

Public Governance Internship and Chief Minister's Fellowships in India: An Empirical Analysis of Haryana

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Abstract

Public governance is one of the fundamental dimensions about evolutionary perspectives of new public governance and good governance. It observes how formal and informal public decisions and actions are being made and carried out under the purview of constitutional values having different operational problems. Thus, the evolving role of the State needs a flexible approach to designing and implementing the process of public governance by considering the principal elements of good governance. In this context, the Government of Haryana took the initiative in 2016 to assess the public governance process through the fellows namely good governance associates. This paper explores the background of the Chief Minister's team as the agents of good governance in India and especially in Haryana through the empirical analysis and observations gathered through direct interaction with good governance associates and administrative machinery. The primary objective of this paper is to highlight the ground realities of public governance and governmental efforts in the name of innovations.

Keywords: *Public Governance, Fellowship, Internship, Chief Minister Good Governance Associates, Good Governance.*

Introduction

Theoretical and behavioural issues of new public administration, new public management, and new public services lead to the contextual concept of new public governance. Pierre and Peters discussed different flavours of governance i.e. structural/hierarchical governance, market-inclusive governance, contemporary governance and communitarian governance. The hierarchical/structural governance is based on the Weberian model of public administration. Various vertically integrated state structures (political and economic institutions) have been created over time to address the problems of governance. Market-inclusive governance is considered in contrast to hierarchical governance. In this model of governance, the common problems can be addressed by economic actors and corporates through corporate social responsibility provisions rather than the state. Contemporary governance emphasizes on policy networks which facilitate the coordination of public and private interests as well as resources and enhance efficiency in the implementation of public policy. The communitarian governance pinpoints towards the self-sustainability of community members in solving their problems at

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their own level or with minimum involvement of government (Katsamunskaja, 2016, pp. 135-136).

Internships, externships, community-based projects, field study, and apprentice, all are the means of networking between theory and practice. In other words, it is a method of experiential learning or preparing students to enter into the workforce force of governance. Initially, the internship took place in the curriculum of medical sciences, followed by industrial sector disciplines and hospitality education. Presently, in the phase of the digital era, it is also observed in the governance literature and curriculum. In India, the central government and various state governments are trying to bring students of various disciplines to be a part of governmental schemes, programmes and projects. National Institutional Transforming India (NITI) Aayog, Reserve Bank of India, External Affairs, Ministry, Law and Justice Ministry, Corporate Affairs Ministry, Finance Ministry, Women and Child Development Ministry, Ministry of Culture, Competition Commission, Directorate General of Foreign Trade, and many more internship programmes are being launched at different levels of government in India to acquaint the students with the policy decisions, processes and direct interaction with the stakeholders about ground realities of the workplace and practises. The National Human Rights Commission is offering internships for the students of social sciences postgraduate programmes including Public Administration. Similarly, internships at PRS Legislative Research, Digital India internship scheme and Centre for Public Policy Research are the specific institutions offering internships in the field of public governance.

Conceptual Framework of Public Governance and Internship

Governance is a buzzword in the academic discourse and writings in the present scenario of sustainable development goals operations. Policymakers almost in all countries emphasize governance reforms for improved outcomes (Mathur, 2008, p. 1). Initially, this term was used in French as 'governance during the fourteenth century refers to royal officers rather than to the process of governing or steering (Katsamunskaja, 2016, p. 133). Most of the time, national and international institutions have emerged as the leaders of academic discussions and conceptual debates. The World Bank depicted the concept of governance in its report on sub-Saharan Africa published in 1989. The World Bank observed that the ineffective fiscal adjustment and investment of programmes was due to a crisis of governance. It was suggested that administrative competence as a strategy to improve governance and committed itself to the seemingly more apolitical and largely technical strategy of improving governance (Mathur, 2008, p. 3). Now, the term governance has become an umbrella concept by covering the phenomena of policy networks, public management, public-private partnership, corporate governance, and good governance as promoted by the World Bank and International Monetary Fund from the perspective of reforms (Katsamunskaja, 2016, p. 134). During the phase of liberalisation, privatisation and globalisation (LPG) a state is one of the actors of governance along with civil society, non-governmental organisations and the private sector. Public Administration is now governance defined in terms of checklists of certain activities meant to consolidate neoliberalism (Singh, 2016, p. 2). Ultimately, governance is the way of taking and implementing decisions by competent authority to achieve the desired goals within a stipulated time frame. Public governance is the formal and informal arrangements that determine how public decisions and actions are being made as well as carried out from the perspective of maintaining a country's constitutional values when facing changing problems and environments (oecd.org). Public governance is the way of managing policy decisions by a competent authority on behalf of public funds to achieve the targeted objectives. It is a trusted thread between the government and the governed.

