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KILA SOCIAL AUDIT REPORT

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MARCH 2021

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KILA Social Audit Report

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PREFACE

Social audit is a process where beneficiaries demand information, verify implementation by and evaluate the quality of the benefits in a systematic manner thus ensuring public accountability. Social audits have been used to highlight non-performance and seek justice against corrupt officials, monitor public funds, ensure responsible and efficient use by the government, review the social impact and benefits for the intended target groups, and build trust between the state and the civil society. The need to institutionalize social audit stems from the need to be more accountable, more efficient and more effective.

The social audit for KILA was internally driven with KILA constituting a core committee of three experts to design the guidelines for the process and to carry out the first social audit of KILA. The core committee accessed data from both primary and secondary sources. The committee at the outset undertook a stakeholder mapping and analysis to draw a sample for conducting consultations. The committee spoke to the current and former Directors of KILA, and to other senior functionaries to understand the history of KILA, its mandates, achievements and challenges. The Committee perused several documents including the MoA, the annual reports and other publications to better understand the mandate. The committee also made field visits meet with Local Government functionaries, Government officials and state administration.

85 percent of the respondents across stakeholder groups understand that KILA's primary goal is to empower and strengthen LSG institutions

through training of elected representatives and officials in both rural and urban LSGs, so as to make them more effective and efficient for bringing positive changes at the local level and in the lives of the common person.

This report discusses KILA's process of social audit, analyses the performance, functioning and social impact of KILA as well as provides recommendations and guidelines for conducting future social audits. This book is an outcome of joint efforts by many. We thank the core committee members - Dr. S.S.Meenakshisundaram, Mr T. Gangadharan BA, BEd, DRD, and Ms. Sriparna Ganguly. We acknowledge the efforts made by the staff of KILA for their meticulous efforts and valuable inputs in the development of this book.

Dr. Joy Elamon

Director General, KILA

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M B Rajesh
Minister for Local Self Governments,
Rural Development and Excise
Government of Kerala

25 years of People's Planning - A Success story of decentralisation of power in India

The People's Plan Campaign is a unique initiative that has transformed the landscape of developmental politics in Kerala. This great experiment encapsulated the democratic achievements, Kerala made over the decades. It included the land reforms initiated by the first Communist government led by EMS Namputiripad, the government which was the product of larger movement for land in the pre-independent era and also included the innumerable struggles for land- rights and surplus land in the post – land reform period by the tenants across the state.

In 1996, the state launched the People's Plan Campaign, which was designed and implemented as a successful methodology for transferring fund, functions and functionary that constitutional amendments in 1992 envisaged as the necessary condition to make the devolution of power possible. The campaign and the related process empowered the local level leadership and people at large to plan and implement their own development projects, ensuring inclusive development. Potential of our decentralized government system which was nurtured by the People's

Planning process got its effective manifestation during the time of 2018 flood and Covid. Along with the Kudumbashree movement, decentralisation of power through the people's planning has achieved remarkable success in enhancing the quality of life of people of Kerala and expanding the vistas for economic wellbeing and social development.

Today, in yet another transformative moment of Nava Keralam, new responsibilities are placed confidently on the shoulders of local governments in Kerala. Government expects local governments to become the leaders of economic development by fostering the growth and employment on par with that of developed nations, as it has been in the case of human development. In the journey of creating a Nava Keralam, we also pin hope on our local self-government institutions to make Kerala waste free by clearing the waste produced in our own neighbourhoods through the sustainable systems.

The series of 25 books published by KILA is a valuable contribution to the knowledge base on decentralization, documenting the experiences of the People's Plan Campaign and capturing the essence of decentralization and the role of local governments in development. I am confident that these books will serve as a valuable resource for other states and countries that are striving to achieve sustainable development through decentralization.

I congratulate the team at KILA and the local governments of Kerala for their outstanding work and am proud of the achievements of decentralization in Kerala. I am confident that the state will continue to scale new heights in the years to come.

1
INTRODUCTION

1.1 INTRODUCTION

Since the mid-1990s, social audits have been used as an important monitoring tool to bring transparency and strengthen public accountability in government schemes and public service delivery systems. With enormous funds going into government schemes, it seemed imperative to understand if the benefits meant for individual citizens were actually reaching them.

The concept of social audit was first pioneered by Mazdoor Kisan Shakti Sangathan (MKSS) in Rajasthan as a process by which citizens themselves could review and monitor government service delivery schemes and thereby demand accountability from the government in case of discrepancies. While records would be accessed from government offices and analysed by beneficiaries themselves, the findings were shared by the citizens in a 'jansunwai' or a public hearing attended by multiple stakeholders. This 'Jansunwai' became a critical component to follow the evaluation process, create a platform where the information is tabled in front of diverse stakeholders, questions are asked of public officials, concerns are raised, and an opportunity is given to officials to account for the discrepancies. According to the Accountability Initiative, 'this process of reviewing official records and validating whether state reported expenditures reflect the actual money spent on the ground is referred to as a social audit'.

Social Audit is therefore a democratic process where the beneficiaries demand information, verify implementation by governmental agencies and evaluate the quality of the benefits in a systematic manner thus ensuring public accountability. In 2005, with the passing of the Mahatma Gandhi National Rural Employment Guarantee Act (MGNREGA), conducting social audit once every six months in the Gram Sabha was made mandatory by the government. It was enshrined in the Act itself. Since then, social audits have been conducted by different agencies for different government schemes in many parts of the country. In Rajasthan, social audits have been conducted by non-profits while in Odisha the State Government initiated social audits of the Mahatma Gandhi National Rural Employment Guarantee Act (MGNREGA) in collaboration with Central Statistics Office (CSOs). The Ministry of Rural Development now requires every state to set up an independent Social Audit Unit consisting of resource persons from the State, District and Village as well as experts on relevant themes. More recently, Andhra Pradesh, Telangana and Meghalaya have institutionalized the social audit process within the government structure. They have set up the Society for Social Audit, Accountability and Transparency, an autonomous body as part of their Administrative Reform Action Plan to carry out regular social audits for different government schemes to minimize leakage of public funds.

Over the years, citizens and beneficiaries have used social audits to highlight non-performance and seek justice against corrupt officials. It has been a mechanism to monitor public funds meant for social development and social purposes and ensure responsible and efficient use by the government and its various institutions, as well as to review the social impact and benefits for the intended target groups. Beneficiaries have therefore used it as a process to evaluate, identify inconsistencies,

understand stakeholders and work closely with government officials to address the gaps.

1.2 POTENTIAL OF SOCIAL AUDIT

While originally meant to plug leakages, the evaluation of the social audit process itself has highlighted three key outcomes for the citizens themselves: it creates informed citizens as they become more aware about their rights and entitlements, it encourages participation in local affairs and allows citizens to engage in governance and it builds trust between the state and the civil society. In short, citizens are empowered to demand public accountability from their local governments through the process of social audit.

If the basic objective of social audits is to ensure public accountability, surely the same principles can be applied to assess public or government funded organizations, their projects, laws and policies. If yes, then very little is known about how social audit is conducted for organizations, who undertakes the audit, what have been the results, what are the guidelines, what have been the challenges faced and what have been the key outcomes.

If social audit principles are applied to an organization it can result in significant benefits for the organization in terms of its social performance improvement, energizing management, increasing departmental accountability and enhancing reputation. It provides the organization an excellent opportunity to assess stakeholder perspectives and their latest needs and concerns. Social audit will significantly impact the core values, participation, equity/inclusiveness, transparency, responsiveness, consensus, effectiveness, accountability, inputs, outputs, process, targets, social benefits (individual, family, community) and participation thereby leading to good long-term governance of an organization.

It is in this context the Kerala Institute of Local Administration (KILA) has decided to institutionalize the process of social audit of its organization and its mandate so as to assess its social impact, relevance and benefits for its stakeholders.

1.3RELEVANCE OF SOCIAL AUDIT FOR KILA

The Kerala Institute of Local Administration (KILA) was set up in 1990 with the vision of developing it as a premier centre for the training of local self-government functionaries in Kerala as well as those in rest of India. In the last 30 years, it has grown to a training institute of national and international repute with the mandate of facilitating and accelerating the socio-economic development of the State of Kerala through strengthening the Local Self Government Institutions (LSGIs). During this period KILA has seen continuous growth under the leadership of eleven Directors drawn from diverse backgrounds such as academia, civil service and from Kerala's own People's Plan Campaign. The number of trainings have increased substantially; the thematic areas have been expanded to include various aspects of decentralization and the functioning of local self-governments both rural and urban; and a large number of training modules, local self-government guidelines and other documents have been published over the years. This has established KILA as an expert in the field of democratic decentralization.

Originally built with contributions from Gram Panchayats of the State (GPs contributing from INR 3,000 to INR 10,000), GoI, municipalities and supported by the Swiss Development Corporation – CapDeck project from 1999 to 2003, KILA today is funded primarily by the GoK (Government of Kerala), the Central Government and through various other projects funded by diverse organizations.

KILA caters to a wide range of stakeholders. While it is mandated to undertake various training programs for elected representatives and officials of both rural and urban local governments of Kerala, it is directly associated with the local government associations in Kerala, the Kerala State Planning Board, the Rural and the Urban Directorates, the State Institute of Rural Development (SIRDs) of other states, National Institute of Rural Development (NIRD), NGOs, Universities and other institutes across the country. Worldwide collaborations gained momentum when KILA established the South Asian School of Governance and signed agreements with training centers in Nepal, Bhutan, Sri Lanka and Bangladesh. The Kerala model of decentralized local self - governments has gained global recognition through KILA's academic and training networks.

As recently as 2017, Government of Kerala (GoK) merged its other training units under the Rural Development Department with KILA, bringing five training institutions and their campuses under its ambit. This has substantially increased KILA's movable and immovable assets, staff and budget provisions.

Continuous growth, worldwide collaborations, diverse stakeholders and recent expansions have put KILA on an upward trajectory. While KILA is now positioned to perform more effectively and be more impactful, its responsibility towards its stakeholders has also increased manifold. As a large training institution, it now has to be both strategic and dynamic, birth innovations and continue to be relevant in an ever changing socio-political-economic scenario.

The need to institutionalize social audit stems from the need to be more accountable, more efficient and more effective. This is despite the fact that there is no stakeholder demand for the same. In the last 30 years, there has

been no evaluation or performance measurement of KILA to understand its social impact given its resources, assets and constraints. It is therefore appropriate at this juncture to initiate a process of social audit for KILA. This social audit report would help KILA in understanding stakeholder perspectives, their growing needs, and at the same time provide KILA with an opportunity to be transparent about its activities and its impact, both within and outside the organization, thereby garnering further support in the years to come.

2

UNDERSTANDING

KERALA INSTITUTE OF LOCAL ADMINISTRATION

2.1HISTORY OF KILA (1986 - 2000)

A proposal to amalgamate the two training centres of Panchayat Department of Kerala, then functioning at Thiruvananthapuram and Kozhikode, ***'to establish a Panchayat Training Complex with all modern facilities to impart quality training'*** in Killannur village of Mulamkunnathukavu, Thrissur District, Kerala was first conceived by Shri. N.V. Madhavan, the then Director of Panchayats in LAD during 1986. According to the proposal, the total finance to purchase 3 acres of land, construction of buildings and provision of other essential facilities, estimated at Rs.75 lakhs, was to be mobilized from Gram Panchayats of the state. This was approved by GoK vide GO (RT) No.1957/LAD Dt. 28-6-1986 as there was no immediate financial commitment required from the state government. The said Government Order permitted the Gram Panchayats to contribute an amount ranging from INR 3,000 to INR 10,000 depending on their classification. Records show that 1000 out of the 1001 Gram Panchayats in the state (at that time) contributed the stipulated amount and thereby, for the first time in the country, owned their own training centre.

After purchasing 10 acres of land (instead of the 3 acres as in the original proposal) the foundation stone for KILA was laid by the then Chief Minister on 31st January 1987. The administrative building and the first hostel building were constructed within the next three years. KILA was formally

inaugurated on 16th June 1990 by the succeeding Chief Minister. By that time the first Director of KILA Sri.Mathew C Kunnumkal had taken charge on 26th April 1990. As per GO (Ms) No.56/90/LAD Dt.17-4-90 the two erstwhile centres were wound up with effect from 30th April 1990 and within a month, the GO (RT) No.2601/90/Fin Dt. 17-5-90 transferred the financial and administrative provisions in the state budget for training under LAD to KILA.

KILA was registered on 1st October 1990 under the Travancore-Cochin Literary, Scientific and Charitable Societies Act of 1955 with registration number 563/90. The Memorandum of Association as approved by the GoK provided for an Executive Council consisting of 5 members and a General Council with 12 members to manage the affairs of KILA. Post this Government order, KILA became an autonomous institute for training under LAD, GoK.

At the time of inauguration, there was no academic staff in KILA. Along with the Director, two Deputy Directors from the Panchayat Department were posted on deputation to handle the trainings. The first training programme was held for elected Gram Panchayat Presidents. It was a five-day program and was held from 14 - 18 May,1990. At that time, KILA charged a fee for trainings and the trainees needed to apply for participating in it along with a Bank Demand Draft towards training fees.

People's Planning Campaign (PPC) and Transformation of KILA

The transformation of KILA from a departmental training centre to an institute of national repute started with the launch of PPC in 1996. Almost all the state level trainings of PPC were conducted in and around Thiruvananthapuram due to proximity of the State Planning Board (SPB)

and accessibility of SPB members, ministers and key officials, who had to attend the training programmes regularly. The number of trainees and faculty members were large and many of the trainings were lecture presentations supported with a lot of group discussions and clarifications. As the trainings started to help the Gram Panchayats, SPB started increasing the number of the trainings. During the initial years of PPC, KILA was not equipped to undertake such trainings. KILA had been performing its mandatory functions of training elected representatives and other Local Self Governance (LSG) functionaries in a classroom atmosphere. So, along with its normal responsibilities, KILA served mainly as a regional training centre for PPC, for the middle Kerala districts.

However, it was not possible for PPC to continue the trainings forever in a campaign mode. The campaign was supposed to be for only six months. Soon the trainings became more diverse and there was a need for more and more organizations such as the veterinary college, medical college, agriculture university etc. to be involved in the training process. The campaign committee urgently needed to institutionalize this training process. GoK constituted the Sen Committee to look into, among other aspects of democratic decentralization, the institutionalization of the PPC trainings. At around this time, it also commissioned the Public Affairs Centre, Bangalore and the Timbaktu Collective, Andhra Pradesh to undertake a scoping study to identify an organization which could continue to train the representatives and officials of LSGs. It also commissioned Tushar Shah, former Director of Institute of Rural Management Anand (IRMA) to undertake an Organizational Development exercise. The final mission report recommended re-structuring of KILA if it was to be the nodal agency for Decentralization in Kerala. It suggested that KILA Directors were no longer to be drawn from the IAS cadre, instead it emphasized the need for Directors to be recruited from academic or

professional backgrounds who could then use his/her full tenure to build and implement the vision for KILA. This was significant as the Director of KILA needed a longer tenure at the helm to build and strengthen the institution.

GoK then signed an agreement with the Swiss Development Corporation (SDC) to support this process of institutionalization. In 1999, KILA became the Centre for running the project - Capacity Development for Decentralization in Kerala (CapDeck) - under the supervision of Dr. Joy Elamon and Dr. Mariyamma Sanu George who were then working with the State Coordination Cell of PPC in the State Planning Board (SPB). Sufficient financial support was made available through both CapDeck and the State Government and KILA started growing to meet the requirement of the hour. The number of trainings and training days increased substantially; training kits and tools for dissemination improved; and external faculties were drawn from many institutions and organizations. The Kerala Local Government Service Delivery Project (KLGSDP) also supported the modernization of KILA. Very soon KILA became a Centre for Panchayati Raj and Decentralization, soliciting the attention of the national government and different state governments of the country who were similarly experimenting in decentralization.

With the objective of becoming a Centre for training of local governments in SouthAsian countries, KILA established the South Asia School of Local Governance (SAS) in December 2012 with the support of GoI&GoK. Agreements were signed with training institutions in Srilanka, Nepal, Bangladesh, Bhutan, and Afghanistan. The school now organizes tailor made programs for participants from South Asian Countries giving both national and local participants opportunities to interact.

