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AGENDA

10th MEETING

PROGRAMME MANAGEMENT COMMITTEE

1500 hrs/ November 11, 2011

LBSNAA, Mussoorie

Lal Bahadur Shastri National Academy of Administration, Mussoorie

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ITEM 1 – Confirmation of minutes of 9th Meeting dated October 7, 2011

1. Minutes of the last meeting were circulated vide e-mail to all members of the Committee. No comments have been received. The minutes are placed for confirmation by the Committee. (Please see **Annexure-A**).

ITEM 2 – Presentation on Phase IV (Round VI) of MCT Programme to be held from August 22 – October 14, 2011

1	Title of the Course	<ul style="list-style-type: none"> Phase-IV of Mid Career Training Programme for the IAS Officers
2	Duration & Date	<ul style="list-style-type: none"> August 22nd to October 14th, 2011 (8 Week) Foreign Study Tour – Canada from 10th to 23rd September, 2011 (2 Week) The Course was conducted at the Academy in Mussoorie.
3	Course Team of the Academy	<ul style="list-style-type: none"> Shri Alok Kumar, Deputy Director & Course Coordinator Shri Dushyant Nariyala, Gaurav Dwivedi, Dr. Prem Singh- Associate Course Coordinators.
4	Course Objectives	<ul style="list-style-type: none"> The programme aims to prepare the officers for upcoming assignments in the areas of public policy formulation and analysis. Accordingly policy analysis, policy implementation, public management and leadership constitute its key elements. It also seeks to update their knowledge in the major domains of governance.
5	Programme participants	<ul style="list-style-type: none"> Participants drawn from IAS Officers of 1991, 1992, 1993, 1994, 1995, 1996 Batches.
6	Composition of Group-Service represented and male/female break up	<ul style="list-style-type: none"> Total Participants - 105 Officers Male – 88 Female – 16 Residual Participants - 1 SLAS Participants - 4
7	Programme Inaugurated by	<ul style="list-style-type: none"> Inaugural Address by Shri R.C. Misra, Secretary, DAR&PG, GoI.
8	Valedictory address by	<ul style="list-style-type: none"> Valedictory Address by H.E. Smt. Margaret Alva, Governor of Uttrakhand.

Objective of the Programme, inputs and eminent guest faculty

The main objective of the training programme was to support officers to make the transition from programme management to becoming effective and responsive policy formulators. The programme aimed to build strategic management and leadership skills of the participants and also enhance their competence to address the public policy issues. This was done through:

- Consolidating and drawing lessons from their own past programme and project experiences.
- Deepening understanding of global, national and state level policy environments.
- Providing detailed sector-specific knowledge, concepts and tools, as well as policy perspectives.

Course Design

- Week 1 – Perspective building
- Week 2 & 3 – Public Policy Module by the Academy faculty and IIM, Ahmadabad covering India's current economic strategy, issues in policy formulation and implementation
- Week 4 & 5 – Foreign Study Tour to Toronto Canada (in collaboration with Institute of Public Administration, Canada)
- Week 6 – Electives (Health; Rural Development, Decentralization and Agriculture; and urban Development)
- Week 7 – Electives (Education; Infrastructure and PPP; and Public finance)
- Week 8 – National Security; e-governance; Public Service Delivery and presentation of policy papers.

Faculty

The Course was delivered through a combination of internal Academy faculty, faculty drawn from reputed academicians and experts from IIM Ahmedabad, National Institute of Public Finance & Policy, New Delhi and eminent guest speakers comprising senior leaders, economists, both serving and retired civil servants and well-acclaimed domain experts. The Academy faculty delivered over 15% of the total teaching inputs besides taking other course-related sessions.

Academy Faculty:-

Shri Padamvir Singh, Shri Kush Verma, Shri Sanjeev Chopra, Shri Alok Kumar, Dr. Gyanendra D. Badgaiyan, Dr. Prem Singh.

Guest Speakers:-

Shri R.C. Misra, Prof. Goran Hyedn, Shri Pratap Bhanu Mehta, Ms. Yamini Aiyer, Prof. Pranab Bardhan, Shri Jayprakash Narayan, Shri TR Raghunandan, Prof. Marianne Bertrand, Shri A.M. Tiwari, Shri Anil Swarup, Shri Umesh Sinha, Shri RVV Ayyar, Shri Paranjay Guha Thakurta, Shri Aaron Rosland, Shri JS Deepak, Shri Navroz Dubhash, Shri K.P. Krishnan, Shri K.L. Sharma, Shri Vikram K Chand, Dr. C.V. Madhukar, Dr. Saumitra Chaudhuri, Dr. Narendra Jadhav, Shri Vinod Raina, Shri Bimal Patel, Dr. Sanjeev Chopra, Ms. Anita Rampal, Ms. Suman Sahai, Shri Vineet Joshi, Shri Rajeev Chawla, Ms. Isher Judge Ahluwalia, Prof. Swapan Kumar Datta, R.P. Sisodia, Shri Ramanath Jha, Shri Ashok Gulati, Sachid Madan, Ms. Gouri Gupta, Shri B.S. Sokhi, Shri Hasmukh Adhiya, Shri R Lakhani, Shri K.Raju, Shri Dileep Ranjekar, Shri Ashish Karamchandani, Shri Nikhil Dey, Shri A. Thomas, Shri Gautam Chaterjee, Shri Dilip Chenoy, Shri Kabir Vajpayi, Prof. Mukesh P. Mathur, Shri S.M. Vijayanand, Shri Pawan Agarwal, Prof. V. Srinivas Chary, Shri Deep Joshi, Prof. Anil K.Gupta, Shri Ravi kant, Mr. B. Wilson, Prof. KS Chalam, Shri Subir Shukla, Shri I. P. Gautam, Ms. K. Sandhya Rani, Ms S. Aparna, Shri S.S. Kshatriya, Shri Partha Mukhopadhyay, Ms. K. Sujatha Rao, Shri Azim Premji, Dr. Ravi Narayan, Shri Govind Mohan, Dr. Amitabh Kant, Shri Cherian Thomas, Dr. Suneeta Singh, Dr. T. Sunderraman, Shri M Verappa Moily, Shri K.C. Singh, Dr. Sabahat Azim, Shri Pradeep Singh, Shri Manoj Gopal Krishnan, Ms. Indirani Gupta, Shri Sandeep Verma, Dr. Arun Kumar Panda, Dr. Girija Vaidyanathan, Prof. Bharat Karnad, Shri Vijay Kelkar, Shri K Chandramouili, Shri K Chandramouili, Shri M. Ramachandran, Shri J.L. Bajaj, Shri Indu K Pandey, Shri Anil Razdan, Dr. Rahul Khullar, Shri B.S. Baswan, Shri Ajay Mathur, Shri Sam Pitroda, Shri Ajay Makan, Shri K.R. Sriram, Shri Gopal Pillai, Ms. Suchitra Pyare Lal.

IIM Ahmadabad

Prof (s). Sebastian Morris, Prof. Ajay Pandey, Prof. G. Raghuram, Prof. Rekha Jain, Prof. Neharika Vohra, Prof. Deepti Bhatnagar, Prof. Prem Pangotra, Prof. Ravindra Dholakia, Prof. Jayant Verma.

J-Pal

Shri Iqbal Dhaliwal, Prof. Marianne Bertrand, Ms. Nina Singh, Shri Abhijit Banerjee, Ms. Aparna Krishna.

National Institute of Public Finance

Dr. Sudipto Mundle, Dr. Ajay Shah, Dr. Ila Patnaik, Dr. N. R. Bhanumurthy, Dr. Pinkai Chakraborty, Dr. Kavita Rao, Shri M. Govinda Rao, Dr. Arunish Chawla

Course Feedback

Sessional Feedback

Week	LBSNAA Faculty	Guest Faculty	IIM Ahmedabad	Canada Faculty	Overall
1	82.77%	77.34%	-	-	80.06%
2	82.80%	76.85%	76.53%	-	78.72%
3	86.12%	71.68%	76.96%	-	78.25%
4 & 5	-	-	-	78.42%	78.42%
6	88.09%	79.83%	-	-	83.96%
7	80.42%	82.19%	-	-	81.31%
8	81.67%	83.52%	-	-	82.60%

* Exclusive of Course briefings, review of Classroom Exercises, Experience Sharing Presentations & Public Policy Presentation, feedback sessions, etc taken by Academy Faculty.

** *Draft Report of IPAC is attached for information at Annexure B.*

End-of –Course Feedback

The weighted average of the overall End-of-Course Feedback given by participants about the course (based upon its usefulness, training experience, etc) was **89.87%**. Copy of the feedback report is attached at **Annexure C**.

ITEM 3 – Location where the foreign exposure visits are to be done for the MCT Programme in 2012

Foreign Exposure visits of the Phases-III, IV and V of the Mid Career Training Programme were arranged in collaboration with the following foreign institutes during 2010 & 2011

2010

1. Round 4 of Phase- III - Korea Development Institute, Seoul
2. Round 4 of Phase-IV - Korea Development Institute, Seoul
3. Round 4 of Phase-V - Harvard Kennedy School, Boston, USA

2011

1. Round 5 of Phase-III - LKY School of Public Policy, Singapore and Malaysia
2. Round 5 of Phase-IV - Korea Development Institute, Seoul
3. Round 6 of Phase-IV - The Institute of Public Administration of Canada, Toronto
4. Round 5 of Phase-V - Columbia University, New York, USA

In view of our past experience and the feedback received from the participants, it is proposed to conduct the foreign exposure visits of MCTP courses during 2012 in collaboration with the following Institutes:

1. Round 6 of Phase-III 2012 - Korea Development Institute, Seoul
2. Round 7 of Phase-IV 2012 - The Institute of Public Administration of Canada, Toronto
3. Round 6 of Phase-V 2012 - Not yet decided

ITEM 4 – Course Review of ongoing Round V of Phase V MCT Programme

Eighty six IAS officers recruited between 1980 and 1984 participated in the programme. This included two from the previous year who could not do the domestic component last year and one who fell seriously ill on arrival in New York. The programme began with a foreign study tour on the theme of '**Global Perspectives on Governance**' conducted by the School of International Public Affairs (SIPA) of Columbia University. SIPA was selected on the basis of competitive bids obtained from the following universities/ institutions of USA:-

1. Harvard Kennedy School Cambridge
2. MIT Cambridge
3. Columbia University
4. Yale University
5. Stanford University

Except for Stanford University, we received bids from all the other institutions. A committee headed by the Director examined these bids and selected SIPA of the Columbia University.