Public governance is an operative part of public administration within the jurisdiction of the dominance of the rule of law, administering the public policies, commitment towards

incremental financing and hegemony of the professionals in service delivery (Osborne, 2006, p. 378). In due course of time, the rigidity of public administration operations was shaken by the new right ideology of neoliberal economic theory regarding redefining public administration under the circumstances of the free market and calls for a significant reduction in the size and role of government in society (Chakrabarty and Kandpal, 2020, p.127). Frederickson argued that governance is used in place of public administration to distance the writer from the traditions of public administration and from criticism of bureaucracy (Frederickson, 1999, p.705).

Public governance adopted the managerial techniques in the name of New Public Management (NPM) to address the changing perspective of public administration under globalisation articulation. It emphasised the professionalisation of public administration in public sector management by borrowing market principles. Christopher Hood considered this role of public administration as a marriage of opposites because one partner is a part of new institutional economics and another one is of a set of successive waves of business-type managerialism. (Hood, 1991, p.5). Further, Hood explained the general applicability of NPM as public management for all seasons under the title of all-purpose garments. NPM's claim to universality (Ibid, p.8). Ultimately, NPM was an internal technique of public governance which sowed the seeds of New Public Governance (NPG). Simultaneously, a new public service (NPS) concept was proposed in response to the dominance of NPM by Janet and Robert Denhardt. Public governance is based on political theory as a part of naive social sciences and addressing public interest. The NPM has its roots in economic theory and aggregation towards individual or self-interest. NPS is pointing towards the democratic theory through strategic rationality for citizens' shared interests. The NPM has been criticised devastatingly for its intergovernmental focus in an increasingly plural world and adherence to the application of outdated private sector techniques to public administration and management (PAM). Hood and Jackson (1991) concluded that NPM is a disaster waiting to happen (Osborne, 2006, p.380). The NPG is rooted firmly within organisational sociology, network and democratic theory emphasises the accountability of bureaucrats to citizens as well as presents an alternative to various approaches of public administration and management, (Chakrabarty and Kandpal, 2020, P.138)

Various authors and researchers shared their experiences about internship theory and practices as per their observations in the field. Juliet Miller defined internship in the form of experiential education which includes a service-learning internship, academic service-learning, community service-learning, cooperative education program, applied practicum and experiential etc (Jackel, 2011, p.3). The sociological component of experimental education is depicted in the literature of Parilla & Hesser, 1998; Deuster, 2009; Krug, 1991; Munter, 2002; Waterman, 1997 and Stelljes, 2008. The results related to applied learning outcomes and their benefits have been exposed in the studies of Baird, 1998; Conway & Gerwein, 2002; Gysbers, 1988; Mpofu, 2007 and Misa, Anderson & Yamamura, 2005. Designing an effective internship program is an important task on the basis of academic community ideological framework. The scholars like Robert Kelly, 1986 and Santariano & Rogers, 1979 oriented their research towards designing the potential benefit of internship programmes.

Literature Review

The issues of paradigm shift from government to governance has been found in the literature of Newman, 2001, Meehan, 2003; Kettl, 2002; Rhodes, 1997; Dijkstra, Edwards and Fenger, 2007. A comparative form of literature between government and governance has been depicted in the work of Kamarak, 2002; Sehested, 2003; Knepper, Sitem and Smith, 2005; Milakovich and Gorden, 2001; Reddel, 2002. A government and governance contrast dimension has been

highlighted in the literature of Salamon, 2002; Mayntz, 2003; Daly, 2003; Oakerson and Parks, 1989.