2.2OBJECTIVES OF KILA

As per the Memorandum of Association, KILA has the mandate of facilitating and accelerating the socio-economic development of the State through strengthening the Local Self Government Institutions (LSGIs). As a GoK supported nodal agency for training, research and consultancy, KILA is committed to the following objectives:

a) Undertake various training programmes for the Elected Representatives (ERs)and Officials of Rural and Urban Local Governments of Kerala,
b) Facilitate and strengthen participatory planning process,
c) Undertake action-oriented and policy-oriented research,
d) Document and disseminate best practices on local governance,
e) Organize seminars, workshops and discussions, and
f) Formulate policy documents and provide policy advice

2.3 KILA'S ORGANIZATION AND GOVERNANCE STRUCTURE

KILA is a registered autonomous institute with sufficient government control. The MoA provides for an Executive Council with 5 members to be chaired by the Principal Secretary of the Local Self Government Department (LSGD) as well as a General Council having 12 members to be chaired by the Minister of LSGD (Annexure 1). The responsibility of the day-to-day management of KILA is vested with the Director. The first six Directors were drawn from the Civil Services and typically had a tenure of one to two years with the exception of Dr. Mathew C Kunnumkal who held the post for four years. The list of Directors is available in Annexure 2. Dr. P.K. Michael Tharakan, the first non-IAS Director of KILA, attempted and initiated steps to develop the academic stature of the institution. Since then, KILA has grown as an organization both in size and activities,

infrastructure, resources and services; expanding from a state level training institute to a world-renowned institute of decentralization.

In 2017, as part of the institutional development process, the GoK merged five training arms of Rural Development with KILA as per GO (MS) No: 103/2017 Dt. 24-05-2017. The merger brought these institutions under the governance of KILA and the 5 campuses were reorganized into 4 centres for better performance as shown below:

Training Institutes Merged with KILA	**Reorganized to**
State Institute of Rural Development (SIRD), Kottarakkara, Kollam District	KILA centre for Human Resource Development, Kottarakkara, Kollam
Extension Training Centre (ETC) at Kottarakkara in Kollam District	
Extension Training Centre (ETC) at Thaliparamba, Kannur District	KILA centre for Organic Farming and Waste Management, Thaliparamba, Kannur
Extension Training Centre (ETC) at Mannuthi, Thrissur District	KILA centre for Good Governance, Mannuthi, Thrissur
Attappady Hill Area Development Society (AHADS), Agali, Palakkad District	KILA Centre for Tribal Development and Comprehensive Participatory Natural Resources Management, Agali, Palakkad

While KILA has both academic and administrative control over the erstwhile SIRD at Kottarakkara and the Attappady Hill Area Development Society (AHADS) in Agali, it has only academic control over the three

erstwhile ETCs and their administrative control continues to be with the State Department. As per the recommendations of the institutional analysis done by Centre for Management and Development (CMD), Trivandrum, the proposed structure of KILA campuses and their functional relations are given in the Organogram in Annexure 3, with a Director General at the main campus in Mulamkunnathukavu and a Programme Director/Director at each of the other campuses. This structure was approved by the KILA General Council on 27 August 2019.

The revised MoA provides for an Executive Committee with 7 members to be chaired by the Principal Secretary (LSGD) as well as a Governing Council having 19 members to be chaired by the Minister of LSGD (Annexure 1).

2.4 KILA INFRASTRUCTURE

KILA headquarters has a sprawling campus spread over 25 acres located at Mulamkunnathukavu, 11 km north of Thrissur city on the Thrissur-Shoranur Road (SH 22). The building complex includes the academic complex, administrative block, South Asian School of Local Governance (SAS), library, guest houses and canteen, Publication room, ATM Counter. The campus has beautiful lawns, a galaxy of ornamental and flowering plants and is a sanctuary for over 64 bird species. The Buddha Park, Green Park, Eden Gardens, Shalimar Baag, Vrindavan Garden, Star Garden, Herbal Garden, Traditional Gram Sabha, Thinkers Retreat Hut, Terracotta Garden, Tharakoottam (open air auditorium), water fountain, etc. provide a retreat for the trainees. The Art gallery set up in KILA focuses on Gandhi and Gram Swaraj and attracts people from far and wide.

The infrastructure facilities for training in KILA are at par with the facilities available in any other training institute in the country. There are 10 training halls and one multipurpose auditorium named 'Swaraj' with a capacity of

600 seats. Every hall is well furnished and equipped with modern training facilities and seven of them are air conditioned. The campus has one computer lab with access to 50 computer systems in Local Area Network (LAN) along with a 16MBps leased line internet connectivity. The Lab facility is available to staff and trainees throughout the day.

Trainees are accommodated in two guest houses - Sahyadri and Aravalli with a total accommodation of 90 rooms and 253 beds. Both guest houses are well furnished with modern facilities, WiFi and single and double occupancy rooms with attached baths. Air Conditioned rooms are also available. The KILA campus has an excellent canteen which serves high quality vegetarian and non-vegetarian food and is managed by local Kudumbashree groups. In addition to this, the SAS within the campus has a conference hall, library, canteen and a guest house of international standards. It has 26 rooms and can accommodate 52 participants. KILA campus however has only a single source of water and is not yet linked to solar power.

Recreation facilities have been developed in the campus for both indoor and outdoor games. These facilities are available to trainees as well as families of staff. The multi-purpose auditorium in the campus has facilities to play shuttle badminton, table tennis, chess and to watch television. Cultural events and public programmes are also organised in this auditorium. The main campus also accommodates 26 staff quarters. Since 2011, KILA also has an anganwadi within the campus which caters to around 30 children.

Since 2017, KILA has expanded to include 5 other campuses as a result of the merger with erstwhile SIRD, ETCs and AHADS at Attapady. This has endowed KILA with even more space and facilities which can accommodate 996 persons at a time. A total of 154.73 acres of land will come

under KILA once the land under ETCs is also transferred to KILA. In addition, the process for acquiring 9.5 acres of additional land adjacent to the KILA main campus is ongoing.

KILA's state of the art library hosts more than 15000 books and 100 national and international journals on subjects of Local Governance, Decentralization, Participatory Development, Research methodology and more. The library has recently been computerized. The open catalogue of the library is available to the general public through http://www.opac.kila.ac.in. Digital Repository/e-library is open to KILA through www.dspace.kila.ac.in.

KILA has also upgraded its own office systems and has gone completely online. It has introduced the Virtual Learning System which provides online classes. As every GP and ULB in Kerala is computerized and is connected to KILA, the Virtual Learning System, if implemented well, will be a powerful tool to reach the last mile and train even those ERs and Officials who are unable to attend the trainings/ workshops.

The Help Desk System, launched in 2008, deals with Frequently Asked Questions (FAQs) on subjects related to local governance in Kerala. It answers questions over the phone, e-mail, post and in person and documents the same. The whole system is computerised and the caller is assigned a ticket number and his query is answered. Recently, KILA has revamped the Help Desk by up-scaling it onto an online platform. All necessary literature on local governance viz. Accounts, Rules, Govt. Orders, Circulars, Reports, Handbooks etc. are available in the digital repository and some are also available to the general public (http://dspace.kila.ac.in). At present, there are 5 experts engaged in the Help Desk, who are in turn

supervised by the KILA Faculty. During 2017-18, the Help Desk dealt with 6876 queries.

2.5 KILA FACULTY & ADMINISTRATIVE STAFF

Even though KILA was established in 1990, the first team of academic staff was recruited only in 1996. Until then, the trainings were managed by the Director and the two Deputy Directors from the Panchayat Department. Since 1996, KILA has managed over thousands of trainings annually with only four senior Faculty members till 2017. One of them has recently left, reducing the number of faculty to three core members. To conduct such a large number of trainings, the faculty has invested in building a large resource pool of over 900 trainers called 'Extension Faculty' to conduct trainings in the main campus, regional centres and at the district level. The Extension Faculty works closely with the Senior Faculty to plan the trainings, conduct need assessments, make training modules, and deliver the trainings. The Extension Faculty comprises mostly of retired departmental staff, Panchayat Officers and former elected representatives with interest in PanchayatiRaj, Rural and Urban Development, Decentralization etc. and are recruited through a selection process. Most of them have been associated with KILA for as long as 25 years. The services of district facilitators, training associates, consultants and contract staff are also used by the Institute for supporting the core work of the Faculty. The primary responsibility of the district facilitators is to mobilize trainees and ensure that the trainings of ERs and officials of GPs are conducted at the district level. They too are either retired engineers, schoolteachers or retired LSGD officers.

With the merger of the other five centres in 2017, KILA now has a total staff strength of 35 Faculty members at the senior as well as mid and junior levels. The academic activities are planned and monitored by the Academic

Committee headed by the Director. The operational aspects are continuously monitored and are subjected to peer review. The academic and the administrative staff meet regularly to jointly discuss and plan the capacity building programs.

Out of a total sanctioned post of 232, currently there are 183 administrative staff in all the six campuses. These include section officers, clerks, accountants, khalasis, sweepers, and watchmen. A considerable number among the functional appointments are contractual or temporary, with a majority of them on daily wages.

2.6 KILA PROGRAMMES

a. Training

Training of Elected Representatives and officials of Local Self Governments is KILA's primary mandate. Towards this, the institute organizes and conducts state, national and international trainings on diverse subjects which facilitate the empowerment and strengthening of both rural and urban local bodies. The trainings provide great opportunities for Elected Representatives to interact with different government institutions, NGOs, policy makers, other experts and with each other. They are held mostly in the KILA main campus, though continuous efforts have been made to hold trainings at the district level. Since 2017-18, a common annual training calendar for all campuses is finalized at the beginning of the year based on the principle of 'Training for all'.

In 2017-18, the campus at Thrissur conducted 184 different types of training programs including Training of Trainers, National and International conferences. KILA has developed expertise in trainings on decentralized planning and has been proactive in dealing with Kerala floods through Trainings on Disaster Management. In all 1,24,063 trainees in 2,208 batches

participated in these trainings. In addition, the 4 new campuses conducted 885 trainings with 50,776 participants. Women participants account for almost 54% of the trainees.

In the last few years, KILA has consciously moved from 'simple' training to capacity building of ERs and officials. It has expanded its efforts to build not just knowledge but also skills, behavior, attitude, and other tools required for trainees to do their work efficiently on the ground. KILA provides project guidelines as well as practical and experiential learning opportunities. It has also effectively used policy contexts, policy research and government orders to make trainings more relevant, responsive and sustainable.

Today, KILA has been acknowledged expertise in the following core areas

- Participatory Planning
- Local Governance
- Urban Governance
- Participatory Poverty Management
- Human Development
- Local Economic Development and Livelihood Promotion
- Child Rights and Governance
- Gender and Development
- Inclusive Governance and Development
- Natural Resource Management and Watershed Development
- Financial management
- Food Security and Sustainable Agriculture Development
- Good Governance and Social Accountability
- Training Skills Development
- Total Quality Management (TQM)
- Right to Information

b. National And International Conferences, Workshops And Seminars

KILA has taken the lead in hosting National and International Conferences, Workshops and Seminars in the last few years. At the national level, it works closely with SIRDs of several states and provides opportunities to Panchayati Raj Institutions (PRI) and Urban Local Body (ULB) representatives of different states for field visits to understand the Kerala model of decentralization and learn firsthand from Kerala's experience. In 2018-19, it partnered with the National Foundation of India to organize a two-day National Workshop for Building Capacities for Sustainable Development Goals (SDGs) Strategies and Action. The workshop saw participation from 17 states covering 24 institutes and 71 participants. At the international level, KILA has again taken the lead in hosting a training program on democratic decentralization. Representatives from Afghanistan, Laos, Cambodia, Bhutan, Bangladesh, Mongolia, Myanmar, Sri Lanka and India have participated in the training.

c. Research And Documentation

KILA conducts policy and action research with a view to strengthen the LSGIs and to study, support and disseminate the experiences of various LSGIs so as to encourage peer to peer learning. In 2017-18, KILA has initiated and completed research studies such as the Portal for Affordable Credit and Interest Subvention Access (PAISA) For Panchayat, a joint initiative of KILA and Accountability Initiative, Center for Policy Research, New Delhi; Credit and Savings pattern among women workers of Mahatma Gandhi National Rural Employment Guarantee Scheme (MGNREGS) in Alappuzha and Kollam Districts of Kerala; Sanitation and Behavior patterns among coastal fishermen in Alappuzha and Trivandrum districts.

KILA also facilitates the State Resource Group, the Secretariat of Coordination Committee on Decentralization, constituted by Local Self Government Department (LSGD) to guide and supervise Planning and Monitoring of Annual Plans of LSGIs.The Central University of Kerala (CUK), established in 2009, has collaboration with KILA. The Department of International Relations and Politics under the School of Global Studies in Central University of Kerala (CUK) has recognized KILA as a Research Center. This Research Center offers facilities to conduct research in Local Governance and Decentralization under the guidance of the three Faculty members and the Director of KILA.

Every year, KILA publishes learning materials which stems from its work at the grassroot. It publishes training manuals and handbooks, guidelines and government orders, district plans for action, FAQs on various subjects, KILA newsletter and most importantly, the KILA Journal of Local Governance which is published bi-annually.

d. Academic Centres

In 2017, KILA established 10 academic centres each specializing in subjects relevant to the advancement of LSGs. Each centre acts as a knowledge hub and is led by a faculty member who is responsible for advancing knowledge, information, research, policy (on a particular academic field) and collaboration with other agencies and the government. The aim is to empower the local governments to face the future needs and challenges arising from within their constituency through the development of innovative projects. The list of academic centres is available in Annexure 4. The academic centres allow faculty members to conduct in-depth studies, experiment with peer to peer learnings, demonstrate impact in LSGs, develop innovative projects, collaborate with national and international institutes, host internships and generate cross sectional dialogue on specific

issues. Innovative projects such as Child Friendly Governments, Understanding Gender Issues, SDGs, Environment, Climate Change and Biodiversity etc. in local governments are being supported by the academic centres at the LSG level. KILA provides technical assistance to develop and implement such innovative ideas and promotes action research.

e. Collaboration With Other Institutions

Apart from the GoK, various Union Ministries like Ministry of Panchayati Raj (MoPR), Ministry of Urban Development (MoUD), and Ministry of Rural Development (MoRD) have entered into partnership with KILA to support many of its programmes. The MoPR has declared KILA as the South Asian Association for Regional Cooperation (SAARC) Centre for training in decentralization and local governance. The material and non-material support from international agencies like UNICEF, UNDP, FAO, GIZ, Swiss Agency for Development and Cooperation (SDC), Sri Lanka Institute of Local Governance, Local Governance Initiative and Network (LoGIN Asia) have also provided KILA opportunities to be a pioneer in this sector and initiate many innovative projects at the Gram Panchayat level. KILA has also built excellent partnerships with governments of Bhutan and Bangladesh through the South-South partnership and the SAS. These partnerships have also helped KILA in creating new training kits and modules, upgrade its training infrastructure from time to time and provide support to build training and capacity building institutions in many parts of the world. KILA has also built relationships with the Panchayat Department, the Gram Panchayat Presidents Association, other LSG Associations and Kudambashree in Kerala.

3
THE PROCESS OF SOCIAL AUDIT FOR KILA

3.1OBJECTIVE & SCOPE OF SOCIAL AUDIT

a) To create and design the process of social audit of KILA so that it can be conducted at regular intervals and institutionalized in the coming years
b) To conduct the first social audit of KILA and create a draft social audit report
    i. To evaluate the achievements, performance and functioning of KILA and its newly merged institutions against its given mandates
    ii. To gain a stakeholder perspective of the social impact of KILA's trainings and other programs on its stakeholder group. How have lives improved?
    iii. To understand the current concerns and needs of KILA's diverse stakeholder community
c) To share the social audit report of KILA with a larger diverse stakeholder group to inform the public of its achievements, mandates, social impact, etc.

Scope of the Audit

The audit includes all the institutions which have recently been merged with KILA and is about the status, the journey and the impact of the institutions since they were launched. The focus is not on the financial aspect but about the mandates and functioning of the institutions.

3.2METHODOLOGY ADOPTED

The social audit for KILA was internally driven by the Director, who constituted a core committee of three experts for designing the guidelines for the process and to carry out the first social audit.The team consisted of Dr. S.S. Meenakshisundaram, Mr. T.G. Gangadharan and Ms. Sriparna Ganguly (brief profiles attached in Annexure 5). The guidelines for social audit have been prepared and the first audit has been undertaken over the past 12 months since July 2018 - July 2019. The Director and his team have supported the core committee.

The core committee accessed data from both primary and secondary sources. It has followed both the qualitative and quantitative methods of data collection, including creation of a checklist, field visits, conducting FGDs, in-depth interviews, semi structured interviews and administering a questionnaire to the stakeholder groups.

