceability of rule-based sanctions ..... 17**

**G. Accountability and Community Participation ..... 19**

    G.1. Public expectations of providers..... 19

    G.2. Information on the output performance of providers ..... 19

    G.3. Community participation..... 20

    G.4. Overall judgment..... 21

**H. Leadership..... 22**

## Introduction and Instructions

This instrument is designed to elicit responses from field functionaries involved in delivery of public health. The purpose of the instrument is to obtain the perspective of these field functionaries on various administrative and organizational issues related to their work. The quality of the public health service depends greatly on the motivation, skills, commitment and supervision of these cutting-edge field staff. An equally-important role is played by senior staff and supervisors in the public health department, who play a major role in defining the goals and objectives of the department and communicating these goals and objectives effectively to their field staff. Senior leaders also play an important part in creating an organizational environment, including incentive structures and supervisory mechanisms, that ensures that the goals and objectives of the field staff align with those of the organization as a whole.

The instrument consists of seven sections, each of which examines a particular area of administrative or organizational functioning. These include:

- (A) General information;
- (B) Inter sectoral coordination;
- (C) Credibility of making policy and planning;
- (D) Adequacy and predictability of funding;
- (E) Flexibility;
- (F) Enforcement of rule-based sanctions;
- (G) Accountability and community participation; and
- (H) Leadership.

Different grades of field staff are eligible to answer this instrument. Eligible field staff include ANMs, MPWs, Lady Supervisors, PHC staff, and Block PHC staff. Questionnaires should be administered to several representatives from each of these categories in order to obtain a wide range of responses. Please note that all responses are completely confidential. This should be clearly and strongly emphasized to participants when introducing the questionnaire.

## *Information about the respondent*

*Staff Title:*

|             |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|-------------|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|
| First Name: |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Last Name:  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |

|                |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|----------------|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|
| District Name: |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|----------------|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|

|                        |   |   |   |   |   |   |   |   |   |   |  |
|------------------------|---|---|---|---|---|---|---|---|---|---|--|
| <i>Date of survey:</i> |   |   | / |   |   | / |   |   |   |   |  |
|                        | D | D |   | M | M |   | Y | Y | Y | Y |  |

*Notes:*

|                                      |
|--------------------------------------|
| Comments/ feedback about the survey: |
|--------------------------------------|

## A. General information

This sections asks a series of basic questions about your job including working conditions, supervision patterns, opportunities for promotion, and other general information.

### A.1. Job related

A.1.1. Is yours a permanent or temporary job?

|                                    |                                    |
|------------------------------------|------------------------------------|
| <input type="checkbox"/> Permanent | <input type="checkbox"/> Temporary |
|------------------------------------|------------------------------------|

A.1.2. To whom do you report? (Please specify):

|                        |   |
|------------------------|---|
| ➤ Primary supervisor   | ➤ |
| ➤ Secondary supervisor | ➤ |
| ➤ Other supervisor     | ➤ |

A.1.3. Who audits your work? (Please specify):

|   |   |
|---|---|
| ➤ <input type="checkbox"/> My immediate supervisor<br>➤ <input type="checkbox"/> My supervisor’s supervisor<br>➤ <input type="checkbox"/> A committee of stakeholders (composed, for example, of PRI representatives, departmental supervisors, other community representatives etc.) | ➤ <input type="checkbox"/> Political executives ( <i>i.e.</i> elected representatives from the locality or district)<br>➤ <input type="checkbox"/> The community I serve<br>➤ <input type="checkbox"/> I don’t know<br>➤ <input type="checkbox"/> Other—please specify: _____ |
|---|---|

A.1.4. What is your job description? (Please specify):

|                  |  |
|------------------|--|
| ➤ Primary task   |  |
| ➤ Secondary task |  |
| ➤ Other task     |  |
| ➤ Other task     |  |

A.1.5. On what basis are you evaluated? (Please specify):

|                   |  |
|-------------------|--|
| ➤ Primary basis   |  |
| ➤ Secondary basis |  |
| ➤ Other basis     |  |
| ➤ Other basis     |  |

A.1.6. What promotion opportunities are there for people in your position? (Select *all* that apply)

|  |   |
|--|---|
| ➤ <input type="checkbox"/> Promotion within 5 years of starting service  | ➤ <input type="checkbox"/> One may expect 1 to 2 promotions during one’s period of service                  |
| ➤ <input type="checkbox"/> Promotion within 10 years of starting service | ➤ <input type="checkbox"/> One may expect more than 2 promotions during one’s period of service             |
| ➤ <input type="checkbox"/> Promotion within 15 years of starting service | ➤ <input type="checkbox"/> One may expect no promotions during one’s period of service                      |
| ➤ <input type="checkbox"/> Promotion within 20 years of starting service | ➤ <input type="checkbox"/> Due to retrenchment, promotional avenues are decreasing for staff in my position |
| ➤ <input type="checkbox"/> Promotion is based mainly on <i>seniority</i> | ➤ <input type="checkbox"/> Promotion is based mainly on <i>job performance</i>                              |

**FIELD STAFF GOVERNANCE INSTRUMENT**

A.1.7. What consequences are there for good performance? (Please specify):

|   | Material rewards/incentives |   | Non-material rewards/incentives |
|---|-----------------------------|---|---------------------------------|
| A |                             | A |                                 |
| B |                             | B |                                 |
| C |                             | C |                                 |
| D |                             | D |                                 |

A.1.8. What consequences are there for poor performance? (Please specify):

|   | Material disincentives/disciplinary actions |   | Non-material disincentives/sanctions |
|---|---|---|--------------------------------------|
| A |   | A |                                      |
| B |   | B |                                      |
| C |   | C |                                      |
| D |   | D |                                      |

A.1.9. What are the opportunities for building “esprit de corps”?

|  | Very Poor                | Poor                     | Average                  | Good                     | Very Good                |
|--|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| ➤ A.1.9.a. Opportunities to interact with other colleagues   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| ➤ A.1.9.b. Opportunities to interact with supervisors        | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| ➤ A.1.9.c. Opportunities for individual or group recognition | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| ➤ A.1.9.d. Opportunities for training and skill up-gradation | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| ➤ A.1.9.e. Public appreciation of agency's work              | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

A.1.10. How are your working conditions?