The study tour started on Oct 7, 2011 when a curtain raiser was organised in Vigyan Bhawan Annexe, New Delhi where Hon'ble Union Home Minister, the Cabinet Secretary, the Personnel Secretary and the Director addressed the participants who left for New York on Oct 8/9 2011. The program started on Oct 10, 2011. It was organised in a conference room 'Manhattan heights' located in the Hotel Park Central where the participants were lodged. A copy the schedule of sessions organised is at Annexe 1. The feedback of the participants and that of SIPA is at Annexe 2 and Annexe 3 respectively.

The Domestic component started on Oct 24, 2011 with Dr Rangarajan giving an inaugural lecture on 'Indian Economy: Prospects and Constraints'. A copy the schedule of sessions organised during the domestic component is at Annexe 4. During the program the participants wrote strategy papers on subjects of their choice. LBSNAA plans to publish these as an Academy publication. Besides writing these papers, the participants worked in groups of 8-9 in 'peer clinics' to identify a major governance challenge which was diagnosed and for which solutions were suggested. Recommendations will be shared with Secretary of the relevant department, Personnel Secretary, the Cabinet Secretary and Chief Secretaries.

Analysis of Feedback of the Phase V program

All participants were unanimous that NY provided them an exposure that was outstanding as their hotel was located very close to Times Square and Central Park. This gave them unmatched opportunity to explore the cultural richness and infrastructure of NY. Most of the sessions were rated pretty high. Baring a site visit to ground zero, all site visits added value to the knowledge of the participants. The hotel provided neat clean rooms and satisfactory breakfast.

The participants have appreciated the infrastructure and care given to them at LBSNAA. They enjoyed the food in the mess, arrangements at the hostels and the

sports and other cultural facilities. The feedback for the third week of the program (i.e. first week of the Domestic component) reveals that all sessions were received very well. The members of the PMC have been invited to attend the feedback session to have a first hand account from the participants of phase V.

Suggestions for the Next Phase V

The Academy has organised two rounds of the Foreign study tour(FST) which poses huge challenges. All participants are senior IAS officers who are entitled to travel by business class. Since number of participants expected to go is around 100, we cannot organise a single flight to take all participants in one single flight. Last year the program was organised at Harvard Kennedy School which was selected at the directions received from PMO/DOPT. As directed by the PMC, this year Request for Proposal (RFP) was sought from five top rated institutes as suggested by the PMC. Selection of partner institute is a major challenge as these institutes are normally selected on nomination basis by foreign governments. Negotiations with Director SIPA proved a very difficult affair. These are known to official members. Others will be explained during the meeting. Our experience with HKS in 2010 and SIPA in 2011 reveal that by selecting a partner institution like HKS and SIPA, we lose flexibility in selecting faculty and rely on the particular partnering institution's understanding of our requirements.

PMC is requested to guide us on the following:-

1. Should participants of Phase V be sent on a foreign study tour?
Many participants were consulted. They felt that most of the participants have visited foreign countries during their long career. There could be some who may not have visited New York or Cambridge, but may have gone to European Countries or other countries as part of official business. Looking into the logistics involved in foreign travel, LBSNAA may explore possibilities of using video conferencing for organising inputs from top class faculty available in some of the outstanding institutes of US and Europe.
2. If foreign study tour is considered necessary, we have gained experience of organising it in a conference room of a hotel. We can consider organising it ourselves in NY or Washington DC where we can hire conference room and invite carefully selected resource faculty to address the participants. During our visit, we have explored possibility of organising such a program in the US. The Director had taken time off to meet the Ambassador in Washington and various officials of World Bank Institute where he received overwhelming response and support for organising such a program. PMC had considered such possibilities some years back and supported such an idea. PMC may deliberate and guide LBSNAA for organising FST on these lines.
3. **Course Design for Phase V:-** The participants of Phase V bring with them long experience in various aspects of governance. LBSNAA has attempted to make it participative by asking them to write strategy papers, participate in

Policy clinics, moderate of the sessions of the guest faculty and share insights with fellow participants. PMC may consider guiding us in improving upon the delivery of the program.

ITEM 5 – Any other item/s to be taken up with the permission of the chair

1. Any other issue/s may be taken up for discussion with the permission of the Chair.

MINUTES OF THE 9th MEETING OF PROGRAMME MANAGEMENT COMMITTEE (PMC) HELD AT 1545 HRS ON October 7, 2011 AT INDIA INTERNATIONAL CENTRE, NEW DELHI

1. The following members were present:
 - (i) Sh. Padamvir Singh, Director, LBSNAA, Mussoorie
 - (ii) Sh. K.T. Chacko, Director, Institute of Foreign Trade, New Delhi
 - (iii) Dr. HP Dixit, former VC, IGNOU
 - (iv) Sh. PK Gera, Joint Director, LBSNAA, Mussoorie
 - (v) Smt. Upma Srivastava, Joint Secretary (Training Division), DoPT, GOI
 - (vi) Sh. Sanjeev Chopra, Joint Director, LBSNAA, Mussoorie

Sh. Gyanendra Badgaiyan, Professor, LBSNAA and Ms. Jaspreet Talwar, Senior Deputy Director, LBSNAA assisted the Committee.

At the outset, the Director welcomed the members to the meeting. Thereafter, the Committee confirmed the minutes of the 8th meeting and took note of the Action Taken Report. Following deliberations on each agenda item, the following decisions were taken:

Agenda Item No. 2: Presentation on Phase-III (Round V) of the MCT Programme held from June 20-August 12, 2011

Sh. Sanjeev Chopra, Joint Director and incharge MCTP programmes apprised the members regarding the overall assessment of Round 5 of the Phase III Programme. The overall feedback was 91.71%. The members applauded the LBSNAA for the excellent performance and also appreciated the fact that the average feedback of the LBSNAA faculty was much higher than the guest faculty during Phase-III. They also noted with satisfaction that the overall feedback of the Phase-III classroom sessions has gone up from 77.41% in the first cycle (2007-09) to 83.42% in this round. Shri Chopra also briefed the members about the foreign exposure visit of the Phase-III to Singapore and Malaysia in collaboration with LKY School of Public Policy in Singapore. From the feedback of the participants, a need was felt to take up the matter with the LKY School for improving the Malaysia component.

Agenda Item No. 3: Course Review of the ongoing Round VI of Phase-IV, 2011 of MCT Programme

Shri Sanjeev Chopra briefed the members about the ongoing Round 6 of the Phase-IV programme and the general feedback upto week 6 and the

Foreign Exposure Visit to Canada in collaboration with the Institute of Public Administration, Canada and the School of Public Policy and Governance, University of Toronto. The feedback of the participants on the Canada visit has been satisfactory although the content of some sessions and the selection of site visits needs to be revisited. Regarding the sessional feedback, the members were happy to note the high feedback of the internal LBSNAA faculty but expressed concern about the feedback of the guest faculty including that from IIM (A). The members expressed the need to scout for better guest faculty for the Phase-IV and desired that Academy should take the lead in developing the module for Public Policy to be delivered in the next rounds of the Phase-IV programme.

It was also decided to explore Japan and Russia as destinations for the exposure visit. The group can be divided in two and sent to different countries which would increase the cross-learnings besides easing the pressure on logistics.

Agenda Item No. 4: Update on Preparation of Round V of Phase-V of MCT Programme to be held from October 9 to November 11, 2011

Shri P.K. Gera, Joint Director and Course Coordinator, Phase-V briefed the members about the course design and the foreign exposure component. Shri Gera pointed out that there has been a drop in the total number of participants from 97 to 86 at the last minute, although these officers had confirmed participation. The committee expressed concern on this trend and it was felt that some punitive action must be taken against such officers who back out at the last minute after confirmation, since it results in waste of public money and time.

Regarding the selection process of the foreign partner, Shri Gera briefed the members about the RFP which had been floated and the subsequent process of selection of School of International Public Affairs (SIPA), Columbia University. Director, LBSNAA apprised the Committee about the possibility of organizing the foreign component of the Phase-V by LBSNAA in association with the Indian Embassy in the US in future. A final view on this matter would be taken upon completion of this round and the proposed meeting of Director, LBSNAA with the Ambassador of India to the US on 14th of October, 2011.

Agenda Item No. 5: Increase in Honorarium paid to domestic guest faculty

It was pointed out that the honorarium being offered to domestic guest faculty for MCT Programmes is low compared with the rates fixed for visiting faculty from abroad. The members felt that there was a need to enhance

these rates and to rationalize the categories. It was decided to recommend to the Government that there should be three categories of domestic faculty and the rates should be as follows:-

- (i) Serving Officers - Rs. 1000/- per session
- (ii) Experts - Rs. 5000/- per session
- (iii) Eminent Persons - Rs. 10,000/- per session

Agenda Item No. 6: Any other item/s to be taken up with the permission of the chair

a) It was decided that the dates for future meetings of PMC could be fixed one day prior to culmination of the Mid Career Training Programmes as the members can also attend the feedback session with the participants. The dates so fixed can be intimated as soon as the training calendar for the year is finalized.

b) The Director informed the members that as per decision of the PMC, an offer had been invited from the Center for Good Governance (CGG), Hyderabad to do an impact evaluation study of the first cycle (2007-09) of the Mid Career Training Programme. As the quotation given by CGG was found to be extremely high (Rs.55 lakhs), it was proposed to assign the work to the National Institute of Administrative Research (NIAR), Mussoorie. The details would be worked out with NIAR and intimated in the next meeting of the PMC. The members agreed to the proposal of Director, LBSNAA.