The committee at the outset undertook a stakeholder mapping and analysis to draw a sample for conducting consultations. 15 Focus Group Discussions and 11 interviews were conducted with different stakeholders. 22 Gram Panchayats (GPs) and 4 Urban Local Bodies (ULBs) of 10 districts of Kerala were involved in this process.

For the purpose of this audit, the responsibility of the randomized selection of representatives was left to the staff and faculty of KILA. The committee spoke to the current and two former Directors of KILA, and to Mr. Vijayanand former Secretary LSGD to understand the history of KILA, its mandates, achievements and challenges. The Committee perused several documents including the MoA, the annual reports and other publications to better understand the mandate.

The committee also made field visits to Trivandrum to meet with Government officials and state administration. It also visited Kottarakara to see the operations and meet with the functionaries of the newly merged SIRD and ETC. The schedule of activities followed by the core committee is given at Annexure 6.

3.2.1 Stakeholder Mapping and Analysis

Social audit requires the involvement of stakeholders of the organization. It is a process of getting feedback from diverse stakeholder groups on the activities undertaken and services delivered by the organization and their impact. Given its mandate of accelerating the socio-economic development of the state through strengthening LSGs, KILA has focused its trainings on empowering the elected representatives and officials of both rural and urban local self-governments i.e., the Gram Panchayats, the Block Panchayats, the Zilla Panchayats and the Municipalities. Hence, these form the primary stakeholder groups of KILA who directly benefit from the activities of KILA and whom KILA wants to impact. However, given its wide outreach, networked relationships, collaborations and the diverse support it receives, KILA impacts and benefits a vast range of other stakeholders. While finalizing the stakeholder groups, the core committee kept in view the importance of the stakeholders' role in achieving KILA's objectives. The core committee has also followed the principles of inclusivity, diversity and representation to ensure that no group remains excluded. Given below is a listing of all stakeholders of KILA:

Institutional	Individual
941 Gram Panchayats of Kerala 152 Block Panchayats 14 District Panchayats	22000 Elected Representatives at all levels in both GPs and Municipalities
87 Municipalities of Kerala 6 Municipal Corporations	MLAs
Directorates - Urban and Rural	MPs
State Planning Board, Kerala	Resource Persons / Extended Faculty of KILA
Local Government Associations: GPA, BPA, DPA, Chamber of Municipal Chairpersons, Mayor's Chamber	
NGOs in the State working on issues of decentralization and economic empowerment: Kerala Shastra Sahitya Parishad (KSSP)/ IRTC, Centre for Rural Management, Centre for Socio-Economic and Environmental Studies, Grameena Patana Kendra, Karakulam, Tvm	Planning Board Members
SIRDs of other states such as Maharashtra, Karnataka, Sikkim, West Bengal, etc.	LSG related officials
South Asian Countries - Bhutan, Nepal, Sri Lanka, Bangladesh, Afghanistan	KILA Directors (Former + Current)
Donors/ Other Collaborators such as UNICEF, UNDP, UNEP, World Bank, Swiss Agency for Development & Co-operation (SDC), GIZ, FAO	KILA Faculty and Staff

Ministry of Panchayati Raj, GOI	KILA Temporary/ contractual staff
Ministry of Rural Development, GOI	
National Institute of Rural Development (NIRD)	General Public - Neighborhood
Other Departments and Secretariats in Kerala such as Women & Child Development, Health, Education, Agriculture, Social Justice, Animal Husbandry, Fishery, SC&ST	
Other Institutes & Universities such as TISS, IRMA, Centre for Development Studies, IIT Mumbai, Mahatma Gandhi University, Kottayam, University of Calicut, Karnataka State Rural Development & Panchayati Raj University, Gadag	
KILA - Executive Committee/ General Council	
Newspapers & Media Houses	

3.2.2 Stakeholder Consultations

Stakeholders identified by KILA and the core committee were met in groups for consultative meetings. Each consultation hosted a group of not more than 20 participants. Meetings with different stakeholder groups were held at KILA. These meetings were participatory, and a safe space was created for representatives to freely share their perspectives on KILA's role, function and responsibilities. KILA's impact on their individual and collective, as well as their political lives was discussed. No KILA official

was present in these meetings. Focus Group Discussions, in-depth interviews as well as semi structured interviews were used to collect information. The respondents spoke freely on various indicators that had been decided by the core committee along with some contributions from the KILA Director and the KILA faculty. The perspectives of various stakeholders have been consolidated, analyzed and reported in the next chapter. Respondents have been selected from the following stakeholder groups:

a) ERs& Officials from both Rural and Urban Local Governments
b) Officials of GoK
c) Local Government Associations
d) Officials from Bhutan (KILA Trainees)
e) Representatives from Other Institutes and Universities
f) KILA Faculty, Staff, Extended Faculty, District Facilitators, Current and Former Directors
g) KILA Contractual Staff (SHGs) and neighborhood families

The list of stakeholders met by the core committee is available in Annexure 7.

3.2.3 Online Survey

To avoid respondent bias and to get a wider outreach, an online survey was also published on the KILA website to get an unbiased understanding of how stakeholders perceive various issues concerning KILA. For this, a questionnaire was developed by the core committee with inputs from experts. The sample questionnaire is available in Annexure 9. A total of 161 responses were received, of which 117 were from males and 44 from females. 12.5 % of the respondents were elected representatives, 50% were officials of LSGs and 37.5% of the responses were from the general public.

50% responses were from the OBC, SC & ST category. 80% of the respondents had participated in the trainings of which 80% had attended more than two trainings. The responses to the questionnaire have been consolidated, analyzed and reported in the next chapter.

3.2.4 Identifying KILA values and performance indicators for Social Audit

KILA has the mandate of facilitating and accelerating the socio-economic development of the State through strengthening the LSGIs. This would mean empowerment of LSGIs for better planning, better resource mobilization and better service delivery for improved quality of life for citizens. KILA does this through functional and technical trainings. KILA's trainings therefore need to be relevant, diverse and impart knowledge and at the same time be cost efficient, speedy and proactive. The impact of the trainings needs to be such that it meets the real need of the communities and the citizens in an effective and sustainable way. It is therefore important to list the values that KILA is expected to uphold, as they guide the activities and approach of KILA and provide a foundation for decisions around the types of trainings to be conducted, the kind of participants to be invited and the methodology that needs to be followed for the trainings etc. Performance indicators have been derived from these common set of values for stakeholders to measure KILA's overall social performance, its social responsibility and social benefits to the community.

KILA has been concerned with governance and decentralization processes for the last 30 years. Its vision, mission and program objectives have been focused around that. The social audit committee therefore selected good governance principles as its core values along with a few others specific to its aims and objectives to derive the performance indicators. These are listed below:

KILA Values	Performance Indicators
Improved quality of life for citizens	1. Improved access to BPL/MNREGS/ Disability Cards 2. Increased budget for innovative projects 3. Better water resources, health facilities etc. 4. Improved quality of life for women, children and the elderly 5. Improved ability for dialogue, negotiation and consensus driving skills amongst stakeholders
Responsive	1. Trainings respond to emerging needs of LSGs 2. KILA faculty and staff are helpful, supportive and easily accessible
Inclusive	1. Trainings are inclusive and equally attended by women, marginalized groups and disadvantaged. 2. Voices of women and other groups heard during consultations and they are part of decision-making processes 3. Special trainings/ policies for transgender groups 4. Faculty and staff of newly merged entities are included and part of academic and administrative decision-making processes.
Participatory	1. Resource persons are involved and contribute in the training module making process 2. Faculty is involved in the daily running of KILA 3. Participation of stakeholders as resource persons 4. Number of consultations, who participated, extent of participation, and simplification of procedures to ensure participation etc.

Proactive	1. Trainings are planned in advance and takes into account emerging needs 2. Instances of proactive measures taken by KILA, ERs 3. New thematic areas discussed with stakeholders in seminars, conferences, workshops
Transparent	1. Training calendar is shared by KILA in advance 2. Learning material and tools disseminated freely 3. Annual reports including financial reports are published and shared on time
Accountable	1. Number of reviews, result oriented redressal, ability to receive feedback and respond etc.
Ethical	1. KILA staff and faculty practice ethical standards and the procedures are legally compliant
High Quality	1. Trainings are of high quality and use latest methodologies 2. Faculty are experienced, academically networked, knowledgeable and use latest teaching methods 3. Faculty publish research papers based on field implementation 4. Staff ensure high quality of services such as infrastructure services, canteen and transportation services
Efficient/ Achieves targets	1. Training calendar is planned in advance 2. Training targets are achieved in a planned phased manner 3. Quality is not compromised to achieve targets 4. KILA is able to mobilize increased resources year on year

	5. Increase in thematic and functional areas in training workshops 6. Increase in staff and faculty 7. Inclusion of new stakeholders (eg. disaster response functionaries)
Empowerment of faculty and staff	1. Faculty and staff are treated with respect and dignity 2. They are empowered to take decisions and have autonomy to network outside of KILA 3. They have access to latest technology 4. Faculty and staff have access to information
Trust	1. Stakeholders trust KILA's actions, faculty and staff 2. KILA inspires a sense of belonging 3. KILA inspires a feeling of safety

4

PERFORMANCE, FUNCTIONING AND SOCIAL IMPACT OF KILA STAKEHOLDER PERCEPTIONS & ANALYSIS

When asked to describe one word that comes to mind when they think of KILA, majority of the respondents across all stakeholder groups said they thought of a training centre for panchayats and a feeling of home. This in short, sums up the essence of KILA as perceived by the stakeholders that the social audit committee reached out to. The picture below encompasses all the different words that stakeholders associate with KILA

One word that reminds them of KILA

PROGRESSIVE
ATMOSPHERE
QUALITY
TEACHER
BETTER THAN HOME
SAFE
SECURITY/SAFETY
GARDEN
NATURAL ATMOSPHERE

COOL ATMOSPHERE
SIMPLICITY
PANCHAYAT TRAINING CENTRE
PROUD
CARE
FRIEND
COMFORT
CONSIDERATE
NO TENSION
GOOD FOOD

CAMPUS BEAUTY
KNOWLEDGE
GOOD ACCOMODATION AND HALLS
SCHOOL
SATISFIED
HAPPY
A FEELING OF HOME
SENSE OF BELONGING

This chapter discusses and evaluates the performance, functioning and achievements of KILA and its newly merged organizations against its given mandates. It also consolidates the social impact of KILA's trainings on its

stakeholder groups and their current concerns and needs. This has been undertaken on the basis of the data collected from the stakeholder online survey, focus group discussions, in-depth and semi structured interviews, telephonic interviews, meetings and secondary sources on KILA such as the annual reports, website, training documents and the original MOU documents between KILA and the GoK.

85 percent of the respondents understand that KILA's primary goal is to empower and strengthen LSG institutions through training of elected representatives and officials in both rural and urban LSGs, so as to make them more effective and efficient for bringing positive changes at the local level and in the lives of the common person. Out of a total of 300 respondents, only 17 say that KILA's mandate is to advance grassroots level development and help LSGs implement innovative projects. Just 6 respondents think KILA's mandate is to also undertake research studies.

It has been argued in the previous chapter that KILA's objectives can only be met if its trainings empower the LSGs to impact and improve the lives of its citizens. In addition, it has been argued that in order to be successful at conducting trainings it needs to have a shared value system which will help maximize the effects. Keeping these parameters in view, stakeholder perceptions have been classified below under nine key topics to help us measure KILA's social performance, its social responsibility and social benefits.

4.1 KILA AS AN INSTITUTION

"I feel proud to be associated with KILA"

4.1.1 There is an immense sense of belonging and a sense of ownership of KILA amongst all stakeholders. Stakeholders say that they are proud

to be associated with KILA and feel a sense of homecoming every time they come for training. They have immense faith in KILA and strongly believe that KILA will always provide them with knowledge and practical skills. It is because of this that stakeholders return frequently for different kinds of training at KILA.

4.1.2 Stakeholders believe that KILA has grown immensely as an organization. KILA's annual budget in 2005 was hardly Rs 1.5 crores. This has increased substantially over the period and reached Rs 30 crores in the last few years. The number of national/international agencies supporting KILA with funding has also increased. Initially there were only four faculty members with minimum support staff. At present, with the merger of SIRD/ETCs, faculty members number 35 (including the Director and centre in charges); in addition, there are a large number of Extension Faculty and Associates/Consultants. KILA has also received the certificate of best performance and E-learning Award for its online Diploma course. The physical facilities too have increased over time. Though a state level institution, KILA has become a renowned institution at national and international levels.

4.1.3 Over the years there has been meteoric progress in the number of training programmes held, person days of trainings, breadth of training programmes, use of innovative methodologies and application of technology in trainings. The number of person days of trainings were less than 50,000 in early 2000s. This has increased to 2,00,000 in this decade and for a few years it reached as high as 2,20,000 person days of training. The target groups for training are large and hence KILA has its work cut out. Other academic activities such as action research, policy advice, help desk, publications, KILA

Journal, collaborations, etc. have also increased. KILA has been hable to establish itself due to its adherence to SAT Cycle, module-based trainings, a large cohort of trained extended faculty and resource people, quality and standards in trainings, massive coverage of trainings immediately after elections, certificate courses for elected representatives and online courses for officials, etc. This was possible only because of the committed team at KILA and timely and continuous support from the State Government. Because of KILA's strength and reputation, the State Government has merged other similar institutions [SIRD, ETCs, AHADS] with KILA and KILA has become even bigger.

4.1.4 KILA is, however, not at the forefront of the decentralization discourse and dialogue. Its identity as a champion, stems from its position as a training institute and the support it has garnered from the GoK. KILA has not built its own expertise in decentralization and LSGIs with evidence-based research and analysis. Stakeholders would like KILA to be a National Centre for Decentralization Training and Research.

4.2 CONTENT AND QUALITY OF TRAININGS

"KILA has been a guide for everything"

4.2.1 Training is KILA's key mandate. Almost all respondents have shared that trainings held by KILA are of excellent standard and the objective of learning gets achieved. They feel that the trainings include almost every aspect of governance. Gram Panchayat members have shared that the trainings are highly beneficial as it covers a large number of topics, and explains the structure and responsibilities of GPs, attached units and their functioning.

Respondents have also connected the learnings from the trainings to a higher level of self-development.

4.2.2 Stakeholders also felt that KILA is pro-active with thematic trainings. For example, when the floods occurred, KILA worked closely with the LSGIs on disaster management issues. This helped LSGIs to provide immediate support to communities and recover faster in a more organized manner. Similarly, KILA was prompt in rolling out trainings on Gram Panchayat Development Plan (GPDP). However, the experience and effectiveness of those trainings and on ground activities need to be shared with others.

4.2.3 Respondents feel that the demand for trainings is high, sometimes so high that KILA faculty and staff are unable to meet it. This has given rise to reliance on external trainers known as extension faculty, whose primary role is to conduct the trainings both in the main campus and the regional/ district centres. Respondents fear that reliance on external trainers or resource persons can lead to dilution in the quality of trainings.

Training Syllabus

4.2.4 Both trainees and other stakeholders have suggested that trainings should be restructured and refreshed for it to be even more effective. The training syllabus needs to be broadened to include new contemporary thematic areas such as waste management, right to information, spatial planning, disaster management, youth participation, GST and computer software. There are also demands for trainings on office & accounts management, performance management, monitoring and evaluation, etc. as most trainees feel that the basic criteria for recruitment of officials of LSG does not take

into account knowledge regarding office management or accounts. It is only with the learnings from KILA's trainings that they are able to perform their tasks efficiently at their respective LSGIs. Hence trainees have suggested more in-depth and refreshed trainings for each subject.

4.2.5 Trainees have also shared that while LSGD related training programs are effective, trainings on other related subjects are not enough in number and are not of high quality. They have expressed the need for trainings on behavior, culture and leadership and other areas of personal development - areas which would help them work on and improve their own self.

4.2.6 It was noted that KILA has developed its expertise on PRI and hence has a huge offering for PRI related trainings. At the same time, trainings for ULBs were new, and limited. It was felt that KILA lacked expertise in this area and needed to bring in experts to develop and offer diverse trainings on ULBs as urban structures are more complex and the issues are different to PRIs.

4.2.7 Respondents also suggested that there should be a separate vertical consisting of Faculty and Experts to design and implement trainings for National and International Training Programs.