|  | Very Poor                | Poor                     | Average                  | Good                     | Very Good                |
|--|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| ➤ A.1.10.a. Office conditions                                    | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| ➤ A.1.10.b. Availability of needed supplies (paper, drugs, etc.) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| ➤ A.1.10.c. Distance to work                                     | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| ➤ A.1.10.d. Conditions of staff quarters (if applicable)         | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| ➤ A.1.10.e. Personal security                                    | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

A.1.11. Please tell me how you think the following procedures work, *in practice*:

(Ratings: 0=never 1= rarely 2 =sometimes 3= half the time 4= most of the time 5 = always)

|   | Recruitment | Evaluation | Promotion | Other rewards | Transfers | Disciplinary action |
|---|-------------|------------|-----------|---------------|-----------|---------------------|
| A.1.11.a. Are they open and transparent?                                |             |            |           |               |           |                     |
| A.1.11.b. Are they fair?  |             |            |           |               |           |                     |
| A.1.11.c. Are they based on the candidates’ merit?                      |             |            |           |               |           |                     |
| A.1.11.d. Are they based on quality of relationship with supervisors?   |             |            |           |               |           |                     |
| A.1.11.e. Are political connections important?                          |             |            |           |               |           |                     |
| A.1.11.f. Are social connections important? (e.g. family, ethnic group, |             |            |           |               |           |                     |

**FIELD STAFF GOVERNANCE INSTRUMENT**

|   |  |  |  |  |  |  |
|---|--|--|--|--|--|--|
| religion)   |  |  |  |  |  |  |
| A.1.11.g. Do people provide gifts or unofficial payments? |  |  |  |  |  |  |
| A.1.11.h. Is there effective recourse for grievances?     |  |  |  |  |  |  |

**A.2. Workload**

Please answer the following questions from *your own experience* or the experience of your immediate colleagues. Note that “job description” refers to a description of the duties and expectations of a given job or position.

A.2.1. Job descriptions are well defined:

|                          |                          |                          |                          |                          |
|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| Strongly Disagree        | Disagree                 | Neutral                  | Agree                    | Strongly Agree           |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

A.2.2. The work load prescribed by the job description is:

|  |  |
|--|--|
| <p>➤ <input type="checkbox"/> Appropriate to the resources available</p>                           | <p>➤ <input type="checkbox"/> The work load is low and there is a lot of free time</p>   |
| <p>➤ <input type="checkbox"/> The workload is too much given the limited resources at disposal</p> | <p>➤ <input type="checkbox"/> The job description is too diverse, and this makes it difficult to switch from one task to another</p> |

A.2.3. Adequate resources—manpower, materials and money—are available to fulfill the expectations of the job description.

|                          |                          |                          |                          |                          |
|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| Strongly Disagree        | Disagree                 | Neutral                  | Agree                    | Strongly Agree           |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

A.2.4. Supervisors use job descriptions to judge my work performance.

|                                |                               |                                       |
|--------------------------------|-------------------------------|---------------------------------------|
| ➤ <input type="checkbox"/> Yes | ➤ <input type="checkbox"/> No | ➤ <input type="checkbox"/> Don't Know |
|--------------------------------|-------------------------------|---------------------------------------|

A.2.5. Supervisors consider material limitations and constraints when judging my performance against the expectations of the job description.

|                          |                          |                          |                          |                          |
|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| Strongly Disagree        | Disagree                 | Neutral                  | Agree                    | Strongly Agree           |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

A.2.6. The vacant positions in your grade are:

|                                |                                       |
|--------------------------------|---------------------------------------|
| ➤ <input type="checkbox"/> Few | ➤ <input type="checkbox"/> Many       |
| ➤ <input type="checkbox"/> Nil | ➤ <input type="checkbox"/> Don't Know |

A.2.7. When there are vacant positions:

|   |   |
|---|---|
| <input type="checkbox"/> My work load increases | <input type="checkbox"/> My work load does not change |
|---|---|

A.2.8. Do supervisors have the power to employ additional manpower when vacancies increase?

|                                |                               |                                       |
|--------------------------------|-------------------------------|---------------------------------------|
| ➤ <input type="checkbox"/> Yes | ➤ <input type="checkbox"/> No | ➤ <input type="checkbox"/> Don't Know |
|--------------------------------|-------------------------------|---------------------------------------|

**A.3. Training and upgrading of skills**

A.3.1. Are there opportunities for ongoing training or ‘continuing education’ for people in your position?

|                                |                               |                                       |
|--------------------------------|-------------------------------|---------------------------------------|
| ➤ <input type="checkbox"/> Yes | ➤ <input type="checkbox"/> No | ➤ <input type="checkbox"/> Don't Know |
|--------------------------------|-------------------------------|---------------------------------------|

**FIELD STAFF GOVERNANCE INSTRUMENT**

A.3.2. The training I receive makes an important contribution to my work performance.

|                          |                          |                          |                          |                          |
|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| Strongly Disagree        | Disagree                 | Neutral                  | Agree                    | Strongly Agree           |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

A.3.3. The training and education strategy of my department balances the needs of employees (such as skill development and career progression) with those of the organization as a whole.

|                          |                          |                          |                          |                          |
|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| Strongly Disagree        | Disagree                 | Neutral                  | Agree                    | Strongly Agree           |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

A.3.4. Input is sought from employees and supervisors on their education and training needs and on various options for delivering such programs.

|                          |                          |                          |                          |                          |
|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| Strongly Disagree        | Disagree                 | Neutral                  | Agree                    | Strongly Agree           |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

A.3.5. The following approaches are used to train employees (indicate all that apply):

|   |  |
|---|--|
| <ul style="list-style-type: none"> <li>➤ <input type="checkbox"/> Formal methods- workshop</li> <li>➤ <input type="checkbox"/> Informal methods - meetings</li> <li>➤ <input type="checkbox"/> Mentoring</li> </ul> | <ul style="list-style-type: none"> <li>➤ <input type="checkbox"/> Distance education methods</li> <li>➤ <input type="checkbox"/> Others (Please specify) _____</li> <li>_____</li> </ul> |
|---|--|

A.3.6. Training programs include discussion of the following (indicate all that apply):

|  |   |
|--|---|
| <ul style="list-style-type: none"> <li>➤ <input type="checkbox"/> Key organizational needs</li> <li>➤ <input type="checkbox"/> Technological changes</li> <li>➤ <input type="checkbox"/> Management/ leadership development</li> </ul> | <ul style="list-style-type: none"> <li>➤ <input type="checkbox"/> Safety</li> <li>➤ <input type="checkbox"/> Performance measurement/improvement</li> <li>➤ <input type="checkbox"/> Diversity</li> </ul> |
|--|---|

