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# **AGENDA**

**18<sup>th</sup> MEETING**

**PROGRAMME MANAGEMENT COMMITTEE**

**1600hrs/ October 17, 2013**

**LBSNAA, Mussoorie**

Lal Bahadur Shastri National Academy of Administration, Mussoorie

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**ITEM 1** – Confirmation of minutes of the 17<sup>th</sup> Meeting of the PMC dated June 20, 2013

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

## ITEM 2 – Action Taken Report on the Minutes of 17<sup>th</sup> PMC Meeting

Decision	Action Taken
Explore the possibility of organizing the foreign study tour of next Phase IV programme in Brazil.	A note on the subject has been prepared and sent to the Training Division, DoPT with a request to move MEA to place it in the bilateral meeting scheduled on 14 <sup>th</sup> October, 2013. This has also been discussed over telephone with Joint Secretary (Training) and Joint Secretary (Latin America).
Smt. Ranjana Chopra, Joint Director was advised to design two day module on some broad themes and present in the next meeting of PMC.	Presentation will be made in the meeting of the PMC.
<p>The following suggestions were made with regard to the design of Phase V:</p> <p>(a) Issues related to trade policy in drugs may be covered in Public Health Module</p> <p>(b) Contemporary developments in economy and particularly those related to the fiscal deficit may find place in the Public Finance Module.</p> <p>(c) In the National Security Module, a speaker from civil society may be invited to present the counter point.</p>	This has been incorporated in the design of ongoing Phase V programme.

### **ITEM 3 – Course Review of the ongoing Round 7, 2013, Phase-V of MCT Programme**

1. The Phase V programme began with a Curtain Raiser in New Delhi on 14<sup>th</sup> September, 2013. Shri RPN Singh, Hon'ble Minister of State for Home Affairs and Shri S.K. Sarkar, Secretary, Department of Personnel and Training addressed the participants before their departure to USA for the foreign study tour. Continuing the practice adopted last year, the foreign study tour was designed and delivered by the Academy without entering into any institutional tie-up. The study tour was conducted at New York from September 16-19, 2013 and at Washington DC from September 20-24, 2013.

2. The domestic component of the programme began at the Academy on 30<sup>th</sup> September, 2013. A modular format was adopted this year in which one day modules on different themes were delivered in association with an anchor faculty designated for the purpose. The Academy engaged with the anchor faculty to tailor the programme to our requirements.

3. Each participant wrote a policy paper on one of the themes which were taken up for discussion in course of Phase V. Each paper was peer reviewed and opportunity was provided to each officer to fine tune the paper in course of the domestic component. Subsequently, the policy papers were presented in small groups of 9-10 officers each which were also peer evaluated. Selected policy papers will be published in the Academy Journal and also circulated to concerned Ministry and/or State Government.

4. The sessional feedbacks for the Foreign Study Tour and Domestic Component given in the table below are placed for the information of the members.

#### **Feedback Foreign Study Tour**

<b>Particulars</b>	<b>2011</b>	<b>2012</b>	<b>2013</b>
Faculty	72.09%	75%	82.20%
Site Visits	58%	75%	87%

#### **Domestic Component**

<b>Particulars</b>	<b>2011</b>	<b>2012</b>	<b>2013</b>
Overall	78.45%	77.55%	80.99%

#### ITEM 4– Course Report of Phase IV, Round 8, 2013

1	Title of the Course	<ul style="list-style-type: none"> <li>Phase IV of Mid-Career Training Programme of IAS Officers</li> </ul>
2	Duration & Date	<ul style="list-style-type: none"> <li>July 01 to August 23, 2013 (8 Weeks)</li> <li>Foreign Study Tour – Canada 21 July to August 02, 2013 (2 Weeks)</li> <li>The Course was conducted at the Academy in Mussoorie.</li> </ul>
3	Course Team of the Academy	<ul style="list-style-type: none"> <li>Shri Dushyant Nariala, Joint Director - Course Coordinator</li> <li>Smt. Roli Singh &amp; Shri Rajesh Arya, Deputy Directors (Sr.) – Associate Course Coordinators.</li> </ul>
4	Introduction of the Course	<ul style="list-style-type: none"> <li>The programme aims to prepare the officers for upcoming assignments in the areas of public policy formulation and analysis. Accordingly policy analysis. Policy implementation and praxis. Public management and leadership constitute its key elements.</li> <li>It also seeks to update their knowledge in the major domains of governance.</li> </ul>
5	Programme meant for /Target Group	<ul style="list-style-type: none"> <li>Participants drawn from IAS Officers of 1992,1993,1994,1995,1996,1997, 1998 Batches.</li> </ul>
6	Composition of Group-Service represented and male/female break up For conference format only male/female break-up is required	<ul style="list-style-type: none"> <li>Total Participants – 76 IAS Officers-</li> <li>Male – 66 Female – 10</li> <li>Residual Participants - 1</li> </ul>

7	Programme Inaugurated by	<ul style="list-style-type: none"> <li>• Inaugural Address by Shri Satyananda Mishra, Chief Information Commissioner</li> </ul>
8	Valedictory address by	<ul style="list-style-type: none"> <li>• Valedictory Address by Shri Ashok Chawla, Chairman Competition Commission of India</li> </ul>

### **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 and implementers. The programme aimed to build strategic management and leadership skills of the participants and also enhanced their competence to address the political economy. 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.

By the end of the course, the participants were able to:

- Appreciate contemporary development in political economy at the global and national level,
- Understand the process of public policy formulation, analysis and evaluation
- Enhance domain knowledge in the context of the process of public policy
- Strengthen leadership and negotiation skills, and
- Appreciate the centrality of values in governance.

### **Course Design**

- Week 1 – Perspective Building.
- Week 2 – Public Policy Module
- Week 3 – Public Policy & PPP.
- Week 4 & 5 – Foreign Study Tour to Canada.

- Week 6 – Health, Decentralization, Urban
- Week 7 – Education, ESP, Leadership, Negotiations
- Week 8 – 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 Ahmadabad, IIM Bangalore, 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 30% of the total teaching inputs besides taking other course-related sessions.

### ***Academy Faculty***

Shri Padamvir Singh, Shri Kush Verma, Shri Sanjeev Chopra, Shri Dushyant Nariala, Smt, Ranjana Chopra, Shri Rajesh Arya, Smt. Roli Singh, Dr. Prem Singh Smt. Nidhi Sharma, Shri Ram Kumar Kakani, Shri C. V. Ananda Bose.

### ***Guest Speakers***

Shri Satyananda Mishra, Shri Tejinder Singh Sandhu, Shri Dilip Simeon, Shri M.R. Madhavan, Shri Jawhar Sircar, Shri Sanjay Kothari, Shri Milind Kamble, Shri Chandra Bhan Prasad, Dr. Ajay Shah, Shri Amarjeet Sinha, Shri G. Mohan Gopal, Shri Rajiv Sharma, H.E. Jim Nickel, Ms. Sara Wilshaw, Prof. Peter Ronald deSouza, Shri J.S. Deepak, Dr. Gyanendra Badgaiyan, Shri Manoj Ahuja, Shri K.L. Sharma, Shri Ravi Kant, Shri Shekhar Gupta, Shri Partha Mukhopadhyay, Prof. Shailendra Mehta, Mr. John Floretta, Shri Karthik Muralidharan, Shri Alok Kumar, Shri Cherian Thomas, Dr. Rajendra K. Pachauri, Shri Deepak Sanan, Shri S.M. Vijayanand, Dr. M.N. Roy, Shri Aniruddha Kulkarni, Ms. Karuna Gopal, Shri H. Ramachandran, Shri Amit Agrawal, Shri P.K. Agarwal, Shri Ravi Sreedharan, Shri Rajeev Kher, Shri Prajapati Trivedi, Prof. Vijay Menon, Shri D. Chakrapani, Shri Y.S. Malik, Prof. Anil K. Gupta, Shri Sanjeev Chopra, Shri Anand Sharma, Shri Hari S. Bhartia, Shri Sunil B. Mittal, H.E. Mr. Carlos Sergio Sobral Duarte, Smt. Nidhi Khare, Dr. Shalini Rajneesh, Shri Azim Premji, Shri Manish Sabharwal, Shri Vinod Rai, Shri Sanjay R. Bhoosreddy, Shri Amarendra Sinha, Shri Ashok Chawla, Shri R.S. Tolia, Shri Indu Kumar Pandey, Shri Bhaskar Khulbe, Ms. Manisha Panwar