Training Quality & Method

4.2.8 While one-third of the stakeholders appreciate the training methods, the balance two third stakeholders have suggested that the quality of the trainings could be improved for better results. Trainees feel that trainings need to be more interactive and activity oriented as that would impart more courage and confidence to the trainees. Respondents have expressed the need to follow a case study method

(as opposed to the classroom lecture method) and would like field visit and study tour components to be added to the trainings. Use of YouTube and learning videos could make learning fun and improve the energy within the classroom. The trainings need to be holistic and one session should automatically flow into another. Almost all trainees suggested the need to allocate time for experience sharing and discussions in trainings. Trainings could also include a session on vision building and preparation of an action plan which could help individual trainees to apply their learnings to their own context and needs in the GPs/ Municipalities. This would also help to kick start activities within LSGIs. It was also suggested that KILA should plan a horizontal learning process from one GP to another.

4.2.9 Stakeholders discussed the need for legal trainings for effective functioning of LSGIs. A lot of civil cases arise in GPs. They are not trained in this and therefore find it very difficult to navigate.

4.2.10 It was also strongly felt by several respondents that KILA should start regular online trainings and even online refresher trainings. This would allow trainings at the village level and give those who cannot travel a chance to learn different subjects.

4.2.11 Trainees would typically like to participate in trainings held in the first half of the financial year as it would leave the second part for activities.

4.2.12 Trainees hoped to get more handouts at the trainings.

Post-Trainings

4.2.13 Lack of post-training follow up is a critical limitation. Respondents felt that KILA faculty and resource persons should monitor the

impact of the trainings in the field. This would help understand which thematic and functional areas were more useful to the LSGs. They felt that this could be done by visiting Gram Panchayats, Municipalities, and participating in PRI and ULB Gram/Ward Sabha meetings. This would help the Faculty to learn, monitor, evaluate and distil the impact. The results could be published to advance peer to peer learning. The trainings could then be tweaked according to the needs of the people. The GP association and other associations have offered to facilitate this process post the trainings. Monitoring and Evaluation could perhaps be a separate wing in KILA and could be headed by an expert.

4.2.14 Diverse stakeholders say that there is a need to create cohorts who can collaborate, share experiences and implement common projects. These projects can be implemented at the village or municipality level. The faculty can lead these cohorts to ensure collaboration for best results.

Trainees

4.2.15 Both trainees and other stakeholders have commented on the composition and behavior of the trainees selected by KILA. They have shared the need to include the differently abled, the marginalized, and the youth in the current trainings as well as create trainings for politicians, block panchayat officials, Kudumbashree members and school children. They have also suggested the need to have joint trainings of officers and elected representatives, as it will help build relationships and respect for each other.

4.2.16 Another observation has been that trainees selected for a particular training often do not have the same level of experience. While some

are new, there are others who are far more mature in their journey in LSGIs. This makes both teaching and learning difficult in the classroom. Trainee cohorts could be created as per the tenure of the ERs and officials.

4.2.17 It has been observed that there are several ERs and officials who attend almost every training, sometimes too often. For eg. one stakeholder has attended 13 trainings in12 months and has received almost 40 days of training from KILA. At the same time, there are those who have not attended even one training offered by KILA. KILA needs to implement a system which automatically corrects this if it would like to achieve its objective of 'training for all' in Kerala.

4.2.18 Trainees have also commented on the lack of discipline, lack of active participation in the class and long training sessions each day.

4.2.19 Other observations from stakeholders have been that KILA should have a training plan for those who have been inducted in the middle of the term or through bye elections.

4.2.20 Trainees also felt that KILA should improve its communication systems so that trainees are given a notice of at least two weeks before the commencement of the trainings. This would give them an opportunity to complete their work before leaving their village to attend the trainings. Women too would find it more convenient as then they could organize back up support at home for looking after children and elderly parents.

4.3 PERFORMANCE OF FACULTY, STAFF & EXTENDED FACULTY

4.3.1 The faculty and staff play a critical role in ensuring performance of KILA. They are solely responsible for the content, training modules and methodologies, trainings, planning, logistics and for curating the entire experience of the trainees while at KILA. Online respondents were therefore asked to evaluate the Faculty and Staff of KILA against certain indicators. 160 respondents filled the online survey. Another 150 respondents participated in Focus Group Discussions (FGDs) and semi structured interviews.

4.3.2 An analysis of their responses indicates that 90 percent of the online stakeholders feel that the current KILA faculty is knowledgeable and 78 percent feel that they are up to date and possess current knowledge. In FGDs and semi structured interviews, while 50% of the respondents felt that the faculty members continue to be subject experts, the other 50% commented that KILA was no longer a learning organization as the faculties were churning out old knowledge and not developing contemporary knowledge. They felt that the Faculty needs to build its own capacities through exposure visits, participation in conferences, and research studies so that they can distill those learnings and bring it to the trainings. They also need to visit local governments and participate in gram sabhas in different parts of the state to monitor the impact of the trainings. The absence of such practical experiences in the field also results in their inability to improve the quality of training.

4.3.3 Almost all respondents across all stakeholder groups agree that there is an urgent need for increasing the number of full-time permanent faculty members. A three member faculty at the KILA main campus

is not sufficient to achieve the outcomes that KILA envisions for itself. The current faculty is overburdened and not in a position to contribute sufficiently in planning and implementing the capacity development program and therefore depend on trained resource persons who act as extension faculty. It was suggested that more experienced and knowledgeable Faculties be recruited.

4.3.4 The respondents strongly felt that the KILA Faculties are not recognized as champions of decentralization across India and the rest of the world, nor did they gather new evidence or thinking around the subject. Given their immersion and vast experience in local self- governments, each faculty should have become a well-known scholar in his or her field. Unfortunately, their reputation has now been restricted to KILA only. It was felt that this could possibly be the result of a lack of leadership amongst the faculty members who have not shown pro-activeness in stepping up their game. Their main focus till date has been on the preparation of modules and conducting the trainings.

4.3.5 Respondents have expressed that they would like to see a professional, dynamic and motivated faculty who can communicate well and make the classes interesting. In addition, subject and technical experts could be recruited to hold programs and trainings and to improve competence. However, around 80% of the online respondents felt that the KILA faculty and staff are democratic, transparent and responsible.

4.3.6 The faculty at SIRD and ETC Kottarakkara were found to be competent, interested, motivated, helpful and articulate. There are two women faculty members as well. The faculty is relatively

younger than their KILA main campus counterparts. They seemed pro-active and were willing to share their work in detail. The Anti Sexual Harassment Policy and the details of the Internal Complaints Committee were also well displayed in the office room.

4.3.7 Stakeholders felt that KILA should follow a gender and diversity protocol in the recruitment of its faculty.

Extension Faculty & District Coordinators

4.3.8 District coordinators & extension faculty play a critical role in taking KILA's trainings to the district level. They are pleased with their association with KILA and say that KILA Faculty makes efforts to keep them updated, inspired and motivated through published documents, regular meetings and by solving their problems. They also attend gram sabhas and panchayat meetings to stay abreast with changes at the local level.

4.3.9 They are elated at the lack of hierarchy in KILA and make special mention that the Director knows them by name and even praises them individually.

4.3.10 However, they feel that their honorarium is meagre and has not been increased in the recent past. They would also like exposure visits to other states/ districts.

4.3.11 Respondents say that district coordinators and resource people are essentially retired engineers and schoolteachers. While they teach well, their on-ground knowledge remains outdated and limited. It was felt that there was an urgent need to improve the quality of the resource persons, especially as they were trainers. According to them trainers should be qualified, dynamic, professional, knowledgeable

and provide motivation. It was suggested that younger professionals are recruited as District Facilitators and Extension Faculty as they will be able to connect better with the trainees and provide energy amongst the participants.

4.3.12 Stakeholders have unanimously and repeatedly suggested that elected representatives, elected women representatives and former and current LSG employees be selected as resource persons as they have a better understanding of the reality and challenges at the LSG level. When asked if they could be a resource person at KILA, 75% of the respondents feel that they can be resource persons. Respondents say that they would like to be resource persons as they feel it is important to share their successes with others. While some acknowledge that they have built their knowledge from KILA trainings, others say that they have taken the learnings from the trainings and implemented it successfully in their LSGs.

Guest Faculty

4.3.13 It was observed that there was no diversity in the Guest Faculty who are invited to take certain sessions during trainings. The same prominent (several of whom are retired) people are invited every time. KILA may wish to broaden and diversify the list of guest faculty.

Staff

4.3.14 Over 80% of the respondents felt that the KILA Staff are helpful, supportive,responsive and responsible. The present staff are loyal to KILA and several of them have been there since 2000. The staff in general felt that the quality of life was good in KILA. Unlike earlier years, they were no longer worried about their salaries as they are

paid regularly on time every month. They have access to the KILA canteen at a heavily subsidized rate and a few of them also have access to staff quarters.

4.3.15 However, the staff does not feel motivated and say that the environment is not dynamic. There are a number of problems. A large number of them are contractual workers and are on daily wages and some have been so for more than 13 years. This means that they are not entitled to any social security benefits and also do not get any paid leave or maternity benefits.

4.3.16 They have suggested that KILA stops hiring people who come through political connections. Also, appointments are slow and there are no social security benefits. There is lack of discipline and punctuality.

4.3.17 The staff have pointed out that there is no opportunity for growth and nor is there any job rotation. This leads to demotivation. In addition, there are several members who do not pull their weight.

4.3.18 There are several vacancies. Currently, there is no trained Front Office person. It was pointed out that while legally there should be 3 electrical officers, currently there were only two.

4.3.19 KILA staff felt that there were very few training coordinators and functioning of KILA would improve considerably if more staff were recruited at that level. They feel that the staff numbers have not increased in line with the increase in the number of trainings conducted in the last few years.

4.3.20 They have also suggested that systems of communication & co-ordination between the faculty and the staff need to improve. The HR and other systems are weak and need improvement.

Women As Faculty, Extension Faculty And Staff

4.3.21 It was noted with concern the lack of gender balance at KILA. There are no senior women faculty members in the main campus. With the merger of the other campuses, it is only now that KILA has associate professors who are women. Also, there are very few women who are District Coordinators or Extension Faculty Members. Similarly, there are no women in the top management in decision making positions at KILA. Out of the total 35 faculty members in all centres, 12 are female. Among 101 of other team members, only 38 are female. Out of the 109 Administrative staff (2017-18), women staff amount to 35 only.

4.3.22 It has been suggested that KILA needs to hire more women at senior decision-making positions to close the gender gap that it faces today. Women trainers need to be developed not just for trainings on gender but on other subjects as well.

4.4 KILA AS A CENTRE FOR INNOVATION

4.4.1 The stakeholders clearly demand innovation from KILA. While KILA has established 10 different academic centres such as gender schools, SDGs, climate change, etc., stakeholders would like to see an innovation or incubation centre, which would act as a pilot for new thematic areas which could then be integrated into trainings for ERs and officials of LSGIs. It was suggested that working models for kitchen gardens, waste management, soil and water conservation, solar power, etc. be developed in each of the five campuses of KILA.

4.4.2 Stakeholders also suggested that new thematic areas in urban development such as building of malls, civil works, urban planning etc. could be piloted as new projects in the innovation centre. The insights could then be integrated into trainings.

4.5 COLLABORATION WITH OTHER INSTITUTIONS

4.5.1 Stakeholders have reiterated the need for KILA to build partnerships with other institutions both within Kerala and outside. The partnership model is important for building contemporary knowledge, to increase research based work and in building alliances for influencing the government with a unified voice.

4.5.2 It was felt that collaborations will also bring in new knowledge, new resource people for thematic and technical trainings and an academic rigor in research projects.

4.5.3 It was suggested that KILA should develop a partnership model for technical support in areas such as Agriculture, Climate, Gender and Finance.

4.5.4 Most institutions that the core committee members met with have said that their relationship with KILA has improved in the recent past. They are proud of their association and feel that KILA brings grassroots experience, insights and impact to the table and hence is able to play a critical role in driving the agenda of decentralization and local governance together with them. In addition, KILA has supported them in conducting trainings and research.

4.5.5 The Gram Panchayat Association in Kerala feels that KILA Faculty should visit LSGIs and learn different models created by them and help them to improve their developmental experiments.

4.5.6 The LSG department feels that KILA should submit an increased number of proposals for funding assistance and tap more financial and other support from the government.

4.5.7 It was also suggested that KILA should play a critical role in orienting other institutions in Kerala on decentralization and help them to evaluate their programs with a decentralization lens.

4.6 RESEARCH AND PUBLICATION

4.6.1 Almost all respondent groups felt that KILA had not been successful in achieving this mandate. Many were not aware of KILA's action research projects on the ground. They felt that both research and its dissemination were not up to the standard.

4.6.2 KILA should give more importance to research and be a think tank for all matters concerning local governments. For its policy work, KILA should adopt the best practice method and experiment more on the ground. Many suggested that KILA should use select GPs and Municipalities as research centres and it should invest more time and money for various research projects related to local governance. This will help them to design and draft better guidelines and policy and influence the government on issues of local governments, especially if the faculty has hands on knowledge and experience of urban, rural and block local institutions.

4.6.3 Documentation, publication and dissemination was another weak area for KILA. While a huge number of documents are published every year, currently the documentation of best practices and publications are done on a rather adhoc basis. There is no listing of documents published yearly and there is no dissemination plan.

Respondents felt that documentation, publishing and dissemination needs to be integrated into the KILA annual planning process.

4.6.4 Similarly, it was felt that the quality of handbooks published by KILA needs to improve and be more contemporary.

4.6.5 It was suggested that a separate vertical for Research and Documentation, headed by a research coordinator, should be put in place. The coordinator can then work closely with the faculty to grow the outcomes from this vertical. This would also assure that the insights from research are integrated back into the training programs.

4.7 IMPROVING QUALITY OF LIFE FOR CITIZENS

"I was totally ignorant, there was no one to guide me when I joined the office. I learnt many things at KILA. I found it very useful"

4.7.1 One of KILA's biggest objectives is to improve the quality of life for citizens through effective functioning of the LSGs. All its efforts are targeted to achieve this goal and to ensure that every activity leads to this social impact. This section therefore comprises two parts: the first deals with individual empowerment of the trainee and the second deals with his/her acts of leadership to impact and improve the lives of citizens, both based on responses received online as well as during FGDs and semi structured interviews.

Individual Empowerment:

4.7.2 60% of the respondents have claimed that KILA's trainings have improved their leadership capabilities. They can now communicate better and have higher levels of confidence. They believe that they can speak to the District Collector with confidence and can also

express their opinion without fear. They can also now face and respond to difficult situations on their own. Exposure visits to different GPs/ Districts and even to other states were critical in increasing their levels of confidence. Almost 66% have responded that the trainings have improved their ability to participate in the Gram Sabha, GP meetings and have also increased their ability to contact other local governments. A similar 66% of the respondents now understand the LSGIs better and his/her knowledge of the administrative and financial processes, and government policies and orders has improved. A vast majority of the respondents have said that their ability to conduct participatory planning and implement development projects have improved post trainings at KILA. They are now able to negotiate better for higher budgets. Individual development of the trainees has been a key outcome of the KILA trainings.

4.7.3 Respondents were able to recollect at least 35 different trainings offered by KILA. Trainings on PRI and Municipality functions and responsibilities were the most favorite, followed by trainings on decentralized participatory planning & budget and women's empowerment & gender budgeting.

4.7.4 Majority of the respondents say that diverse training programs at KILA have opened their minds to possibilities that they would never have thought of on their own. Trainings on gender, women & child welfare, and other such thematic areas have opened their minds to different activities that can be implemented in LSGIs. Respondents say that once they understand the need, they are able to expand the basket of initiatives under each subject. They give credit to KILA and say that it has been a guide for everything.

4.7.5 At the same time, there were a few respondents who were not aware of the number of attached offices present in a typical GP.

Impact On Lives Of Citizens In The Constituency:

"KILA helped us showcase how development works can be effectively implemented in social partnership"

4.7.6 An overwhelming 82.5 % of the respondents have said that the trainings have helped them to improve the governance system within the LSGI. Relationships have improved and the participatory planning process has helped them in developing & implementing better projects, building infrastructure and improving services. Also, the planning process has helped them in accessing higher budgets from the government.

4.7.7 75% of the respondents have said that they have used their learnings from the trainings in helping people avail their BPL cards, disability cards, as well as other entitlements such as widow pension and old age pension.

4.7.8 Common citizens interviewed say that in many of the villages the quality of life has improved for women, children and the elderly. KILA has helped GPs develop women friendly, child friendly and elder friendly projects which have had huge success in providing services and improving facilities such as water and health facilities for these target groups. Special focus is now being given to raise their status in the society.

4.7.9 In addition, citizens say that schools, health facilities, water and sanitation and overall living standards have improved as the ERs and the LSG officials learn new things at KILA trainings.