A.3.7. New employees are oriented through a training and education program.

|                          |                          |                          |                          |                          |
|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| Strongly Disagree        | Disagree                 | Neutral                  | Agree                    | Strongly Agree           |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

A.3.8. Training programs are conducted on topics that are relevant to employees’ job responsibilities.

|                          |                          |                          |                          |                          |
|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| Strongly Disagree        | Disagree                 | Neutral                  | Agree                    | Strongly Agree           |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

A.3.9. Training programs reinforce the application of these skills in the job setting.

|                          |                          |                          |                          |                          |
|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| Strongly Disagree        | Disagree                 | Neutral                  | Agree                    | Strongly Agree           |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

A.3.10. The effectiveness of training programs is evaluated on a regular basis.

|                          |                          |                          |                          |                          |
|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| Strongly Disagree        | Disagree                 | Neutral                  | Agree                    | Strongly Agree           |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

## B. Intersectoral Coordination

Many tasks require coordination among a wide variety of agencies and groups in the community. These may include field staff of government departments (such as health, education or revenue), local community groups (women’s groups, non-governmental organizations) and Panchayati Raj Institutions. This section asks a number of questions about how well this coordination takes place in your area.

B.1. The following individuals/groups support me in carrying out my job responsibilities (indicate all that apply):

|  |   |
|--|---|
| <ul style="list-style-type: none"> <li>➤ <input type="checkbox"/> Anganwadi worker</li> <li>➤ <input type="checkbox"/> Gram Sewak</li> <li>➤ <input type="checkbox"/> Teacher</li> <li>➤ <input type="checkbox"/> Ayurvedh, Unani or other government health worker</li> </ul> | <ul style="list-style-type: none"> <li>➤ <input type="checkbox"/> Patwari (Revenue Dept.)</li> <li>➤ <input type="checkbox"/> Sarpanch</li> <li>➤ <input type="checkbox"/> Non-government organizations</li> <li>➤ <input type="checkbox"/> Community leaders</li> <li>➤ <input type="checkbox"/> Women’s groups</li> </ul> |
|--|---|

B.2. The panchayat and gram sabhas play an important role in coordinating the activities of these individuals and organizations with each other, and coordinating my activities with theirs:

|                          |                          |                          |                          |                          |
|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| Strongly Disagree        | Disagree                 | Neutral                  | Agree                    | Strongly Agree           |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

B.3. Supervisors discuss coordination issues with field-staff during their visits

|                          |                          |                          |                          |                          |
|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| Strongly Disagree        | Disagree                 | Neutral                  | Agree                    | Strongly Agree           |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

B.4. Supervisors meet with field staff of other departments—or community groups, Panchayat representatives, etc.—to discuss coordination issues with them also

|                          |                          |                          |                          |                          |
|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| Strongly Disagree        | Disagree                 | Neutral                  | Agree                    | Strongly Agree           |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

B.5. Community meetings organized by Panchayats, women’s groups, anganwadi workers etc. are used by the health department to advocate for public health issues

|                          |                          |                          |                          |                          |
|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| Strongly Disagree        | Disagree                 | Neutral                  | Agree                    | Strongly Agree           |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

B.6. The reasons for lack of coordination among various departments involved in public health are (indicate all that apply):

|   |   |
|---|---|
| <ul style="list-style-type: none"> <li>➤ <input type="checkbox"/> Inter-personal problems</li> <li>➤ <input type="checkbox"/> No policy directives</li> <li>➤ <input type="checkbox"/> Lack of forums for interaction</li> <li>➤ <input type="checkbox"/> Seniors don’t encourage it</li> <li>➤ <input type="checkbox"/> There are no community groups active in my area</li> </ul> | <ul style="list-style-type: none"> <li>➤ <input type="checkbox"/> Staff are too busy with other work and have no time to talk with other departments</li> <li>➤ <input type="checkbox"/> The community is not helpful when it comes to health activities</li> <li>➤ <input type="checkbox"/> The Gram Panchayat does not take active interest in health issues</li> <li>➤ <input type="checkbox"/> We don’t have any coordination problem, so the question is not applicable</li> </ul> |
|---|---|

B.7. Please indicate all significant modes of coordination between different departments (indicate all that apply):

**FIELD STAFF GOVERNANCE INSTRUMENT**

|  |  |
|--|--|
| <ul style="list-style-type: none"> <li>➤ <input type="checkbox"/> Coordinating committees</li> <li>➤ <input type="checkbox"/> Public representative office (Zilla Pramukh, In-charge district minister)</li> <li>➤ <input type="checkbox"/> Statutory authority of a particular government agency or department (e.g. health, revenue etc.); please specify which (if any): _____</li> </ul> | <ul style="list-style-type: none"> <li>➤ <input type="checkbox"/> Regular meetings</li> <li>➤ <input type="checkbox"/> Government officials</li> <li>➤ <input type="checkbox"/> Autonomous bodies—DRDAs, Tuberculosis Societies, etc.</li> <li>➤ <input type="checkbox"/> Others (please specify) _____</li> </ul> |
|--|--|

B.8. Please indicate the extent to which the health department is authorized to monitor the work of other departments or agencies that are involved in health issues:

|  |  |
|--|--|
| <ul style="list-style-type: none"> <li>➤ <input type="checkbox"/> The health department has substantial authority over other departments dealing with public health issues</li> </ul>                                    | <ul style="list-style-type: none"> <li>➤ <input type="checkbox"/> The health department has moderate authority over other departments dealing with public health issues</li> </ul> |
| <ul style="list-style-type: none"> <li>➤ <input type="checkbox"/> The health department has an advisory role which the other departments normally follow</li> </ul>  | <ul style="list-style-type: none"> <li>➤ <input type="checkbox"/> The health department has an advisory role, but other departments seldom follow it</li> </ul>                    |
| <ul style="list-style-type: none"> <li>➤ <input type="checkbox"/> The health department coordinates other departments through other institutions like the District Collector or the CEO of the Zilla Parishad</li> </ul> | <ul style="list-style-type: none"> <li>➤ <input type="checkbox"/> There is absolutely no coordination, and departments work independently</li> </ul>                               |