The university internship programmes and their effects on employability readiness among various discipline students across the world have been studied and highlighted positive results (Alpert, Heaney and Kuhn, 2009; Batool, Ellahi and Masood, 2012; Phoebe, 2010; Chen, 2011; Bukaliya, 2012). Some studies pinpoint problems and implications of issues faced by interns in the tourism industry and findings shared with the tourism industry for their betterment (Abeysekera, 2006; Chang & Chu, 2009; Barr & Busler, 2011; Lee, Lu, Jiao and Yeh, 2006; Busby & Gibson, 2010; Ross and Elechi, 2002; Hauck, Allen & Rondinelli, 2000; Ko, 2008; Lee, 2005; Henry, Rehwaltd and Vineyard, 2001; Holdway, Corbeil, Mcpherson, Oremush and Murray, 2005). The hospitality education prefers internships as beneficial to the success of students preparing to enter the workforce (Roy and Sykes, 2017, p.2). Internships add value to students and support educators to incorporate virtual and blended internships into their curriculum (Posner, 1994; Power & Riegel, 1993; Low, 2008; Bayerlein, 2015; Pike, 2015 Smith, 2015). Internships in hospitality theoretical learning and behaviour are valuable learning experiences (Baltescu, 2016; Kasli & Ilban, 2013; Rahim & Tazijan, 2011; Frazier, 2010). Some specialist authors consider an internship as supervised practical training, bridging gaps between acquired knowledge and its applicability (Prabhu and Kadva, 2016), building ready-to-use professionals (Prabhu and Manikandan, 2009), new recruitment tool (Knemeyer and Murphy, 2002) and develop skills in learning how to learn in their future professional career (Roy and Sykes, 2017, p.3).

The above-discussed review of literature depicts that most of the professional and occupational education institutions offer internships as well as make part of their curriculum to get the students familiar with their workplace and sorting out the issues relating to their job-oriented vision and prospects. There is an acute shortage of literature regarding internships in traditional subjects of social sciences in general and particularly in the public governance field. The New Education Policy, 2020 is also pointing out the significance of internships in support of holistic education. It is proposed in this policy that the *“Students at all Higher Education Institutions (HEIs) will be provided with opportunities for internships with local industry, business, artists, craft persons etc., as well as research internships with faculty and researchers at their own or the HEIs/ research institutions, so that students may actively engage with the practical side of their learning and, as a by-product, further improve their employability”* (Government of India, 2020, p. 43). So, through this paper authors try to initiate, explore and infuse the relevance of internships in the field of social sciences and public policy and governance having great potential in this direction to prove their potential in transforming governance operations to be aligned with Sustainable Development Goals and digital governance objectives.

Internship/Fellowship Efforts in the Field of Public Governance

Washington State Legislative Internship Programme is a unique in the field of experiential learning programme for Washington State University or college students as well as Washington state residents standing in out-of-state colleges. It was started in 1955 to serve, learn and lead as non-partisan, full-time legislative staff in Olympia, interns are allowed to work with offices of the House of Representatives/Senate according to their interests and skills. The basic responsibilities of interns are to conduct legislative research and summarise issues in short policy means, attend committee hearings and legislative meetings to correspond with concerned agencies, draft letters and resolutions as well as maintain professional and non-partition conduct, etc (<https://leg.wa.gov/Internships/Pages/default.aspx>).

In 1969, Alfred Hales- Canadian MP for Wellington took an initiative by convincing the Canadian Political Science Association to administer the Parliamentary Internship Programme