4.7.10 Trainees have said that post trainings, they are now aware that their work in the LSGs must impact the marginalized groups, especially the vulnerable.

4.8 UTILIZATION OF INFRASTRUCTURE

4.8.1 Almost all respondents who participated in the social audit process say that the beautiful campus and good accommodation facilities play a huge role in enabling their learning at the trainings that they participate in. The campus is well maintained with proper security and the living quarters are clean and hygienic. At the same time, they have suggested that the campus and the living quarters be modernized and upgraded with state of art facilities and the number of guest houses be increased.

4.8.2 The trainees and staff spoke highly of the food served at the KILA canteen. The canteen serves morning tea, three meals (breakfast, lunch and dinner) and tea/coffee with snacks twice a day in between the meals. The meals are based on a weekly menu which is elaborate and substantial. The canteen itself is clean and the SHG women servicing it are cheerful and helpful.

4.8.3 KILA has a staff of 50-60 people who eat regularly at a subsidized rate of INR 35 per day which includes all three meals - breakfast, lunch and dinner. Payment to SHG for the running of the canteen depends on the number of trainees. The current rate is INR 215 per day per participant. On a good day, a maximum of 400 participants eat in the canteen. However, in the months when trainings are scattered and sporadic, especially during festival months and election time, the SHG earns very little. According to the SHG members, they are barely managing to pay their members as the

prices of raw material have gone up and the per- participant rate has not been increased by KILA since 1st July 2018. It was felt that the canteen rates for faculty, staff and trainees needed to be increased.

4.8.4 Respondents were aware of KILA's state of the art library. However, all respondent groups felt that they do not adequately use the library but should access it more. They also find the trainings offered at KILA does not require them to do any particular library based research. Earlier, the library was open during office hours, and trainees could not access it as it conflicted with training timings. However, this has been rectified and the library is now open till late in the evening.

4.8.5 While some have praised the 'Help Desk' put in place by KILA for elected representatives and officials of LSGIs to clear their doubts post training and called it a 'boon', several have suggested that the 'Help Desk' needs to be equipped to clear administrative and accounting doubts of LSGI functionaries.

4.8.6 Respondents say that KILA needs to follow up and continuously monitor the use of its office systems. Management needs to facilitate the adoption of the 'paperless office' concept.

4.9 ADMINISTRATION, GOVERNANCE & CULTURE

4.9.1 KILA witnessed maximum growth in the last decade. This has been possible due to the unstinting efforts of the faculty, staff and its Directors. The team is committed, loyal and proud of building the legacy of the organization. Attrition is low and majority of the Faculty and Staff have stayed with the institution for over two decades. Internally, staff members feel like a family. Respondents say that there have been many positive changes at KILA. While KILA

was an institution of repute in Kerala, there were not too many partnerships and interactions with institutions from outside the state. This has changed in the last few years. KILA has become more accessible to institutions across the country and even the world.

4.9.2 More than 70% of the respondents believe that KILA is an autonomous institution but has strong linkages to GoK. It can take its own decisions with regard to trainings, consultancy and research and need not take any government approval for the same. KILA is, therefore, academically autonomous and can also raise its own funds from outside. However, administratively it is not autonomous - they follow Kerala State rules and creation of any post has to be approved by the government. KILA's executive council members are also from within the government and the bureaucracy. In the present system, even though contributions from the EC and GC members of KILA in planning and implementing training programmes are negligible, interventions of the executive council sometimes create delays and adhocism in the implementation of the programs. As such KILA is unable to function as a self-governed institution.

4.9.3 The respondents felt that the Director of KILA should have the freedom to implement day-to-day activities. Once the annual budget is approved, the Director should be free to undertake any expenditure within the budget. In addition, when the Director is politically appointed, he/she may have to sometimes align with unreasonable demands of the government. This may lead to disagreements between the Director and Faculty, and also lead to politics, nitpicking, and differences between faculty and staff.

4.9.4 Respondents mention that while KILA has a culture of collective working, the Director does have huge decision making and financial powers within KILA. He/she can transfer faculty and staff and raise and approve financial expenditure. The downside to this is that every decision requires the sanction and approval of the Director, which many a time may lead to adhocism in decision making and trainings. The faculty and staff feel that there is an urgent need to decentralize and delegate powers within KILA. This will improve the efficiency of the Director and also groom the second line of leadership to take more ownership of the institute.

4.9.5 Faculty needs more academic autonomy and authority to bring in creativity and improve the quality of the programs. The staff needs to be given more responsibility and ownership of work. Constant interventions from the top management on operational matters lead to inefficiency, a lack of ownership and interference from other departments. Professionalism should be incentivized. The concept of responsibility centres should be put back. A system to ensure internal checks and balances needs to be put in place. Also, there is a feeling among respondents that inefficiency is being encouraged and the efficient get taxed. Currently, there are no exclusive platforms for faculty members to air their views such as a Program Committee, administrative committee etc. Also, there is no representation of the faculty members in the EC or the GC.

4.9.6 The impressive growth of KILA has resulted in several administrative problems. Both external and internal respondents feel that there is much scope and need for improvement in its institutional governance if KILA is to emerge as a Centre of Excellence. It needs to follow a decentralized and participatory

governance approach. Currently the internal accountability and transparency systems are weak, there is subjectivity in decision making and management systems put in place are not fully functional. KILA should also implement the very same systems that it trains and equips LSGIs with, such as the Total Quality Management Initiative, the ISO initiative, etc.

4.9.7 The merger of the three ETCs, SIRD and AHADS with KILA has had a positive impact on the faculty and staff of these organizations. They believe that the merger will provide them with wider exposure, an opportunity to learn and improve and the ability to include new thematic areas such as SDGs and Disaster preparedness. The respondents feel that there should be only one institute for training on local governance in Kerala, but at the same time the training itself should be decentralized. This has now been done. With KILA's support they can adopt the principle of 'Training for All' which will result in increased trainings and higher campus occupancy. Officials are positive that they will have a better ability to ask KILA for increased budget. However, they are also aware that their autonomy has been curtailed, there will be no financial authority and that they will now need to compete with other KILA faculty members.

4.9.8 Post the merger, both academic and non-academic staff of SIRD now report to the KILA Director, but the ETCs are independent institutions. While the academic staff of ETCs report to KILA, the administrative staff reports to the government. The merger process is not yet complete as the land and assets are yet to be transferred to KILA.

Culture

"Families are relaxed when we come to KILA for trainings. KILA is very safe"

4.9.9 Culture is always a complex issue in every organization. It is a set of beliefs that drive employee behavior. It also influences its external stakeholders. How then do we get everyone in the organization to have a shared set of assumptions, values, beliefs and behaviours? To a large extent, KILA has got this correct.

4.9.10 100% of the respondents from all stakeholder groups talk about how KILA provides a family-like atmosphere and they feel relaxed when they come to KILA. Trainees say that they are treated with respect. There is a sense of belonging and they are happy to come to the main campus for trainings. In fact, many have said that they prefer trainings at the main campus over district level trainings.

4.9.11 When asked the question 'what was KILA's reaction when you approached them for help', almost 80% of the respondents said that KILA was supportive and helpful while only 3% said that they did not receive any help from KILA when they asked for it.

4.9.12 KILA's trainees and staff are of mixed religious identities. More than 50% of trainees are women. While there are no women amongst the senior staff, 34 % among the faculty members, 32%among the administrative staff and 38 % among contractual and temporary staff are women.

4.9.13 Overall engagement level of employees is high. There is a sense of being a collective and hence there is ownership of the work that they

do and that of KILA. This is despite the lack of growth opportunities as has been mentioned earlier.

4.9.14 Trust features are very high amongst KILA stakeholders. KILA staff including temporary staff have said that their families feel relaxed when they come to KILA to work. There is job security and at the same time there is a progressive atmosphere in KILA. They feel that KILA provides them the opportunity to meet and interact with different kinds of people. They are treated with dignity and respect, and people speak nicely to them. There is a strongly held belief that KILA will help them in desperate times.

4.9.15 The women trainees have commented specifically on the heightened sense of security and safety within the KILA campus. Discussions with respondents reveal that this has more to do with the culture of KILA than with the presence of security personnel. They have never faced a bad situation on campus. They too talk of a sense of belonging to KILA and how they feel that 'it is better than home'. KILA could, however, take into account certain issues women trainees face such as the need for a crèche on the campus, accommodation for nannies and escorts, etc. and make necessary arrangements to provide these facilities.

4.9.16 100% of the stakeholders have said that KILA has improved their knowledge, lifestyle, capability and the freedom to choose their work.

5
RECOMMENDATIONS

At the outset we place on record the overwhelming response of the stakeholders who believe that KILA has been able to substantially meet the objectives for which it was set up. KILA has positioned itself as a centre of excellence in decentralization. However, the future of KILA lies in its ability to be a thought leader in the field of decentralization.

Based on the stakeholder perceptions regarding the performance, functioning and social impact of KILA, the core committee would like to make the following recommendations so as to enhance the performance of KILA and accelerate the socio-economic development of Kerala through strengthening of LSGIs. The committee also urges KILA to take note and effect necessary changes as soon as possible. That will help KILA to achieve its social objectives at full potential and be socially useful to its beneficiaries.

5.1 OPTIMIZING THE ORGANIZATIONAL STRUCTURE

As discussed, KILA now has 6 centres. They fall into two categories. While three centres are totally owned and managed by KILA, it has only academic control over the other three centres ie., the erstwhile ETCs. Absence of physical and administrative control may affect the freedom to organize academic activities, adversely impact the faculty network and create a culture of indiscipline among the faculty and staff. KILA management should take this up with LSGD and ensure that all the centres are brought fully under the academic, administrative and physical control of KILA.

5.2 FUNCTIONAL FREEDOM TO DIRECTOR OF KILA

The General Council and Executive Committee are the decision-making bodies for running KILA. However, in the present system of governance, the Director has to go through several administrative channels to get the decisions taken by the EC implemented. This needs to be streamlined. Since the EC consists largely of the State Government officials, the Director should be empowered by GoK to implement the decisions taken by the EC and report the action taken in the next meeting of the EC.

5.3 INCLUSION OF FACULTY MEMBERS IN THE EXECUTIVE COMMITTEE

To ensure continuity, it is recommended that a faculty member be invited to participate in the Executive Committee meetings of KILA. Since the Director of KILA usually does not have a long tenure, inclusion of a faculty member as a special invitee will help in providing continuity and ensure institutional memory for decision making purposes. It is suggested that one representative from the permanent faculty may be nominated by the EC for inclusion as a special invitee to the EC meetings. Such nominations can be on a rotation basis for a period of about three years or until the retirement of that faculty, whichever is earlier.

5.4 ADMINISTRATIVE SUPPORT TO DIRECTOR

We notice that the Director is overburdened with a lot of administrative work including attending meetings at short notice in Thiruvananthapuram. To ensure that he spends substantial time in supervising the core activities at KILA, it is desirable to have the support of a Deputy Director who has good knowledge of LSGIs and who can share the burden of administration and attending meetings. Though such a position is available on paper even now, it has not yet been filled and utilized.

5.5 BETTER UTILIZATION OF HUMAN RESOURCE AVAILABLE IN KILA CENTRES

KILA's faculty strength has now gone up with the addition of five more units in different parts of the State. Proper coordination among the faculty working in different centres is essential to get the best out of them. One way is to involve them in the preparation of the training calendar at the beginning of the year and follow it up with quarterly review meetings to assess the progress and identify the problems, if any. These meetings can be held in different centres during the year so as to generate a sense of unity and camaraderie among the faculty members.

5.6 IMPROVING CONTENT AND QUALITY OF TRAININGS AND ASSIGNING EXPERIENCED TRAINERS

KILA's capacity building program needs several changes. Since KILA's key mandate is training LSGI elected representatives and functionaries, it is recommended that KILA specifically focus on improving content and quality of the trainings. They should be restructured and refreshed periodically. Every training module should include a session on vision building and making action plans. This would help in accelerating impact at the grassroot level. Training modules need to be written only after conducting a rigorous needs assessment. All training modules should also be peer reviewed prior to its use in a training program. This process should be made mandatory.

In addition, there is a demand to include contemporary thematic areas such as waste management, watershed-based development, right to information, development of technology and its use in LSGIs, spatial planning, disaster management, youth participation, GST and computer software. There is also demand for trainings on office & accounts management, performance

management, monitoring and evaluation, etc. as most trainees feel that the basic criteria for recruitment of officials of LSG does not take into account knowledge regarding office management or accounts. Syllabus should also include trainings on leadership, behavior and attitudes as mentioned in para 4.2.4.

It is also recommended that KILA launches a citizen education program after undertaking an appropriate need-based assessment. Conducting demand-based trainings for NGOs, academia, journalists and government officers from other states will also help KILA develop expertise in several new areas amongst their faculty.

Since the Government of Kerala has merged five departments i.e., Panchayati Raj and Rural Department, Department of Urban Affairs, Department of Statistics, Department of Town and Country Planning and the Local Government Engineering Division, a common cadre of officials is being developed. They will now all come under one Ministry (LSGD). It is therefore important for KILA to build this 'integration' into its training programs as well. Functionaries of specific departments should be able to now understand the role and responsibilities of the functionaries of other departments as well. KILA needs to build this approach into its capacity building programs for every thematic and technical training it undertakes.

Furthermore, a cadre of experienced trainers can be created so as to not burden the faculty with continuous trainings. All sessions should also be more interactive and activity oriented and follow the case study method as mentioned in para 4.2.7.

A concurrent feedback system needs to be developed so that feedback from trainees can be accessed on a real time basis. Feedback based corrections

should be made in the trainings at regular intervals and a system should be developed to ensure and evaluate the same.

5.7 FACULTY IMPROVEMENT - BY NUMBER AND ENRICHMENT

In no other training institution do we see the type of faculty system now practiced in KILA - the official faculty being extremely small and the extension faculty team of resource persons doing the big chunk of training and actual dissemination. The quality of trainings need to improve, the training syllabus needs to be restructured and refreshed, and trainings should be made more interactive and visual. To achieve this, the number of institutional faculty members need to be increased. Only then can the faculty go beyond the current function of module making to meet these requirements. It would be desirable for KILA to apportion the time spent by faculty on research, publishing, creation of modules and training. An annual performance appraisal system (both self and peer appraisal) for the faculty needs to be put in place to ensure transparency and accountability in the conduct of the programs. Faculty performance should be linked to trainee feedback, action research undertaken annually as well as innovation. Appraisal can be undertaken in the format of presentations and peer reviews. The outcome of the appraisal may be reported to the EC by the Director at the earliest opportunity. In addition, KILA needs to organize for continuous enrichment of all faculty members.

5.8 IMPROVING THE SERVICES RENDERED BY THE EXTERNAL RESOURCE PERSONS

While the services currently rendered by the extension faculty and the district coordinators seem to be generally satisfactory, there is certainly a need to revamp the process of recruiting them and building their capacities

to ensure that they remain up to date with the latest developments in the LSG sector. To start with, KILA may identify resource persons who have outlived their utility and remove them from the list. To fill up the resultant vacancies, KILA faculty should identify suitable persons particularly from the category of former GP Presidents/ members, retired GP Secretaries/ other functionaries who are well versed with the LSG systems. Once the selection is made, a brief orientation program can be organized for them at KILA main campus clearly delineating and explaining to them their roles. It is also a good idea to have an annual get together of all the external resource persons in the KILA campus so as to develop a sense of camaraderie and ownership among them. In addition, KILA may organize for continuous enrichment of all extension faculty members. KILA may also wish to develop a volunteer group who are experts in specific fields and are willing to undertake specific training sessions.

5.9 ENSURING GENDER BALANCE

It is recommended that KILA should focus on closing the current gender gap and recruit women at senior decision-making positions within the organization and task them with diverse responsibilities i.e., not just with gender related subjects but with other subjects as well.

5.10 BALANCING RURAL AND URBAN CONCERNS

KILA has been organizing training programmes both for rural as well as urban LSGs. Trainings for urban LSGs must be strengthened. There is a visible imbalance between focus on rural and urban concerns. Currently, trainings for ULBs are limited. There are many specific areas which are relevant only to urban governments and KILA has to give importance to the design and content of trainings on these areas. KILA itself needs to gain expertise in ULBs and may need to bring in experts to develop and offer diverse trainings on ULBs as urban structures are more complex and the

issues are different. For this, KILA may collaborate with other institutions in the state.