The meeting ended with a vote of thanks to the chair.

Annexure B Attached as a PDF.

**MID CAREER TRAINING PROGRAMME FOR IAS OFFICERS
PHASE IV (Round – 6)
(22nd August to 14th October, 2011)
END-OF-COURSE FEEDBACK FORM**

1. When did you first receive information about your likely participation in the Programme?

	2 months or more prior	1 to 2 months prior	1 month to 15 days prior	Less than 15 days prior
	18	38	14	9
<i>% answered in each category.</i>	23%	48%	18%	11%

Not given	Total	W. Average
26	79	
25%	75%	70.57%

2 Did you peruse the Course Manual outlining the Objectives and other details at the start of the course?

	Yes	No
	76	3
<i>% answered in each category.</i>	96%	4%

Not given	Total	W. Average
26	79	
25%	75%	98.10%

3. Following were the Major Course Objectives:

1. Appreciate contemporary developments in political economy at the global and national level.
2. Understand the process of public policy formulation, analysis and evaluation.
3. Enhance domain knowledge in the context of the process of public policy.
4. Strengthen leadership & negotiation skills, and
5. Appreciate the centrality of values in governance

a. Your Present Work

	1	2	3	4	5
	15	29	27	6	2
<i>% answered in each category.</i>	19%	37%	34%	8%	3%

Not given	Total	W. Average
26	79	
25%	75%	72.41%

b. Your Future work

	1	2	3	4	5
	36	31	12		
<i>% answered in each category.</i>	46%	39%	15%	0%	0%

Not given	Total	W. Average
26	79	
25%	75%	86.08%

c. Your overall development

	1	2	3	4	5
	38	28	11	1	1
<i>% answered in each category.</i>	48%	35%	14%	1%	1%

Not given	Total	W. Average
26	79	
25%	75%	85.57%

4. What are the changes in the course objectives that you would like to suggest by way of addition, alteration or deletion?

- Politician, bureaucrats, relationship, their roles and rules of engagements.
- Personal development by means of lifestyles changes (invite professional agencies).
- Entire class-room work can be finalized in the rolling session. Afternoon can be spent for group work library etc.
- More case studies would have given more insights. Interaction with political executive and leaders of political parts (registered by ECI)
- Course could have been more hands on by working on laptops / devices even in class.
- May be included subject to related leadership.
- More thematic courses are required. (I) Resource persons may be selected from Judiciary also more inputs required on internal security and WTO.

- Visit of some of the Indian states whom very good would being done may be considered.
- Politician – Bewroucrats interface
- –Bewroucrats technocrats cooperate heads.
- Issues like Naxalim should be dwelt.
- Politician bureaucrat interface and policy making should be given more session.
- Agriculture sectors needs to be focused because, it is always neglected at political level, policy makers level.
- National, international perspectives on health issues to be added politicians was on the implementation of major schemes.
- Politician was on local bodies governance both rural and urban. (representatives and local bodies)
- Added focus on service delivery- greatersatisfaction and achieving excellence.
- Public policy with can be implemented successfully impartiality and neutrality in all walks.
- The foreign visit could perhaps be at the begging on at the end.
- Present framework is ok.
- Land reforms is not seen included.
- Overlap of electives PPP & financial Management more case study, global perspective.
- No suggestion –seen to cover all aspects.
- More people from political life be called.
- More of case studies and their analysis.
- Electives from week 2 onwards.
- Major imputs on specific sectors should have been given so that every participants could have attended at-least 2 months.
- Rigorous analysis and evaluation of policy (with an optional module to pick up there skills.)
- Encourage lecture through video conferencing.
- Module on internal security is essential.
- The policy paper should be kept before the foreign trip exposure. Through an important objective it should not overshadow the whole programme.
- Increase of crimes as a Social Issue.
- Course should have more open discussions.
- More weight can be given on electives and case studies.
- All objectives are good and no alteration is suggested.
- Minimum benchmarks of knowledge should be communicated well in advance so that the speakers are aware of the domain knowledge of the course participants and they structure the lectures appropriately.
- Ok. No change suggested.
- Adequate.
- More case studies, exercises.
- May be included Subject to related leadership.
- Bringing in balance between professional objective and personal life (health, family)
- Elective classes were more effective and useful, therefore one-week more can be increased.

- Financial Analysis.
- Some of the lectures were for F.C.
- Bench marking replication modules.
- Numbers of lecture on Governance and ethics can be reduced.
- More of case study approach.
- More case studies.
- Courses on domain knowledge of Agriculture and Agribusiness should be added.
- Policy formulation should be well guided as a practical approach.
- Time Management.
- Foreign visit should have more interactive sessions with strategist, stakeholders are there.
- Nothing to suggest. It is ok.
- PPP and Public finance to be separate alternatives in different weeks.
- Demolishing caste/community Barriers by way of intercaste, inter-community marriages.
- Developing capability for career planning – at the end of the course participants should be in a position to identify at least two key areas where they would like to specialize. This should be communicated to DoPT by LBSNAA.
- Rhetoric should be avoided.
- Flexibility to encourage discussion, exchange experience.
- No. of lectures on Public Policy – Theoretical background can be reduced (4-5 lectures were there during course).
- More discussions on the current issues in the country.
- More elective weeks.
- More time should be given during day time for self study, discussion with senior faculty or guide.
- IT and e-Gov.
- Canada visit towards the last 2 weeks and officers return tickets to be booked as per their desired date of return.
- Focus should be on “how to” implement.
- Allowing families to academy should be more flexible as dates of school vacations varies across different states in the country.
- Inclusion of resource persons from judiciary

		[1 = Poor, 5 = Excellent]					Not given	Total	W. Average
		1	2	3	4	5			
5. Programme Design:	How would you rate the following.								
i.	Area & Subject Coverage	23	41	14	1	0	26	79	
	<i>% answered in each category.</i>	29%	52%	18%	1%	0%	25%	75%	81.77%
ii.	Orientation to present assignment & future charges over next 5 years.	25	43	10	1	0	26	79	
	<i>% answered in each category.</i>	32%	54%	13%	1%	0%	25%	75%	83.29%
iii.	Distribution of time among various components of the course.	14	43	21	1		26	79	
	<i>% answered in each category.</i>	18%	35%	27%	1%	0%	25%	75%	77.72%

iv. Sequencing	20	36	19	3	1	26	79	
<i>% answered in each category.</i>	25%	46%	24%	4%	1%	25%	75%	77.97%

- Visit aboard may be kept in the end or beginning of the programme.
- Preference on electives could be obtained in advance and more inputs should be given.
- Policy paper submission should be by end of week 6
- May be increase the time for main topic.
- The course helps in acquiring insights into the subjects in which the officer/trainee has not worked, however, forgiving / giving an in-depth in the chosen subjects one needs to be given an intense training through a follow up programme.
- Afternoon lecture lessons need to be changed more practical exposure is required.
- Theoretical lecture on policy definition etc may be reduced.
- Really excellent
- Additional areas: industrial development investment promotion E-governance.
- Elective subject should be given more time. Social sector should be given extra weights.
- The course should and after the Canada visit.
- Stating from public finance to different sectors of development and their e-governance.
- One or two session on law, terrorism etc. could be included.
- More field visit to see the implementation the work at ground level.
- Too much time for too generic topics was given. After weeks an officers should be able to learn and pick up a to z of certain skills.
- Optional modules to handling of data/ analysis.
- Some more focus on Economics and quantitative methods can be done in the 1st week.
- In my opinion: 4 week classroom training and 2 week exposure visit to should be the programme design.
- The programme had been chalked out diligently. Overall a very satisfying experience. The course team has done fantastic job.
- Please don't get officers who have quite and then want to preach " emphasis on infrastructure and education were well deserved but they can be more spread over with inter miller inputs on other socio economic issues as well absolute no-no to management guys & JPAC types.
- Duration of the programme could be reduced. More Sessions could be set apart for electives.
- Foreign visit should be at the end of the course; spouses be allowed on foreign tour like in case of IPS training.
- Course content can be moduled to accommodate issues pertaining to practical problems pertaining to service.
- Very good.
- Sequencing of individual sessions on certain topics could have been done better. Eg. The one on Telecom auctions and S. Verma could have been done together since they had different perspectives on the issue. J S Deepak, Alok Kumar, Mr. Baswan's Session with Mr. Raina's etc. Bharat Karnad's with a panelist so that counter points could be presented.

- The foreign exposure was extremely disappointing, to say the least – both in terms of logistics as well as content.
- Mr. Ayyar in Public Policy should be phased out this Phase –IV.
- The electives should be held in the first two/three weeks and thereafter policy paper topics can be called for. Public finance module to be compulsory for all.
- May be increase the time duration for sure schedule subject.
- A little more time may be allowed to the ‘elective’ sessions. After 16-18 years of service one needs to specialize in chosen area of work.
- Field visit should be included.
- More speakers having a contemporary field experience should be invited.
- The duration could be reduced to 7 weeks by better selection and focus on some issues eg. Health.
- More inputs on Public Finance.
- Flexibility and freedom expected.
- Time assigned to Governance could be reduced and more time can be given to giving knowledge with regard to analytical tools.
- The subjects of Economics, planning can be dealt with in more details.
- Law and order to be given more prominence PPP module can be shortened.
- 4 Weeks trg. + 2 weeks Foreign Visit + 2 Weeks Trg. Finish assignment before foreign visit
- 6 Week trg. + 2 Weeks foreign visit.
 - Excessive time to J-PAL. Why? (in 1st week)
 - Public finance should be compulsory. Health and education modules are reqd. by all and so should be more in common curriculum.