with the approval of the Speaker of the House of Commons, House Leaders of all Parties, and the support of the Donner Canadian Foundation. The Programme provides highly qualified assistants to members of the House of Commons for their day-to-day support. On the other hand, the university graduates get an opportunity to learn about Parliament procedure and federal politics as well as their contribution to Canadian public life. Out of a total of ten interns, five are assigned to government members, and the rest of the five to opposition party members in the house based on proportional representation except ministers and party leaders (<https://pip-psp.org/whatispip/>). Following the Parliamentary Internship Programme of the Canadian House of Commons, the British Columbia Legislative Internship Programme was launched in 1976 on the initiatives of three major universities of British Columbia. Now, Simon Fraser University, the University of British Columbia, the University of Northern British Columbia, and the University of Victoria are the participants in this programme. The selected interns join two weeks of orientation and training, and four-week placements in a ministry or statutory office situated in Victoria. After this process, they get placed in a political party caucus at the Legislative Assembly of British Columbia and MLA's constituency office. During the internship, they have an opportunity to participate in educational exchanges with other internship programs including the legislation of the State Legislative Internship Programme and the Federal Parliamentary Internship Programme virtually and in person (<https://www.leg.bc.ca/content-peo/Pages/Legislative-Internship-Program.aspx>).

On the basis of the United States of America and overseas experiences, Professor John Power from the University of Melbourne, Australia approached the President of the Legislative Council and the Speaker of the Legislative Assembly for initiation of the Victorian Parliamentary Internship Programme in 1989 to bridge the gap between University and Parliament. The program began in 1990 when twenty-one students of Melbourne University completed internships at the Victorian Parliament. (Hvala Tom & Brekkel, 2015, p.14). (<https://www.parliament.vic.gov.au/images/stories/studentsofspringstreet.pdf>).

In India, the Legislative Assistants to Members of Parliament (LAMP) Fellowship was conceptualized by Policy Research Studies (PRS) a non-profit organisation co-founded by C.V. Madhukar and M.R. Madhavan in 2010 for young and energetic Indian students who were/are interested to know about the working procedure of Parliament as well as policy formulation process through experiential learning methodology. A fellow must be an Indian citizen with a bachelor's degree in any academic discipline up to the age of 25 years. Mainly, a fellow has to work with the assigned Member of Parliament (MP) for helping to fulfil the Parliamentary duties like framing the question intended to be asked by the MP, raising matters of public importance during zero hours, preparing legislative and policy debates as well as drafting private member's bills. When the Parliament is not in session, a fellow assists the MP with the research work for standing committee meetings and interacts with policymakers and academicians in this context. A fellow has to perform full-time work with the assigned MP for 10-11 months starting from June to the completion of the budget session every year (prsindia.org/lamp/role-of-a-lamp). During one month of training, the aspects of the Indian Constitution, economics, parliamentary procedure, information sources, research tools, and public policy issues are the part of fellow's familiarization. After successful completion of this fellowship, one can pursue an advanced degree in prestigious institutions like Harvard, Yale, Columbia, Oxford, London School of Economics, SciencesPo, World Bank, International Monetary Fund (IMF), National Institute of Public Finance and Policy (NIPFA), and Centre for Policy Research (CPR), etc (prsindia.org/lamp/faq).

Gandhi Fellowship

Gandhi Fellowship Programme under the Piramal School of Leadership was founded in 2008 from the perspective of providing first-hand experience to youth focused on the philosophy of

building self and building the nation with the hypothesis of developing a network of ten thousand young people across the nation. Initially, it was started in two districts of Rajasthan (Jhunjhunu and Churu) with 10 fellows under the School Leadership Development Programme. Graduate and postgraduate youth from diverse streams who are sensitive towards the pressing problems of the nation between the ages of 18 to 26 years having achievements in academics and extracurricular activities like sports, NCC, NSS, voluntary work, performing arts, debate, literature, etc. are eligible to be a part of this fellowship. It is an intensive two-year residential professional programme for inculcating the transformational skills to overcome the 21st-century problems and issues of governance as well as development. Presently, this fellowship covers 14 states (Andhra Pradesh, Assam, Bihar, Delhi, Gujarat, Haryana, Jammu & Kashmir, Jharkhand, Madhya Pradesh, Maharashtra, Odisha, Rajasthan, Uttarakhand, and Uttar Pradesh) with three programmes (School Leadership Development Programme, District Transformation Programme, and State Transformation Programme) across the country (gandhifellowship.org).