5.11 DECENTRALIZING TRAININGS TO THE LOCAL LEVEL

The universal connectivity established in local governments in Kerala provides a conducive atmosphere for decentralized training programmes. KILA should design and implement weekly online trainings with fixed timings, so as to reach out to the target group in their own place of work. This will help to reduce transmission loss and monetary expenditure and increase the quality of trainings. It will also be useful in targeting the differently abled ERs and those who have never undertaken any previous KILA training.

5.12 MONITORING POST TRAINING IMPACTS

KILA is imparting a large number of trainings for elected representatives and officials, which may be the largest by quantum in the whole country. However, there is no record or assessment of what happens in the field after the training, how far the learning is implemented and transferred on the ground by the elected representatives or functionaries and what impact it makes on the lives of people. For this, a system of post-training monitoring should be put in place and corrective measures taken. This could involve field visits to Gram Panchayats, Municipalities and participating in Gram Sabha and Ward Sabha meetings. Faculty could take the support of the GP association and other associations to facilitate this process post the trainings. Making monitoring a part of the training itself could be one such way. A session on vision building along with making action plans included in the trainings can be used to create cohorts who can collaborate, share experiences and implement common projects at the village or municipality

level. The faculty can lead these cohorts to ensure collaboration for best results and assess them for impact.

5.13 DEVELOPING MODEL LSGIS AND ADVANCING RESEARCH

Several innovative ideas are possible in decentralized development. They can be tried out in the field for standardization and extension. KILA should identify LSGIs willing to take up such tasks, support them and disseminate the results to other LSGs. Model LSGIs developed in and around the main campus can be used for field visits as part of the training module. This will ensure peer to peer learning; the learnings could be integrated into future trainings and most essentially, it will set KILA at the forefront of the decentralization dialogue. Similarly, KILA should give importance to local action research by identifying LSGIs and the specific problems they face. KILA should take up a substantial number of action research projects every year. This could be done in collaboration with both rural and urban bodies and other academic institutions. Such action would also lead to the formulation of case studies which can then be further used in the training programmes.

5.14 DOCUMENTING NOTABLE DEVELOPMENT EXPERIENCES AND EXPERIMENTS

Experiments on decentralization are going on throughout the country and the world. These best practices are worth documenting. For this, KILA should increase its collaborations with other institutions across India and develop a system to document such experiences. A repository of such experiences and best practices will increase KILA's knowledge base and can be useful for developing training programmes and peer group training not just at KILA but also in other similar institutes across the country.

5.15 ENHANCING THE QUALITY OF PUBLICATIONS

The quality of publications speaks of the academic excellence of an institution. As mentioned in para 4.6.3, this is a weak area for KILA. It therefore needs to focus on bringing out high quality research publications on an annual basis.

5.16 STRENGTHENING THE SOUTH ASIA SCHOOL OF LOCAL GOVERNANCE & DOCUMENTING THE DEVELOPMENTS IN ASEAN COUNTRIES

KILA currently has MOUs with many ASEAN member nations for capacity building for ERs and officials under the South Asia School of Local Governance (SASLG). However, the activities of SASLG need to be strengthened so as to remain relevant in the coming years. Towards this, there is an urgent need to have dedicated resource persons who can study and document latest developments in the decentralization sector in different South Asian countries. Keeping a database on current laws, policies, structure, roles & responsibilities etc. as well as updating information on bureaucratic and political developments in these countries is necessary for enhancing the authenticity and quality of the capacity building programs. For this a country-wise knowledge hub may be created. A faculty group within KILA should be constituted to undertake this responsibility and follow up on the developments.

5.17 ENHANCING THE UTILITY OF LIBRARY

KILA has an excellent library, with a good collection of books and documents on development in general and decentralization in particular. But the library is admittedly underutilized, by trainees, staff and faculty. This needs to change, and the library needs to be developed as a knowledge hub. Following measures may be considered to alter the situation:

a) Digitize the whole library and link it with other well-known libraries
b) Increase the number of Malayalam books
c) Include sessions for library-based assignments in trainings
d) Open a separate section in the library for the local community including families staying in the hostel.

5.18 DETERMINING THE COSTS PAYABLE TO SHG GROUPS RUNNING THE CANTEEN

The KILA canteen in the main campus run by SHG groups is operating on food rates fixed several years back. They are also paid only when trainings are conducted on the campus. The food served by them is nutritious, tasty and hygienic. The canteen is therefore running at a loss and the SHG group is not able to meet costs at current prices. KILA should either increase the rates payable to them or might consider paying for a fixed minimum number of participants in the months when the training programmes are minimal.

5.19 STRENGTHEN ACCOUNTABILITY SYSTEMS WITHIN KILA

Sudden growth of KILA has left it with several administrative problems. Lack of sufficient numbers of faculty and staff has also led to weakening of the processes sometimes leading to subjectivity in decision making. KILA should correct this, and put in place effective management systems, clearly allocating the functions and responsibilities of the staff and the supervisors so that they are held accountable. Proper work allocation of the administrative staff along with six monthly and an annual appraisal system is the key to strengthening accountability. At the time of writing this report, KILA has already put in place a 1) KILA Accounting Guideline 2) KILA Staff Grievance Redressal Committee and 3) Restructured Existing

Committees. Manuals and office orders for the same are now available with the Director of KILA. They need to be strictly implemented.

5.20 DEVELOPMENT AND UTILIZATION OF AHADS AS AN INTERNATIONAL INSTITUTE FOR SOCIAL JUSTICE

It is recommended that AHADS is developed as an international institute for social justice. Since Article 243G of the Constitution of India holds the Panchayati Raj Institutions primarily responsible for the economic development and social justice, it is appropriate for KILA to have a capacity building cum research program exclusively focused on social justice and AHADS can be the most suitable place to host it. Among the new centres merged with KILA, AHADS occupies a special position in as much as it is expected to cater to the needs of the Tribal and Adivasi population and also specialize in participatory natural resources management. Unfortunately, the infrastructure available with AHADS remains under-utilized even now. KILA will have to first conduct an audit of the existing facilities at AHADS and also prepare a plan for their utilization to meet the needs of the local people. KILA should develop a plan to achieve this goal.

6
SOCIAL AUDIT ASSEMBLY

The Social Audit Assembly was held on October 1, 2020 in which the core committee presented the findings and recommendations to diverse stakeholders and recorded their suggestions and comments. The Social Audit Assembly which was supposed to be in the first quarter of 2020 due to the Covid-19 lockdown was delayed and the committee, with KILA's support, was finally able to report to the stakeholders through the medium of the online platform.

About 150 people, representing different stakeholder groups - officials and elected representatives from State and Central Ministries, National Institute of Rural Development and Panchayati Raj (NIRDPR), Municipalities, Districts and Gram Panchayats; eminent personalities in the field of Panchayati Raj and Decentralization; academicians and others attended the event through zoom online conference facility and through live streaming on family. A soft copy of the draft report had been circulated to each invitee earlier. A short list of participants is attached in Annexure 8.

The assembly started at 10 am on 1st October with a formal welcome by Ms. Sarada Muraleedharan IAS, Principal Secretary, LSGD, Government of Kerala. Sri. T. Gangadharan, member of the Social Audit core committee moderated the deliberations.

Sri. A.C. Moideen, Honourable Minister for LSGD, GOK inaugurated the assembly with a brief speech. In his inaugural speech, Sri. Moideen said, 'KILA is completing 30 years of its service and this is also the 25th year of People's Planning Campaign which took the decentralization efforts of

Kerala forward. We have great expectations in the outcome of this first social audit of KILA which may help us to improve the performance of this institution. The LSGs of Kerala have been supporting the state to mitigate the recent flood calamities and Covid-19 pandemic effectively and KILA has been instrumental to this. We want to strengthen the system and we hope your recommendations will show the path for the future course'.

The day's proceedings were divided into six sessions viz:

a) Presentation of the draft SA report
b) Responses from national level
c) Responses from Local Government Associations
d) Responses from State Planning Board, LSG Commission and different Govt Missions
e) Responses from former directors and
f) Responses from other participants

Dr. S.S. Meenakshisundaram and Ms. Sriparna Ganguly of the core committee presented the report through a powerpoint presentation. Twenty-one persons including the State Finance Minister Dr. Thomas Isaac and former Chief Secretary Sri. S.M. Vijayanand, IAS responded at length and gave their suggestions. Several stakeholders communicated their responses in writing. These suggestions and inputs have been incorporated in this final version of the Social Audit Report. The assembly deliberations concluded by 2.30 pm on October 1, 2020.

7
GUIDELINES FOR CONDUCTING SOCIAL AUDIT AT KILA

For KILA to institutionalize the process of social audit and integrate it as a regular activity, it is important to lay down guidelines for subsequent social audit committees to follow. This would not only standardize the process but would also save critical time and guide KILA to identify, assess and report on its social performance. It is important that the core committee doing the audit understands what to measure, how to measure and whom to approach. The core committee must also ensure that the methodology does not confuse itself with an evaluation or a financial audit and sticks to its given mandate of social audit. Keeping these in view, we propose the following six steps for undertaking future social audits of KILA.

STEP 1: The Pre - Planning Phase

The decision to undertake social audit should be an internally driven process. While it can be at the behest of the Director, it would serve a larger purpose if more people from KILA participated. This would not only ensure ownership and commitment to the social audit process, but would also help in identifying policies, practices, social objectives and indicators as the internal team would have a greater understanding and therefore be in a better position to guide the external team. It is therefore important that the:

1. Director appoints a social audit core committee, preferably a three-member team that has expertise on the subject or is familiar with the

work of KILA. This team, however, needs to have no personal stake in the organization.

2. Director sets up an internal team to support the social audit core committee for conducting the audit. This team should be democratic, transparent and provide a safe space for stakeholders to give their opinion.

STEP 2: The Planning Phase

Lot of planning needs to be done for undertaking a social audit. Prior to starting the audit, it is important to ensure that the core committee and the supporting team:

3. Read and understand the previous social audit report
4. Understand KILA's vision, mission, mandate, objectives, social responsibilities and core values
5. Update and list the different activities that are undertaken by KILA
6. Decide the scope of the social audit - institutions that need to be included, finalize areas which will come under the purview of the social audit etc.
7. Match KILA's objectives with KILA's activities
8. List current policies, practices and delivery systems within KILA
9. Make a list of documents and data that need to be collected. Allocate responsibilities for the same
10. Prepare a document stating the purpose, key issues, activities and objectives for social audit
11. Revisit the list of KILA values and indicators against which KILA's social performance will be measured
12. Identify and prioritize KILA's stakeholders for consultation (those who will be approached for social audit), sample size and sampling technique

13. Send out invitations to stakeholders for participating in the consultation
14. Decide the methodology for the social audit: In -depth interviews, focus group discussions, semi -structured interviews, online surveys - and select stakeholder groups for the same
15. Finalize field visits for monitoring
16. Design the questions and the survey questionnaire
17. Test the questionnaire
18. Translate the questionnaire into Malayalam
19. Create a timeline for the entire exercise.

STEP 3: The Social Audit

In this step, the actual audit takes place. It is therefore important to ensure that the data has been collected, the stakeholders have been invited and both the external and the internal committees are in alignment with the social objectives of KILA and the finalized indicators. In this step, the core committee will:

20. Set up stakeholder consultations and conduct focus group discussions with different stakeholder groups such as
    a) Elected Representatives in Kerala
    b) Employees of different departments trained at KILA
    c) Trainees from Abroad
    d) Trainees from other states
    e) KILA Centre representatives
    f) KILA academic staff
    g) KILA Directors past and present
    h) KILA Administrative and Support Staff
    i) KILA Extended Faculty Members
    j) KILA Contract Staff

k) Neighborhood Families and
l) Visit different centres of KILA.

21. Document and analyze the discussions. Share and confirm the same with at least one member from each group
22. Conduct in-depth interviews with KILA Director, representatives of different non-profits and universities, former Directors, Principal Secretary and Secretary LSGD
23. Schedule and publish the online survey questionnaire
24. Fill the questionnaire for every interviewee and FGD respondent
25. Document and analyze the discussions
26. Document and analyze the respondents' feedback on the online questionnaire
27. Identify key issues for action
28. List down key recommendations

STEP 4: The Social Audit Report

It is important to design and structure the report at the very beginning. The report will synthesize the feedback from different stakeholders and also record the audit comments of the core committee from their meetings, field visits and document reviews. It is important to ensure that the analysis is undertaken on the basis of the indicators of social performance and benefits decided at the planning phase. This step will therefore include:

a) Introduction: Setting the context
b) Methodology/ Process adopted for social audit
c) Stakeholders' perceptions and analysis
d) Findings/ Recommendations of the committee

29. Writing the draft report

30. Present the draft report to the internal social audit committee for comments and suggestions
31. Prepare the second draft to include their comments
32. Translation of the draft report in Malayalam (in case the original report is in English)

STEP 5: The Social Audit Report Dissemination

Sharing the findings of the social audit at a public hearing attended by multiple stakeholder groups is a key element of the social audit process. This allows for transparency and provides a platform for KILA to be accountable to its key stakeholders. It is therefore critical to ensure that diverse groups of stakeholders are represented at this public hearing and that they are provided with ample opportunity to question, challenge, rectify and add to the report. This feedback will help in enhancing the quality of the social audit report and also in redesigning KILA'S activities, policies, and governance for improved social outcomes. At this public hearing, it is also important that relevant KILA authorities are present to address some of the concerns raised as well as commit a timeline for correcting the lacunae that have been highlighted in the report and a follow up action plan. To meet these concerns, KILA will:

33. Organize a Social Audit Assembly and invite representatives from all stakeholder groups including those from the government. The Assembly could be a gathering of 50-100 people.
34. The Assembly should be chaired by the senior most member of the Social Audit (SA) team or a senior person designated for the purpose in consultation with Director of KILA
35. Present the findings of the report at the Assembly.
36. Members of the Stakeholder groups to provide testimonies and/ or provide further suggestions, raise concerns

37. KILA authorities to commit to a follow-up action plan on key issues highlighted in the report and also commit a timeline for the same.
38. The group to sign off on the social audit report

STEP 6: The Finalization of the Social Audit Report

39. Finalize the report with inputs from different stakeholders at the convention
40. Submit the final report to Director, KILA

Periodicity of Social Audit Report

The periodicity of the social audit should be in line with the elections and tenure of LSGIs in Kerala. It is therefore proposed that the audit is held within one year of the LSGI elections covering the period between the previous social audit and the current audit. This audit will cover the performance during the second half of the term of the outgoing LSGIs. Thereafter, it is proposed that the social audit is conducted after about 2 to 2.5 years, roughly covering the first half of the tenure of the LSGIs. The Social Audit should be completed within six months of commencement.