## Course Feedback

### *Sessional Feedback*

Week	LBSNAA Faculty*	Guest Faculty**	Overall
1	81.62%	67.96%	76.17%
2	86.28%	79.39%	80.92%
3	80.89%	72.29%	75.83%
4 & 5	---	----	82.60%
6	73.78%	63.59%	65.04%
7	81.22%	75.99%	77.19%
8	73.90%	80.03%	78.19%
<b>Overall</b>	<b>79.62%</b>	<b>73.21%</b>	<b>79.08%</b>

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

### ***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 **87.46%**. Copy of the Feedback report is attached at **Annexure II**.

**ITEM 5 – Any other items with the permission of the chair**

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

## **ANNEXURE I**

Minutes of the 17<sup>th</sup> Meeting of Programme Management Committee (PMC) held at LBSNAA, Mussoorie on Thursday the 22<sup>nd</sup> August, 2013 at 1600 hrs. in Conference Hall, Dhruvshila.

The following were present:

1. Shri Padamvir Singh, Director, LBSNAA, Mussoorie – *in Chair*.
2. Shri Rathin Roy, Director, NIPFP, New Delhi.
3. Shri P.K. Mahapatra, Resident Commissioner, Government of Haryana, New Delhi.
4. Shri Dharmendra Singh Gangwar, Principal Secretary, Government of Bihar, Patna.
5. Shri Dushyant Nariala, Joint Director, LBSNAA, Mussoorie.
6. Smt. Ranjana Chopra, Joint Director, LBSNAA, Mussoorie
7. Shri Prem Singh, Deputy Director, LBSNAA, Mussoorie
8. Shri Sanjeev Chopra, Joint Director, LBSNAA, Mussoorie

In addition, Prof. Peter Ronald De Souza, Director, Indian Institute of Advanced Studies, Shimla also participated in the meeting through video conference.

### **Agenda Item No.1 - Confirmation of the Minutes of 16<sup>th</sup> Meeting of the PMC**

The minutes of 16<sup>th</sup> meeting of the PMC were confirmed.

The Committee took note of the action taken on the Minutes of the 16<sup>th</sup> Meeting of the PMC. It was decided that the Phase IV cohort may be divided and taken to Canada and Brazil for the foreign study tour. The Committee appreciated the suggestion of the Brazilian Ambassador that this issue may be flagged in the bilateral meeting of the two countries scheduled in October, 2013. It was advised that a note on the subject may be sent to Joint Secretary (Latin America), Ministry of External Affairs through DoPT. An Academy representative may attend the bilateral meeting so that any queries about the objectives of the visit and support required are clarified and the matter can be fast tracked.

### **Agenda Item No.2 – Course Review of the ongoing Round 8, 2013 Phase IV of MCT Programme**

The Committee noted the feedback of the ongoing Phase IV Programme. The following decisions were taken in course of discussion:

- (a) Focus of the Phase IV programme will continue to be on Policy formulation and not on implementation per se.

- (b) The Academy should develop a shelf of good policies formulated at state level to provide a more focused context in the public policy module. It should be the endeavor to deal with few topics thoroughly than just skimming the surface of a large number.
- (c) The Academy may contact institutions which are presently assigned in-service training programmes by DoPT and explore the possibility of such institutions designing and delivering one to two day module on different sectors. Smt. Ranjana Chopra, Joint Director was advised to design two-day module on 4-5 broad themes and present in the next meeting of PMC.

### **Agenda Item No.3 – Course Report of Phase III Round 7, 2013**

The Committee perused the course report of the Phase III, 2013 and appreciated the efforts put in by the course team. It was suggested that the state-level public service delivery statutes must receive greater attention in the programme including pan India experience in this regard.

### **Agenda Item No.4 – Update on the Design of Phase V**

Detailed discussion was held on the design of the Phase V programme, 2013. The following suggestions were made in course of deliberations:

- (a) Issues related to trade policy in drugs may be covered in Public Health Module.
- (b) Contemporary developments in economy and particularly those related to the fiscal deficit may find place in the Public Finance Module.
- (c) In the National Security module, a speaker from civil society may be invited to present the counter point.

The PMC meeting ended with a vote of thanks to all the members.

**ANNEXURE II**

**Mid Career Training Programme Phase IV, (2013 Batch)  
(July 01 to August 23, 2013)**

**End of Course Evaluation**

Total  
Forms : 76

Q.No.	Questions									
1.	When did you first receive information about your likely participation in the Programme?	Well before the beginning of the Programme	Just before the beginning of the Program	Could have been sent earlier	Did not receive any information			Not given	Total	W. Average
		28	27	7	7			4	69	
	<i>% answered in each category.</i>	41%	39%	10%	10%			5%	95%	77.54%
2	Did you peruse the Course Manual outlining the Objectives and other details at the start of the course (tick as applicable)?	Yes	No					Not given	Total	W. Average
		47	19					4	66	
	<i>% answered in each category.</i>	71%	29%					6%	94%	85.61%
3.	Following were the major course objectives:									
	1. Appreciate contemporary developments in political economy at the global and national level,	Excellent	Very good	Good	Average	Poor		Not given	Total	W. Average
	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 and negotiation skills, and									
	5. Appreciate the centrality of values in governance									
	<b>Did you find the course objectives related to and relevant for (rate on a scale from 1 to 5):</b>									
a)	Your present work	17	26	15	8	2		8	68	
	<i>% answered in each category.</i>	25%	38%	22%	12%	3%		11%	89%	74.12%
b)	Your future work	25	28	11	2	2		8	68	
	<i>% answered in each category.</i>	37%	41%	16%	3%	3%		11%	89%	81.18%
c)	Your overall development	28	27	10	2	1		8	68	
	<i>% answered in each category.</i>	41%	40%	15%	3%	1%		11%	89%	83.24%