Gujarat Chief Minister's Fellowship Programme

An eleven-month Chief Minister's Fellowship Programme was initiated by the Government of Gujarat in 2010 to harness the youth energy in promoting social service values and national development objectives by experiencing the government functioning at headquarters and district-level developments. A university degree holder with relevant work experience and speaking as well as reading the Gujarati language is eligible to apply for this fellowship. Indian citizenship cardholders, persons of Indian origin, and overseas citizenship of India holders can be a part of this fellowship. The Chief Minister's Fellowship Programme initiates an induction period for orientation and ground-level study. Each Fellow is being placed with a Mentor who provides essential guidance and directions about the fellowship period. Fellows are required to submit regular documentation of their outputs, this can be briefings, articles, presentations, and other formats. Fellows are expected to demonstrate and document outstanding work and impact, as well as build their knowledge and skill set for the development sector (<https://proudly.in/gujarat-cm-fellowship/>).

Chief Minister Fellowship Programme Maharashtra

In 2015, the Government of Maharashtra started the Chief Minister Fellowship Programme by involving 50 young professionals of 21 to 26 years age group for a better understanding of governance, public administration, and public policy process. A first-class graduate of any discipline with one-year work experience and basic proficiency in the Marathi language along with the postgraduate qualification can be considered as an additional advantage. The fellow is treated as equivalent to the Grade-A officer of the Government. There is a provision of 10 days leave during the 11-month full-time programme and an accidental insurance cover without any accommodation (<https://scholarshipdunia.com/chief-minister-fellowship-maharashtra-eligibility/>).

Chief Minister Young Professionals for Development Programme Madhya Pradesh

The Chief Minister's Young Professionals for Development Programme provides an opportunity for young graduates/post-graduates and professionals to work with the government. The Programme aims to equip aspiring young professionals with an in-depth understanding of the complexity of the governance and development processes through district and village-level immersion in a wide range of institutions dealing with regulation, health, education, infrastructure, urban & rural development, and social security. These young professionals help in identifying the prevalent problems in the design of programmes, schemes, and implementation processes through rigorously structured research projects so that the necessary improvements can be made at the policy formulation and implementation levels. A total of 52 research associates are being placed in each of the districts of Madhya Pradesh to collect objective feedback on the functioning of the Government. They are being guided in

their work by 6 dedicated mentors (advisors) located at headquarters in Bhopal and work closely with the government departments in the process of policymaking. This young team is engaged in citizens impacting government projects. Such projects cover issues of governance accountability, enforcement of the rule of law, improving the quality and effectiveness of public service delivery, control of corruption, etc. Some specific projects manage to improve the quality of education, child nutrition, quality of healthcare, mitigation of poverty, creation of livelihood opportunities, and service quality of government offices, etc (http://aigppa.mp.gov.in/uploads/opportunities/Detailed_Advertisement.pdf).

Chief Minister's Urban Leaders Fellowship Programme Delhi

The Chief Minister's Urban Leaders Fellowship (CMULF) programme provides a unique opportunity for young leaders across India to work with the Delhi Government to address some of the most pressing urban challenges in India. The fellowship focuses on engaging outstanding young men and women from across the country under the age of 35 years who are passionate about public service and are willing to work for two years with the Delhi Government. The Fellowship programme is being managed by the Administrative Reforms Department, Government of NCT, Delhi in close collaboration with the offices of the Chief Minister, Deputy Chief Minister, and line departments of the Delhi Government. Fellows are assigned to work with Ministers and/or senior officials across various departments of the Government of NCT of Delhi such as education, health, water, environment, transport, art & culture etc. They provide analytical support in the formulation of policies, implementation of projects and various governance initiatives. Fellows are selected through a fair and rigorous selection process from applicants who graduated from top global and national institutions and have substantial experience with government/s and industry. The fellows are individually provided with executive coaching and mentoring by experienced coaches as well as public service experts. The executive coaches and mentors help the fellows to have a deeper understanding of the issues and streamline their efforts in the areas of the assigned project. This continuous support intends to hone the leadership skills and augment the morale of the fellows to serve the people in its truest sense. (Government of NCT of Delhi, 2018, p. 6-8.)