6. Kindly indicate the usefulness of the training materials		1	2	3	4	5	Not given	Total	W. Average
i.	Background readings	31	40	7	1		26	79	
	<i>% answered in each category.</i>	39%	51%	9%	1%	0%	25%	75%	85.57%
ii.	Classroom material given in form of cases, handouts, etc.	27	40	10	2		26	79	
	<i>% answered in each category.</i>	34%	51%	13%	3%	0%	25%	75%	83.29%

7. How did the following pedagogical methods employed in the programme appeal to you.		1	2	3	4	5	Not given	Total	W. Average
i.	Lectures	20	44	12	2	1	26	79	
	<i>% answered in each category.</i>	25%	56%	15%	3%	1%	25%	75%	80.25%
ii.	Case Study Method	28	32	16	3		26	79	
	<i>% answered in each category.</i>	35%	41%	20%	4%	0%	25%	75%	81.52%
iii.	Use of Short Films	19	30	23	3	4	26	79	
	<i>% answered in each category.</i>	24%	35%	29%	4%	5%	25%	75%	74.43%
iv.	Panel Discussion	18	31	22	7	1	26	79	
	<i>% answered in each category.</i>	23%	39%	28%	9%	1%	25%	75%	74.68%
v.	Experience Sharing Presentation	22	24	21	8	4	26	79	
	<i>% answered in each category.</i>	28%	30%	27%	10%	5%	25%	75%	73.16%

- Every week there should be presentation by group of fours. This will make participants to think.
- The take away /out comes of the course will be more precise / effective if, in case (i) the gist of the issues discussed / conclusion drawn is prepared and circulated (ii) the important references / are debated provided as soft copies. (iii) the list of journals books, books etc that need to be looked into regularly is provided.
- Visits and exposure to intervention should be encouraged.
- More field visit as a complimentary to theory classes intersection with stake holders on the sport evaluation of project.
- More experience sharing presentation officers of Phase IV and Officers from state govt. who have handed the subject / sector.
- Added focus on case study. Successful, not to successful and failure clearly bringing out the key learning.
- If increase the case study rather than lecture.
- Group games to be encouraged
- Panel discussion on topics of contemporary policy importance like right to food bill, BPL Issues law acquisition, nasalize, climate change etc could be arranged.
- Panel discussion was hardly more than one. May be more panel discussion in future where speaker provide different presentation.
- More time can be assigned to panel discussion and case studies as they throw more light on the subject covered than normal lectures.
- There were too few case studies for analysis.
- More experience sharing presentation should be participants e.s.p should be compulsory
- Group discussion / group sharing sessions should be included too.
- Group discussion arrange trainees.
- Panel discussions were not very effective sometime become of lack of time and mostly become of poor structuring. On moderator from faculty should be there to guide discussion.
- More emphasis should be on case studies.
 - Lectures of more personalities and video conferences should be encouraged group based activity to be encouraged.
 - The faculty should come out of the FC mode and understand that description in class need not be over emphasized.
- Discussion on best practices in the various states on different sectors could be included.
- Better the officers are encouraged to present on their experience in one important subject.
- Panel discussion should be more.
- Case study should be given more weight-age.
- Panel discussions need to be organized better with a moderator on the panel.
- Case study method is very useful- however, case study should be relevant, contemporary and should be the main content of the class room pedagogy.
- More case studies should be used.
- I found it a bit difficult to keep up with macro economic inputs due to the lack of grasp on the eco concepts. Eco concepts/meanings (in short form) could have been given as prior/background reading.

- More of case study methods could be there.
- Paper printouts may be avoided in the interest of the environment.
- There is no need of distributing print material to all. Circulate soft copy and those who need can opt for hard copy of a particular document/article/sessions.
- Most of the ESPs are based only on “I” and do not bring out the policy dimensions.

8. How did the following evaluation methods employed in the programme appeal to you.		1	2	3	4	5	Not given	Total	W. Average
i.	Canada Paper	30	29	11	6	3	26	79	
	<i>% answered in each category.</i>	38%	37%	14%	8%	4%	25%	75%	79.49%
ii.	Policy Paper Writing	30	30	14	3	2	26	79	
	<i>% answered in each category.</i>	38%	38%	18%	4%	3%	25%	75%	81.01%
iii.	Cabinet Note Writing	30	30	13	5	1	26	79	
	<i>% answered in each category.</i>	38%	35%	16%	6%	1%	25%	75%	81.01%
iv.	Director's Assessment	29	25	14	5	5	27	78	
	<i>% answered in each category.</i>	37%	32%	18%	6%	6%	26%	74%	77.44%

- Policy paper writing could be committed. Instead short case studies and presentation of policies by groups every second week on issues/ topics.
- Peer group evaluation of policy paper may have been useful group should be evaluated as a whole.
- More attention needs to be paid to substance than form.
- Canada papers should have been designed in different manners. Learning and explicabilities in multiple sectors should have been the focus of the paper not restricting in one sector.
- Canada paper and policy paper became purely theoretical exercise. Instead of diverse and too theoretical topics selected, current / relevant topic of GoI/ State Govt.'s could be discussed on group discussion.
- Policy paper groups should be . To two members from the some subject / sector interest. 4/5 are fan too many for any meaningful team wrote and discussion.
- Tunitin is not a great idea.
- Preparation of policy paper and presentation we can think of individual as well as group.
- Policy paper could be on topics suggested by the academy in advance. Under supervision of a faculty member.
- Policy paper by the each participants separately like Canada paper. Same with cabinet note writing and their presentation.
- Not clear how the Directors easements is linked to performance in the field/ at work.
- Too much time wasted on policy paper module, should be done intensively in 2-3 days time and devote more time on specific sector related modules.
- Once the topic for the policy paper is finalized it would be It a discussion takes place with the resource persons so as to make the paper more meaningful and focused.
- Policy paper submission can be in the 3rd week.

- Policy paper certain issues arise. Those who do not work doing paper writing but presents in the classroom are evaluate on the same scale. But those who work hard in writing the paper and have disadvantage.
- Instead of a group based approach for the policy paper a random formation of group of only 2 persons would be useful.
- I do not understand the logic behind having a paper on foreign exposure learning more so in the light of the fact that a presentation on the learning in made at the end of the trip.
- Instead of writing a policy paper in group, analysis of a case study/ issue can be given on an individual basis for detailed presentation.
- The Policy Paper was too broad. A better option might be to examine the evolution of an existing policy, the alternatives examined, the context etc. and the working of the policy.
- It would be more effective if the Policy Paper or work based on real policy based on any issue.
- The theoretic al inputs regarding policy evaluation could have been more focused.
- Policy Paper should be before the Canada trip.
- Academy should not change guideline for evaluation of Policy Paper midways.
- A mentor can be assigned to each group right from beginning.
- In case of policy paper writing a guide or mentor can be appointed for the group.
- No marks – its just an assignment.
- Some kind of specific guidance by expert to individual groups for shaping paper properly (policy paper/cabinet note)
- Paper writing needs a lot of free (Self study) time for reading and thinking. Necessary to give free day time for the purpose.
- There were lot of prints/hardcopy being taken by participants (waste and non-environment friendly). A better networking (IT) can help reduce printing.
- But why you want to access? It puts an undue pressure on all participants. But policy paper is a very good exercise to learn. Maybe, you can have ranking of policy papers and 1st/2nd/3rd prize for Policy presentations.

9. How do you rate the following administrative aspects of the programme.

	1	2	3	4	5
i. Office Assistance Services	42	47	9		1
<i>% answered in each category.</i>	53%	34%	11%	0%	1%
ii. Classroom Facilities	56	19	3	1	
<i>% answered in each category.</i>	71%	24%	4%	1%	0%
iii. Hostel Room Facilities	49	22	7	1	
<i>% answered in each category.</i>	62%	35%	9%	1%	0%
iv. Housekeeping & Room Service	40	25	7	6	1
<i>% answered in each category.</i>	51%	32%	9%	8%	1%
v. Food Quality and Mess Service	32	27	14	4	2
<i>% answered in each category.</i>	41%	35%	18%	5%	3%
vi. Recreational Facilities	38	26	11	3	1
<i>% answered in each category.</i>	48%	33%	14%	4%	1%

Not given	Total	W. Average
26	79	
25%	75%	87.5%
26	79	
25%	75%	92.9%
29	79	
25%	75%	90.13%
26	79	
25%	75%	84.5%
26	79	
25%	75%	81.01%
26	79	
25%	75%	84.5%

vii.	Sports Facilities	41	29	6	2	1	26	79	
	<i>% answered in each category.</i>	52%	37%	8%	3%	1%	25%	75%	87.09
viii.	Transport Arrangements	47	19	10	3		26	79	
	<i>% answered in each category.</i>	59%	24%	13%	4%	0%	25%	75%	87.85

- Food menu may be change frequently.
- The food quality to be improved. If possible, the cooks may be trained for some time in some good institute / hotel.
- Sports facilities are inadequate in view of large nos of participants including OTs and faculty members (2) Transport arrangement was adequate but not responsive (3) internet speed is extremely slow. (4) library soft (libsys) takes unreasonable time to brose the books.
- Through rooms had spiders and insects.
- Food hostel & house keeping arrangements have to be improved.
- Food quality needs improvement
- Transport arrangement need attentions as regards denial by drivers to make the vehicle availability to the market place. One vehicle must be provided with given times.
- Better to service litu south Indian food in same days.
- People who are assigned duties at reception, housekeeping, service etc. should be more professional. The public relation exercise should be given emphasis.
- Mineral water bottle should be provided in the hostel and class room.
- There seems to be lot of wastage in the mess, which could be looked into.
- Frequency of buses to be increased feather shuttle to replace pastures tennis coach is workless.
- Proper checking of house keeping especially clearing by some body in the supervisory capacity.
- Instead of no of verities in food. The focus may be quality coffee/tea vending machine may be installed.
- Sports facilities are to crowded.
- Can LBSNAA provided a more healthy menu – less spice less oil and ghee & then we may see better results of PT yoga sessions etc.
- Good jobs. Please keep it up.
- No. of treadmills can be increased in GYM. Tennis / Badmintons courts can be divided among foundation / Mid Career Participants.
- House keeping was poor. No need to explain.
- In order. Standards need to be maintained.
- Extend bus to LP in the every. Goes at 5,6,7,8.
 - I have given highest rating an all the administrative aspects as I feel that the facilities given has reached its optimum level. A hostel can't get better unless you want to convert it to a hotel.
- It would be better to provide mess facility in the Silver Wood hostel. The quality of food needs to be improved.
- Overall excellent arrangement.
- Daily cleaning of the rooms needs to be improved. Often only beds were made and tea tray set in order but brooming, mopping and dusting NOT done.
- Mess was horrid – the only ingredient seemed to be cooking oil and really lots of it.
- Better to same. Sure south Indian mealtime so fine.