B.9. What is the main mode of coordination between the government’s public health agencies (e.g. the district medical and health office, PHCs, Taluk-level hospitals etc.) with individuals and \_\_\_\_\_ organizations in the private sector whose work also impacts on public’s health? Please explain:

---



---



---

*Please indicate your agreement/disagreement with the following statements:*

B.10. The coordination between various departments—such as the health department, the public health engineering department, ICDS, local bodies (both Zilla Parishad and Municipalities) etc.—is \_\_\_\_\_ effective in addressing the challenges of public health in my area.

|                          |                          |                          |                          |                          |
|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| Strongly Disagree        | Disagree                 | Neutral                  | Agree                    | Strongly Agree           |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

B.11. Departments that are involved in health-related activities seek technical guidance from the health department, and generally adhere to the guidance and advice it provides

|                          |                          |                          |                          |                          |
|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| Strongly Disagree        | Disagree                 | Neutral                  | Agree                    | Strongly Agree           |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

B.12. Departments that are involved in health-related activities respect and follow the suggestions or directions given by the health department. (For example, if the health department asks a Municipality to clean a stagnant pool of water that has become a breeding ground for mosquitoes, \_\_\_\_\_ the Municipality promptly agrees and drains the stagnant water).

|                          |                          |                          |                          |                          |
|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| Strongly Disagree        | Disagree                 | Neutral                  | Agree                    | Strongly Agree           |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

B.13. The health department has no statutory authority or advisory role toward other departments that \_\_\_\_\_ are involved in health-related activities.

|                          |                          |                          |                          |                          |
|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| Strongly Disagree        | Disagree                 | Neutral                  | Agree                    | Strongly Agree           |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

**FIELD STAFF GOVERNANCE INSTRUMENT**

B.14. Although the health department does have a statutory role, and other departments with health-related responsibilities are supposed to follow its directions and advice, this seldom happens in practice.

|                          |                          |                          |                          |                          |
|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| Strongly Disagree        | Disagree                 | Neutral                  | Agree                    | Strongly Agree           |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

B.15. The health department is not able to exercise influence on other departments because it lacks sufficient “power” or influence vis-à-vis these other departments.

|                          |                          |                          |                          |                          |
|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| Strongly Disagree        | Disagree                 | Neutral                  | Agree                    | Strongly Agree           |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

B.16. Other departments only try to coordinate with the health department in times of crisis—and then only due to public pressure.

|                          |                          |                          |                          |                          |
|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| Strongly Disagree        | Disagree                 | Neutral                  | Agree                    | Strongly Agree           |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

B.17. Under usual circumstances, institutions like the District Collector or the CEO of the Zilla Parishad provide the usual forum for inter-departmental coordination on public health issues:

|                          |                          |                          |                          |                          |
|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| Strongly Disagree        | Disagree                 | Neutral                  | Agree                    | Strongly Agree           |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

B.18. In times of public health crisis, institutions like the District Collector or the CEO of the Zilla Parishad provide the forum for inter-departmental coordination on public health issues:

|                          |                          |                          |                          |                          |
|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| Strongly Disagree        | Disagree                 | Neutral                  | Agree                    | Strongly Agree           |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

B.19. Departments that deal with public health issues—the health department, Municipalities, Zilla Parishad etc.—come together on a periodic basis to discuss their plans and budgets and make sure that their health-related efforts are complementary and do not duplicate each other.

|                          |                          |                          |                          |                          |
|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| Strongly Disagree        | Disagree                 | Neutral                  | Agree                    | Strongly Agree           |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

B.20. Departments that deal with public health issues are reluctant to reveal their annual plans and budgets, making it difficult to achieve a coordinated deployment of resources.

|                          |                          |                          |                          |                          |
|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| Strongly Disagree        | Disagree                 | Neutral                  | Agree                    | Strongly Agree           |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

B.21. Autonomous bodies and societies—such as District Rural Development Agencies, District TB Societies etc.—include members who represent the various government departments involved in public health: and in so doing, they provide a helpful forum for inter-departmental coordination on public health issues.

|                          |                          |                          |                          |                          |
|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| Strongly Disagree        | Disagree                 | Neutral                  | Agree                    | Strongly Agree           |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

B.22. Local bodies—Municipalities and Zilla Parishads—provide helpful forums for achieving inter-departmental coordination on public health issues.

|                          |                          |                          |                          |                          |
|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| Strongly Disagree        | Disagree                 | Neutral                  | Agree                    | Strongly Agree           |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

**FIELD STAFF GOVERNANCE INSTRUMENT**

B.23. Autonomous bodies and societies—such as District Rural Development Agencies, District TB Societies etc.—include members who represent non-governmental organizations and private providers involved in public health: and in so doing, they provide a helpful forum for coordination with these groups on public health issues.

|                          |                          |                          |                          |                          |
|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| Strongly Disagree        | Disagree                 | Neutral                  | Agree                    | Strongly Agree           |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

B.24. There are so many autonomous societies (e.g. DRDA, TB Society etc.) that coordination between agencies and programs becomes more difficult as a result.

|                          |                          |                          |                          |                          |
|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| Strongly Disagree        | Disagree                 | Neutral                  | Agree                    | Strongly Agree           |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

## C. Credibility of policymaking and planning

The credibility of policy and planning—what the district is asked to do or plans to do—can significantly influence service performance. The credibility of policy directives from higher levels of government, as well as the credibility of planning activities within the district, are measured by the degree to which:

- ⊕ Policies are consistent and not opposed by district officials
- ⊕ Planning processes within districts are participatory and inclusive
- ⊕ Policy and planning are not regularly subjected to micro-management or political interference

Districts like yours have the responsibility to carry out many functions. Often you are responsible for the implementation of policy directives which are formulated at higher levels of government. Your district may also be directly involved in formulating policy or planning the implementation of service provision. This section asks a number of questions about these issues.