Table 1, A State-wise View of Chief Minister's Fellowships in India

Sr. No.	State Name	Fellowship Name	Year of Initiation	Duration (Months)	Fellowship Amount (in Rs)
1.	Gujarat	Chief Minister Fellowship Programme	2010	11	20,000 per month
2.	Maharashtra	Chief Minister Fellowship	2015	11	45,000 per month
3.	Haryana	Chief Minister Good Governance Associate	2016	12	50,000 per month
4.	Delhi	Chief Minister Urban Leadership Fellowship Programme	2016	24	1,25,000-Fellow 75,000-Associate Fellow per month
5.	Madhya Pradesh	Chief Minister Young Professionals for Development Programme	2017	12	—
6.	Chhattisgarh	Chief Minister Good Governance Fellowship Programme	2017	—	—
7.	Goa	Goa Chief Minister Fellowship Programme	—	12	40,000 per month

8.	Tamil Nadu	Chief Minister Fellowship		24	
9.	Uttar Pradesh	Chief Minister Fellowship	2022		40000 per month +15000 for the purchase of a tablet

Source: *The Author.*

Chief Minister's Good Governance Associates in Haryana: An Empirical Analysis

The Chief Minister's Good Governance Associates (CMGGA) programme was launched in 2016 by involving youth as change-makers in ensuring good governance. It provides a platform for young talent across the country towards creating social impact by working directly with district administration and Chief Minister's office. The CMGGAs are expected to bring in fresh thinking and inputs at the ground level for local planning, execution, community interaction, and outcome management. They are expected to enrich the district administration by pitching out-of-the-box, workable and sustainable solutions. The associates have to enter into a contract that outlines the terms and conditions of the CMGGA. They are not employees of the Government but work closely with the government, and receive a designated stipend (arranged from Hero Motocorp, Cisco, Pernod Ricard India Foundation and Yokohama in the form of donation) during the entire duration of the program through Ashoka University (established under Private University Act of Haryana) situated at Sonapat in Haryana. On satisfactory completion of their engagement in the district, they receive a completion certificate at the end of the fellowship. The Government of Haryana considered three fellowships (The Prime Minister's Rural Development Fellowship, The Gujarat Chief Minister's Fellowship Programme and The Gandhi Fellowship) while designing the Chief Minister's Good Governance Associates Programme in Haryana (Government of Haryana (GOH), 2016, p. 2): The programme follows an outcome-focused and impact-driven approach with each cohort. The associates work on select flagship programmes across multiple domains and also on an innovative pilot project of their choice to address critical issues pertinent to their respective districts. The projects are designed to have sustained solutions with set targets and milestones (<http://www.cmgha.in/programme>). Adopting a Field-to-Forum approach, the Associates work in the districts for 7 weeks and then gather at Ashoka University for a week-long Forum. The Forums are designed to problem-solve challenges, synthesise learnings, and ideate to work better. Forums allowed the team to design work streams, enable problem-solving and discuss workable solutions to streamline existing programmes at the State level (GOH, 2022, p.11).

The expected responsibilities of CMGGAs are to assess the ground situation of the various programmes/schemes and ensure effective implementation of selected programmes/schemes. Assisting the Deputy Commissioner in the planning and implementation of critical government welfare schemes and citizen services is another jurisdiction of these associates. Coordination and dialogue between various stakeholders of the district. Inter-sector convergence for better implementation of schemes and programmes. Prepare and share regular progress updates (monthly and weekly) with the Programme Team and the Chief Minister's Office. Any other activity as assigned by the Deputy Commissioners and the Chief Minister's Office via the Programme Team. Documentation of best practices and innovations in the districts (<http://www.cmgha.in/programme>). The central research question of the study is Whether the CMGGA assists the Government and administration in achieving the targets of good governance.