- Horseback riding could have been made part of the programme.
- Frequency of transport was low.
- Overall very good arrangements.
- Most of the time, the printer, scanner and internet/cable were out of order. The quality of food (water in mess) was not good.
 - IT facilities poor. Non – functional, virus infected, slow computers. Very slow connectivity, not enough. PCs in library, not functional slow printers.
 - Indira Bhawan (VV) should have its own full fledged gym with 4-5 treadmills etc. and Silverwood should have also a separate gym. May be, gym can be in lounge. Hardly anybody uses a lounge as rooms have all the facilities.

10. How do you rate the non-academic activities during the programme.		1	2	3	4	5	Not given	Total	W. Average
i.	Morning Physical Activity	51	22	5		1	26	79	
	<i>% answered in each category.</i>	65%	28%	6%	0%	1%	25%	75%	90.89
ii.	Weekend Treks/ Excursions	38	33	7	1		26	79	
	<i>% answered in each category.</i>	48%	42%	9%	1%	0%	25%	75%	87.34
iii.	Extra Co-curricular activities	25	32	16	3	3	26	79	
	<i>% answered in each category.</i>	32%	41%	20%	4%	4%	25%	75%	78.48

- Should not be made mandatory let us not reduce it just an attendance making business.
- But could have been properly planned advance.
- More option like photography, painting & music classes may be arranged as extra-co-curricular activities.
- Treks, films and cultural programme can include OTS, phase IV and induction training participants.
- Morning PT should be made compulsory.
- Should be made optimal and not compulsory.
- More field visit and weekend trek
- Some move extra curricular activities can be added like rode climbing. Parasailing and shooting.
- Physical activities should not be compulsory.
- Moirés could be screened in the hostel lounge itself.
- At the end of the course just have simple party with good music (elegant) and don't make cultural programme. Learn it to the participants, most of when are reaching senior citizen status, to decide what they can put up or are capsule of putting up.
- Morning physical activity could be made optional.
- Morning PT, attendance should be allowed at VV hostel, for those staying over there, as after all one who is concerned about health, does not need pushing to do so.
- Morning physical activity should be optional.
- Some more time could have been left free to allow participants to engage in activities mentioned in para 10(i) to (iii).
- Support for persons who can play musical instruments.
- Coaches, esp. Badminton coach was not available at all.

- Some effort.
- The institutional support for trek organization/transport could have been better.
- More of treks/excursions could have been included in the programme.
- The timings should be optional – either, morning or evening – enforcing to assemble at 6:30 A.M. will ensure sound sleep in the classroom.
- PT may be told to be compulsory to put that schedule of officers streamlined.
- River rafting was the best part.
- Must have one day shopping visit to Dehradun with lunch in a good restaurant.
- Visit to Forest Academy, to revisit the memory lane.

11. How do you rate the various components of the Canada Study Tour (rate on a scale of 1 to 5).		1	2	3	4	5	Not given	Total	W. Average
i.	Pre-visit orientation	27	26	13	9	4	26	79	
	<i>% answered in each category.</i>	34%	33%	16%	11%	5%	25%	75%	75.95%
ii.	Academic Inputs by IPAC	36	30	5	2	0	32	73	
	<i>% answered in each category.</i>	21%	38%	17%	3%	%	30%	70%	87.40%
iii.	Site Visits	16	26	27	8	2	26	79	
	<i>% answered in each category.</i>	20%	35%	34%	10%	3%	25%	75%	71.65%
iv.	Boarding/ Loading	15	28	23	10	3	26	79	
	<i>% answered in each category.</i>	19%	35%	29%	13%	4%	25%	75%	70.63%
v.	Transportation	24	27	15	10	3	26	79	
	<i>% answered in each category.</i>	30%	35%	19%	13%	4%	25%	75%	74.94%

ONE MAJOR STRENGTH:

- Site visits & General exposure
- Highly educative presentation by experts.
- Foreign exposure and over development out of India.
- The reconnaissance visit by Dr. Prem Singh was entirely useless misleading.
- Foreign exposure and over development out of India.
- Wonderful field visit in a group with 24x 7 opportunity to interact.
- An opportunity to get experiences of develop country.
- Some of the faculty members of the University of Toronto are outstanding.
- New perspective in development management.
- The interaction with politicians of field visit.
- Covered a wide range of subject.
- Pre visit orientation was good. IPAC/ School of social policy should have been informed in advance about the level of participants for the foreign tour.
- Toronto is a good choice. The exposure to urbanization federal provide Govt. role is enlightenicy.
- Arrangement of the selection of the lecture.
- Good perspective development.
- Exposure to CANADA visit has excellent service delivery system was a great learning strength
- Exposure of a development country and city.
- Getting perspective on service delivery of a developed nation.
- Got exposure of the various sectors in the developed nation.

- Boarding facilities near to institution.
- Personal experience of the progress made by the visiting country on various fronts.
- Tagging comes with IPAC was great due to its viewed experienced team.
- Good exposure to policy environment in Canada.
- Discipline dedication of Canadian specially about education health sector. Civil service.
- Visit to a developed economy prouded an altogether new experience.
- U of T
- Exposure to a developed nation and its systems.
- Excellent site visits and quality of presences
- Exposure to renew Toronto University.
- Very well and will organized a guest comparison – in all aspects.
- Efforts of IPAC to give good lectures were sincere. I am rule it will improve as they get to knew our requirements.
- Exposure to governance in Canada.
- Good Exposure.
- Quality of Intellectual input.
- As it was, the 1st visit to Canada, I think overall it was with a well organized intention.
- Quality of inputs given during the lectures.
- Good Exposure.
- Exposure to foreign country which is much advance.
- Excellent overview of Education and health sectors.
- Subjects and objects are well defined.
- Exposure to outside world.
- Many fresh inputs.
- Canada has a federal structure similar to ours. Many of the learning points can be applied in Indian context.
- Visiting country like Canada, where every citizen have Nation hood feeling at their first priority.
- Variety of exposure.
- Inputs from all of you were excellent.
- International exposure.
- Exposure to the developed world.
- We were given inputs in various sector by best of faculty in Canada and were of international quality.
- International exposure and seeing the system working in practice helped.
- Canada has a similar system, quite a useful context.
- Co-ordination.
- Global vision.
- Selection of the country for foreign exposure training – “Canada”.
- Comparing best public delivery system to ours for learning.
- Good mix of theory and practice.

- Excellent exposure.
- International exposure.
- High quality of inputs, an international perspective.

ONE MAJOR WEAKNESS:

- Class room arrangements
- No time to spend time in library. Too much time in class room.
- I find the entire visit useless. Personally we have enjoyed, but not professionally. Foreign visit should not be made to cover exotic cities / countries but to such countries which are context like Malaysia, Vietnam, South Africa, Brazil China.
- The reconnaissance visit by Dr. Prem Singh was entirely useless and misleading.
- Aboriginal were much in the talk but no visit to their habited was arranged.
- Should have visited school, Hospitals, Offices.
- The IPAC does not have much say in the government therefore, the field studies were a dump squib. (ii) The resource persons brought for lectures on Agriculture sector could not give any valuable input.
- Poor planning about accommodation, classroom timing, and selection of subject & field visit site for field visit should have been better.
- Accommodation arrangement
- Stay was quite bad.
- Single room occupancy, rooms not available on arrival. Site visit was just PPT at officers/ institution with less practical inputs.
- To assumption above boarding and loading made more derailed study above the facilities available to be made and to be informed above the participants.
- Staying and food arrangements were not sat
- Proper planning was not done for the programme this should be taken care in future.
- Availability of Indian food in the university uself and hotel.
- Not getting must best practices for replication back in India as they operator entirely in a different context.
- We didn't get actual site experience.
- Hardly any other global presentation other than Canada.
- We may not be able to implement the best practices seen there in India due to several constraints.
- Accommodation was a horrible arrangement. Fooding again was very bad.
- Too placed scheduled.
- Short period of Ist days only.
- Field visits were very baby organized.
- No falderal inputs.
- Site visits mostly irrelevant "Government at work" on Canada is still an enigma.
- Field visit were not planned well – visit to institutional like hospitals / schools/officers would be helpful.
- Sharing of rooms
- Time constraint.
- Hotel / rooms could be booked a day in advance – in case the flight timing for arrival is odd.