### C.1. Policy directives from above

C.1.1. To what extent are various policy directives from higher levels of government *inconsistent with each other* (e.g. do directives contradict each other to a significant or practically-relevant extent)? Would you say that they are:

|                          |                          |                          |                          |                          |
|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| Completely inconsistent  | Inconsistent             | Half-half                | Mostly consistent        | Highly consistent        |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

C.1.2. To what extent are policy directives from higher levels of government inconsistent over time (e.g. policy directives at one time are contradicted by other directives that come later, etc.)? Would you say they are:

|                          |                          |                          |                          |                          |
|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| Highly fragmented        | Somewhat fragmented      | Half-half                | Mostly complementary     | Highly complementary     |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

C.1.3. In general, what is the magnitude of change in policy directives in the past 3 to 5 years?

|                          |                          |                          |                          |                          |
|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| Extensive changes        | Significant changes      | Half-half                | Marginal changes         | Almost no changes        |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

C.1.4. How are changes in policy usually communicated to you? (Please specify)

|  |  |
|--|--|
| ➤ <input type="checkbox"/> Changes are expected and already known as we participate in the deliberations that lead to change in policy changes                 | ➤ <input type="checkbox"/> Policy changes and other guidance are communicated through special meetings at the state level or during routine meetings |
| ➤ <input type="checkbox"/> Special workshops are held, where the policy changes are communicated and written documents that outline these changes are provided | ➤ <input type="checkbox"/> Changes are communicated through routine written orders   |
| ➤ <input type="checkbox"/> Changes are communicated through personal contact (in person or via telephone)  | ➤ <input type="checkbox"/> Changes are <i>not</i> communicated: we come to know through media or other interested parties                            |
| ➤ <input type="checkbox"/> Changes are communicated through newsletters  | ➤ <input type="checkbox"/> Other (Please specify) _____  |

C.1.5. How often do you disagree with the policies that your district is asked to implement?

|                          |                          |                          |                          |                          |
|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| Always disagree          | Often disagree           | Half-half                | Rarely disagree          | Never disagree           |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

C.1.6. What do you do when you disagree with a policy? (Please specify)

**FIELD STAFF GOVERNANCE INSTRUMENT**

|  |  |
|--|--|
| ➤ <input type="checkbox"/> Communicate to seniors/supervisors about the specific problems with the policy                | ➤ <input type="checkbox"/> Inform local politicians who lobby for change in policy   |
| ➤ <input type="checkbox"/> Reluctantly accept the new policy   | ➤ <input type="checkbox"/> Discuss with stakeholders and inform the public about the policy so that pressure is built to change it |
| ➤ <input type="checkbox"/> Discuss within your association/union and try to communicate your disagreement through unions | ➤ <input type="checkbox"/> Complain to the District Collector  |
| ➤ <input type="checkbox"/> Inform the media and build opinion against the policy   | ➤ <input type="checkbox"/> Reject the policy, and try not to follow the policy if possible   |
| ➤ <input type="checkbox"/> Others (Please specify) _____   |  |

C.1.7. How typical is it for external political pressure to change district-level priorities?

|                          |                          |                          |                          |                          |
|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| Very typical             | Typical                  | Half-half                | A little typical         | Atypical                 |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

C.1.8. Are policies from “autonomous societies” (such as DRDAs or District TB Societies) more or less consistent than those from programmes managed directly by the health department?

|                          |                          |                          |                          |                          |
|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| Much more consistent     | More consistent          | About the same           | Less consistent          | Much less consistent     |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

**C.2. Policy and planning within the district**

C.2.1. Which policy and planning activities do you have the legal authority to undertake in your district? (Indicate all that apply):

|  |  |
|--|--|
| ➤ <input type="checkbox"/> Deciding what <i>types</i> of services to provide | ➤ <input type="checkbox"/> Deciding <i>how</i> to provide these services |
|--|--|

C.2.2. Are you invited to participate in defining any aspects of the following? (tick all that apply):

|   |   |
|---|---|
| ➤ <input type="checkbox"/> System-wide goals                          | ➤ <input type="checkbox"/> Role of private and civic actors |
| ➤ <input type="checkbox"/> Performance standards including targets    | ➤ <input type="checkbox"/> Other (Please specify) _____     |
| ➤ <input type="checkbox"/> Types of goods and services to be provided | _____   |

C.2.3. Do you feel that programmes administered by autonomous societies are planned with more or less community participation—by citizen’s groups, Panchayat representatives and others—than those administered directly by the health department?

|                          |                          |                          |                          |                          |
|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| Much more participation  | More participation       | About the same           | Less participation       | Much less participation  |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

C.2.4. Do you feel that policies and plans from autonomous societies are more or less credible than those that come directly from the health department?

|                          |                          |                          |                          |                          |
|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| Much more credible       | More credible            | About the same           | Less credible            | Much less credible       |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

**FIELD STAFF GOVERNANCE INSTRUMENT**

*C.3. Overall judgment*

C.3.1. Make an overall judgment about the credibility of policy directives from higher levels of government:

| Not credible             | Sometimes credible       | Half-half                | Mostly credible          | Highly credible          |
|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

C.3.2. Make an overall judgment about the credibility of planning activities within the district level:

| Not credible             | Sometimes credible       | Half-half                | Mostly credible          | Highly credible          |
|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

**D. Adequacy and predictability of funding**

The predictable flow of financial resources is a basic building block of sustainable service provision. Attempts to expand the reach of services as well as the quality of services should be predicated on stable, predictable, and adequate resource flows. The questions in this section aim to find out more about the adequacy and predictability of funding for your organization.

*D.1. Adequacy and predictability of resource flows into the district*

D.1.1. How typical is it for higher levels of government to ask you to stop your regular work to help them fulfill some other work target?

|                          |                          |                          |                          |                          |
|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| Very typical             | Typical                  | Half-half                | A little typical         | Atypical                 |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

D.1.2. Which level of government typically does this (viz. C.1.2.)? If both, tick both.