Research Methodology

The present study is explorative cum descriptive in nature. It used the qualitative and quantitative methods of research for analyzing the results. It described the role and

responsibilities of CMGGAs in achieving the objectives of Good Governance. Through this study, the researchers tried to explore the problematic areas of operationalization in public governance. The primary responses have been collected through a structured questionnaire of the schedule method as well as a Google form for bringing more inclusive feedback from all the selected district headquarters of Haryana. Secondary data have been appropriated by consulting relevant journals, books, annual reports of government publications, and internet, etc. The Human Development Index (HDI) of Haryana is being used for selecting the districts covering all the divisions of the entire Haryana. Three districts namely Gurugram, Panchkula, and Panipat have been selected from three divisions of Haryana i.e. Gurugram, Ambala, and Karnal, which have the highest HDI value in their divisions. Likewise, the other three districts Palwal from the Faridabad division, Jind from Hisar, and Bhiwani from Rohtak division have been selected for data collection having the lowest HDI value in their respective divisions. It is representational because all the sampled districts are also representing the entire geographical and administrative divisions of Haryana State.

Table 2, Division-wise Selected Districts Details

Administrative Division	Districts	HDI Score	Sampled Districts	Total Respondents (CMGGAs +HODs)
Ambala	Ambala	0.666	Panchkula HDI Score 0.777	1+10
	Kurukshetra	0.576		
	Panchkula	0.777		
	Yamuna Nagar	0.573		
Faridabad	Faridabad	0.696	Palwal HDI Score 0.271	1+10
	Palwal	0.271		
	Nuh	0.276		
Gurugram	Gurugram	0.889	Gurugram HDI Score 0.889	1+10
	Mahendragarh	0.497		
	Rewari	0.563		
Hisar	Hisar	0.480	Jind HDI Score 0.358	1+10
	Fatehabad	0.379		
	Jind	0.358		
	Sirsa	0.508		
Karnal	Karnal	0.438	Panipat HDI Score 0.677	1+10
	Panipat	0.677		
	Kaithal	0.466		
Rohtak	Rohtak	0.483	Bhiwani HDI Score 0.339	1+10
	Jhajjar	0.419		
	Sonipat	0.615		
	Bhiwani	0.339		
Total Respondents				6+60=66

The questionnaire has been designed to capture mathematical scores for various questions along with a few subjective questions. Responses are categorized in order; 1-very satisfied, 2-satisfied, 3-neutral, 4-dissatisfied, 5-very dissatisfied or not applicable as per the Likert scale. The administrative feedback has been sought from Deputy Commissioners, HODs, and concerned Chief Minister Good Governance Associates (CMGGAs) by using the Google form-based questionnaires via mail so that we can assess the impact of effectiveness and efficiency as well as ensure accountability of various departments.

Findings of the Study

The researchers have drawn the following conclusion after processing the responses gathered from the district officials about CMGGA's existence and working:

The majority of the respondents agreed that the role of CMGGA is an additional advantage regarding expertise over good governance at the district level. Although the majority of district officials are selected through the rigorous selection process and have regular training and orientation for good governance, the presence of CMGGA provides expertise with advanced academic knowledge.

The inputs provided by the CMGGA while participating in the meetings of the district planning committee and district budget committee facilitate desired results and better decision-making. Information and communication technology (ICT) facilitates effective communication between district authorities, state officials, and the CMGGAs for better coordination at the district level. Above two-thirds of the district officials responded that the CMGGA is playing an important role in the decision-making and governance process at the district level. Few respondents denied their role in this regard.

A major section of district officials responded that there is a direct communication route to CM Cell through CMGGA about the functioning of district administration. On the basis of the inputs provided by CMGGA, the CM cell decides on the priority areas of research for governance. This means that overall monitoring over the functioning of CMGGA is carried out by CM Cell directly and they work as a parallel institution/ administrator at the district level. Above 80% respondents pointed out that CMGGA is really working as a good governance associate and considered them as an agent of the state government at district level. This highlights that the state government is directly involved in the decision-making process at the district level through CMGGAs.

Accountability, transparency, and responsiveness of the administration are the three important elements of good governance. District administration being in direct interface with the citizens needs to ensure the presence of these three elements in its working. Three fourth of the respondents pinpointed that the efficiency and effectiveness of the policies, projects, and programs of the government are also ensured through the expertise of the CMGGAs.