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

- Instead only pushing too much from guests speaker, inputs particularly of field experience from participants could also be taken. Also agriculture & food processing could also be taken with the present thrust on health, education, social security & welfare, water & sanitation and infrastructure including transport.
- Analytical abilities : weighing options for policy formulation. Clarity of objectives and outcomes
- Its ok. Even karunagopal was palatable.
- Service conditions for ias at field level are becoming from bad to worse. Lbsnaa should organise more discussions on these issues and also work out a communication strategy wherein all ias should come on a common user group to discuss these issues regularly.
- None
- More specific emphasis on policy formation
- No
- Land matters
- Course duration is too long. Needs to be curtailed to 4-5 weeks.
- There should be more focussed approach to some selected domains for which option be given to the trainees to select their choice of domain/subject/sector.
- Course duration is too long. Needs to be curtailed to 4-5 weeks.
- The course should be split into sectors with two weeks intense module on a select sector. No need to feed in every aspect when not demanded.
- Course objectives are very relevant and be continued
- The course should concentrate on more policy issues and there should have been more panel discussions and also open house sessions.
- The course should be split into sectors with two weeks intense module on a select sector. No need to feed in every aspect when not demanded.
- Course duration should not be more than 5 weeks.
- No
- None
- The course should focus on specialization on subjects of interest to participants-intensive coverage on particular subjects should be offered like social issues, economic issues, infrastructure etc.  
One month could be on overall exposure with general issues. The second month could be on indepth study and specialization on specific subjects of interest based on choices of participants.
- Electives with intensive group work and having proper hand holding from the experienced people or knowledgeable faculty
- 1.understanding latest indian foreign policy 2. Changes in socio-economic condition - latest scenario
- There was no lecture on negotiation skills. Also because this course is a pre-requisite for next level promotions which is equivalent for secy level in state govt, there should be a lecture on how to become a good departmental secretary. Many officers are doing a transition from field to secretariat, so this input will be handy.
- More focus should be on ppp and infrastructure planning and development - policy implementations
- May also include the social inclusion issues particularly scp/tsp, forest right issues. How to handle the media. How to deal the judicial activism. Internal security and lessons from the uprising in the middle east.
- More contents and inputs are required to align the course objectives more soundly and directly to the needs and concerns of the majority of indians- specially the poor and the under privileged.
- More focus on social sector challenges and perspective from different states should be incorporated
- It has to be more focused and specific.
- A little more focus on the first three objectives and the general service environment . Managemenyt topics can be given lesser time .social sector was missing except for health and education
- Appreciate the relevance of ias in the context of serving the people, more so vulnerable people; redefining the values in governance as serving the poorest of the poor
- Specific domain knowledge in 3 to 4 areas will help lot.
- It is well designed course but there should be more inputs on internal security, defence and strategic issues.
- Theoretical classes followed by exposure to the latest developments on the subject either at weekend or afternoon of that day will give strength. In visiting to the local area- how a particular programme is implemented.
- 1. Knowledge about all the important sectors namely, finance agriculture, health, education, transport etc. As at this level many of us may not have been exposed to these sectors during district postings. But we may handle these sectors in our present or future assignments.
- More discussions on policy.
- Focus should be or objective no. 2, 3, 4 only. More exposure to policy analysis and evaluation be given. Negotiation skills was not covered during the course.
- I would suggest for more stress on issues related to leadership qualities and negotiating by inviting experts from management and forming groups, followed by interaction with the experts.
- 1.call senior officers to take classes.
- 2.if at all academicians to be called, call reputed people.
- Theoretical/ empirical classes with a focus on case study should also be more that right improve our knowledge base.
- We are trying to do too much and focus is lost. We should have specific sectors and the class should be divided for that.

- The actual working conditions are very difficult. That needs to be properly discussed whistleblower protection need for, corporate lobbies etc.
- The course is quite well designed meeting the future requirements of services.
- May consider adding more topics on economy, trade, industry, environment and not much on ias present and future
- Emphasis is also required on implementation issues.
- 1. More inputs should be added on implementing issues and challenges after the formulation of policy (highlighting the different skill sets needed to deal with real world situations)
- 1. Implementation is the key and so focus on implementation strategies since officers are at an inflection point mid way through their career, core challenges before the service and administrative reforms should also be part of course objective.
- Sector specific specialisation and inputs to be given.
- Slight improvisations, e.g. "further appreciate"; "further enhance"; "towards a better understanding of", etc.

5	Programme Design:	Excellent	Very good	Good	Average	Poor		Not given	Total	W. Average
	How would you rate Program Design on the following (rate on a scale from 1 to 5):									
a.	Area and subject coverage	14	28	20	5	0		9	67	
	<i>% answered in each category.</i>	21%	42%	30%	7%	0%		12%	88%	75.22%
b.	Orientation to present assignment & future charges over next 5 years	10	34	18	4	1		9	67	
	<i>% answered in each category.</i>	15%	51%	27%	6%	1%		12%	88%	74.33%
c.	Distribution of time among various components of the course	8	22	28	6	4		8	68	
	<i>% answered in each category.</i>	12%	35%	41%	9%	6%		11%	89%	67.06%
d.	Sequencing	9	19	27	9	4		8	68	
	<i>% answered in each category.</i>	13%	28%	40%	13%	6%		11%	89%	65.88%

### Suggestions, if any :-

- Indeed some were excellent speakers with substance which could have been given more time. Also sequencing could have been more careful in giving the subjects which are related to policy paper.
- More and more topics on policy and implementation failure should be included.
- More and more topics on policy and implementation failure should be included.
- Such a programme should have a fixed curriculum and not left to the speakers. Once the curriculum is decided, the sessions should be decided and then speakers. System of electives is not that bad.
- Such a programme should have a fixed curriculum and not left to the speakers. Once the curriculum is decided, the sessions should be decided and then speakers. System of electives is not that bad.
- Need specialized inputs apart from core courses. Resources were too thinly spread across the course
- 8 weeks is too lengthy and at a maximum the course should be for 4 weeks with a trip in last two weeks subsequent to which officers can go back to their cadre.
- The distribution of time over various subjects can be improved and sequencing also needs to be looked into.
- No
- No
- More reputed/ eminent speakers be invited and course should be structured in a manner that inputs on particular topic/subject/domain are given in a more organised manner with one session feeding inputs to the succeeding sessions instead of repeated inputs on same topic/issue by different speakers.
- No
- The duration of the programme is more than optimal and hence it impinges on quality
- No
- The duration of the programme is more than optimal and hence it impinges on quality
- No
- Sequencing can be improved
- We need to be exposed with non-state actors views and secretaries/ addl. Secretaries experience more

- Better speakers on certain subjects could have been invited. weekly focus on one subject could have been done.
- Topics were fine, but not so intensive and also skewed. As policy making has been the focus of the programme, the work should have started in the first week itself and draft paper submission should have taken place before departure for fst and after coming back from the visit, the final submission of policy papers and presentation should take place with the inputs received and experience gained from the fst.
- Focus was missing, should be course debriefing sessions as what is the takeaway from the course. Otherwise this course looks like a disjointed one from the lectures of motley speakers.
- Programme should be weekly theme based and more focused.
- Fst component should be at the end of course. Duration of mct should be 3weeks lbsnaa and 2weeks fst at the end
- As suggested at point no 4 may be included.
- More coverage to social and rural development is required.
- Selective subjects should be taken and in depth discussions should be done
- The course objectives were dealt with in an effective manner prior to foreign visit .However , post canada there was disorientation .the choice of speakers and subjects was not in accordance with the expectation .albeit , some of the speakers were wonderful .
- When the call letter is sent it should be accompanied by a tna form to seek the specific training needs of the officer; last 3 weeks devoted to in depth inputs in broad areas of interest - urban, rural/poverty, infrastructure etc; handholding of the groups in preparing the policy memo so that the final product is actually useful; field visit to some of the best practices in india ( delhi metro rail, seeing sakala work in karnataka is more useful than a lecture; kudumbasree in kerala; jeevika in biharetc)
- Pl focus on 8 to 10 issues for domain knowledge.  
The theme may run for 2 days.
- None
- Instead of routine presentations, the speaker if he shares the experiences/problems encountered while drafting the ndtv situation will help a lot.
- Too much emphasis on ias perception about ias, etc. In the initial days. One/two lectures is more than sufficient for this.
- Foreign study tour should be at the end of the course.
- 1. We should get the best people from various fields.  
2. Lectures need to be reduced with more time for informal discussions rather than group.
- More topics on economy, industry, environment, etc.
- There was generally lesser time for discussions/q& a. Guest speakers need to be regulated regarding timing.
- The overseas visit should be kept at tag end rather be sandwiched in between. Also, duration of course can be kept at six weeks. Lecture duration should be 45 minutes to make it compact.
- As discussed with the programme committee.