Center
  State

D.1.3. In the past 12 months, in how many months did you receive your salary or other reimbursement late?

|                          |                          |                          |                          |                          |
|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| Every month              | Most months              | About half               | A few months             | Never                    |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

D.1.4. In your opinion, during the last 2 years in your organization, approximately what % of the budget was diverted irregularly (e.g. taken by individuals, used in “kick-back” contracts, spent on personal benefits etc.)?

|                          |                          |                          |                          |                          |                          |
|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| 80-99%                   | 60-79%                   | 40-59%                   | 20-39%                   | 10-19%                   | 0%                       |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

D.1.5. In general, do you feel that funds from autonomous bodies (such as DRDAs, District TB Societies etc.) are more or less adequate—in other words, of sufficient amount to meet the tasks at hand—than those coming directly from the health department?

|                          |                          |                          |                          |                          |
|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| Much more adequate       | More adequate            | About the same           | Less adequate            | Much less adequate       |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

D.1.6. In general, do you feel that funds from autonomous bodies (such as DRDAs, District TB Societies etc.) are more or less predictable—in other words, less likely to differ from budgeted amounts—than those coming directly from the health department?

|                          |                          |                          |                          |                          |
|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| Much more predictable    | More predictable         | About the same           | Less predictable         | Much less predictable    |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

*D.2. Overall judgment*

D.2.1. Make an overall judgment about the adequacy of resource flows into the district:

|                          |                          |                          |                          |                          |
|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| Not at all predictable   | A little predictable     | Halfway predictable      | Mostly predictable       | Highly predictable       |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

D.2.2. Make an overall judgment about the predictability of resource flows into the district:

|                          |                          |                          |                          |                          |
|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| Not at all predictable   | A little predictable     | Halfway predictable      | Mostly predictable       | Highly predictable       |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

**E. Flexibility allowed by higher levels over the means of delivering services**

E.1. In general, do programmes administered by “autonomous agencies” (DRDAs, District TB Societies etc.) have more or less flexibility in delivering services than those administered directly by the health department?

| Much more flexibility    | More flexibility         | About the same           | Less flexibility         | Much less flexibility    |
|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

E.2. In general, are programmes administered by autonomous agencies more or less innovative than those administered directly by the health department?

| Much more innovative     | More innovative          | About the same           | Less innovative          | Much less innovative     |
|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

## F. Enforceability of rule-based sanctions

F.1. In the past year, have any staff in your grade been disciplined for the following reasons? Please indicate all that apply:

|   |   |
|---|---|
| <ul style="list-style-type: none"> <li>➤ <input type="checkbox"/> Poor work performance</li> <li>➤ <input type="checkbox"/> Allowing a second job to interfere with their work</li> <li>➤ <input type="checkbox"/> Embezzlement</li> <li>➤ <input type="checkbox"/> Accepting bribes</li> </ul> | <ul style="list-style-type: none"> <li>➤ <input type="checkbox"/> Insubordination</li> <li>➤ <input type="checkbox"/> Discipline</li> <li>➤ <input type="checkbox"/> Poor records management</li> </ul> |
|---|---|

F.2. Consider the employees who were disciplined for poor performance or poor conduct. Do you believe that those employees did, in fact, behave or perform their jobs poorly?

|                          |                          |                          |                          |                          |
|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| Never poor               | Almost never poor        | Occasionally poor        | Frequently poor          | Always poor              |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

F.3. How typical is it for district-level public servants to face pressure to misuse public funds?

|                          |                          |                          |                          |                          |
|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| Very typical             | Typical                  | Half-half                | A little typical         | Atypical                 |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

F.4. When suspected of corrupt practices, how typical is it for them to face social pressure to resign?

|                          |                          |                          |                          |                          |
|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| Very typical             | Typical                  | Half-half                | A little typical         | Atypical                 |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

F.5. If you see corruption, do you always report it?

|                                |                               |
|--------------------------------|-------------------------------|
| ➤ <input type="checkbox"/> Yes | ➤ <input type="checkbox"/> No |
|--------------------------------|-------------------------------|

F.6. If not, why not? (please tick all that apply)

|   |   |
|---|---|
| <ul style="list-style-type: none"> <li>➤ <input type="checkbox"/> Don't know where to report</li> <li>➤ <input type="checkbox"/> Case could not be proved</li> <li>➤ <input type="checkbox"/> Process is too complex and long</li> <li>➤ <input type="checkbox"/> Corruption is a custom</li> <li>➤ <input type="checkbox"/> Don't want to betray my colleague</li> </ul> | <ul style="list-style-type: none"> <li>➤ <input type="checkbox"/> Bribes are necessary given low salaries</li> <li>➤ <input type="checkbox"/> Investigation would not be made about the report</li> <li>➤ <input type="checkbox"/> No enforcement would be made even if the decision was taken to do so</li> <li>➤ <input type="checkbox"/> Concerned about potential reprisal or harassment</li> </ul> |
|---|---|

F.7. What are the main obstacles to taking quick disciplinary action? (tick all that apply)

|   |   |
|---|---|
| <ul style="list-style-type: none"> <li>➤ <input type="checkbox"/> Little will to enforce discipline</li> <li>➤ <input type="checkbox"/> Judicial processes very slow</li> </ul> | <ul style="list-style-type: none"> <li>➤ <input type="checkbox"/> Political influence</li> <li>➤ <input type="checkbox"/> Other (Please specify)</li> </ul> |
|---|---|

F.8. Make an overall judgment about the credibility of higher levels of government when it comes to enforcing rules and standards and preventing corruption:

|                          |                          |                          |                          |                          |
|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| Not credible at all      | A little credible        | Halfway credible         | Mostly credible          | Highly credible          |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

F.9. In general, are services delivered through autonomous societies more or less corrupt than those delivered directly through the health department?

|                   |              |                |              |                   |
|-------------------|--------------|----------------|--------------|-------------------|
| Much more corrupt | More corrupt | About the same | Less corrupt | Much less corrupt |
|-------------------|--------------|----------------|--------------|-------------------|

**FIELD STAFF GOVERNANCE INSTRUMENT**

|                          |                          |                          |                          |                          |
|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|

F.10. In general, are autonomous societies more or less likely to monitor and enforce work rules than the government’s health department?

| Much more monitoring/<br>enforcement | More monitoring/<br>enforcement | About the same           | Less monitoring/<br>enforcement | Much less monitoring/<br>enforcement |
|--------------------------------------|---------------------------------|--------------------------|---------------------------------|--------------------------------------|
| <input type="checkbox"/>             | <input type="checkbox"/>        | <input type="checkbox"/> | <input type="checkbox"/>        | <input type="checkbox"/>             |

## G. Accountability and community participation

### G.1. Public expectations of providers

G.1.1. How knowledgeable are district residents of the standards governing service delivery by public health authorities?

|                          |                          |                          |                          |                          |
|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| Not at all knowledgeable | Somewhat                 | Half-half                | Fairly                   | Very Knowledgeable       |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

G.1.2. What would be the consequences of providers failing to meet either standards or public expectations?