More than 60% of the respondents feel that CMGGA plays a significant role in promoting people's participation in the governance process. The effectiveness of the delivered public services can only be ensured through citizens' active participation. As per the majority of respondents, CMGGA carries out its tasks for a better citizen-administration interface and service delivery.

Most of the CMGGAs were aspirants of abroad higher studies through this experiential learning fellowship because it is mandatory for some of the prestigious institutes and programs like Public Policy and Governance.

Discussion about Research

For the purpose of analysing the role of CMGGAs regarding public governance at the district level, a google form-based questionnaire was sent to the officers of district administration, Ashoka University-knowledge partner for CMGGA programme and CM Cell for CMGGAs regarding their responses when offline efforts did not materialise. The response rate was very low from the district officers/officials but no response was received from Ashoka University and CM Cell for CMGGAs. It was observed that the majority of CMGGAs belong to the professional education programmes like science and engineering, commerce, architecture,

business studies etc. It means as the Government of Haryana has given the name of this fellowship/ internship programme as Chief Minister Good Governance Associate but majority of the fellow don't have the knowledge of public governance and good governance theories, indicators and related knowledge because of their different educational background. In this regard, it is recommended that the CMGGAs should be selected through a public advertisement and following the principle of merit i.e. entrance exam with the eligibility of having required degree qualification in Public Administration, Political Science, Economics, Sociology and subjects of social sciences imparting knowledge of governance, public policy, good governance, rural development, urban development etc. The CMGGAs should be deputed at block and village level by involving the nearby university students who have eligibility qualification. The curriculum of social sciences discipline should be revised by including a slot of internship as per the requirement of their syllabus. A policy document may be prepared with requisite guideline and procedure at state level as internship policy in public policy and governance on the pattern of All India Council for Technical Education (AICTE) internship policy. The Corporate Social Responsibility (CSR) amount can be used to pay the interns/fellows and other expenditures to execute the internship policy in a realistic way.

As per the mandate of CMGGAs programme, they have to support district administration but no such guidelines found that what, why and how the modality of this support. Again, they have to streamline execution of flagship file but they don't have the executive powers in this regard. Similarly, they have to innovate workable and sustainable projects but they don't have experience and time span for caring out such innovations because they will be replaced with another lot of 24-25 interns/fellows after 12 months. The fourth and last mandate is to consolidate regular updates for Chief Minister, yes, they are performing this duty properly. This programme has four unique selling propositions like social innovations, sustainable and scalable, multi-sectoral collaboration, and rigorous research & mentorship but it is not feasible for CMGGAs to do justice with such heavy propositions without specific training and such short of time and understanding the physiology of socio-cultural and politico-administrative environment.

Conclusion

To operationalise good governance, the concept of New Public Management (NPM) is being considered as a vital input. NPM is the incarnation of the new model of public sector management, which emerged at the beginning of the 1990s in response to the challenges of globalization, international competitiveness, and technological change. In a welfare state, most of the services are funded directly or indirectly through the public exchequer. Sometimes public service activities may be outsourced operationally to private firms through Public-Private-Partnership mode but the funding source of such delivery is public finance. Ultimately, the sole objective of Good Governance Associates is to assist in the performance appraisal of public service projects, which are being implemented by the district administration for the welfare of society. Responsiveness is one of the core features of good governance but CMGGAs and district officials have not shown their interest for the asked questions after repeated requests. Most of the CMGGAs and district officials kept the questionnaire for seeking permission of the higher authority but no response was received in this regard. So, answerability of Government officials and partners under a memorandum of understanding (MOU) should be ensured by amending service rules of Haryana Government employees and MOU guidelines of participating institutions respectively regarding research/academic matters. It was observed that the academic institution under MOU prefers some of the specific academic institutions during selecting the CMGGAs. The public-funded universities should be given a chance to select the CMGGAs by rotation for rationalization of public affairs of governance. The fellowship period should be extended at least up to 2 years for better results in public governance. Most of the CMGGAs never studied the theory of public governance and good

governance because of their different educational background. So, the students related to public administration, politics, governance, public policy and social science discipline background should be engaged in such internship/fellowship programmes because they have theoretical knowledge of the relevant concepts.

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