- To much inputs on Ontario, system felt eve were visiting Ontario the contrary. No federal inputs too many academicians as guest lechers.
- Site visits not very effective. Should be structured to provide opportunity to the participants to understand the details that go into an effective project.
- Too many classes.
- Delay in checking in at Sulton place.
- Site visits (in terms of inputs) was useless.
- Shortage of time.
- Logistics.
- Content.
- Lack of planning of afternoon visits. No visit to Quebec – a visit to Quebec is essential in view of the different socio-economic policy.
- Some other parts of the country could also be included in the tour.
- Too much emphasis on class learning.
- Structuring.
- Length of the visit and paucity of time prevented us from taking a deep dive into our own areas of interest in consultation with IPAC faculty. And learn from Canadian experience. This could add values to our policy papers.
- Improper arrangement of boarding and lodging especially on first day.
- Only inputs on a province of Canada – Nothing about country. Site visits were not relevant to the academic inputs. No useful purpose from visit.
- Check in process could have been smoothening if coordinated in advance. Also the schedule requires being less exacting.
- Site visits could have been organized more properly.
- Tight schedule, double occupancy.
- Strict schedule.
- Topics chosen and field visits organized were not properly planned. For example we were shown research activity in field of poultry on the day of agriculture. It would be much better core work of field of interest. eg. Hospital in health sector, school and college in Education sector, visit to Municipal Corporation in urban sector could be organized.
- Officers could be lodged in two hotels so that the problem our group faced on arrival, would not be faced by future group.
- Most of the academic inputs touched the issues on surface; more indepth interaction on issues could have been done.
- Double sharing of rooms – not done.
- Basics were made not clear initially.
- Solid waste management – could have been included in the curriculum.
- Transportation arrangements for Canada visit.
- Rooms were allotted to a few after 5 PM and forced to wait for almost 8-10 hrs.
- The training at Toronto was not very well planned.
- First day hassle of loitering around without accommodation.
- Shared rooms, this should be at beginning or end of the course.

- Double sharing of rooms, a horrible non-Indian breakfast and then, made to pay \$110 for it; A very tight schedule.

12. Please list out Three significant learning's from the training programme.

- Domain knowledge and national perspective.
- Networking
- Material availability for future job assignments.
- Policy making process-is highly useful.
- Some domain knowledge
- Some policy analysis tools.
- Indian embassy was also a big let down.
- Good insight into policy making and a good hands on session. However, it needs to be seen whether the political executive is ready for such a professional approach.
- The habit of a strong routine, physical fitness etc have got internalized to some extent.
- The interaction with a large number of colleagues is a very good learning in itself.
- The inputs on PPP infrastructure and urban development have been externally and like wise the one on Governance.
- Basic economic concepts.
- Agriculture sectors status
- Idea about finances.
- Insights into policy making and importance of the same.
- Insight into current development and way forward for the country in some of the key sectors.
- Words of wisdom / inspiration by some of thought leaders in their field.
- Indian administration striation and like the challenges.
- Preparing policy paper and the inputs.
- Public private partnership and help to urbanization
- It was helped in changing the focus towards policy formulation. It has helped in getting useful information and case studies from throughout the country.
- There is a lot of leaning that can be done to improve our system.
- Policy paper formation
- Getting perspective on contemporary issues of policy making.
- Policy paper gave an opportunity to go into a topic in deep details value of domain expertise for a civil servant.
- Policy making exercise. (ii) ethics in administration (iii) problem faced in the other states.
- Global and national out look.
- Knowledge dissemination on various aspect of development. (ii) Pleasant and useful diversion from routine work which facilities better out comes in future career.
- Policy formulation in the context of the country (i) foreign exposure visit opened eyes to the contrasts & similarities between our country & Canada.
- Elective subject threw core light on the problems and solution in the fields of urban development and health.
- Micro economical concept
- Public policy formulation

- Political bureaucratic interface.
 - Exposure to policy formulation. (ii) Exposure to larger issues Economic- WTO, Security, Energy, Social etc. which would be important in future networking renewing interactions with other colleagues.
 - Analysis the issues.
 - Where we are.
 - Punctuality commitment.
 - Course was too generic to really highlight still inputs on specific sectors were ok.
 - Insight into future of India as developed country what sectors will be important or not. (ii) Urban development and Management (iii) Focus on social sectors.
 - Academic inputs were useful- refreshing going back healthy.
 - Made great friends – across batches.
 - Making policy paper was a good learning experience (ii) various aspects of PPP (iii) Global economy inputs especially by Amit Shah was good.
 - Effective in formulation of policy.
 - Intellectual competence and impeccable integrity of the Canadian system.
 - Dynamics of the changing needs of bureaucracy.
 - Policy making.
 - Policy formulation.
 - Experience of other states-policy initiatives as known/learnt from other participants.
 - Time Management.
 - Exposure to international issues.
 - Discipline.
 - Sensitization of national issues.
 - Updating of sectoral knowledge.
 - Orientation – regarding to preparation of policies.
 - Developmental challenge – exposure to.
 - Information about development in different sectors with new development.
 - That there is a need to keep up through reading.
 - Networking is important.
 - Communication abilities in English.
 - The international exposure in Canada helped see the system working there.
 - Global economic and national economic scenario.
 - Rejuvenating
 - Public Policy formulation – insights.
 - Policy formulation and evaluation.
 - Policy making issues.
 - Public Finance.
 - System of Political government.
 - Networking with others is a necessity.
- II.
- Enhancement of domain knowledge.
 - Urban related issues.

- Experience sharing.
- Public finance.
- Excel inputs, policy making, PPP, Education electives.
- Fitness.
- Good governance.
- Policy making inputs.
- Orientation about present global scenario policies and planning through various guest lectures.
- Innovation is useful.
- Analytical knowledge.
- The developmental policies pursued by different state governments make impact on the lives of the people.
- Knowledge based lectures.
- Experience sharing was good.
- Total quality management.
- Domain knowledge of various subjects.
- Learning from urban dev. + PPP.
- Comparative Administration
- Public Policy.
- International/Developed Perspective in various sectors.
- Policy module: How to write, think a policy and cabinet note
- PPP Modeling.
- Urban sector problems and solutions.

III.

- Opportunity to learn about the situation in other states.
- Caution to be taken, before taking any major decision.
- Good exposure from field visit.
- Yoga.
- Decision making.
- Detailed interaction with experts.
- Learning from others.
- Comparative understanding between India and Canada.
- Helped look at the big picture. How today's a decision impact tomorrow.
- Learning through lectures on health, eco, social issues.
- Building relationship.
- Urban governance – issues.
- Foreign exposure.
- Learning new economic tools for improving service delivery/for taking good decision
- Physical fitness.
- Economic Development.
- Public finance approaches.

13. How do you evaluate your Overall Experience of Training. (Rate on a scale of 1 to 5)

	Very useful and Memorable	Useful and memorable	Somewhat useful and memorable	Somewhat useful but not memorable	Neither useful nor Memorable	Not given	Total	W. Average
	47	27	2	3		26	79	
<i>% answered in each category.</i>	59%	34%	3%	4%	0%	25%	75%	89.87

14. General Feedback on Programme Design and Delivery.

	1	2	3	4	5	Not given	Total	W. Average
i. Duration of Programme	38	25	9	3	3	27	78	
<i>% answered in each category.</i>	49%	32%	12%	4%	4%	26%	74%	83.59%
ii. Faculty-mix of Academicians and Practitioners	26	42	8	1	2	26	79	
<i>% answered in each category.</i>	33%	53%	10%	1%	3%	25%	75%	82.53%
iii. Programme Administration	33	29	13	1	3	26	79	
<i>% answered in each category.</i>	42%	35%	16%	1%	4%	25%	75%	82.28%
iv. Foreign Study Tour	35	27	11	1	4	27	78	
<i>% answered in each category.</i>	45%	35%	14%	1%	5%	26%	74%	82.56%
v. Electives	27	43	5	1	3	26	79	
<i>% answered in each category.</i>	34%	35%	6%	1%	4%	25%	75%	72.78%

14. General Feedback on Programme Design and Delivery (rate on a scale of 1 to 5)

(I) DURATION OF PROGRAMME:

- Too long duration, 8 weeks away from family in very demoralizing creates many problems on domestic front.
- Too long (maximum 6 weeks)
- Should be six weeks
- Too long should be 4-5 weeks maximum.
- To months programme design maker somewhat homesick and her-sic.
- Could be done in 6 weeks and with foreign visit.
- Difficult to say whether it is to long or too short.
- Should be 15 days domestic and 15 days foreign component.
- Duration the programme may be one month including 15 days exposure in aboard (2) There should be one month training programme after every 5 years of the service with two weeks foreign exposure.
- 6 week is difficult
- We may think of splitting the course in 2 phases with a break of 7 days to go home. (ii) Foreign visit may be at the end of the course (iii) why a restriction on family joining participants.
- Juts right.
- Foreign visit could be at the end of the programme.
- It should be a six week programme including foreign training.
- Insufficient time, specially for some important topics.
- Duration of programme should be maintained at 8 weeks.
- Foreign exposure visit can be organized at the end of the programme.