6 . Kindly indicate the usefulness of the training material (rate on a scale of 1 to 5):		Excellent	Very good	Good	Average	Poor		Not given	Total	W. Average
i)	Background readings	14	30	15	3	5		9	67	
	<i>% answered in each category.</i>	21%	45%	22%	4%	7%		12%	88%	73.43%
ii)	Classroom material given in form of power point presentation, cases, handouts, etc	14	31	16	4	2		9	67	
	<i>% answered in each category.</i>	21%	46%	24%	6%	3%		12%	88%	75.22%
7		Excellent	Very good	Good	Average	Poor		Not given	Total	W. Average
How did the following pedagogical methods employed in the programme appeal to you (rate on a scale of 1 to 5)?										
a.	Lectures	8	34	19	4	2		9	67	
	<i>% answered in each category.</i>	12%	51%	28%	6%	3%		12%	88%	72.54%
b.	Case Study Method	23	25	12	4			12	64	
	<i>% answered in each category.</i>	36%	39%	19%	6%	0%		16%	84%	80.94%
c.	Use of Short Films	13	26	19	2	1		15	61	
	<i>% answered in each category.</i>	21%	35%	31%	3%	2%		20%	80%	75.74%

d.)	Panel Discussion	13	26	19	2	1		15	61	
	<i>% answered in each category.</i>	21%	43%	31%	3%	2%		20%	80%	75.74%
e.)	Experience Sharing Presentation	21	18	20	3	3		11	65	
	<i>% answered in each category.</i>	32%	28%	31%	5%	5%		14%	86%	75.69%

### Suggestions, if any:

- Many lectures of guest speakers from managements were excellent.
- More and more panel discussions should be arranged.
- Panel discussions were absent in the course. They are slightly better than lectures.
- Concentration should be more on case studies and panel discussions.
- No
- No
- Case study methos should be given more weightage - case study through be either through a write-up or through a short film. Role play should also be used on certains occasions
- No
- Esp makes no sense at this level.
- No
- Esp makes no sense at this level.
- No
- No
- Need to focus on panel discussions/ case studies more
- More of group discussions and case studies should have been there.
- Case study discussion should be given more time for an indepth understanding of the issues. This method should be used more frequently.
- Case study method may ensure prior reading and it will ensure better take away and participation.people in ias are very competitive and the academy should utilise this resource more intelligently.
- Include more panel discussions and case study methods
- More field visits - seeing is believing, films and case studies.  
Afternoon should be free
- May be we can look at two experience sharing presentations instead of one in two separate groups
- Movies shown were excellent and more such informative movies should be screened
- Sequencng and mixing of the above methodologies should be more balanced so as to avoid monotony .
- Esp should be more structured and given more seriousness; esp of actual beneficiaries - those who benefitted from the govt schemes, innovators etc; panel discussions with policy makers, implementors and beneficiaries on the panel will throw up lot of insights
- Experience sharing presentation must be before fall group. It may be taken in first week
- Experience sharing presentation should be about issues which one has faced himself/herself and if possible about a particular incident.
- Esp was a good insight to the programmes implemented in other states and relate them to my working state situation.
- Everybody shared experiences of districts or district level postings which are not relevant for our present or future assignment. They are more relevant to phase 2 or phase 3 participants.
- In panel discussion, we may have more than one speaker, representing different areas on the same subject to have under coverage on the subject.
- More and relevant case studies should be there.
- No
- Experience sharing from the participants did not add much value. Each participant may be asked to give a two page writeup on his experience which may be shared in soft copy.
- The experience sharing presentation was not used as such by some participants. Some went to discuss personal philosophers. Clearer instructions need to be given on what the experience sharing paper should be about.
- Case studies and short thematic films are much more effective tools as they leave a much more lasting imprint and provoke a deeper thought process! Duration of lectures should be confined to 45 minute which includes 20 minutes of interaction.
- Sessions have to be really interactive and less formal, less cramped. Sessions may come to end with the lunch time so as the remaining part of the day is utilised for informal discussions, brooding over the issues and information as contained in the presentations of the day, and maybe for plain sightseeing and relaxation.

8		Excellent	Very good	Good	Average	Poor		Not given	Total	W. Average
	How did the following evaluation methods employed in the programme appeal to you (rate on a scale of 1 to 5)?									
a.	Canada Paper	32	18	13	2	1		10	66	
	<i>% answered in each category.</i>	48%	27%	20%	3%	2%		13%	87%	83.64%
b.	ESP Presentation and Experience Sharing Paper	29	24	9	3	2		9	67	
	<i>% answered in each category.</i>	43%	36%	13%	4%	3%		12%	88%	82.39%
c.	Policy Memo Writing	28	21	14	3	1		9	67	
	<i>% answered in each category.</i>	42%	35%	21%	4%	1%		12%	88%	81.49%
d.	Cabinet Note Writing	24	24	13	5	1		9	67	
	<i>% answered in each category.</i>	36%	36%	19%	7%	1%		12%	88%	79.40%
e)	Director's Assessment	14	28	12	3	3		16	60	
	<i>% answered in each category.</i>	23%	47%	20%	5%	5%		21%	79%	75.67%

### Suggestions, if any:

- Experience sharing should could have been better if participants were made to present to the whole crowd which will give experience in presentation and also learning of all sharing.
- I wonder if experience sharing is required in phase-iv. Made some sense in phase-ii but not in phase-iv in my view. Better if only few participants gave presentation on select pre-selected topics
- I wonder if experience sharing is required in phase-iv. Made some sense in phase-ii but not in phase-iv in my view. Better if only few participants gave presentation on select pre-selected topics
- We are not aware of the criteria followed for director assessment
- No
- No
- The experts invited for policy memo should first read the memo and then give comments. The trend was to undermine the academic content especially by some panelist who seemed pedestrian in their analysis. Further, the panel should have academia also. Some bureaucrats cannot think beyond font and spacing.
- As the practice of preparing cabinet note in the states is different than the union government a format of standard cabinet note of union government would have been useful
- The experts invited for policy memo should first read the memo and then give comments. The trend was to undermine the academic content especially by some panelist who seemed pedestrian in their analysis. Further, the panel should have academia also. Some bureaucrats cannot think beyond font and spacing.
- No
- Proper guidance for policy memo and cabinet note writing was not provided
- None
- Some hand holding or mentoring for writing of policy paper and cabinet note should have been provided.
- Classroom participation, in form of participation in the discussions, should also be given weightage.
- Already mentioned in point no-5(it is useless without hand holding and no take away in case of cabinet note as the cabinet notes prepared at the union level or state level are different and even after the presentation, i have no idea how a cabinet note is prepared at the union level.
- There was no course input on policy memo writing and cabinet note writing. For persons of our seniority coming from field it was appearing like french. It was futile exercise to force us to write something which we were unaware. I have never done this thing so far in my state and academic inputs would have been more than enough than forcing us to write.
- Policy memo should have been more participative rather than writing and presentations. Fst should be more field visit learning based and case studies
- It might be useful to circulate copies of a few real policy papers and cabinet notes to generate a feeling of the real thing before the participants are called upon to submit their policy papers/cabinet notes.
- Directors assessment will be very subjective. To be replaced by course team assessment; policy memo and cabinet note writing should be a guided process; esp is done very casually. Should be given high priority and presentations to a larger audience; for policy presentations expert panel should be working officers/functioning technical experts. Group presentations subject wise and have experts from that field;

- In overall, it is very good.
- Forcing everyone to make esp is not a good idea. There was no real learning for the participants. If somebody has done some real exceptional work and really wants to present should be given an opportunity.
- The experts for the policy memo, had not read them. They did not know the guidelines and made sweeping statements. If they cannot read the papers, they should not be called.
- No
- A grading system may serve the purpose better.
- Fairly ok