ANNEXURES

ANNEXURE 1

Executive Committee and Governing Council

The panel of Executive Committee of KILA constituted as per the MOA is as follows:

1. Principal Secretary, LSGD (Chairman)
2. Secretary, LSGD
3. Commissioner for Rural Development
4. Secretary to Government, Finance Department or his nominee
5. Director of KILA (Convener)
6. Director of Panchayat
7. Director of Urban Affairs

Following is the Governing Council of KILA as per the MOA:

1. Minister LSGD (Chairperson)
2. Chief Secretary (Vice Chairperson)
3. Principal Secretary LSGD (Convener)
4. Secretary to Government, Finance Department, GoK
5. Commissioner for Rural Development
6. Director of Panchayats
7. Director of Urban Affairs
8. Secretary to Government, Planning and Economic Affairs Department

9. Representative from Ministry of Rural Development, Government of India
10. Representative from Ministry of Panchayats, Government of India
11. Director, KILA
12. Representative from NIRD & PR
13. President, Kerala Gram Panchayat Association
14. President, Block Panchayat Association
15. Chairman, Chamber of Municipal chairmen
16. Member of Parliament
17. Member of Legislative Assembly
18. President, District Panchayat Presidents Chamber
19. President, Mayors Council

ANNEXURE 2

Directors of KILA

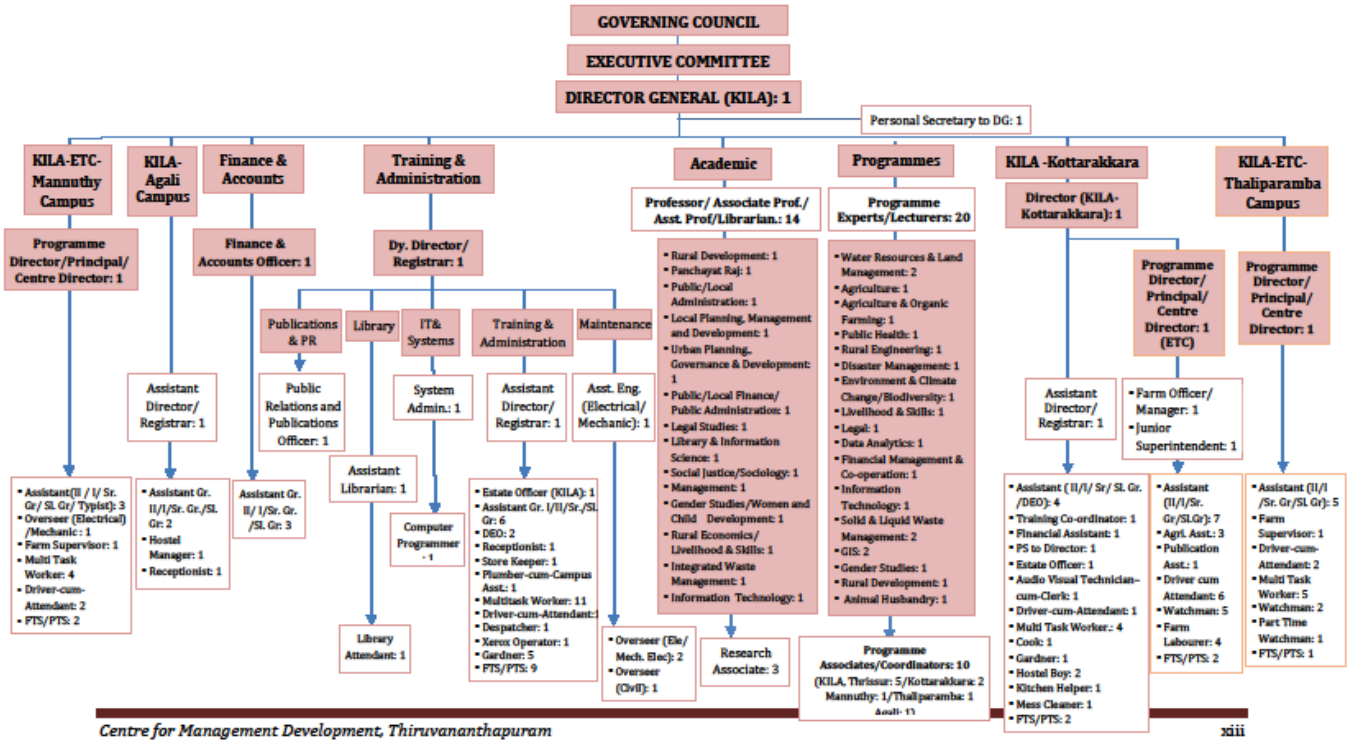
Following is the list of directors who served in KILA with their period of service:

Sl. No	Name	From	To
1	Dr Mathew C Kunnumkal IAS	26-04-1990	17-11-1994
2	PC John IAS	19-12-1994	07-08-1995
3	Raju Narayana Swamy IAS	07-08-1995	15-04-1996
4	Inderjit Singh IAS	29-05-1996	29-06-1996
5	V Ramakrishnan IAS	31-07-1996	27-07-1998
6	Teeka Ram Meena IAS	20-08-1998	18-01-2000
7	Dr PK Michael Tharakan	04-09-2000	15-12-2001
8	Dr PP Balan	13-06-2002	12-12-2006
9	Prof N Remakantan	09-02-2007	22-07-2011
10	Dr PP Balan	22-07-2011	19-05-2017
11	Dr Joy Elamon	19-05-2017	Present

ANNEXURE 3

Proposed Organizational Structure of KILA

Chart 3 - Overall Proposed Organization Structure of Kerala Institute of Local Administration, Thrissur



ANNEXURE 4

KILA Academic Centres

Sl. No	Name of Centers	Responsibility
1.	Centre For Tribal Development & Natural Resource Management, Agali, Palakkad	Dr. Joy Elamon
2.	Centre for Human Resource Development & Centre for Geo - Informatics and RD, Kottarakkara, Kollam	Mrs. Vanajakumary
3.	Centre for Sustainable development & LocalGovernments & Local Government Knowledge Centre on Environment, Climate Change & Bio-Diversity, KILA HQ, Thrissur	Dr. J B Rajan
4.	Innovation, Incubation Hub for Local Governments & SC/ST Resource Centre, KILA HQ, Thrissur	Dr. Oommen John
5.	Legal Resource Centre for Local Governments	Mrs. C S Latha
6.	Gender School of Local Governance & Child Resource Centre, KILA HQ, Thrissur	Dr. Peter M Raj
7.	Centre for Organic Farming & Waste Management, Thaliparamba, Kannur	Mr. K M Sasidharan

8.	Centre for Socio -Economic Development	Mrs. Sudha
9.	Centre for Good Governance, Mannuthy, Thrissur	Mr. K KShaju
10.	Centre for Urban Governance & South Asian School of Local governance, , KILA HQ, Thrissur	Dr. Sunny George
11	Help Desk	

ANNEXURE 5

Brief Profile of the Social Audit Core Committee

Dr. S.S.Meenakshisundaram

Dr. S.S. Meenakshisundaram is a Post Graduate in Mathematics from Loyola College, Madras and holds a Ph.D. in Development Economics from Jamia Millia Islamia National University, New Delhi. He joined the Karnataka cadre of the Indian Administrative Service in 1968. During his career he has held a number of assignments including Secretary, Rural Development and Panchayati Rajdepartment when Karnataka established a two tier Panchayati Rajin that State. He was the Joint Secretary (Panchayati Raj) in the Ministry of Rural Development, Govt. of India when the Constitution (73rd) Amendment was considered and passed by the Parliament. He was also a Visiting Fellow at the Institute of Development Studies at the University of Sussex, United Kingdom for one year. Besides several articles and papers on Governance, Panchayati Raj and Rural Development, he has also published a book on "Decentralization in Developing Countries" during 1994. His second book on Empowerment of rural women has been published in 2018.

After working as Principal Secretary to the Chief Minister of Karnataka and Joint Secretary to three Prime Ministers of India, he served as Adviser in the Planning Commission and Secretary in the Ministry of Rural Development, Govt. of India. He was also the Deputy Chairman of the State Planning Board, Karnataka during 2007-08. Currently he is the Chairman of MYRADA, a voluntary organization in the field of building people's institutions for development and a Visiting Professor at Institute of Social and Economic Change (ISEC), and National Institute of Advanced Studies (NIAS), Bangalore and also Gandhigram Rural University, Tamil Nadu. He

is also the Chairman of the Academic Council for the Green Skills Academy in Bangalore and a member of the Academic Council for the Karnataka State Rural Development and Panchayat Raj University in Gadag and also the Karnataka State Planning Board.

Mr T. Gangadharan BA, BEd, DRD

Retired School Headmaster.

Activist and trainer.

Former General Secretary and President, Kerala Sastra Sahitya Parishad (KSSP).

Former General Secretary, All India People's Science Network (AIPSN).

Formerly, Elected GP Member, Kalliasseri Gram Panchayat, Kannur, Kerala.

Core Faculty Member, State Planning Board, during People's Planning Campaign.

Former member, CABE, GOI.

Former member, State NREGA council, Kerala.

Former EC Member, SIEMAT Kerala.

Team Leader, Odisha Super Cyclone Rehabilitation Project, OSDMA-BGVS Odisha, during 2000-02.

Consultant on NRM at KILA during 2009-11

EC Member, Integrated Rural Technology Centre (IRTC), Palakkad

Has published three books. Published many articles on Panchayati Raj, Decentralization, Natural Resource Management and local level development.

Ms. Sriparna Ganguly

Sriparna has over 30 years of experience of working in the social development and corporate sector. She has worked extensively on poverty alleviation, gender, decentralized governance, empowerment of women,

leadership building of grassroot elected representatives and policy advocacy. Sriparna has worked for Dasra where she led the Dasra Democracy and Governance Collaborative, a platform on issues of democracy and good governance. Prior to Dasra, she worked as Director at The Hunger Project India, a non-profit organization working to strengthen the leadership of women elected to Gram Panchayats; as coordinator in Jawaharlal Nehru Leadership Institute to build Panchayat Sangathans across the country; and at FMCG companies to develop and launch a range of consumer products.

Her interests lie in areas intersecting gender, access to justice, women's political rights and governance. She has presented her work at national and international fora and written papers and articles on women's political leadership.

Sriparna has a post-graduate diploma from the Institute of Rural Management Anand (IRMA), Gujarat, and a BA (Hons) degree in Mathematical Statistics from Lady Shri Ram College, University of Delhi. She is currently pursuing a MA in Women and Gender Studies. She is an alumnus of the Harvard Kennedy School of Executive Education and serves on the board of three non-profit organizations in India.

ANNEXURE 6

Schedule of Meetings Followed by the Core Committee

Timeline	Place	Objective
10 July 2018	KILA, Thissur	• Introduction to KILA • Setting the ToR for the social audit • Focus Group Discussions with Faculty
10 October 2018	KILA, Thissur	• Identification of Stakeholders and formulation of questionnaires
11-12 December 2018	KILA, Thissur	• 8 Focus Group Discussions - Meeting with different stakeholder groups
January 2019 - March 2019	KILA, Thrissur	• Questionnaire published on Website and collection of responses
10 - 11 April 2019	Trivandrum, Kottarakkara	• Interview with Mr. Vijayanand, Retd. Chief Secretary, GoK, • Interviews with Government officials and Expertsfrom other institutes • Field Visit to Kottarakara - 2 FGDs at SIRD and ETC
7-8 May 2019	KILA, Thissur	• Analysis of questionnaire responses and FGDresponses • Focus Group Discussions with KILA Canteen SHG • Focus Group Discussions with KILA HousekeepingSHG • Interviews with 4 Neighborhood citizen families
29- 30 July 2019	KILA, Thissur	• Focus Group Discussions with District Facilitators • Focus Group Discussions with Extension FacultyMembers

		• Discussion on the methodology of the social audit to be adopted
14 September 2019	Telephonic Interviews	• N. Remakantan, Former Director KILA • PP Balan, Former Director KILA

ANNEXURE 7

List Of Participants Consulted For Social Audit

1. Faculty Members at KILA

Sl. No.	Name of Faculty Members	Faculty Area	Specialization
1	Mr. Dr.Sunny George	Professor	Urban Development
2	Dr. Peter M. Raj	Associate Professor	Chair, Child Resource Centre, Child Resource Management
3	Dr. J.B. Rajan	Associate Professor	Planning Management and Development

2. SIRD Kottarakkara

Sl. No.	Name of Faculty Members	Faculty Area	Specialization
1	Dr. Oommen John	Faculty Member	Public Administration
2	Mr. Sudesan.V	Faculty Member	Rural Development
3	Mr. VinodKumar.C	Faculty Member	Rural Economics
4	Dr. Jibini V Kurien	Faculty Member	Management
5	Dr. Vinod S	Faculty Member	Sociology
6	Mrs. Sherine Chacko	Faculty Member	Specialist in Social Work
7	Dr. Amruth Raj R.M	Faculty Member	Specialist in Women Studies
8	Mrs. Divya Haridas	Project Co-ordinator	C-GRD cell

3. ETC Kottarakkara

Sl. No.	Name of Faculty Members	Faculty Area	Specialization
1	Mr. C. Radhakrishnan	Senior Lecturer	Rural Development
2	Mr. G. Muraleedharan Pillai	Lecturer in Co-operation	Co-operation and EDP
3	Dr. Sini Thomas	Lecturer Grade I	Animal Husbandry
4	Mrs. Sheela L	Lecturer Grade I	Home Science, Extension
5	Mrs. Lekha G. S.	Lecturer Grade II	Home Science
6	Dr. Juna L. Paul	Lecturer Grade II	Home Science Food Science and Nutrition
7	Mrs. Sameera R.	Lecturer Grade II	Home Science, Food Science and Nutrition
8	Mrs. Soumya V. S.	Lecturer Grade II	Rural Economics

4. Mannuthy, Thrissur

Sl. No.	Name of Faculty Members	Faculty Area	Specialization
1	Mr. Renil Rocky	Faculty Member	Rural Economics
2	Dr.Neena K J	Faculty Member	Animal Husbandry
3	Mr. Jayaraman K K	Faculty Member	Co-Operation

5. ETC Taliparamba

Sl. No.	Name of Faculty Members	Faculty Area	Specialization
1	Mrs. Sindhu. D	Faculty Member	Home Science
2	Mr. Viswanathan. P	Faculty Member	Co-operation
3	Mr. Sivaprasad Kupleri	Faculty Member	Sociology

4	Mr. Sajeev. J.S	Faculty Member	Economics
5	Ms. Vinitha. O. V	Faculty Member	Home Science

6. Secretaries (ULBs) in Service

Sl. No.	Name	Designation	Municipality
1	Mr. Vinu C Kunjappan	Secretary	Thrissur Corporation
2	Adv. Toby Thomas	Secretary	Chalakudy Municipality
3	Mr. M Anus	Secretary	Wadakanchery Municipality
4	Mr. Faisal	Secretary	Valanchery Municipality

7. Secretary/JD (Retd.)

Sl. No.	Name	Designation	Specialization
1	Mr. P M Devarajan	Joint Director, Retd.	Now as Resource Person
2	Mr. C C Sasidharan	Regional Joint Director, Retd.	
3	Mr. T S Saifudeen	Corporation Secretary Retd.	Now as Resource Person
4	Mr. Subhagan A S	Secretary Retd.	Now as Resource Person

8. Ex Elected Representatives

Sl. No.	Name	Designation	Specialization
1	Mr. M N Sudhakaran	Ex.Elected Representative	Director of Achutha Menon Study &research Centre, COSTFORD, Thrissur Government Nominee, District Planning

			Committee, Thrissur

9. Incumbent Elected Members

No.	Name	Designation	Specialization
1	Ms. M L Rosy	Standing Committee Chairperson	Thrissur Corporation, Thrissur
2	Mr. Muhammed Salim	Member	Perintalmanna Municipality, Malappuram
3	Mr. P Krishnankutty	Member	Thrissur Corporation, Thrissur
4	Ms. Sinimol	Member	Angamaly Municipality, Ernakulam
5	Mr. Sundaran. K	Councillor	Perintalmanna Municipality, Malappuram

10.Officials Retired

No.	Name	Designation
1	Mr. R Balagandharan	Council Secretary, Retd
2	Mr. V K Unnikrishnan	Council Secretary, Retd
3	Ms. C Seetha	Accounts Officer Retd
4	Mr. Sivadas	Superintendent Retd

11.Officials from Capacity Building Training for the officials of Directorate of Urban Affairs & Urban Local Bodies (10-12 December 2018)

Sl. No.	Name	Designation	ULB
1	Mr. Shaji V V	Clerk	Taliparamba Municipality,

			Kannur
2	Mrs. Sreevidya R	Lower Division Clerk/Bill Collector	Perumbavoor Municipality, Ernakulam
3	Mrs. Divya K	Senior Clerk	Pattambi Municipality, Palakkad
4	Mr. Thomas K G	Senior Clerk,	Mattannur Municipality, Kannur

12.Officials of KILA

Sl. No.	Name	Designation
1	Mrs. Usha P B	Deputy Director, KILA
2	Mr. Mathew Andrews	Assistant Director, KILA
3	Mrs. Girijadevi	Finance & Accounts Officer, KILA
4	Mr. P.U Unnikrishnan	Private Secretary to Director, KILA
5	Mr. Babu. K.K	Section Officer, KILA
6	Mr. Mirash O S	Computer Programmer & System in Charge, KILA

13.Officials

Sl. No.	Name	Designation	Gram Panchayats
1	Mrs. Emilda	Clerk	Adat Gram Panchayat
2	Mrs. Resmi	Accountant	Thanniyam Gram Panchayat
3	Mrs. Starlin	Clerk	Arimpur Gram Panchayat
4	Mr. Treeson	Clerk	Chazhur Gram Panchayat
5	Mr. Visal E Vasudev	Clerk	Nadathara Gram Panchayat
6	Mrs. Binimol	Clerk	Cherpu Gram Panchayat
7	Mrs. Suresan	Senior Clerk	Koratty Gram Panchayat
8	Mr. Sanu raj	Clerk	Meloor Gram Panchayat
9	Mr. Vinod Kumar	Senior Supdt	DDP office
10	Mr. Shibu Das	Secretary	Kaiparamba Gram Panchayat
11	Mr. Shinaj	Accountant	Mullurkkara Gram Panchayat

12	Mrs. Dhanya	Senior Clerk	Paralam Gram Panchayat
13	Mr. Shajan K V	Accountant	Mullassery Gram Panchayat
14	Mr. Shinaj V H	Accountant	Mullorkkara Gram Panchayat
15	Mr. Sreekanth P S	Secretary	Aloor Gram Panchayat