*F.1.2.a. Peers and colleagues would disapprove:*

|                          |                          |                          |                          |                          |
|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| Very Little              | Little                   | Moderate                 | Considerable             | Extreme                  |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

*F.1.2.b. Neighbors/local community would disapprove:*

|                          |                          |                          |                          |                          |
|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| Very Little              | Little                   | Moderate                 | Considerable             | Extreme                  |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

*F.1.2.c. Risk of poor evaluation or formal disciplinary action:*

|                          |                          |                          |                          |                          |
|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| Very Little              | Little                   | Moderate                 | Considerable             | Extreme                  |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

G.1.3. Which stakeholders are most readily mobilized to demand better services?

| Stakeholders             | Readiness to mobilize (scale 0-5; 0 = not ready) | Capacity to mobilize (scale 0-5; 0 = incapable) |
|--------------------------|--|---|
| Direct beneficiaries     |  |   |
| Indirect beneficiaries   |  |   |
| Women                    |  |   |
| Sub-committee members    |  |   |
| District officials       |  |   |
| NGOs                     |  |   |
| Forward Castes           |  |   |
| Backward Castes          |  |   |
| Scheduled Castes/ Tribes |  |   |
| Other                    |  |   |

G.1.4. How are users likely to respond when their expectations have not been met? Tick all that apply:

|  |   |
|--|---|
| <ul style="list-style-type: none"> <li>➤ <input type="checkbox"/> Organize politically</li> <li>➤ <input type="checkbox"/> Formally register a complaint with the relevant authorities or officials</li> <li>➤ <input type="checkbox"/> Verbalize complaints in neighborhood meetings or civic forums</li> </ul> | <ul style="list-style-type: none"> <li>➤ <input type="checkbox"/> Withhold user fees</li> <li>➤ <input type="checkbox"/> Write editorials in local papers</li> <li>➤ <input type="checkbox"/> Express their concerns through a district committee</li> <li>➤ <input type="checkbox"/> Not respond at all</li> </ul> |
|--|---|

### G.2. Information on the output performance of providers

G.2.1. Which of the following evaluations of output performance of providers have been made available to users in the last 3-5 years? (tick all that apply):

**FIELD STAFF GOVERNANCE INSTRUMENT**

|   |   |
|---|---|
| <ul style="list-style-type: none"> <li>➤ <input type="checkbox"/> No evaluations of the output performance of providers have been carried out</li> <li>➤ <input type="checkbox"/> Internal evaluations of district-level performance have been carried out</li> <li>➤ <input type="checkbox"/> Participatory evaluations—evaluations in which community groups and citizens are invited to participate—have been carried out</li> </ul> | <ul style="list-style-type: none"> <li>➤ <input type="checkbox"/> Performance benchmarks—such as immunization rates, number of cases of TB, or similar performance indicators—have been compared with <i>previous figures from the same community</i></li> <li>➤ <input type="checkbox"/> Performance benchmarks have been compared with <i>figures from other districts</i></li> <li>➤ <input type="checkbox"/> Donor-conducted evaluations have been carried out</li> </ul> |
|---|---|

G.2.2. What types of client/user feedback are currently in use in your district? (tick all that apply):

|   |
|---|
| <ul style="list-style-type: none"> <li>➤ <input type="checkbox"/> Client surveys (<i>i.e. direct surveys of service users</i>)</li> <li>➤ <input type="checkbox"/> Report cards (<i>i.e. periodic summaries of the system’s performance, usually prepared by community groups or non-governmental organizations and compared with similar assessments in other areas</i>)</li> <li>➤ <input type="checkbox"/> Civic forums (<i>i.e. periodic opportunities for citizens/community groups to publicly express thoughts/concerns about the department</i>)—please specify _____</li> <li>➤ <input type="checkbox"/> Other forums—please specify: _____</li> </ul> |
|---|

If client surveys or other forms of “user satisfaction” survey are conducted, please answer the following questions:

G.2.3. Client/user satisfaction surveys include a comparison of government services with those offered by private providers (e.g. immunization from PHCs is compared with immunization from private doctors, etc.).

|                              |                             |                                     |
|------------------------------|-----------------------------|-------------------------------------|
| <input type="checkbox"/> Yes | <input type="checkbox"/> No | <input type="checkbox"/> Don’t know |
|------------------------------|-----------------------------|-------------------------------------|

G.2.4. Client/user satisfaction surveys include questions that address the following issues:

|   |  |
|---|--|
| <ul style="list-style-type: none"> <li>➤ <input type="checkbox"/> Clients’ perceived values (<i>i.e. what aspects of the service are most important to clients/users</i>)</li> <li>➤ <input type="checkbox"/> Client retention (<i>e.g. do clients/users plan to continue attending government facilities for this service—and if not, why?</i>)</li> </ul> | <ul style="list-style-type: none"> <li>➤ <input type="checkbox"/> Relationship between providers and clients (<i>e.g. the provider’s politeness, responsiveness to questions/requests, timeliness of service delivery, etc.</i>)</li> <li>➤ <input type="checkbox"/> Clients’ positive referrals (<i>i.e. have clients made positive comments to others about the services they received</i>)</li> </ul> |
|---|--|

**G.3. Community participation**

G.3.1. Panchayati Raj institutions make efforts to hold public officials accountable to the people in their area:

|                          |                          |                          |                          |                          |
|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| Never                    | Rarely                   | Sometimes                | Often                    | Always                   |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

G.3.2. These efforts (via PRIs) are effective at improving the performance of public officials and making public health services more responsive to the needs of the people:

|                          |                          |                          |                          |                          |
|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| Never                    | Rarely                   | Sometimes                | Often                    | Always                   |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

G.3.3. Community members approach their representatives on Panchayati Raj Institutions to express their opinions and concerns about public officials and public health services:

|                          |                          |                          |                          |                          |
|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| Never                    | Rarely                   | Sometimes                | Often                    | Always                   |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

**FIELD STAFF GOVERNANCE INSTRUMENT**

G.3.4. Community organizations and other non-governmental organizations (e.g. Women's Committees, other community groups) make efforts to hold public officials accountable to the people in their area.

|                          |                          |                          |                          |                          |
|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| Never                    | Rarely                   | Sometimes                | Often                    | Always                   |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

G.3.5. These efforts (via community organizations and NGOs) are effective at improving the performance of public officials and making public health services more responsive to peoples' needs:

|                          |                          |                          |                          |                          |
|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| Never                    | Rarely                   | Sometimes                | Often                    | Always                   |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