9	How do you rate the following administrative aspects of the programme	Excellent	Very good	Good	Average	Poor		Not given	Total	W. Average
a.	Office Assistance Services	47	17	2				10	66	
	<i>% answered in each category.</i>	71%	26%	3%	0%	0%		13%	87%	93.64%
b.	Classroom Facilities	51	10	5				10	66	
	<i>% answered in each category.</i>	77%	15%	8%	0%	0%		13%	87%	93.94%
c.	Hostel Room Facilities	43	16	7				10	66	
	<i>% answered in each category.</i>	65%	35%	11%	0%	0%		13%	87%	90.91%
d.	Housekeeping & Room Service	37	12	12	3			12	64	
	<i>% answered in each category.</i>	58%	19%	19%	5%	0%		16%	84%	85.94%
e	Food Quality and Mess Service	28	26	9	3			10	66	
	<i>% answered in each category.</i>	42%	35%	14%	5%	0%		13%	87%	83.94%
f	Recreational Facilities	31	22	7	3	3		10	66	
	<i>% answered in each category.</i>	47%	33%	11%	5%	5%		13%	87%	82.73%
g	Sports Facilities	39	23		3	1		10	66	
	<i>% answered in each category.</i>	59%	35%	0%	5%	2%		13%	87%	89.09%
h	Transport Arrangements	30	25	7	1	2		11	65	
	<i>% answered in each category.</i>	46%	38%	11%	2%	3%		14%	86%	84.62%

#### Suggestions, if any:

- Dining hall from silver wood is too far.
- Nothing that i can even think of. Facilities were excellent
- There can be at least two trips at fixed times in the evening between valley view/silverwood and library point
- Hostel staff is not very cooperative and shirks responsibility
- Tpt from hostel for library point at fixed times once/twice in a day could be arranged.
- Individual vehicles be provided to officers as per their requirement as they are already accustomed in their posting places.
- Improvement in food quality is necessary.
- No
- No
- Cc was excellent in his response
- No
- Cc was excellent in his response
- No
- No
- None
- Communication services could be improved
- Quality of chapatis should be improved.
- Heartfelt thanks to one and all for making these arrangements excellent.

- Bed sheets, linen and bedding needs to be changed to new as they have turned pale yellow and stinking too.
- For transportation smaller cars shall be better
- Major intervention is required to make the wi fi service much more reliable and faster.
- Housekeeping at hostels needs more supervision
- Excellent. Thanks to all the support staff
- Food & gym facility may be improved at valley view hostel.
- Pl put more cross training equipments& tm in main gym.
- It was very good except the transport.
- Poor ventilation in classrooms, use of lights was more than required. Building can be more energy efficient. Wi fi was very poor.
- There is a need to improve housekeeping and room services.
- Internet connectivity was very poor.
- Classroom needs ventilation. It becomes very stuffy.
- No
- The wifi and the internet services were not upto the expectation at the academy. Also, the room lines needs frequent changing.
- The wifi services were horrible. It should be improved. Some air-conditioning is required in the classroom on the warm days.
- Academy infrastructure has been upgraded and it has made stay of officers quite cosy. Appreciate the initiatives taken by academy director and his team in this regard. Wi-fi connectivity, however, was pathetically erratic.
- 1. Efforts to have a mess in silver wood is a necessity as it is a problem during dinner time.
- 2. Transport to be available for dinner as well.
- 3. Wifi connectivity very poor.

10	How do you rate the non-academic activities during the programme	Excellent	Very good	Good	Average	Poor		Not given	Total	W. Average
i)	Morning Physical Activity	46	10	5	3	1		11	65	
	<i>% answered in each category.</i>	71%	15%	8%	5%	2%		14%	86%	89.85%
ii)	Weekend Treks/ Excursions	29	19	9	5	1		13	63	
	<i>% answered in each category.</i>	46%	30%	14%	8%	2%		17%	83%	82.22%
iii)	Co-curricular activities	17	13	15	8	6		17	59	
	<i>% answered in each category.</i>	29%	22%	25%	14%	10%		22%	78%	69.15%

#### Suggestions, if any :-

- Normally other academies have a good programme for spouses in mid carrier training programmes. Learning from other institutes will improve mct experience.
- Normally other academies have a good programme for spouses in mid carrier training programmes. Learning from other institutes will improve mct experience.
- More excursions treks need to be arranged. The were absolutely no co-curricular activities.
- No
- We do not need pt as we already super fit being from hills. No co curicullar activities seen
- No
- More interaction with other parallel courses in non-academic/extra-curricular activities should be worked out (e.g. With phase-ii course in our case)
- No
- No
- Faculty should lead in participation as group has officers of varying seniority
- Morning physical activity should not be assessed on attendance like probationers. With everyone at this age being health conscious,it should be left to the participant to do his or her physical activity at his or her own leisure time.
- Co-curricular activities were almost non-existent.
- Weekends treks were hurriedly arranged and no proper planning was done or prior feedback taken.
- Morning yoga teachers should be called for total duration. In fact persons practicing art of living/ sssy/ ramdeo baba yoga should be

invited for physical,emotional,spiritual wellness of mct which is more relevant

- A prefixed cultural day as is done in phase 1 and 2 will give a good nudge to the group to plan and put up something reasonably good.
- 1. Cultural programs courses.
- 2. Have library utilized by participants.
- Attendance should not be compulsory in pt. At this age, participants are already concerned about their health and fitness.
- Attendance during the pt should not be mandatory as we are responsible enough to take care of our health.
- Morning pt should not be compulsory. At this seniority, academy does not need to reach about physical and mental well being. We did not see course coordinator any day at the morning pt session.
- More weekend treks/excursions.
- Morning pt should be optional if the course team does not attend morning pt, why should it be compulsory for the participants?
- More common get-together may be organised.
- More dinner parties and occasions should be organised to let the participants interact in a non-academic setting.
- Informal interactions are equally important and i think we would have been lot happier with more informal dinner/cocktail evenings.

11	How do you rate the various components of the Canada Study Tour	Excellent	Very good	Good	Average	Poor		Not given	Total	W. Average
a.	Pre-visit orientation in the Curtain Raiser	22	29	10	4			11	65	
	<i>% answered in each category.</i>	34%	45%	15%	6%	0%		14%	86%	81.23%
b.	Academic Inputs by IPAC	18	22	14	10			12	64	
	<i>% answered in each category.</i>	28%	34%	22%	16%	0%		16%	84%	75.00%
c.	Site Visits	21	18	9	15	2		11	65	
	<i>% answered in each category.</i>	32%	28%	14%	23%	3%		14%	86%	72.62%
d.	Boarding / Lodging	36	19	9	1			11	65	
	<i>% answered in each category.</i>	55%	35%	14%	2%	0%		14%	86%	87.69%
e.	Transportation	15	17	11	12	10		11	65	
	<i>% answered in each category.</i>	23%	35%	17%	18%	15%		14%	86%	64.62%

**One major strength:-**

- Sincere commitment of ipac and guest speakers who took with care and loyalty on their calling
- They had put in lot of effort
- Exposure to canadian administration
- Learnt to appreciate taking along all people.
- Site visits
- Visiting a developed economy and understanding its institutions was a good learning.
- Great exposure
- Logistic arrangement was good
- Ottawa lectures
- Excellent exposure.
- No
- The logistics were flawless.
- Exposure of federal govt. At ottawa
- Exposure of federal govt. At ottawa
- Ipac is not the appropriate agency to give inputs. It is a networking organ bereft of knowledge on policy and administrative aspects.
- Sectoral focus each day
- Opportunity to study political, social and administrative system in developed nation
- The study programme should have concentrated on limited topics in which canada systems are strong and more detailed inputs should

have been provided on those subjects. Alternatively, the batch should have been formed into smaller groups and given options to choose two to three topics and conducted in depth participative study of those topics

- Ipac is not the appropriate agency to give inputs. It is a networking organ bereft of knowledge on policy and administrative aspects.
- Exposure to the diverse society governance.
- Exposure to the federal functioning at ottawa
- Exposure in ottawa
- Exposure to the various sectors esp. Health and education was very good.
- Most of the site visits were very informative.
- Transportation has been one of the issues to be taken care of in future.
- Traffic management system and civic sense of canada
- Federal government exposure in ottawa.
- Excellent boarding at both the places. Afternoon sessions should not be organised and should be free
- Visit to various deparmtnets in toronto
- Good exposure to the main components of the canadian political and economic systems.
- Gives exposure to systems working in developed country
- Good exposure
- Adherence to the subjects which were relevant and comprehensiveness as there were field visits on the same day to substantiate the lectures
- Focus on critical areas - edu, health, finance etc which are relevant to india with site visits
- Experienced speakers
- Residential facilities were excellent.
- Site visits
- Good inputs on education.
- Excellent arrangements of stay and centrally located hotel and arrangements for session in the hotel.
- Fst was well structured
- Ipac
- Academic inputs were very poor.
- Excellent site visits.
- Some good guest lecturers came. More are needed. Majority were mediocre.
- Very good course coordinator
- We could learn about various aspects of development in canada and how efficiently they were dealing with public problems and development projects, we saw the living standards of people and how development can bring happiness in people.
- It provided an excellent exposure.
- Good cross-cultural interface. Good exposure to best practices.
- Choice of hotels was excellent.
- 1. Boarding and lodging was good at ottawa.
- 2. Sessions at ottawa were very good.

### One major weakness:

- Ottawa should have been first followed by toronto. Also agriculture & food processing and forest management could have covered.
- Site visits should be focussed on basic understanding of issues, the basic structure of governance and delivery of services. On economy, stress can be on gst and fiscal federal issues where we can relyably learn from them. Ppp is not what we expect to learn from canada.
- Not very good quality of speakers in canada
- Toronto speakers contents could be improved
- Team members for site visits could have been less
- Faculty joining us should be more proactive in attending to needs of all officers instead of only highlighting minor gaps on behalf of officers. Any gaps on behalf of ipac were totally overlooked and instead of a colleague approach it was a disciplinarian approach by faculty which was hurting at times.
- Weekend travel and classrooms on the very next day
- Site visits were very therotical and have not contributed much to our knowledge or experience
- Toronto lectures could have been improved.
- More field visits.
- No

- The advance study / information material was inadequate and the visit should begin with the national capital.
- No major weakness
- More site visits should be organised.  
Our group-4 was allotted field visits which were not very relevant. Thus, no. Of groups for the field visit should be lesser - either one or max. Two groups.
- No major weakness
- Poor in knowledge and resource. Misplaced arrogance in their response
- Lacking in extracurricular exposure
- Site visits were confined within the cities of stay in Canada. Site visit to smaller place like municipality adjoining to place of stay could have given opportunity to see the amenities available in semi urban areas
- No cross sectional interaction or inside functioning of the system was details. Visit to interior areas and interaction with local communities was missing
- Poor in knowledge and resource. Misplaced arrogance in their response
- No major weakness
- Field visits and transport arrangements for it
- Federal govt component needs to be increased with senior officers viewpoints
- Site visits after class and weekends could have been better planned. It was done excellently in phase iii visit to USA. Canada visit should have been at the end as it was in phase iii.
- School buses for local transport should be avoided as they are not comfortable (after all they are meant for kids).
- Such types of opportunities are not easily available to an officer, so the detail about the areas, activities and amenities must be made available to enable the participant to have the optimum use of time and opportunity. End of course fst would be planned as other services are doing in that manner.
- Lesser exposure/interaction with national issues
- School bus with difficult seats were arranged for local site visits, was bad.
- One day earlier we should land and one week ex-india leave should be allowed even if u do not want change fst at the end , participants can join lbsnaa 1 week later
- More class inputs
- The academy can look at making the ftp an end of the training programme rather than a sandwich programme. The Canada paper may be submitted there itself or may be permitted to be sent within a week of end of the course.
- Field visits were not upto the mark
- Logistics can be improved
- Less focus on federal setup and exposure to the govt of Canada
- Sequencing federal visit - Ottawa- first and then going down to province/municipal would be better
- Field visit coordination
- Lecture content and site visit was not good.
- Boarding
- Superficial treatment of all the subject. Not exposed to problems and challenges facing the country and their strategies.
- Transportation buses could be of better quality.
- Transportation arrangements especially during local visits in Canada.
- IPAC
- It should be kept at the end of course so that people can avail ex india leave if they want.
- Too much theory
- Less interaction with faculty and other phase trainees/officers due to lack of initiatives by lbsnaa
- You could have given brief introduction about various aspects of development before our departure, the class room lectures there touched the macro aspects and did not give micro details and were not systematic, the lectures could have been more systematic ,from basic to more detailed.
- We could have reached a day early and left a day later.
- Two weeks is too short. The foreign study tour should be at least 4 weeks long. A visit to the rural areas should be included. The inputs from IPAC speakers should be made from a comparative approach i.e. India and Canada.
- Travel did not factor in the critical element of jet lag and itinerary hardly gave space for convenient sight-seeing.
- 1. There should be a break after reaching back.
- 2. There should be more site visits/interactions instead of classroom session.

12. Please list out **three** significant learnings from the training programme.

- 1. Health & education as investment
- 2. Exposure to modern perception on administration & management
- 3. Self realization with reconditioning with deeper commitment and dedication.
- Way of thinking changes significantly
  - Learn to use academic/ net resources for knowledge upgradation
- Policy perspective, problems and issued faced by ias,time to rethink and ponder on some of the issues faced by india
- Policy formulation/analysis, cabinet memo details and about life
- Policy analysis, cabinet memo and service delivery.
- Furthering a sense of camaraderie.
  - Coming to an institution and analyzing issues from a theoretical perspective.
  - An overview on new issues of topical importance.
- Comparison between democracies in various stages of development.
- Policy preparation and presentation to cabinet
  - Good inputs on education
  - Health conciousness
- Broader view, cammradiere, best practices in other areas
- Policy analysis, cabinet memo and over all learning proccess
- Self assurance, capacity building, peer learning
- 1. Framing of policy.
  - 2. How federal government in canada works.
  - 3. Infrastructure development in other countries and lessons for india.
- Policy memo, cabinet note.
- Canada exposure, policy making and knowledge updation.
- Useful theoretical inputs on education and health sectors.
  - Learning from practical experiences of other participants.
- Canada exposure, policy making and knowledge updation.
- Meeting with officers and restrengthening our bonds
- Orientation to making the policy
  - Opportunity to study the infrastructure available in developed country
  - Opportunity to study working of parliament in canada
- 1.inputs on policy making
  - 2. Public funded health and education system of canada
  - 3. Learning from the interaction with course mates
- Leadership, inclusive growth and investment in health and education.
- 1.foreign exposure 2.framing of policy paper 3.national level exposure
- 1.canada development strategy with focus on quality in education
  - 2.policy making
  - 3. Ppp
- Some of the lectures were extremely good and gave good exposure to some best practices.
  - Canada visit gave a good exposure to various sectors.
  - Lot of learnings from other colleagues through formal(esp) and informal interactions.
- Physically fit, collectively jovial and more positive in attitude.
  - 1. Policy making 2.interection with other state officers 3.foreign exposure
- 1 peer learning
  - 2 motivational energy
  - 3 international outlook
- Ppp, policy memo, cabinet note . Fst has given good exposure of infrastructure planning and implementation and ordinary people can extraordinary things with commitment and honesty and integrity
- 1. How to deal with policy issues. 2. Macro economics and its uses in the administration, 3.candian experience on different issues particularly the health, education and urban development.
- 1. Basics of a good policy memo
  - 2. Ppp
  - 3. Canadian system
- Ombudsman in city, health care system, maintenance of public spaces
- Wider domain, informal interactions, exposure
- Knowledge base , refreshing the core principles of administration ., exposure to new domains , a nice way of reconnecting with the

academy after all these years

- 1. Exposure to international best practices
- 2. Exposure to wide range of issues/ideas
- 3. 8 weeks of quality, stress free time for self-introspection and learning from co-participants
- 1. Implementation is more important.
- 2. Got clarity in policy formulation.
- 1. Enhanced the domain knowledge in the context of public policy.
- 2. Provide insight to the contemporary level in political economy at the global and national level.
- 3. Enhanced the perspectives in governance
- 1. Learnings regarding to education and economy have been very good.
- 2. Public policy
- 3. Interaction with friends.
- 1. Policy making.
- 2. How a fully welfare state functions (canada visit)
- 3. Interaction with fellow batchmates after a long gap.
- 1. Got an insight to the basics of policy formulation/preparation.
- 2. Got an opportunity to interact with officers from other states and experience sharing with them was really great.
- 3. Good break
- 1. Got clarify about policy and its implication.
- Policy formulation / analysis
- 1. Meeting peers and discussion in informal groups. A few outstanding speakers, but a majority were pedestrian.
- 1. Good governance is need of the hour.
- 2. Strong and effective implementation process.
- 3. Strong and continuous monitoring and evaluation.
- Could see how development can bring more comfort in life,how systematic and disciplined people there,how the government responsive and sensitive to peoplesproblems,officials there were more committed.
- 1. Working of health system in canada.
- 2. Working of education quality assessment system in canada.
- 3. Working of the municipal services in canada and the civic sense of the people of canada.
- 1. The complexity of policy making process.
- 2. Ppp models.
- 3. The importance of resear4ch for evidence based policy.
- 1. Useful inputs on handling ppp issues.
- 2. Enhancement of skills and knowledge in relevant sectors.
- 3. Peer sharing and learning.
- 1. Foreign study tour was very useful, should be done at the end of the program.
- 2. Importance of role change, perspective building was well defined and emphasised.

13	How do you rate your Overall Experience of Training (rate on a scale of 1 to 5)?	Outstanding / Beyond expectations	Useful / Unforgettable experience	Useful / Memorable	Useful but not Memorable	Neither Useful nor Memorable experience	Not given	Total	W. Average
		32	18	8	1		17	59	
	<i>% answered in each category.</i>	54%	31%	14%	2%	0%	22%	78%	87.46%
14	. General Feedback on Programme Design and Delivery	Excellent	Very good	Good	Average	Poor	Not given	Total	W. Average
a.	Duration of theProgramme	11	17	18	5	5	20	56	
	<i>% answered in each category.</i>	20%	30%	32%	9%	9%	26%	74%	68.57%

Suggestions, if any:-

- Too long. Also outside exposure of foreign trip could have been earlier so that its learning could have been share and reassessed in the

country context.

- Q13 should have an answer "not useful but memorable"
- I think it can be compressed in six weeks and the foreign tour should be in the end , the canada paper can be submitted by email from your postings. It becomes difficult to spare such a long time away from the family and postings
- Duration can be reduced to 6 weeks
- Sincerely request that it should not be for more than 4 weeks.
- Such programmes should be held more frequently, preferably a few weeks every year.
- Can be reduced by a week or two
- Duration may be reduced to six weeks.
- No
- Duration should be 5 week or 6 week
- Should be restricted to 4 weeks.
- Duration could be reduced to 5 weeks - 3 weeks academy inputs followed by 2-weeks foreign exposure. Classroom inputs could be structured in a more organised manner with invitation to highly reputed guest speakers for deliveringlectres.
- Not more than three weeks.
- Short and sweet should be the approach
- Program could have been adjusted in 6 weeks may be by extending daily schedule by 30- 45 minutes
- Not more than three weeks.
- Short and sweet should be the approach
- Duration should of maximum 5 weeks.
- Course may be of five weeks only including that of foreign training
- None
- It should start early say mid june - mid august.
- May be started in june as july-august period is rainy season.
- Reduce the period only up to five weeks
- Duration should be increased to one more week and the last week should be to summarise the learning that the course offered. Faculty of the academy should be holding debriefing sessions and all the participants should also be required to submit papers regarding the course take away.
- Too long can be reduced to 4 to 5 weeks including fst of 2 weeks
- May be shorten for six weeks.
- Course duration may be limited to a maximum of 5 weeks
- Should be 4 week at academy followed by 2 weeks fst
- Can be 6 weeks
- Could be shrinked a bit
- 8 weeks is too long to be away from work and family; one option if 8 weeks is must- can be done as a sandwich course with policy memo writing as an individual exercise during the break
- It should be increased to 3 months with foreign tour of atleast one month.
- 4 wwekstheoretical followed by 2 weeks to 12 working day outside country visit will be better.
- Too long, it should be cut short to six weeks.
- It should be reduced to six weeks. 4 weeks at the academy and 2 weeks fst.
- Out of 8 weeks fst could be of 4 weeks with 2 weeks each to developed/developing nations.
- 4 weeks academy and 2 weeks foreign training.
- Can be increased to 3 months
- 8 weeks is too long, we can do the same in 4 weeks if we remove the pedestrian speakers.
- Duration is ok
- Decently designed programmes can be enhanced to 3 months
- The training programme may be reduced to 6 weeks ,the topics covered could have been clubbed in such a manner ,every thing could have been done in 6 weeks, if possible one developed and one developing country may be covered in 15 days.
- The programme may be shortened by a week or two.
- Start with a one-week induction/orientation period. Follow this with a four-week foreign study tour. Give a couple of days break for jet log and conclude with a one-week period. Totally six weeks.
- Six weeks would be ideal with four weeks in lbsnaa followed by two weeks of foreign study component.
- 1. Fine.
- 2. Foreign study tour duration be increased and should be done with some university or business school and academic institutions.

b.	Faculty-mix of Academicians and Practitioners	15	21	17	2			21	55	
	<i>% answered in each category.</i>	27%	38%	31%	4%	0%		28%	72%	77.82%

Suggestions, if any:-

- senior officers of the ministry who are not subject expert should be avoided.
- better speakers can be invited for the sessions
- no
- more inputs should be from practitioners.
- no
- no
- more non state actors and experts
- more practitioners from all over the country should be called.
- more practitioners and more so from outside the service.
- **CALL MORE PRACTITIONERS !**
- more practitioners
- More practitioners please.
- More senior IAS officers from GoI should be invited . Less of IIM and UNICEF
- Need to bring in the real people - beneficiaries/victims of our work/policies
- more and more field practical leaders is that subject should be involved/invited as guest lecture.
- more focus on practitioners with a request to focus on policy issues, policy analysis and evaluation and future policy directions.
- we may have more representation from practitioners and more than one expert on the same subject during the session for under discussions.
- call more of practitioners.
- quiet good.
- may consider calling eminent people in their respective fields ,more ngos,civil society, people from opposition parties may also be called ,so that we can have different opinion about bureaucracy.
- calling source of the practitioners may need a relook.
- more practitioners should come. we need to hear more real world practitioners and lesser theoreticians.
- more faculty from IIMs, reputed business schools should be invited.

c.	Programme Administration	22	19	8	2			25	51	
	<i>% answered in each category.</i>	43%	35%	16%	4%	0%		33%	67%	83.92%

Suggestions, if any:-

- Women guest speakers could be increased in future.
- The cc and acc are very good. Appreciate it!
- No
- No
- The course should be reduced to 6 weeks and foreign trip should be at the end of the course
- No
- No

- Faculty should interact and get involved more with participants
- Course team should be more interactive and receptive
- The course team should believe in management rather than administration as it was lacking entirely except in the attitude of the cc.
- While taking options from the participants before the start of the programme for their participation, please take their suggestion for the areas of input also.
- It was good. Little human touch by the course coordinator and assistant course coordinator will further enhance the harmony.
- More self study hours should be given for utilising library facilities. We want to read more for which there is less time or facility available in states.
- Good team work under the leadership of mr.Dushyantnariala
- The course team was insensitive and aloof. The school teacherish e-mail of one of the threatening that disciplinary action would be taken, sent on the group mail, was in very poor taste. They did not invite any speaker that the participants suggested (except vinodrai)/ the accs who accompanied us to canada were more interested in their upgradation of seats, when their own batch mates and also seniors, were in the same flight. They asked for case studies in the class and when i submitted one, they did not have the courtesy to respond to the email. It appears that the course team was only going through motions in the last 3 weeks, there was no effort/interest in making the course useful.
- Commitments on house-keeping issues such as improving wi-fi services or changing lines and bathroom towels were not followed through.
- 1. Good course team.  
2. Memo culture should be done away with.

d.	Foreign Study Tour	28	16	4	2			26	50	
	<i>% answered in each category.</i>	56%	32%	8%	4%	0%		34%	66%	88.00%

#### Suggestions, if any:

- Ottawa capital exposure could have been first than toronto in canada. Also agriculture & food processing, forest and conventional energy could be included.
- A days rest on return will be appreciable.
- Montreal,quebeck should be added  
The classes should be closed by lunch(late lunch acceptable)
- No
- Lecture should be through v c while in india and visit of landmark institution should be more in canada
- Lecture should be through v c while in india and visit of landmark institution should be more in canada
- Foreign visit may cover more cities. There should be a way for facilitating informal interaction with government officials of foreign country.
- Ipac collaboration could be done away with
- No
- Ipac collaboration could be done away with
- Fst should be at the end of the course.
- More field visits may be arranged
- Foreign study tour may be shifted to end or beginning of course as in case of phasev
- Foreign study tour should be at the end of course.
- Already mentioned in point-11.
- Please take us to a country which is comparable in size/population/problems.
- Fst should be at end of study tour. One week ex india leave should be allowed to explore because it would save money and give more insight when u explore.
- Brics countries may be more relevant
- It should be for one month. It should be at the end of training programme.
- It was very good. Exposure to outside country will give confidence and enlarge the mental horizons and enlarges the threshold or attitudes.
- Exposure to a country, which is comparable to india, will be more relevant.
- Same as stated at serial no. 1 above.
- Canada visit was nice. It should be continued.
- Excellent. The fst should be in the last day/phase of the course.
- One developed country and one developing country may be included in 15 days.

- The tour may be started a day early to allow for a spare day before the programmes and similarly it may be extended by one day at the end to provide a spare day after the programme.
- The fst should last four weeks to allow enough time to travel to first nations/rural areas.
- 1. Duration be increased.
- 2. Should be done with some university mixed with site visits.

#### 15. Any other comments you wish to make:

- Participants could have shown respect and decorum to female guest speakers.
- Good hard work put by faculty and course team
- The course was excellent. Up and downs do happen. The whole course team is appreciable.
- Course team was excellent. Karunagopal was also good. Course content was also excellent. Director is excellent.
- Some component of exposure to good practices and challenges within the country for a week
- People with higher standard, experience and knowledge should only be allowed to address. Excellent course team and performance.
- On the whole a great experience!
- The course is excellent. More lectures can be easily accommodated in the given time. duration can be curtailed.
- No
- Over all good learning in nice environment
- Fst should be at the end.
- Make the course short and intense. Policy papers should be read by the course team and not the out side experts who indeed lack expertise.
- Policy paper should not be made a mechanical exercise, faculty should act as sounding board and mid term appraisal should be done and scope for course correction should be given, fst should be in the end and cover more countries - canada, uk and china, nasty mail on petty discipline issues to all participants in canada by course team was not in good taste, interaction between phase 2 and phase 4 participants should be more for cross learning,
- Very well designed and executed
- Make the course short and intense. Policy papers should be read by the course team and not the out side experts who indeed lack expertise.
- No
- Foreign exposure was excellent
- None. Mctp is excellent prog and must be continued.
- Overall it was a good home coming and refreshing and rejuvenating for me. it was a good break from the madding day to day hectic administration work back in the field.
- All said and done, it has always been homecoming in case of lbsnaa. great break from the monotony. Going back with more positive attitude gained from the fellow participants, faculty and guest speakers.
- The training programmeshuld be of five weeks duration. Field visits [hands on training] should be included as far as possible, like if deharadun district hospital has been transformed or it is worth seeing now then a visit should be organized. More interaction with retired justice of india and senior journalist should be scheduled. There should not be afternoon classes.
- Fst should be at the end of course
- The program has been nicely arranged and coordinated. Some other important topics and issues may be included looking into the importance of the issues. More vedio conferences may also be organised on the pattern of the vc with mr. Azimpremji.
- Thanks to the course regimen, i regained my physical fitness. From a stamina level of 5 minutes of squash on the first day of the course, i moved to a vigorous 35 minutes. In fact this the major take away for me personally.
- Thanks to the entire course team for the wonderful programme . We appreciate the efforts made by all esp the cc to make this experience a truly enriching and memorable . There was a personal touch and dedication which made all the difference . Thanks for bearing with us !
- Thank the course team for being very accessible and accommodative. Thank each and every support staff particularly the hostel staff for providing excellent and personalised support. Thank all my co-participants for making this long course a memorable experience
- Excellent leadership by course coordinator shridushyantnariala.
- We should have sector specific specialisation inputs for 50% of the time. We should get top people/over vc if necessary rather than mediocre people. Phase 2 presentations should not be passed off to us. Case studies should be more detailed the ones used in class were very superficial.
- 1. Guest faculty - some were very good. We should call only the very good/best ones from any field. The time of experienced officers/trainees should be respected.
- 2. Theoretical lectures should be reduced.

3. There is an impression of stifling environment - too much stress on attendance. If the lecturers/activities are good, people will come anyway to attend. No need for attendance in every lecture etc. The policy needs to be changed.

4. The training should correspond to the ground realities where the system is forcing all problems- corruption need for whistle blowing protection, presenting reprisals etc.

5. It appears that our continuing feedback is not taken into account.

6. Thanks for the effort put in by course team !!!

- Over all it was good,well managed by the course coordinator under the guidance of director, i was benefitted immensely,only thing is have 6 weeks prog. Only ,8 weeks is too long.
- An android or other applicable application may be developed to keep our phones connected to wifi network at all times. This is especially important in the view of very weak network of mobile phones available in the academy.
- Overall, it was a good programme. Eight weeks is a little long without a break in between. May be a few days break could be given after four weeks or reduce the programme to six weeks.
- 1. Some more inputs on judicial activism, internal environment which is changing fast vis-a-vis the ias shall be useful.
  2. Group to be divided into 3/4 groups and inputs be based on the group preferences-  
Finance & economy, commerce.  
Social sectors  
Internal sectors, defence etc.
  3. Mid career training should be every 3/4 years will be very useful in the life of a career bureaucrat.