14.Elected Representatives

Sl. No.	Name	Designation	Gram Panchayats
1	Mrs. Shyla Prabhakaran	Member	Puthenchira Gram Panchayat
2	Mrs. Rifa Akthar	Member	Puthenchira Gram Panchayat
3	Mrs. Tesslin Anoop	Member	Pudukkad Gram Panchayat
4	Mrs. Sugandhi	Development Standing Committee	Nenmanikkara Gram Panchayat
5	Mrs. Jini Antony	Finance Standing Committee	Kadukutty Gram Panchayat
6	Mrs. Sheela Thilakan	Member	Mattathur Gram Panchayat
7	Mrs. Beena Nandakumar	Member	Mattathur Gram Panchayat
8	Mrs. Helen	Member Finance Standing Committee	Aloor Gram Panchayat
9	Mrs. Bindu Shaju	Health & Education Standing Committee	Aloor Gram Panchayat
10	Mrs. Vijitha Pratapan	Member	Arimpur Gram Panchayat
11	Mrs. M K Kanjana	Member	Puthenchira Gram Panchayat

15. KILA Staff

Sl. No.	Name	Designation
1	Mr. Davis N T	Overseer, KILA
2	Mr. Abdul Samad	Overseer, KILA
3	Mr. Girish K	Clerk, KILA
4	Ms. Bindu V K	Clerk (Daily Wage), KILA
5	Mrs. Nafla K M	Clerk, KILA
6	Mr. Sivaprasad T	Khalasi, KILA
7	Mr. Abdul Rasheed U K	Khalasi, KILA
8	Mr. Balakrishnan A K	Khalasi, KILA
9	Mr. Sajan Peter	Khalasi, KILA

16.SHG members Canteen +Housekeeping (KILA)

Sl. No.	Name	Designation
1	Mrs. Remani E K	Housekeeping, KILA
2	Mrs. Vijayam T K	Housekeeping, KILA
3	Mrs. Bindu Prasad	Housekeeping, KILA
4	Mrs. Mary Joseph	Canteen KILA
5	Mrs. Seena Suresh	Canteen KILA
6	Mrs. Gracy Davis	Canteen KILA
7	Mrs. Elsy Cleetus	Canteen KILA

17. Households

Sl. No.	Name	Address	Number of People Met
1	Mr. Manoj Kumaran	Edathara House, KILA Road, MG Kavu.P.O, Thrissur	2
2	Mr. Raman	Edathara House, KILA Road, MG Kavu.P.O, Thrissur	4
3	Mr. Govindan	Edathara House, KILA Road, MG Kavu. P.O, Thrissur	2

18.District Facilitators

Sl. No.	Name	Area
1	Mr. Subash Chandran K	Thiruvananthapuram
2	Mr. Premlal T	Kollam
3	Mr. Vasu M K	Pathanamthitta
4	Mr. Jayaraj P	Alappuzha
5	Mr. Manoharan M	Kottayam
6	Mr. Shahul Hameed	Idukki
7	Mr. Ravi K K	Ernakulam
8	Mr. Sudhakaran V V	Thrissur
9	Mr. John C P	Palakkad
10	Mr. Sreedharan Master A	Malappuram
11	Mr. Ratnakaran E P	Kozhikkode
12	Mr. Balagopalan K	Wayanad
13	Mr. Ratnakaran P V	Kannur
14	Mr. Padmanabhan P V	Kasaragod

19. Extension Faculty Members

Sl. No.	Name	Designation	Area
1	Mr. CP John	District Facilitator & Resource Person	Palakkad
2	Mr. P V Padmanabhan	District Facilitator & Resource Person	Kasaragod
3	Mr. Sudhakaran V V	District Facilitator & Resource Person	Thrissur
4	Mr. Premlal T	District Facilitator	Kollam
5	Mr. KR Rajan	Resource Person	Thiruvanthapuram
6	Mr. AP Hamsakutty	Resource Person	Kannur
7	Mr. C Sasi	Resource Person	Kottayam
8	Mr. CP Sunil	Resource Person	Kottayam
9	Mr. CN Balakrishnan	Resource Person	Pathanamthitta
10	Mr. TU Surendram	Resource Person	Kottayam
11	Mr. MM Ansari	Resource Person	Kottayam

20.KILA – Centre for Socio-Economic Development, Kottarakkara, Kollam

Sl. No.	Name	Designation	Specialization
1	Ms. Sudha D	Principal	
2	Mr. C. Radhakrishnan	Senior Lecturer	Rural Development
3	Mr. G. Muraleedharan Pillai	Lecturer	Co-operation Co-operation and EDP
4	Dr. Sini Thomas	Lecturer Grade I	Animal Husbandry
5	Ms. Sheela L	Lecturer Grade I	Home Science
6	Ms. Lekha G. S.	Lecturer Grade I	Home Science
7	Dr. Juna L. Paul	Lecturer Grade II	Home Science, Food Science and Nutrition
8	Ms. Sameera R	Lecturer Grade II	Home Science, Food Science and Nutrition
9	Ms. Soumya V. S	Lecturer Grade II	Rural Economics
10	Mr. Saji Kumar K P	Junior Superintendent	
11	Mr. C Santhosh	Senior Clerk	
12	Ms. Patricia A	Senior Clerk	
13	Mr. Sujith Kumar S	Clerk	
14	Ms. Ahallya K Sidhan	Clerk	
15	Mr. Prasanth A.V	Clerk	
16	Ms. Sindhu S	Typist	
17	Ms. Ajitha Kumari V	Typist	
18	Mr. Anil Kumar N	Farm Manager (IC)	
19	Mr. Prasad D	Agriculture Assistant	
20	Mr. Abhishek S	Agriculture Assistant	
21	Mr. Ashok Kumar N	Artist Cum	

		Photographer	
22	Mr. Anil S	Driver	
23	Mr. Dinesan Pillai G	Driver	
24	Ms. Deepa L	Office Assistant	
25	Ms. Renjini G.S	Office Assistant	
26	Ms. Marykutty A	Office Assistant	
27	Ms. Sarika A. S	Office Assistant	
28	Mr. Jibin Vijayakumar	Office Assistant	
29	Mr. Sajith S	Watchman	
30	Mr. Vijil Vas V C	Watchman	
31	Mr. Suresh P	Watchman	
32	Mr. Deepak Chandran R	Watchman	
33	Mr. Anil B	Watchman	
34	Mr. Radhakrishna Pillai P. S	Farm Labourer	
35	Mr. Muraleedharan Pillai B	Farm Labourer	
36	Ms. Ananthavally B	Part Time Sweeper	
37	Ms. Elykutty Y	Part Time Sweeper	

21. KILA – Centre for Good Governance, Mannuthy, Thrissur

Sl. No.	Name	Designation
1	Mr. Shaju K K	Principal
2	Mr. Renil Rocky	Lecturer
3	Mr. Jayaraman K K	Lecturer
4	Dr. Neena K J	Lecturer
5	Mr. Liby Jacob	Senior Clerk
6	Mr. Ramadas C N	Clerk
7	Ms. Shabnam A K	Typist
8	Mr. Suresh M R	Driver (Senior Grade)
9	Mr. Shyju A T	Driver (Grade –I)
10	Mr. Manikantan S	Artist Cum Photographer
11	Mr. Sijo Jose	Mechanic (Electrical)
12	Ms. Lissy V J	Office Attendant

13	Ms. Dhannya C J	Office Attendant
14	Mr. Sujith EC	Peon cum watchman
15	Ms. Lilly A O	Part Time Sweeper
16	Ms. Padmavathy M G	Part Time Sweeper

22. KILA – Centre for Organic Farming Waste Management, Thaliparamba, Kannur

Sl. No.	Name	Designation
1	Mr. K. Sasidharan	Principal
2	Ms. Sindhu D Lecturer Gr. I (HSW)	Lecturer Gr. I (HSW)
3	Mr. Viswanathan P	Lecturer (Co-operation)
4	Mr. SivaprasadKupleri	Lecturer Gr. II (Social Education)
5	Mr. Sajeev J.S	Lecturer Gr. II (Rural Economics)
6	Ms. VinithaO.V	Lecturer Gr. II (Home Science Wing)
7	Ms. Suraja E. V	U.D. Accountant
8	Ms. Sathayavathi K. V	Senior Clerk
9	Mr. Satheesh K. P	Senior Clerk
10	Mr. Uthaman T	Clerk
11	Ms. Beena K	Senior Gr. Typist
12	Mr. BhuvanedranAssari. V	Carpenter cum Blacksmith
13	Mr. Santhosh M. A	Driver Gr. I
14	Mr. Suresh P	Driver Gr. I
15	Mr. Soman P. V	Office Attendant (HG)
16	Mr. Sadick E	Office Attendant (HG)
17	Mr. Balaprasanth N. B	Office Attendant
18	Mr. Anoop Mohanan	Office Attendant
19	Ms. RajasreeP.V	Balawady Ayah
20	Mr. Kunhiraman M. P	Part Time Watchman
21	Mr. Ramakrishnan V	Part Time Sweeper
22	Mr. Sabish Babu N. P	Night Watchman
23	Mr. Santhosh K. V	Night Watchman

23.Others

Sl. No.	Name	Designation
1	Mr. S M Vijayanad IAS Retd	Retd. Chief Secretary, Govt of Kerala
2	Dr. Mariamma Sanu George (Nirmala)	Director, Sakhi Women's Research Centre
3	Mr. Ajith Kumar	Additional Director, Department of Panchayats, Govt of Kerala
4	Adv. Thulasi Bai	President, Gram Panchayat Association
5	Mr. Vishwabhara Paniker	General Secretary Gram Panchayat Association
6	Mr. Santhosh Kumar	Additional Development Commissioner, Commissionerate of Rural Development
7	Mr. Chithar L P	Additional Commissioner, Commissionerate of Rural Development

ANNEXURE 8

Short list of participants who attended the Social Audit Assembly

1. Shri A.C. Moideen, Minister for LSGD, Government of Kerala
2. Dr T.M. Thomas Isaac, Finance Minister, Government of Kerala
3. Shri K.J. Joseph, Director, GIFT
4. Smt Sarada Muraleedharan IAS, Principal Secretary, LSGD, Government of Kerala
5. Shri T. Gangadharan, Core Committee Member for Social Audit
6. Shri S.S. Meenakshi Sundaram IAS (Rtd), Core Committee Member for Social Audit
7. Ms Sriparna Ganguly, Core Committee Member for Social Audit
8. Shri K. Sethi, Joint Director, Ministry of Panchayati Raj, Government of India
9. Shri S.M.Vijayanand, Chairman, State Finance Commission, Government of Kerala
10. Ms Radhika Rastogi, IAS, Deputy Director General, NIRDPR
11. Ms Preeta Lall, Director, Login Asia
12. Shri Thottathil Raveendran, Mayor, Kozhikode, Kerala
13. Shri R. Subash, Block Panchayat Association President, Kerala
14. Mrs Josphine, Planning Board, Government of Kerala
15. Shri C.P. John, Former Planning Board Member, Government of Kerala
16. Dr K.N. Harilal, State Planning Board Member, Government of Kerala
17. Dr C.P. Vinod, Chairman, Local Government Commission, Government of Kerala
18. Mrs T.N. Seema, Haritha Kerala Mission
19. Shri P.K. Michael Tharakan, Former Director, KILA
20. Shri Mathew C Kunnunkal, Former Director, KILA

21. Dr P.P. Balan, Former Director, KILA
22. Dr Michael Tharakan, Former Director, KILA
23. Dr N. Ramakanthan, Former Director, KILA
24. Dr Jos Chathukulam, Director, Centre for Rural Management, Kottyam, Kerala
25. Mrs Nirmala Sanu George, Advisor, Sixth State Finance Commission, Government of Kerala
26. Mr N. Jagajeevan, Consultant Haritha Keralam Mission
27. Shri Madan Mohan, CEO, Kerala Gram Panchayat Association
28. Shri Sanky D., Director, Kerala State Audit, Government of Kerala
29. Shri Saroj Kumar Das, Deputy Director, SIRD & PR, Odisha
30. Shri S.R. Sanal Kumar, Convener, State Resource Group, State Planning Board
31. Dr K. Gireesan, Faculty, Rajiv Gandhi National Institute of Youth Development
32. Dr JB Rajan, Faculty, KILA Main Campus
33. Dr Sunny George, Faculty, KILA Main Campus
34. Dr Joy Elamon, Director General, KILA
35. Ms Vineetha Balakrishnan
36. Ms Shalini KS
37. Shri Mirash, KILA
38. R Subhash, Association President
39. Dr Amruthraj, Faculty, KILA
40. Dr Nirmala Sanu George, Faculty, KILA
41. Thulacy Padmanabhan Kalady

ANNEXURE 9

Sample Questionnaire for Survey

1. Have you heard of KILA? Yes/ No
2. Name of the person
3. Gender (Male/Female/Transgender)
4. Category (Select one option)
    a) Elected representative
    b) Former Elected Representative
    c) Official in an LSGI
    d) Public
5. Year of being an elected representative
6. Name of District
7. Mobile Number
8. Email address
9. What according to you is KILA's mandate?
10. Have you been to a KILA training? Yes/ No. If no terminate.
11. How many times? Once/ twice/ several times
12. I like KILA trainings because: (Tick one or more)
    a) Faculty is knowledgeable
    b) Trainings are relevant and contemporary
    c) Campus is good
    d) Accommodation facilities are good
    e) Library facilities are good
    f) Training materials are good
    g) I get to interact with other GP Presidents/ Members
13. How has KILA trainings been useful to you (Tick one or more)
    a) I have increased knowledge of local governments

b) I have increased knowledge of administrative and financial processes
c) I have improved leadership skills
d) I have improved communication skills
e) I have improved my participation in GP, Block and District meetings and also the Gram and ward sabhas
f) I have increased my ability to network with other GPs
g) I have improved my skills in Planning
h) I have increased my confidence levels
i) I am able to better access government circulars and policies

14. Has KILA helped you to improve your planning, implementation and monitoring skills?
    a) I am now able to make better GPDP plans
    b) I understand the Gram Panchayat system better
    c) KILA has helped me with new ideas for development activities
    d) I now understand the financial processes better
15. I can now talk to District Collectors with confidence and am not scared of sharing my opinion. Strongly disagree/ disagree/ agree/ strongly agree/ cannot rate
16. What new ideas have you got from KILA
17. Have you approached KILA at any time for
    a) Training
    b) Other Support. Please specify
18. If yes, what has been KILA's response? Not willing/ disinterested/ willing/ very willing/Not applicable
19. How would you rate KILA's faculty? Rate each below as Strongly disagree/ disagree/ agree/ strongly agree/ cannot rate
    a) Knowledgeable
    b) Updated

c) Democratic
d) Responsive
e) Proactive
f) Equitable
g) Transparent
h) Responsible
i) Uses funds responsibly

20. How would you rate KILA's staff? Rate each below as Strongly disagree/ disagree/ agree/ strongly agree/ cannot rate
    a) Helpful
    b) Supportive
    c) Inclusive
    d) Responsive
    e) Responsible
21. Do you think you could be a resource person at KILA? (Yes or No)
22. Reason for being a resource person of KILA
    a) I now have knowledge that I learnt from KILA
    b) I have shown how I can make it work in the LSGIs
    c) I think it is important to share my success with others
    d) I have been asked by KILA to be a resource person and share my success
23. According to you KILA is an organization which belongs to:
    a) People of Kerala
    b) GoK
    c) LSGIs of Govt of Kerala
    d) Elected representatives of LSGIs of Kerala
    e) Officials of LSGIs of Kerala
24. Has your training at KILA benefitted people in your constituency? (Strongly disagree/ disagree/ agree/ strongly agree/ cannot rate)

a) I am able to improve the quality of governance in LSGI
b) I am able to improve the quality of service from LSGI
c) I am able to do planning in LSGI in a highly efficient way
d) I am able to improve the physical infrastructure within the LSGI
e) I am able to help the poor get BPL cards/MNREGS Cards/ Disability Cards
f) I am able to perform planning in a better way and able to get better budget allocation
g) Schools, health facilities, water and sanitation, quality of life within the LSGI has improved
h) I am able to ensure gender equality and improve women status
i) I am able to implement and promote child friendly initiatives in LSGI
j) I am able to improve the status of the marginalized group within the LSGI
k) There is less communal clash in my LSGI.

25. Do you have any suggestions to improve the performance of KILA in achieving its objectives.