- The training programme could be curtailed to about 5-6 weeks (2.5 at LBSNAA + 1.5 was foreign study tour + 1-2 weeks back academy).
 - Preparation of policy paper requires more time. Trial of turnitin to be done before actual exercise.
 - Feel that the duration is too long and can easily be curtailed to 6 week.
 - Reasonable
 - Too Long should be maximum for 1 month including F.E.V should have been sector specific.
 - It can be reduced to 6 weeks. 4 weeks in Mussoorie followed by 2 weeks in Canada.
 - One month classroom training and 15 days exposure visit.
 - 4+2+2 format is fine.
 - It is too long last week can be easily accommodated into week 6 and 7. It should be maximum 3+2 weeks or you can call us two time 4+4. (ii) 4 weeks is long away from formerly when children are school song class 9-12.
 - Two months is too long. Preferably the programme should be of 45 days. The policy paper (or whatever is the crucial objective) should be over and done which in the first 15 days.
-
- 3 weeks in the Academy, 2 weeks on foreign study tour and 1 week in Delhi after the foreign visit could be a change which could be thought of.
 - It can be reduced to total 6 weeks.
 - The training should be curtailed to 6 weeks including foreign visit.
 - OK. No extension required.
 - The programme could be shortened by 6 weeks.
 - Can be increased by 15 days. Visit can come at the end.
 - Two months at a stretch became a little difficult. The duration may be broken down in two slots. The first part may cover inputs (both general and special). The second part may cover foreign study tour and assignments.
 - Duration is too long.
 - It is a too long programme – Post Canada, no enthusiasm among participants.
 - Can be shorter.
 - 4 weeks LBSNAA later 3 week foreign exposure.
 - Duration should certainly be around 4-5 weeks, not more than that.
 - 6 weeks.
 - Should be one month only.
 - Duration should be six weeks.
 - Let the foreign exposure trip be kept in the last as done in case of IPS and IRS and other services.
 - Appropriate duration
-
- Duration is ok. But Canada visit should be last two weeks so that people can overstay by taking leave and bring their families at end of 8th week. The Canada paper can always be submitted within 2-3 weeks of Canada visit ending over “turn it in” by the officers from respective posting places.

(II) FACULTY MIX OF ACADEMICANS AND PRACTITIONERS :

- Fantastic faculty music
- Participants should be encouraged to present case studies pre-assessed.
- Excellent (5). But too much attention an policy making can be avoided Mr. Ayyar and tha ilk should take fewer classes.
- No controversial spiritual (not religions) speaker may be informed.
- Faculty may be drawn from other IIM also rather than from IIM – A only effective CMS professor from Deepak Chopra, Shiv Khero, Shri Shri Ravi Shankar, Anna Hazare, Aruna Roy, etc may be invited.
- Stake holders, Politicians and Civil Society people.
- Included more participants
- It is important to have sound understanding of the concepts and fundamentals and therefore academy are important. Practitioners should largely use case study method.
- Faculty should be more of practitioners than just theory oriented academician
- Invited speakers, by and large, were goods. More nos of civil society/NGO, medical personals could be invited to learn about alternate view points.
- Guest Speakers be advised to keep some inputs on Global perspective.
- May be continued. However a judicial selection of then may be made taking into account the feedback from the participants over the year.
- More of practitioners renewal and successful individuals (Industrialists, Social Sectors etc.)
- More practitioner will be helpful.
- Pra... should be promoted , however more time should be given to selective academician like Bham Pratap Mehra Bimal Patel.
- Security of the material and presentation of Ist time speaker can be done and feedback on repeat speakers be done to improve them.
- Some more experts over video conference way add value to the course.
- More academicians should be associate theoreticalis less at present.
- Its crucial to have a good min of both the balance should be however more in favour of having larger representation of practitioners.
- Greater mix of academicians and practitioners with good achievements and track record.
- Good speakers were called.
- It is very good.
- Officers who have left the service are generally very cynical – it is better to have serving official or recently retired officer.
- Theoretical paradigm is extremely important. Academicians may be given a little more time. Academicians may be advised to bring in case – study based approach.
- Many IIMA lectures were not good content wise, People form MNC, Media, Press, and Politicians should be invited.
- Very good mixture of Academicians and Practitioners were given. It gives us good insight from both – inside the system and outsiders.
- More and more young entrepreneurs could be called, so that we appreciate how thy rate the govt. system. Because it is the young entrepreneurs who would drive the job growth in the country.

- Ok
- Should also increase the participation of National/international leaders/NGOs – very reputed – video conferences atleast.
- Good mix of Academicians and practitioners.
- We need to share more practical case than first theories.
- Some faculty was promoting their organization (which is not govt.).
- More interactive discussions than one sided sessions. Keep 1 hr. limit on speakers 15 mts. For question/discussion.
- We should have a proper mix of Academicians and practitioners and each issue which is ticklish can have perspective by both. Should call persons from MNCs, Corporated, media etc, like Barkha Dutt, Tata's and Infosys etc.

(III) PROGRAMME ADMINISTRATION:

- Excellent
- Could be little more flexible
- Not satisfactory. Many loose ends. An IAS faculty sufficiently senior to the trainees should be the CC to improve administration.
- Satisfactory
- Course coordinator was very good.
- Officers are not school children.
- There should be more discipline.
- Some flexibility in the programme schedule administration.
- Formal feed back on administrative aspects to be collected every week.
- Unwanted and irrelevant lectures should be avoided more emphasis should be on qualim.
- It was good. Though LBSNAA claims to be paperless, lot of paper/ handouts use give during the course. Giving links for study material or thus soft copies could be tried.
- Need for more flexibility in approach to address some of issues with participants may be this would make programme more enjoyable.
- Nothing of significance
- More field visit for success area.
- Very well handled within the constraints available.
- No suggestion
- Under circumstances should the class exceed 3.45 /4.00 pm. There is no logic and no purpose is received in cramping to many lectures in a day.
- Good.
- Timing limit should be 3:30 PM (max).
- More field exposure preferred.
- Panel administration could have been better organized. Eg. Panel discussion in Agricultural and rural development was poor. They should be briefed.
- Some of the guest lecturer delivered lecture on topic delivered different from that assigned to him. It should be mentioned.
- Overall programme administration is good.
- The Canada visit, single window for visa, per-diem etc.

- The physical activity should not be imposed. Timings could be either in the morning or in the evening.
- By and large good.
- Excellent.
- Seems ok

(IV) FOREIGN STUDY TOUR :

- Very informative and educative
- Too much emphasis on class room learning. In the name of field visits classrooms lecture case confirmed.
- In site inspection modules could be more practical .
- (A big let down) China/ Malaysia/ Brazil/ S. Africa / Vietnam etc could have been better.
- Satisfactory
- Should include one more weekend
- If possible visit to important landmarks, symbols of achievement may be made a part of the official programme.
- More field visits may be included in the programme during foreign study tour.
- More conducted tour may be organized by the Academy on holidays.
- Accumulation –single occupancy in required.
- Inputs were too theoretical. Every day 2nd half should have been site visit. Site visit which was organized had again only lecture. Whereas we should have been allowed visit of actual facilities like schools, hospitals, Agri-farmers, power station.
- A country similar to ours with same kind and challenges can be chosen so that learning from foreign study tour can be useful for us in our immediate work similarly.
- Site visit were good but prior briefing about the site visits would have enhanced their value.
- Should have kept interaction with aboriginals.
- Better to organize field visit and experience sharing rather than class lecture.
- Foreign study tour should be planned in a better way.
- Foreign exposure visit can be organized at the end of the programme.
- Visit to Canada may be been good from a personal perspective but, visit to a third- world country which has done good in its public delivery system would be more purposeful.
- Field trips details in nature of presentation be less and more of actual seeing and believing
- Excellent and should be continued as it gives good exposure to the participants to learn about global best practices and their applicability to the Indian Situation .
- The loading/ fooding must be carefully arranged.
- Loading on the Ist day was poorly planned. Saving money cannot be justification for making officers to wait for 76 hrs after 18 (16+2) bus of journey. Food options in morning were bad.
- At least for four weeks.
- China would be a better option .. a lot of reference has been made to china.
- The number of field visits could be increased. It would be useful if same time is taken to understand the Canada systems before going for the from.

- Excellent programme can be repeated for other batches with suitable modification like suitable selection of good site visits.
- Should be repeated
- Why can't it be kept at the end of the course. Don't get miserly absent giving small concurrences to the participants. Giving small time to other is not necessary and sign of being effective.
 - Should make sure to provide accommodation on arrival in the country. Site visits should be structured to give exposure to the participants to ongoing activities under various schemes.
 - Very good.
 - Should be at the end of the course, so that if one takes leave after that, family can join single occupancy should be given.
 - Here also, more field exposure would be helpful.
 - There could be parallel sessions wherein the participants may specialize in their chosen areas of interest. There is no need to give all inputs (i.e. in all areas of governance) to all participants. One week should be for common inputs and other week for specialized inputs in own areas of interest.
 - In Canada, the visit was only limited only in one town, visit should be in different different provinces, and visits at delivery level, interaction with ministries can be increased.
 - Ill Planned – no time to ward off jet lag. Poor arrangement at reception in Canada – Hotel Fiasco could be avoided.
 - Logistics especially on arrival could be tied up appropriately in advance.
 - The check in, staying arrangements should be better. The site visits could have been gone once in detail as to what should be shown to participants.
 - Should be at the end.
 - Very good.
 - May be at the end.
 - Should be at the end. Learning session could be organized on the last day.
 - Should be kept in the last post noon session should by only field visit, unlike this time (mostly presentation in the afternoon also).
 - Can be outsourced to a tour operator, who can do it more efficiently.
 - More field and interactive sessions than class sessions.
- Suggested at (i). In continuation, the course completion certificates can be given in Canada on last day of foreign visit. The return tkts should be booked by Academy as per convenience of officers, on the date they wish to return.

(V) ELECTIVES :

- Science & Technology module
- In health sector, adequate from may be given to management health system
- I found the electives (Agri & RD/P.F) extremely good.
- Satisfactory
- Public finance & PPP should be in different week.
- More electives e-governance, civil military, Joint Course, Internal Study may be introduced.

- Elective must be there and specialized training in electrics is highly required.
- IT and E-governance, Economics
- Marginalized and tribal development.
- Finance and project planning / development women and children (health/ education/ ICDS). (ii) Skills and employment opportunities urban and infrastructure water supply sanitation and environment working with community and unit solid by ops. Water supply, sanitation and environment.
 - Agriculture sector – more lectures and focus needs to be added.
 - Industrial development/ investment promotion / e-governance.
 - E-governance should be included.
 - Public finance should a separate week law and order can be additional elective.
 - Existing list of electives may include one or environment an climate change issues local governance and Ranchayati Raj, Governance & Administrative reforms.
 - Project management inputs may be incorporated in PPP elective.
 - Generally, all important fields have been covered.
 - The electives were fine but should be spread across 3 weeks.
 - PPP module did not impart any skills. More academic than hands on.
 - Health does not warrant a week schedule possibly could be dubbed with education.
 - Good mix of electives.
 - No Suggestion (A general module on central security may perhaps be useful.)
 - Project conceptualization and financing.
 - There should be limited elective based inputs. Though very useful, consistent compartmentalized inputs lead to can overdose.
- Non-farm employment and traditional industries could be included in rural development.
- Tourism and Foreign trade should be added as an elective.
- Overall good electives, industries and commerce, can be included.
- More inputs on internal security would be welcome.
- We can have an elective on Initiatives taken by officers to improve transparency and service delivery. “it could be a compilation as case studies and some inputs from the officers themselves.
- Internal security/law and order issues can be introduced.
- Internal security, law and order subject should be included.
- It is well structured but number of Elective’s week can be increased.
- Public finance should have been given separately for PPP/infrastructure; as a compulsory input for everyone.
- Administration reforms can be included.
- For 4 weeks.
- Procurement procedures should be included as an elective.
- Agriculture and rural development should be separate electives in two different weeks.
- Include – e government.

- Financial/infrastructure could be exclusive.
- Project management/evaluation to be included.

15. Any other comments you wish to make.

- Too long reduce to 1+2+1 weeks
- Reduce lecture durations
- Introduce e-office module
- Faculty quality (mainly IAS faculty) seems to have come down drastically over the year. There should be a selection process for choosing any faculty from IAS/ Services.
- Opening a 'BAR' in OT lounge is an extremely bad decision. It seems personal preferences of some LBSNAA administration played a decisive role behind this decision.
- LBSNAA should start the ritual of at-least garlanding the status of Mhatma Gandhi and Lal Bahadur Shastri on their Birth anniversaries LBSNAA should lead by example.
- It could have been shared with the trainees as to how much expenditure is incurred for conducting Ph-IV training programme component wise.
- The Academy may consider providing access to all officers an access to the E-books of the library and also to the hard copies if it is not cumbersome.
- The website of the Academy is not so user friendly. This may be kindly looked into.
- LBSNAA may take a lead in creating a form for interaction and experience sharing between officers. This forum has to be through the internet medium.
- Foreign exposure visit should be made in the last of course. Certifications / valediction may be arranged there only and participants may be allowed to extend their stay own expresses.
- The course team has worked very hand to deliver this course to us.
- Very useful and memorable.
- Overall a well designed and balance programme. I feel regranted and enthused to take up next phase of my career.
- Show cause worked should not be issued for shall mistake.
- Coordination an management of the course from Mr. Alok Kumar, CC for the Ph-IV was excellent. But were officer of his own batch or even seniors we participants, it would be advisable to put a Sr. officer as the CC.
- I was personally shocked to noticed that status of Shastariji on his birth anniversary was not garlanded "Officially" (few of US in the course cleared the status and offered floral tributes through). Academy may highly look into this. Similarly, I would request the academy to reconsider on the "licerced" BAR in the OT lounge. I would personally implore authorizes to close this to allay distorted image of the officers from the public outside our Sarkari- boundaries.
- Could the LBSNAA not have a regions selected process to get best of the facilities (even from the non-IAS fraternity)
- Serving "Drinks" in officials parties should be discontinued forthwith. Officials may pay from their own pocket for such express rather than spending it from public exchange.

- It was absent from the course for a week being called by my course state to work for flood relief. As decided by the Academy. I will have to come back for a week in the next batch (I humbly respect the decision). In going back with a lot of 'take aways' for which I am deeply grateful to the Academy family.
- I was looking for more challenging intellectually, the mograr content, which finality wise has still some distance to travel. I would suggested when we in Delhi may be add day or two to have informal service with Cabinet Secretary and other leading politician.
- Overall, the training programme was very useful, both from the point of view of interaction with colleagues from other cadres and from the participants learning regarding policy formulation.
- The money (10 dollars per day) to be returned on A/c of B'fast at Canada was an injustice. It was unnecessary inflicted upon the officers become of someone else's wrong decision. I have strong reservation on this decision.
- Public finance elective was excellent. However, there were some lecture which were repetitive. This could be local at.
- Some of the issues/ topics thought at Toronto were too elementary. Academy can have a book at individuals content beforehand.
- Excellent programme which helped to renew the friendship and rejuvenate self in contemporary issues and policy formulation and implementation.
- The composition of group should not exceed 70.75.
- Compliments to the course team. Especially the course sector for making this a wonderful experience.
- Policy paper should be done away with. Instead we could divide the batch into smaller groups and dissect threat bare issues of contemporary national importance. The topics could be given by the course authorities e.g land Acq. Act. Lokpal etc. (ii) The batch could be divided into smaller groups as per the area of interest of the participants. There smaller groups should be given focused inputs in their area of choice. Even there groups can be sent to different countries for foreign exposure depending on their area of interest /study. E.g Urban planning people can go to Singapore/Brazil while education / health people can go to Canada/ USA etc.
- Overall good experience.
- Lets make the learning process more remarked. I still remember with respect the authority and respect Mr. Mathew (our CC in FC) Commands by his sheer personality and fairness and "Sense of Humaner" faculty and participants should inter act more enjermally. There is no need to have over sense of self importance. Lets understands that these kinds of courses / Programme can serve a great role in building networks and bonding..... we neglect that! I would like to congratulate the factually for a very sincere and largely effective programme lots of improvements on the logistics.
- The number of classroom sessions to be reduced. More focus on interaction, and group discussions.
- An excellent, unforgettable training programme.
- Wonderful experience. Very very enjoyable stay at Academy.
- Excellent programme. Full marks.
- Sessions for preparation of Policy paper and discussions amongst group members should be made a part of the daily program. Since this was not

done many people did not work on new issues and at best just reproduced, say, best practices/experience.

- Further to make the exercise more relevant, a basket of issues could be identified, on which groups could work on and for the needed back up linkages with “mentor” organizations could help. This way one could get a corpus of 105 papers which could be useful inputs to concerned organizations.
- Schedule timelines should be respected – classes should begin and finish on time. Prior to Canada visit, schedule showed classes finishing at 4:30 PM but finished often by 5-5:15 PM. Schedule should have reflected the later time.
- Many presenters didn’t know the land at which to pitch, and more academicians may be desirable in comparison to practitioners.
- More rigor and subsequent evaluation may be desirable.
- Public policy formulation lectures by a good academic would be better.
- Wish to thank the core team for making this a wonderful and joyful learning experience.
- The course was enjoyable and excellent.
- C.C. and team were so dedicated.
- Satisfied with the overall programme.
- Had a great time.
- Attending Phase-IV training has been an great experience- both in terms of various inputs as well as the opportunity one got to look at and plan one’s future course of action. It was very clear from the quality of inputs/background material that lot of sincere effort has gone into it. Logistics arrangements were also excellent. It has been an outstanding programme.
- Every officer must set opportunities to attend the all objectives, through the span/period of one elective may reduced/decrease by 3-4 days. Because in some of the lectures there were overlapping.
- Overall – Excellent programme and I have enjoyed and learn a lot from this programme (MCT).
- Duration of programme is too long.
- Too much input are not required.
- No clear cut goals are evident.
- No proper Panel discussion was held.
- Too little time for discussion after lecture.
- Focus of most of the lectures should be based on practitioners approach.
- The course was designed in outstanding manner.
- Overall a good training programme. But the duration can be reduced to not more than 4-5 weeks.
- Thanks for making the Phase-IV memorable and a good learning experience.

- Seating arrangements should be changed everyday to have more opportunities with acquaintances with more number of participants.
- A detailed analysis to be made to prevent 'sleep' in the classrooms.
- Every year 2 weeks of trainings in two different spells of one week each should be optional to which the domain knowledge, since too many transfers in too little span of time are taking in many states.
- Policy paper templates should be given in advance to each participant, before joining the course – suggestions shall be given pointing out deficiencies – no quantitative evaluation and grading is necessary. The objective should be to make the participants learn not to insult.
- Policy paper should be prepared by each individual not by each group.
- Excellent learning experience.
- IT & Library – Time to graduate out of Excel to MS Project etc.
- E-library can be expanded.
- Access should be given for all alumni also.
- Teaching – In stead of filling in the day only with classroom activities, self learning with assignments can be promoted. The course is like “taught” course which is usually meant for UG courses. It is time to switch over ‘part-taught’ model.
- Estates – (a) drainage in some rooms is bad esp. In lower floors (VV). Leads to accumulation of dirt which is not getting cleaned upto the mark.
- (b) rooms may be rotated as some rooms do not have view and damp.
- Change of linen and towel should happen periodically.
- Acquired clarity on my perception about public policy and its formulation. Speakers from North East should also be invited to educate the participants on important North Eastern issues eg. Insurgency, connectivity and infrastructure.
- The course team was very co-operative and friendly. The guest speakers were excellent. The environment was exhilarating and I lost around 6 Kilos of FAT in the Gym in these two months. I have a new fresh look.
- A very CANDID comment which I didn't want to make but am forced to write as the matter was hotly debated amongst participants in Canada and also on return to Mussoorie.
- The Group equity and cohesiveness was affected due to some participants taking recourse to Complimentary upgrading in Air India though many of us could have managed it. In a Group tour, such favours should be avoided as it affects the Group Dynamics and many of us felt that lessons on 'Ethics' were not taken in right Ernest.