G.3.6. Community members frequently approach NGOs and community organizations to express their opinions and concerns about public officials and public health services:

|                          |                          |                          |                          |                          |
|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| Never                    | Rarely                   | Sometimes                | Often                    | Always                   |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

G.3.7. In general, services administered by autonomous societies (e.g. DRDAs, District TB Societies etc.) are more responsive to the community's opinions and concerns than those administered directly by the public health department.

|                          |                          |                          |                          |                          |
|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| Much more responsive     | More responsive          | About the same           | Less responsive          | Much less responsive     |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

***G.4. Overall judgment***

G.4.1. Make an overall judgment about the credibility of accountability mechanisms for providers within this district:

|                          |                          |                          |                          |                          |
|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| Not credible at all      | A little credible        | Halfway credible         | Mostly credible          | Highly credible          |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

## H. Leadership<sup>1</sup>

These questions relate to the quality and style of leadership in your organization. You will not be identified by this questionnaire, so please answer the questions as accurately as possible.

H.1. Senior leaders are effective at defining the organization’s values.

|                          |                          |                          |                          |                          |
|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| Strongly Disagree        | Disagree                 | Neutral                  | Agree                    | Strongly Agree           |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

H.2. Senior leaders are effective at defining the organization’s *short- and long-term directions and objectives*.

|                          |                          |                          |                          |                          |
|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| Strongly Disagree        | Disagree                 | Neutral                  | Agree                    | Strongly Agree           |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

H.3. Senior leaders are effective at defining performance expectations for staff and their units.

|                          |                          |                          |                          |                          |
|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| Strongly Disagree        | Disagree                 | Neutral                  | Agree                    | Strongly Agree           |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

H.4. Senior leaders are effective at balancing the requirements of staff members, service users and other stakeholders—both within and outside the government—while meeting organizational objectives at the same time.

|                          |                          |                          |                          |                          |
|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| Strongly Disagree        | Disagree                 | Neutral                  | Agree                    | Strongly Agree           |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

H.5. Senior leaders communicate the department’s values, direction and expectations effectively to all employees.

|                          |                          |                          |                          |                          |
|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| Strongly Disagree        | Disagree                 | Neutral                  | Agree                    | Strongly Agree           |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

H.6. Senior leaders create an environment in which employees are empowered to exercise their initiative and apply the full range of their professional skills.

|                          |                          |                          |                          |                          |
|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| Strongly Disagree        | Disagree                 | Neutral                  | Agree                    | Strongly Agree           |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

H.7. Senior leaders create an environment that supports innovation.

|                          |                          |                          |                          |                          |
|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| Strongly Disagree        | Disagree                 | Neutral                  | Agree                    | Strongly Agree           |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

H.8. Senior leaders ensure that the organization is responsive to changing needs, new technologies, and new threats to the public’s health.

|                          |                          |                          |                          |                          |
|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| Strongly Disagree        | Disagree                 | Neutral                  | Agree                    | Strongly Agree           |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

H.9. Senior leaders create an environment in which learning—both by individuals and the organization as a whole—is encouraged and supported.

|                          |                          |                          |                          |                          |
|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| Strongly Disagree        | Disagree                 | Neutral                  | Agree                    | Strongly Agree           |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

<sup>1</sup> Adapted from Baldrige National Quality Program: <http://www.quality.nist.gov/PDF%20files/2001%20Business%20Criteria.pdf>

**FIELD STAFF GOVERNANCE INSTRUMENT**

H.10. Senior leaders review the organization’s performance and internal capabilities on a regular basis and make performance-improving adjustments accordingly.

|                          |                          |                          |                          |                          |
|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| Strongly Disagree        | Disagree                 | Neutral                  | Agree                    | Strongly Agree           |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

H.11. Senior leaders regularly review the changing needs of the organization and take steps to adjust the organization’s priorities accordingly.

|                          |                          |                          |                          |                          |
|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| Strongly Disagree        | Disagree                 | Neutral                  | Agree                    | Strongly Agree           |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

H.12. Senior leaders regularly review key performance measures (e.g. immunization rates, new TB cases, etc.) and use these to provide feedback to program managers and front-line staff.

|                          |                          |                          |                          |                          |
|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| Strongly Disagree        | Disagree                 | Neutral                  | Agree                    | Strongly Agree           |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

H.13. Senior leaders are effective at using key performance measures to improve the quality of services and identify opportunities for improvement and innovation.

|                          |                          |                          |                          |                          |
|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| Strongly Disagree        | Disagree                 | Neutral                  | Agree                    | Strongly Agree           |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

H.14. Senior leaders anticipate public concerns with the organization’s services and respond to these concerns in a proactive, effective way.

|                          |                          |                          |                          |                          |
|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| Strongly Disagree        | Disagree                 | Neutral                  | Agree                    | Strongly Agree           |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

H.15. Senior leaders are ethical and avoid corrupt practices in all their transactions and interactions.

|                          |                          |                          |                          |                          |
|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| Strongly Disagree        | Disagree                 | Neutral                  | Agree                    | Strongly Agree           |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

H.16. Senior leaders are effective at developing action plans to achieve the department’s objectives.

|                          |                          |                          |                          |                          |
|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| Strongly Disagree        | Disagree                 | Neutral                  | Agree                    | Strongly Agree           |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

H.17. Senior leaders allocate adequate resources to accomplish these action plans.

|                          |                          |                          |                          |                          |
|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| Strongly Disagree        | Disagree                 | Neutral                  | Agree                    | Strongly Agree           |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

H.18. Senior leaders effectively allocate the department’s human resources to meet the goals and objectives of these plans.

|                          |                          |                          |                          |                          |
|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| Strongly Disagree        | Disagree                 | Neutral                  | Agree                    | Strongly Agree           |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

H.19. Senior leaders ensure that key performance measures (performance indicators) are used to track the progress of these plans.

|                          |                          |                          |                          |                          |
|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| Strongly Disagree        | Disagree                 | Neutral                  | Agree                    | Strongly Agree           |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

H.20. Senior leaders are effective at forming fruitful relationships with community groups and other government departments involved in public health issues.

|                          |                          |                          |                          |                          |
|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| Strongly Disagree        | Disagree                 | Neutral                  | Agree                    | Strongly Agree           |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |