



AGENDA

26th MEETING

PROGRAMME MANAGEMENT COMMITTEE

1545 hrs/ July 16, 2015

LBSNAA, Mussoorie

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ITEM 1 – Confirmation of minutes of the 25th Meeting of the PMC held May 21, 2015

1. Minutes of the last meeting held on May 21, 2015 were circulated by e-mail to all members of the Committee.
2. The same are placed at **Annexure A** for confirmation.

ITEM 2 – Action Taken Report of 25th PMC meeting

Item No.	Minutes of 24 th Meeting	Action Taken
1.	CS, Odisha proposed that a workshop on accountability should be included as part of the course along with coping mechanisms to effectively deal with crisis.	The suggestion has been noted for future compliance.
2.	Dr. Peter DeSouza suggested that as part of the deliverables, the Academy should try and institutionalize a specific brand of policy paper to be written by MCT participants, which would be both unique in its form and content and also provide a model template for policy reviews in government. He also proposed that sessions should also be included on climate change, especially India's position on CoP 2015, engagement with civil society and strategy for dealing with media more effectively.	The suggestions have been noted for future compliance.
3.	ACS, AP suggested that accountability concerns must be reflected more strongly in such courses and due care should be paid to share effective techniques for scaling up learnings by participants in their respective state governments	The suggestion has been noted for future compliance.
4.	Dr. Peter DeSouza that the UNESCO Draft Report on Education in 21 st Century may be shared with the participants. He also proposed that representatives of civil society must be invited to interact with participants and also suggested the name of AR Vasavi to take sessions on Education.	The suggestion has been noted for future compliance.
5	It was suggested by JS (Trg.) that the aspect of partnership with elected representatives in delivery of government programmes must be focused upon, especially in Phase III course.	The suggestion has been noted for future compliance.
6.	CS Odisha suggested that Academy may like to make greater use of online courses.	The suggestion has been noted for future compliance.

ITEM 3 – Course Review of on-going round 9 of Phase-III of MCT Programme

1. The round 9 of the Phase-III of IAS Mid-Career Training Programme is concluding on 1st June. The course was attended by 113 officers of 8-10 years of seniority. In addition one officer of the 2006 batch who had missed a part of foreign study tour with the present group.
2. The design of the Phase-III programme has drawn upon the broad learnings of the past rounds. The highlights of this course are as follows:
 - Governance: The Big Picture, Cost Benefit Analysis, PPPs, Procurement, Decision Science and Leadership
 - Project Management, BPR in Government & Leveraging IT for Service Delivery, Creating and Leading High Performance Teams and TQM in Government
 - Foreign Exposure Visit to South Korea in Collaboration with Korea Development Institute
 - Negotiation, Public Finance, Anti-corruption Strategies, Ethics in Administration and Monitoring & Evaluation
 - Municipal Administration and Urban Development; and Implementation Issues in Social Sector Programs.
3. 10 day Foreign Study Tour was organized in Seoul, South Korea in partnership with Korea Development Institute. Class room sessions on economic development, Public Service System, Human Capital, Health Policy, Health Care Financing Policy, Export-oriented Industrialization Policy in Korea, FDI Policy, Government Reform, Business-Government relations in Korea, Role of Chaebols, were covered by faculty members drawn from KDI and various universities. The theoretical inputs imparted in the classroom were followed by site visits. Hence, participants were taken to elementary school, hospital, traffic management center, polytechnic, vocational training university, SEZ, manufacturing hub etc.

Overall, it was a very educative and inspiring programme which was well received by the participants.

4. Course Evaluation comprised of an individual Korea Paper focusing on a specific aspect of learning from Korea and its adaptability and replicability in the Indian context. In addition, Quizzes were held on various inputs delivered in the programme, i.e. CBA, PPS, Decision Science and Procurement, BPR in Govt. and Leveraging IT for Public Service Delivery. In addition, participants were also asked to write a Paper on Best Practice/

Innovation done in public service delivery involving the officer himself/ herself. Marks were also awarded under Director's Assessment based on their performance in participation in class, extra-curricular activities, games & sports and discipline.

5. The Academy attempts to deliver a healthy mix of lectures and presentations both by experts and academics, Government practitioners, civil society members and political leaders. Various teaching methods, viz. lectures, Modules on Project Appraisal, PPPs, Decision Science, Leadership, Project Management, Procurement, BPR in Govt., Creating and Leading High Performance Teams, TQM in Govt., Monitoring & Evaluation, Ethics in Administration, Negotiation, Public Finance, Urban Management and Implementation Issues in Social Sector., panel discussions, case studies, movies followed by discussion have been used for delivering inputs. The summary of the sessional feedback for Week-01 to Week-06 is as follows:

Week	LBSNAA Faculty	Guest Faculty	KDI	Overall
1	88.82%	82%	-	87.82%
2	87.11%	85.90%	-	87.11%
3	94.51%	62.92%	-	64.18%
4	-	66%	-	66%
4 & 5	-	-	86%	86%
6	88.57%	87.32%	-	88.24%

6. This is placed for the information of the members of the Committee.

ITEM 4 – Course Report of Round 10 of Phase-IV of MCT Programme

1. The Phase IV course was conducted from April 6 to May 22, 2015 and was attended by 62 officers from 1993 to 2000 batches of the IAS.
2. The Course Team comprised Sh. Dushyant Nariala, Joint Director, Sh. Jayant Singh, Deputy Director (Senior), and Sh. Tejveer Singh, Joint Director.
3. The sessional feedback for sessions taken by LBSNAA and Guest faculty is as follows:

Faculty	Sessions	Content	Presentation
LBSNAA	30	93.42%	93.34%
Guest	104	82.38%	81.64%
Total	134	84.85%	84.26%

4. The detailed end-of-course report is placed as Annexure II. The course was well-received with an overall end-of-course feedback of **95.09%**.
5. This is placed for the information of the members of the Committee.

ITEM 5 – Update of Phase-V round 9, 2015

1. The Phase V course (Round 9) is proposed to be held from October 12 to November 6, 2015.
2. The eligibility of IAS officers will be from 1985 to 1988 batches. Residual officers of 1983 and 1984 batch will be considered on case-to-case basis by Training Division. The Academy will cater for around 100 officers to attend the course.
3. The proposed plan for the course is as follows:
 - (i) **Week 1** – Inputs on governance, economic development, public finance, etc in Delhi
 - (ii) **Week 2** – Foreign Study Tour (in groups of 25 each to 4-5 destinations on selected themes)
 - (iii) **Week 3** – Reflections and learning on key areas in conjunction with FST in Mussoorie
 - (iv) **Week 4** – Strategic thinking in government and wrap-up in Mussoorie
4. The same is placed for information and further discussion.

ITEM 6 – Any other items(s) with the permission of the chair

1. Prof. Peter Ronald DeSouza who is not attending the meeting, has requested the following points to be brought to the notice of the committee:

- PMC would like to reconsider its view on the relevance of discussing the Greece crises by different phases. I have a long list of commentaries which I could send for group discussion if required.
- Also I would like us to have a special session on link between the training programmes and the trained civil servant. What do we hope to achieve at each level? I say this because I have been involved in the UPSC selection process and it is clear that, to produce capabilities of entrants, a particular imagination needs to be nurtured. Are we doing so?
- We need a discussion on the link between what is delivered and desired educational/training outcomes? Are additional components reqd and different training forms.
- Please place these on the agenda and, if the PMC thinks this to be worthwhile, we could have a two day workshop with UPSC. For example should we have a discussion on the Pope's encyclical on Climate Change

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

MINUTES OF THE 25th MEETING OF THE PROGRAMME MANAGEMENT COMMITTEE OF MID CAREER TRAINING PROGRAMME HELD AT 3.45 PM ON MAY 21, 2015 AT LBSNAA, MUSSOORIE

The following were present:

1. Sh. Rajeev Kapoor, Director LBSNAA – *in chair*
2. Sh. GC Pati, Chief Secretary to Government of Odisha
3. Sh. L. Panigrahi, Additional Chief Secretary, Government of AP – *through video conferencing*
4. Smt. Sanjeevani Kutty, Additional Secretary & FA, DoPT – *through video conferencing*
5. Sh. PK Das, Joint Secretary, Training Division (DoPT) – *through video conferencing*
6. Sh. Jatindra Nath Swain, Principal Secretary to Government of Tamil Nadu – *through video conferencing*
7. Dr. Peter Ronald DeSouza
8. Sh. Tejveer Singh, Joint Director LBSNAA

After discussion, the following decisions were taken:

1. **Agenda Item No 1 – Confirmation of minutes of the 24th meeting of the PMC dated February 19, 2015** – Confirmed.
2. **Agenda Item No 2 – Action Taken Report of 24th Meeting of PMC** – The Committee expressed satisfaction on the action taken on the items listed in the agenda.
3. **Course Review of on-going round 10 of Phase IV of MCT Programme** – The Course Coordinator Sh. Tejveer Singh apprised members of the progress of the course, in terms of its design and delivery. In the discussion that ensued, the following suggestions were received from members present:
 - a. CS, Odisha proposed that a workshop on accountability should be included as part of the course along with coping mechanisms to effectively deal with crisis.
 - b. Dr. Peter DeSouza suggested that as part of the deliverables, the Academy should try and institutionalize a specific brand of policy paper to be written by MCT participants, which would be both unique in its form and content and also provide a model template for policy reviews in government. He also proposed that sessions should also be included on climate change, especially India's position on CoP 2015, engagement with civil society and strategy for dealing with media more effectively.
 - c. ACS, AP suggested that accountability concerns must be reflected more strongly in such courses and due care should be paid to share effective techniques for scaling up learnings by participants in their respective state governments.

4. **Agenda Item No 4 – Update on Phase III Round 9, 2015** – The Committee perused the broad design for the forthcoming Phase III course beginning on June 1. It was suggested by Dr. Peter DeSouza that the UNESCO Draft Report on Education in 21st Century may be shared with the participants. He also proposed that representatives of civil society must be invited to interact with participants and also suggested the name of AR Vasavi to take sessions on Education.

5. **Agenda Item No 5 – Other item/s taken up for discussion**

- (i) The Committee took note of the suggestions of Dr. Peter DeSouza.
- (ii) It was suggested by JS (Trg.) that the aspect of partnership with elected representatives in delivery of government programmes must be focused upon, especially in Phase III course.
- (iii) CS Odisha suggested that Academy may like to make greater use of online courses.

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

**MID CAREER TRAINING PROGRAMME FOR IAS OFFICERS
PHASE IV -2105
END-OF-THE-COURSE FEEDBACK**

Total Forms :57

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
	22	20	10	5
	38.60	35.09	17.54	8.77

Did you peruse the Course Manual outlining the Objectives and other details at the start of the course	Yes	No
	50	7
	87.72	12.28

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 and negotiation skills, and 5. Appreciate the centrality of values in governance Did you find the course objectives related to and relevant for

	Poor	Average	Good	Very good	Excellent	W.Average
1) Your Present work	1	0	5	24	27	86.67
	1.75	0.00	8.77	42.11	47.37	
2) Your future work	0	0	0	22	35	92.28
	0.00	0.00	0.00	38.60	61.40	
3) Your overall development	0	0	1	21	35	91.93
	0.00	0.00	1.75	36.84	61.40	

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

- ❖ PPP module can be shortened. .
- ❖ More practical modules and on preparing PPP Concessionaire Agreements, Negotiation agreements

- ❖ The duration needs to be increased to 8 weeks. Academy should tie up with an Ivy League university for inputs in strategic thinking in the policy domain for about one week.
- ❖ More policy analysis from actual examples from various states, interaction with politicians, policy inceptions and policy formulation incorporating various observation and the political objectives driving those policies.
- ❖ It would be useful to take up some policies upfront, review them, and suggest policy recommendations. Perhaps a little more inputs on social sectors, particularly, rural development would have been apt.
- ❖ Objectives are fine... they should be coupled with practical experience
- ❖ As debriefed more ambient internationalization (Asia) , interface with the accountability system, political system and focus on technology may be done.
- ❖ May include the philosophical foundations of policy landscape to make it more credible.
- ❖ Nothing to add.
- ❖
 1. Stress management
 2. Media management
 3. Effective law and order management
- ❖ The objectives need no modification
- ❖ We are trying to cover so many domains in limited time period making the whole training programme too tight and leaving little time for reading and self-reflection. Understanding the public policy process is important but other sector specific input can be curtailed or streamlined.
- ❖ A module on Innovation and International Best Practices may be included.
- ❖ Good law and order environment is essential not only for nation building but also for creating the better atmosphere of economic development with equity. How to provide these essential public goods to general citizen with policy intervention is essential to understand for the officers who are essentially going to sit on the chair for policy making. so i suggest academy should take steps for sensitizing the officers with this subjects also.
- ❖ We must have complete module of two weeks for improvement of communication skills, writing notes, body language etc. Most of us, though good in academics, unable to communicate well and the same could be construed as our true assessment.
- ❖ long term career development and counselling needs to be added
- ❖ foreign tour duration must be 2 to 3 week with experiential tour in various module
- ❖ Benchmarking with international experience
- ❖ Longer course may be eight week Foreign component should be at the end and not in between , it breaks the momentum
- ❖ For a proper appreciation of contemporary developments in political economy at the global and national level we may have a three to four days of interactive session with

achievers in various field who do not many times come or are able to come to Mussoorie.

- ❖ Modules should be longer. Yes, It is agreed that there are so many areas and it is difficult to cover all of those areas in detail, yet there is way in which it is possible. Ask every participant to give choice of his 3- 4 areas. And then divide the participants in those sub groups. Rather than compressing a particular module in half a day. It can be made a three day module. And these modules need not be in lecture form. It should be more like brainstorming among participants and the experts and at the end of the module, participants can come out of a policy paper.
- ❖ nothing to add
- ❖ More concrete enunciation of the values of governance.
- ❖ More activity based learning modules
- ❖ Communication/ presentation skills, writing skills, personal health
- ❖ Since we have not done so well in Education & Health sector, special focus should be given to these sectors right from Phase 1 to Phase 5. Best practices followed by other developing countries can be shared for coming out with innovative & effective solutions. Ultimately the standing of a nation is not evaluated by launching of satellites or mission to Mars, but by the Human Development Index, where we have not been able to make expected gains. Further the universal ideals of equality & fraternity needs to re-emphasized periodically in all phases, so that these values are internalized, which will ensure empathy & sensitivity among the civil servants to the grim living conditions of our teeming millions, without which we are unlikely to turn around the situation.
- ❖ How to simplify procedures so that citizen gets his services. Identify archaic laws which can be scrapped Interface with other stake holders like Political Masters, Civil Society, NGOs, Business & Media Some known IAS beaters may be called to deliver their point of view
- ❖ Objectives were perfect and in tune with our likely assignments in future.
- ❖ more sessions from different sections of society , listening to alternative view regarding public policy and sessions from private sector representatives
- ❖ Enhancement of module based components would add greater value There should be a healthy balance between social sector concerns and market priorities, market economy predominated
- ❖ Less class room lectures. More simulations.
- ❖ There were some repetitions in some of the modules for example in the PPP module there were some element of repetition which could have been avoided.
- ❖ The Duration of the Course should be 8 weeks and the foreign study part should be increased. People from different sectors should be called to understand the view point of others on public policy. Practitioners from developed countries should be invited to share their working and policy framework. Leadership module should be done in more professional manner.

- ❖ I think course objectives should be made more pro poor, pro rural, pro poverty alleviation oriented, pro people, pro common man .the course design both for phase 1 and phase 3 and 4 should be like this as IAS is the most important agency to bring transformation in the country.
- ❖ Regional issues based on development & growth variations e.g. the North East may be incorporated in the module appropriately. Besides, issues on legal aspects, law and order and some service matters may also be incorporated within the overall framework.
- ❖ Strengthen Leadership and Negotiation Skills can be made a subsidiary objective. The duration, efforts and investment in terms of time does not allow us to do justice to the objective. This is not to say that communication skills are not important. I think Communication Skills, including presentation skills (as different from negotiation skills which has contextual reference to business or conflict) and writing skills are very important and relevant and should be included as part of objectives. Second addition should be to have better peer group interaction so that we know what others are doing and in given context what can we take back from here.
- ❖ There are some participants who try to hijack the participatory discussion. They would like to comment on anything and everything. At times, they were very rude to the Guest Faculties/ Speakers. Even in France, some of them were trying to over smart the Faculties.
- ❖ I suggest a module to be added on Media Management. Particularly Social Media such as Facebook, Twitter, LinkedIn, Skype, What Sapp etc. This is required as any Communication could be contorted and misinterpreted and land us in trouble. Guidelines on do's and don'ts if emailed to us will help us give our feedback on the same after putting it to practice.
- ❖ An addition of the regional imbalance perspective with particular reference to the law & order affected regions and the formulation and implementation of policies specially designed for such regions to accelerate their developments and catch up with the rest of the country.
- ❖ since a lot of materials available online, the speakers may talk less and provide more time for discussion and experience sharing
- ❖ Add a module on personality development
- ❖ Leaving choice of public policy paper themes to groups gets gamed as one individual may have domain knowledge and the rest toe the line to avoid researching optional themes. Infect filtrations needs to be catalyzed to derive what set of policy priorities would be a game changer to catalyze growth. This could be the 1st learning output. OF course this would require inputs on all critical theme areas to be imparted before a meaningful debate ensues. Such a "synopsis "would help all members of a group to acquire rudiments of the theme policy areas to make an informed selection of key areas they would research. Such themes should be restricted to only 4-5 among the entire

group so that the output actually merits consideration at the GoI level...this will develop domain expertise and ownership that may justify the one week study sabbatical at LBSNAA that was suggested today. Policy options could be issues on which GoI is either in the process of policy formulation or mid- course correction or gap plugging. Canada trip needs advance comparator and Toronto darshan in which onboard experts could input on the spatial urban planning, tourism, transport initiatives while twinning as a FAM trip too! Seeing believes after all!

- ❖ None in terms of objectives
- ❖ Bring transparency and eradicate corruption in service delivery.
- ❖ No suggestions
- ❖ Long lectures are not required. More movies on administration, management, Communication, values of life. Introduce good policies.
- ❖ Restructure the course for two weeks more, include meaningful field visits during training abroad, not too many panelists in a single session on the same topic
- ❖ The duration could remain the same. However. In the foreign study tour more emphasis should be on field visits and the best practices.

Programme Design: How would you rate the following						
	Poor	Average	Good	Very good	Excellent	W.Average
1) Area and subject coverage	0	0	0	25	32	91.23
	0.00	0.00	0.00	43.86	56.14	
2) Orientation to present assignment & future charges over next 5 years	0	0	1	27	29	89.82
	0.00	0.00	1.75	47.37	50.88	
3) Distribution of time among various components of the course	0	0	14	32	11	78.95
	0.00	0.00	24.56	56.14	19.30	
4) Sequencing	0	1	7	33	16	82.46
	0.00	1.75	12.28	57.89	28.07	

Suggestions, if any:

- ❖ Inputs on national security and energy policy need to be included.
- ❖ Class room sessions tended to be overloaded/
- ❖ Please avoid repetition.
- ❖ sufficient
- ❖ Time distribution among various modules could be re worked to make it more optimal.
- ❖ Over all excellent programme.
- ❖ The Foreign study Tour duration could be increased to two weeks. More field visits are required there. Class room interactions can be had at Mussoorie through

videoconferencing to save time. Visits to China can be more effective as lot of success stories of China are cited in the Classes.

- ❖ Lectures may be scheduled in pre-lunch sessions. Post lunch sessions may be exclusively post lunch.
- ❖ More audio visuals can be used.
- ❖ Module and case based learning could be more effective
- ❖ some more time for social sectors should have been there
- ❖ Some more things may be added like live interaction with Gol sec / jt sec in ref of coordination between Gol and state. Some more learning module for effective secretary in the state. Letters may be more interesting avoid duplication.
- ❖ Time distribution may be changed to suit the international experience, and the mix of social and non-social sectors.
- ❖ If possible can have some core courses and some optional as per choice, no need to cover all the topics in a small course of seven weeks
- ❖ Sometimes time allotted among various components of the course could have been better. Some modules like PPP appeared to be too long. And even then, I ended up confused as to whether PPP works at all.
- ❖ The leadership module with personality insights and the negotiation module could have been placed at the start of the course to enable more active reflection and practice of learned outcomes.
- ❖ One week module in Delhi
 2. Start at 8.30 am. Go on till 2:30 pm. But no sessions after lunch.
 3. No classroom training during foreign trip.
- ❖ course duration should be increased, no classes on Saturdays, add new areas: policy for natural resources,
- ❖ Certain domains could be opted for by the participants and thereafter detailed 5 day modules on those domain areas could have been conducted.
- ❖ I find introduction to a topic need not be done. Suggestions & conclusion should be focused upon
- ❖ Some of the modules like PPP & Urban Issues can be reworked in terms of time slot.
- ❖ it has to be more compact with 1 or 2 weeks lesser. the foreign study tour at the end of the course.
- ❖ Some modules like Public Policy could be shortened.
More Time could be apportioned for social sector and newer modules like communication skills and media management
- ❖ We could see that the team worked hard, particularly, Dhri. Tejveer Singh!
- ❖ The foreign study tour could have been more useful if some more relevant field visits have been tied up.
- ❖ Modules on community based orgns, NGO role, shld be included , as they were not included at all. stress mgt modules, management modules are required .less class room

lectures, more of documentaries, films, required.

Orientation by NGOs, experience sharing with private sector is required.

- ❖ Law and order is a big issue in some of the states . Experience sharing with somebody who has worked there will be of great value to those who are working there and information for those other fellow officers .
- ❖ I would recommend Communication skills, writing skills module introduction in the beginning. The PPP should also be introduced in the beginning, at which stage a group assignment on ppp can be given to bring in better bonding. Social sector interventions should then be taken up before FST. Infrastructure sector and emerging technologies can be taken up after FST so that learning through FST can be contextualized in terms of what needs to be done.
- ❖ Overall it was very beneficial. Being an officer from SCS nominated to IAS, I would like to add something here. I did my Induction training in the year 2009. The very next year I did my Phase 3 training. And now I have completed Phase 4 Training course. It all came at a short span of less than 5 years. I have been allotted Year 2000 but actual confirmation and first posting in IAS as CEO of ZP came in the year 2009. There is a lot of frustration among officers of SCS nominated into IAS. It may not be surprising, if some of them view at these courses with skepticism. Now suddenly after five-six months, I will become Secretary. The course content was extremely good, no doubt about that. But if our actual nominations had taken place earlier- close to our year of allotment, this would have been much more relevant. Of course, this issue pertains to DOPT, but still I took this opportunity to bring it in my feedback. Besides, I also feel that the Academy should actually play the role of a Catalyst by actually helping Govt in formulating policies.
- ❖ social sector subjects should be kept in the middle of course rather than at the end
- ❖ The course material if made accessible to us as soon as online registration is accepted would enable us to familiarise ourselves with same and make sessions more useful. Site Visits and Simulated group exercises with effective Roleplay would sensitise the OT's on do's and don'ts on individual modules particularly on departments /areas indicated to be preferred areas where future postings have been indicated in the online registration formats by all OT's doing MCTP IV
- ❖ PPP sector could be slightly shortened
Handling of Law & Order effectively would be helpful as some would be handling this sector
- ❖ more functional areas may be included
- ❖ urban capsule needed more time as did the session on trade, the latter being uncharted territory. Time needed for serendipity, library, games, glancing reading material was squeezed out! cases more india centric than Harvard need development.....IIM A'bad (Sebastian Morris) and B'lore have infrastructure cases (airports discussed thoroughly.

- ❖ The initial inputs on public policy basics could have been curtailed to gain more time for incisive sessions subsequently, specifically on sectorals
- ❖ Less of lectures and more of modules and group work .
- ❖ No suggestions.
- ❖ so much sessions on one subject is unbearable. it can be scheduled in next week. it will recall the memory.in harward module we needed a local faculty to brief us before module. later we could cope up. it was good.
- ❖ The modules were excellent. However, it appears that there was a rush to complete the subject coverage rather than giving more emphasis on in-depth learning.

Kindly indicate the usefulness of the training material						
	Poor	Average	Good	Very good	Excellent	W.Average
1) Background readings	0	1	5	28	23	85.61
	0.00	1.75	8.77	49.12	40.35	
2) Classroom material given in form of cases, handouts, etc	0	1	5	25	26	86.67
	0.00	1.75	8.77	43.86	45.61	

How did the following pedagogical methods employed in the programme appeal to you						
	Poor	Average	Good	Very good	Excellent	W.Average
1) Lectures	0	2	5	36	14	81.75
	0.00	3.51	8.77	63.16	24.56	
2) Case Study Method	0	0	2	15	40	93.33
	0.00	0.00	3.51	26.32	70.18	
3) Use of Short Films	0	0	0	4	53	98.60
	0.00	0.00	0.00	7.02	92.98	
4) Panel Discussion	0	0	7	32	18	83.86
	0.00	0.00	12.28	56.14	31.58	
5) Leadership Module	0	5	13	17	22	79.65
	0.00	8.77	22.81	29.82	38.60	
6) Negotiation Module	0	0	2	15	40	93.33
	0.00	0.00	3.51	26.32	70.18	
7) Online sessions by EPoD	0	0	5	28	24	86.67
	0.00	0.00	8.77	49.12	42.11	

Suggestions, if any:

- ❖ Modules tended to be exhaustive leaving little for reflections

- ❖ none
- ❖ nothing to add more.
- ❖ Online sessions by EPoD were slightly repetitive and didn't add much value. It could have been supplemented with more real life examples from India. Similarly in Negotiation module, session by Himanshu Rai was good but other group exercises had little value addition.
- ❖ some redundancy and repetition in EPOD module should be eliminated
- ❖ -
- ❖ All modules should be delivered by LBSNAA faculty with help of outside experts.
- ❖ Excellent pedagogical methods employed.
- ❖ Leadership module to be done by highly rated experts (Charismatic) who can make the learning very interesting.
- ❖ EPoD style can be used for more for specific inputs such as urban governance and even PPP and infrastructure projects.
- ❖ We should get case studies designed with Indian Context. It would have better impact.
- ❖ speakers should be guided about the number of slides that they should present. Some speakers presented as many as 50 slides;
- ❖ Certain site visits - domestic could also be added.
- ❖ More home work should be given
- ❖ More focus on the visual & online modules where one has to read and understand before moving to other section of module. Methods to engage the participants have better learning outcomes.
- ❖ video conferencing sessions were less effective
- ❖ Could perhaps increase use of short films, as films shown were excellent and have substantial learning value and recall quality
- ❖ The film which was shown on health was very interesting. Some discussion would have been organized on that.
- ❖ more of films, documentaries, case studies is required. less class room sessions. more time to reflect is very critical.
- ❖ I would recommend including more of case studies and group works.
- ❖ Sharing of experiences should also be made a part of the course. There is absolutely no discussion at all about the problem being faced at District and Block level. There is no real assessment of the work load at that level which is actually one of the major reasons for some of the most ambitious programs at field level.
- ❖ online sessions by EPoD are sufficient, class room teachings after online sessions can be dropped
- ❖ More simulated exercises with Role play exercises if Video graphed and later commented on by Expert Resource persons would have been thought provoking and enabled practical corrective measures. This mode may be tried out in future for a few sessions on a pilot mode.

- ❖ EPoD right on seems to be a little abrupt since it is quite involved. A little later would perhaps suit better after the pace has been stabilised
- ❖ revamp leadership module
- ❖ more of Harvard Kennedy
- ❖ 1. leadership module can be extended by a day and the whole module should be handled by a more professional agency.
- 2. more time should be given for studying case studies/exercises in various modules to make meaningful analysis
- ❖ EPoD follow up time could be reduced.
- ❖ the leadership module need to be reworked with inputs on motivation also
- ❖ more modules should be added. there should not any lectures in second half.
- ❖ No suggestions.

How did the following evaluation methods employed in the programme appeal to you						
	Poor	Average	Good	Very good	Excellent	W.Average
1) Online Assessment by EPoD	0	0	5	25	27	87.72
	0.00	0.00	8.77	43.86	47.37	
2) Policy Essay	1	2	3	29	22	84.21
	1.75	3.51	5.26	50.88	38.60	
3) Book Review	0	0	6	15	36	90.53
	0.00	0.00	10.53	26.32	63.16	
4) Policy Paper	0	0	6	19	32	89.12
	0.00	0.00	10.53	33.33	56.14	
5) Case Study Presentation	0	0	6	18	33	89.47
	0.00	0.00	10.53	31.58	57.89	
6) Director's Assessment	0	1	8	27	21	83.86
	0.00	1.75	14.04	47.37	36.84	

Suggestions, if any:

- ❖ We have not been told about the methodology of director's assessment
- ❖ Session out be spaced in shorter duration,with in a day
- ❖ Book review and policy essay should be preceded by input on how to write a Book review or standad academic paper.
- ❖ Sometimes the lecture were too long stretching from early morning to late evenings. It can be shortened.
- ❖ I think individual officer should submit the individual paper on policy and some selected papers should be allowed to be presented by the officer concern. i wonder most of the

policy paper was nothing but the accumulation of ideas and it was only plan of action of the department concern.

- ❖ Marks for each activity or parameters should not be known prior. Some assessment for physical activities should be there
- ❖ The dates of submission of book review and policy paper can be kept further apart at least 10 days for better concentration on policy paper. Additionally, the policy paper may be discussed and improved prior to submission and presentation, with an assigned faculty member or other academic/ bureaucrat resource person through email or kind of small group discussion.
- ❖ Director's assessment should be also based on some direct interaction with the participants in small groups. Some talents like writing poetry, photography, painting are something which can't be assessed as easily as participation in sports or singing/ dancing events. How will the evaluators see these talents and put them in their assessment?
- ❖ some free sessions should be planned for working on these assignments. deadline for policy paper should be two weeks before the end of course. otherwise, instead of concentrating on lecture, work on policy paper.
- ❖ All excellent
- ❖ Everyone has to improve writing and presentation skills so individual assignments can provide that platform to perform.
- ❖ more case studies to be presented rather than the policy essay
- ❖ Overall assessment methodology appears balanced.
- ❖ Please introduce more spread through evaluation of small policy papers / critiques, presentations of group work etc.
- ❖ some indian case studies like delhi metro, BRTS ahmedabad can be included
- ❖ Please all these modules . for Policy Paper let there be a few expert Resource persons to guide groups on approach to the Content and in Preparation of the policy Paper.
- ❖ It would be appreciated if in the assessment it is kept in mind that some with experience and having made tangible contributions in the system often do not speak out
- ❖ provide weekly assignments on field experiences, avoid saturday sessions
- ❖ as above
- ❖ The Director's assessment is subjective, it needs to be supplemented with an in camera individual session with the officer as mentoring and pointing out areas of improvement to make it more objective and analytical as a assessment tool
- ❖ Module should also be assessed.
- ❖ No suggestions.
- ❖ Ice breaking session is must for officers . some small group can work on personal field experiences with problem and solution . officers think they are always right but after group work they will realize that they can do better or they can get better alternate.

How do you rate the following administrative aspects of the programme

	Poor	Average	Good	Very good	Excellent	W.Average
1) Office Assistance Services	0	0	5	13	39	91.93
	0.00	0.00	8.77	22.81	68.42	
2) Classroom Facilities	0	0	2	8	47	95.79
	0.00	0.00	3.51	14.04	82.46	
3) Hostel Room Facilities	0	1	4	9	43	92.98
	0.00	1.75	7.02	15.79	75.44	
4) Housekeeping & Room Service	0	2	7	12	36	88.77
	0.00	3.51	12.28	21.05	63.16	
5) Food Quality and Mess Service	0	1	12	22	22	82.81
	0.00	1.75	21.05	38.60	38.60	
6) Recreational Facilities	0	1	3	22	31	89.12
	0.00	1.75	5.26	38.60	54.39	
7) Sports Facilities	0	1	0	14	42	94.04
	0.00	1.75	0.00	24.56	73.68	
8) Transport Arrangements	2	8	14	15	18	73.68
	3.51	14.04	24.56	26.32	31.58	

Suggestions, if any:

- ❖ Some modifications carried out in Happy valley may be revisited, bathing cubicle and water out let make it a messy place
- ❖ some mechanism should be there to drop participants or their family at Mall Road at a fixed time during the day say at 4 pm and they could be picked up from the same place at a fixed time say 8 pm. even on a payment basis. The Academy had this facility during 1993 when the academy bus used to go at 4 pm and again used to pick up at 7pm.
- ❖ House keeping in hostel need to be improved.
- ❖ housekeeping in hostels need some improvement
- ❖ Food can always be improved, particularly with the proportion of spices to be put in the dal and vegetables. About the vehicles, I wish to suggest that during any outdoor trip, care may be taken to make arrangements in such a manner that officers do not have to lift their heavy suitcases onto the buses, as had happened on arrival at Brussels.
- ❖ classes should end before 4. so that participants spend time on sports ground.
- ❖ Use of vehicles at govt rates could be made available by the academy for use of officers.
- ❖ keep improving
- ❖ Mess options tempt many of us to waste the food, which should be considered seriously. Its difficult to change the mindsets but eating mindlessly need some intervention :-)
- ❖ tennis court could have been better . food quality has to be improved

- ❖ Perhaps mini vans or innovas could be arranged instead of buses, which not as swift or effective as smaller transport methods
- ❖ Transport arrangements can be improved. almost broke by back in bus journey.
- ❖ Some of very senior faculty who came to deliver modules were provided with Bolero vehicle for transportation which is not good at this level of seniority.
- ❖ Instead of giving GMVN buses, I would recommend giving taxis in pools.
- ❖ Absolutely nothing to suggest on this count. We could not have expected anything better than this.
- ❖ for transportation some good buses can be used
- ❖ Transport to Mall twice a week should be arranged.
- ❖ Generally very satisfactory
- ❖ provide all cable channels in the room
- ❖ Local to and fro for library point could be facilitated by a shuttle bus like most hotels have..given the paucity of tiem
- ❖ the infrastructure improvement is phenomenal but there is always room for improvement
- ❖ Just thanks to all who took such a good care of us.
- ❖ No suggestions.
- ❖ in the evening bus can be provided to and fro to mall road daily or twice in a week. haridwar dehradun and rishi kesh kedarnath visit can be arranged on payment basis . If somebody is ill kindly dont issue memo it hurts too much. you can daily get report from doctor that who is not feeling well . academy is our second home for 2 months.
- ❖ food quality needs to improve.

How do you rate the non-academic activities during the programme						
	Poor	Average	Good	Very good	Excellent	W.Average
1) Morning Physical Activity	0	0	2	16	39	92.98
	0.00	0.00	3.51	28.07	68.42	
2) Weekend Excursions	0	0	7	27	23	85.61
	0.00	0.00	12.28	47.37	40.35	
3) Co-curricular activities	0	0	5	29	23	86.32
	0.00	0.00	8.77	50.88	40.35	

Suggestions, if any

- ❖ attendance sheet should also be kept at the main reception so that participants wanting to go to Companybagh or Library point walking can do so without losing half their energy

- ❖ A session on lifestyle management would be beneficial.
- ❖ No time for structured extra curricular activities.
- ❖ Morning exercise should not be made mandatory
- ❖ because of classes on week ends. weekend excursions suffered.
- ❖ excellent
- ❖ Unless it is mandatory to stay over weekends or participate in activities; it has limited impact on participants.
- ❖ more time has to be spared for these activities
- ❖ There could have been more cultural activities,films,performances by artistes,film appreciation for those inclined.Too much pre ponderance on sports and physical activities
- ❖ Please make a trek compulsory during one of the weekends, to say Nag Timba. Short ones do not give the rigor for fun and longer ones are not workable.
- ❖ More time for these activities can be found if reading material was given to us in advance.
- ❖ Weekends need to be observed so that more meaningful programmes could be arranged at individual or group levels also
- ❖ filtering the talents of participants at the outset mat promote culture and camaraderie
- ❖ more co-curricular activities may be incorporated as a structured framework
- ❖ All deadline should end on friday so people are out for more excursions.
- ❖ No suggestions.
- ❖ some classes can be arranged for singing, dance.
photography.calligraphy,instrumental.paintings even microwave cooking specially male officers.

How do you rate the various components of the Foreign Study Tour						
	Poor	Average	Good	Very good	Excellent	W.Average
1) Pre-visit orientation	0	2	5	19	31	87.72
	0.00	3.51	8.77	33.33	54.39	
2) Academic Inputs by IPAC/ Sciences Po	0	5	9	21	22	81.05
	0.00	8.77	15.79	36.84	38.60	
3) Site Visits	1	3	13	17	23	80.35
	1.75	5.26	22.81	29.82	40.35	
4) Boarding/ Lodging	0	3	4	16	34	88.42
	0.00	5.26	7.02	28.07	59.65	
5) Transportation	0	3	7	23	24	83.86
	0.00	5.26	12.28	40.35	42.11	

One major strength

- ❖ Interaction with senior executive and political functionaries
- ❖ The exposure was good.
- ❖ Excellent assembly of speakers
- ❖ Field visits were excellent
- ❖ exposure to different systems
- ❖ Guest faculty and the panel members were of very high caliber and position.
- ❖ Exposure to the various best practices
- ❖ Complete appreciation of the seamless transportation facilities in Paris
- ❖ Exposure to senior bureaucrats and ministers
- ❖ Visit to the First Nation Reserve
- ❖ Visit to eu
- ❖ well structured
- ❖ learning process was very good .
- ❖ Excellent exposure to current thinking
- ❖ Quality of course in CANADA was good
- ❖ The jet lag upon coming back from Canada was there. rather than making us sit in the classroom some other actions can be thought of.
- ❖ Visit to EU(Though it could have been planned in a better way.
- ❖ Exposure to the working of the countries
- ❖ Exposure and gain in confidence!
- ❖ Quite interactive
- ❖ FST should be of at least two weeks. focus on site visits than class room sessions. short briefing about the sector can take place at the site itself. United Airlines's services are poor. It can be avoided.
- ❖ Visit to the first nations area
- ❖ EU Visit
- ❖ Exposure to culture of Europe and European Commission.
- ❖ . overall foreign trip was very good. sciences po has done well.
- ❖ European Commission attachment was excellent and a rare opportunity to engage with the 4th largest Economy.
- ❖ The visa and other helps extended by support staff as part of preparation for the visit was excellent.
- ❖ Excellent experts were invited on different aspects.
- ❖ got a good comparative out look of canada.a good change to go abroad.broadens perspective.
- ❖ exposure .
- ❖ France (UK as well) has institutions which are very similar to those in India. Exposure to those institutions will allows us to appreciate what was it that they did right to reach where they have reached today. Instead of class room interactions, the duration of stay can be assigned one day for one sector - such as 1. Public Transportation, 2. Urban

planning and management, 3. Village Economy and Management (including finances, budget, education, health, civic services), 4. Tourism Promotion, 5. Emerging Technologies and sectors such as PPP, Technological Evolution, Security, etc. The structure should be a visit to the main facility where in a 2 hour presentation can introduce us to their practices, whereupon, later part of the day can be interaction with their policy managers, people interface, citizens or other stake holders who want public services.

- ❖ Just by observing the cities, we could learn a lot, not to mention about the actual interaction with the authorities.
- ❖ exposure to systems of developed country
- ❖ The entire Foreign Study Tour was an eye opener to their cultural Practices .Site visits were Useful.
- ❖ Boosts self confidence at least to those who have had less opportunity for outside experience. An exposure of the functions and working of the Indian High Commissions / Embassies could be educative since external affairs is also an important component of the country's administration.
- ❖ interaction with policy makers and administrators of canada
- ❖ Field visits
- ❖ IPAC has taken active interest in getting senior beauracrats and politicians for the sessions.
- ❖ IPAC Inputs/ arrangements....very good
- ❖ The field visits and interaction with officials in the visiting country was a good peer experience
- ❖ Transportation in Canada was good but journey from delhi to canada was not as one group, we were all in middle seats for 14 hrs flight . one strength was meeting Canadian officials of most of the field.
- ❖ Excellent inputs on various issue coming from seasoned speakers.
- ❖ all arrangments are well planned
- ❖ INFORMATIVE
- ❖ exposure

One major weakness:

- ❖ very short duration
- ❖ No Site visits and actual interaction with departmental offices
- ❖ The inputs were not adequate or relevant.
- ❖ Too less time for site visits
- ❖ preminent focus on classroom sessions. Inadequate emphasis on site visits.
- ❖ Classroom sessions
- ❖ length

- ❖ Urban and municipal adm component could have been more field oriented.
- ❖ nil.
- ❖ Too much classroom teachings which are often repetitive.
- ❖ Very limited time for outdoor explorations
- ❖ too much class room input
- ❖ Travel from Ottawa to Toronto on Saturday by bus.
- ❖ Poor field visits in france
- ❖ less site visits
- ❖ local educative excursion may be improved
- ❖ More field visits
- ❖ Packed and Logistically tiring
- ❖ Very poorly planned by sciences po ;
- ❖ Site visit was very limited. There should have been interactions with stake holders, or people actually working in the fields .
- ❖ Too much of classroom, and no interaction with public administration in country of visit.
- ❖ Classroom training needs to be avoided
- ❖ Too much focus on classroom training.
- ❖ Classroom studies can be minimised.
- ❖ Too long flights were very tiring and can be avoided. Direct flights to be taken.
- ❖ They tried their best
- ❖ Course content was not very impressive.
- ❖ brussels eu visit has to be increased by 2 days.. more field visits.
- ❖ Too less site visits, class room sessions to be replaced by more experiential sessions
- ❖ none.
- ❖ The UA flight was not upto the mark in which Academy could not do much I suppose.
- ❖ Field visits should have been more meaningful.
- ❖ 10 days is too short. can be made 15 days atleast to really learn something. less class room interaction .more field visits. less theory and class room.
- ❖ mode of travel . Could have been direct by AIR INDIA.
- ❖ Class Room sessions which we can have here as well.
- ❖ No real interaction with the authorities in France. During Phase 3, we had gone to South Korea which was a much better experience and it was more relevant also as South Korea was just like India at the time of independence. Facilities there were much better than those in France.
- ❖ too much of class room inputs
- ❖ Too many Class room Lectures and Time consuming Reading material.
- ❖ A little over stress on class room lectures
- ❖ could be arranged as forenoon for classes and afternoon for field visit
- ❖ lectures
- ❖ needed more of field visits especially regarding their urban planning

- ❖ however a local travel pass for the week could help mobility in the city in this short duration
- ❖ Class room sessions other than the interactions with speakers with a rich experience were merely a reiteration of the institutional arrangements and policy framework in the visited country, these could have been in the pre visit brief and the visit could have capitalised on maximum face to face on the field interactions for learnings
- ❖ More lectures and less field visits was a major weakness.
- ❖ Nil.
- ❖ if we r going to canada ,lots of money spent so we should get chance to see the city properly then we can feel the local culture of work and otherwise. give atleast 2 days free to move our own with tourism . the objective of foreign tour cant achieved with long lectures in the room.
- ❖ NOT STRUCTURED AS PER OUR PROFESSIONAL NEEDS
- ❖ no interaction with govt. officials

Please list out three significant learnings from the training programme.

- ❖ Policy paper writing skills.
 - negotiations skills
 - better physical shape
- ❖ inputs on negotiation and urban development was revealing.
- ❖ Use of empirical aids in framing policy paper,logical bringing out of facts,self confidence
- ❖ policy making, policy evaluation, negotiation skills
- ❖ Need for sophistication
 - expertise and methods
- ❖ negotiation techniques, evidence in policy making, policy analysis
- ❖ cost benefit analyses, negotioation, leadership.
 - Negotiation skills
 - 2. Insight into the policy interventions
 - 3. Leadership learnings
- ❖ PPP modules, negotiation module, importance of good transportation models
- ❖ Communication skills, policy making and PPP
- ❖ Need for evidence based policy
 - PPP formulations
 - Need for effective communications
- ❖ It gave me totally new perspective about policy making
 - 2. I personally benefitted much from morning physical activities
 - 3. I came to realise that my peers are doing relatively well in their respective fields
- ❖ Policy formulation
 - how to make positive intervations in social sectors
 - PPP environment

- ❖ much more confidence , more knowledge , much more efficiency.
- ❖ Policy Evaluation, Negotiation, New theories in Policies
- ❖ Exposure to policy analysis , Negotiation Module , Evidence based policy making
- ❖ Things are improving across the country. Feeling optimistic.
 2. Politicians are a part in the system. The academy gave a positive view of how to handle difficult political situations.
 3. Things are not that bad and they can be improved.
- ❖ policy essay. Book review and policy paper was something where we could apply the learnings. however, policy essay should be allowed to be submitted online
- ❖ 1. Approach to works.
 2. Discipline
 3. Commitment to works.
- ❖ I need to read more, do more supportive supervision field visits, focus on developing collaboration skills in governance, and that I have my peers, and colleagues to talk to in any situation.
- ❖ Peer group learning
 2. Perspective development on many relevant areas
 3. Evidence based policy thinking
- ❖ . evidence based policy is important
 - . Negotiation/ communication skills could be improved
 - . policies should be citizen centric
- ❖ Self -awareness
 2. Negotiation insights
 3. Peer learnings.
- ❖ Gave a macro perspective of various sectors. Gave an insight into formulating & evaluating policies. Learning is an unending process.
- ❖ This program has metamorphosis me from implementor of policy to Policy maker. It has given me a frame work both theoritcal & practical of policy design which I am cvarrying with me.
- ❖ -Clarity about role prospective.
 - Systematic approach regarding policy formulation.
 - Learning by sharing experiences across the sectors.
- ❖ leadership module, negotiation module and epod.
- ❖ Skill sets for Negotiation
 - Understanding market economy better
 - Generally being equipped with a better sense of crafting policy
- ❖ Negotiation
 2. Evidence based policy.
 3. leadership

- ❖ The module on evidence based policy making.
How to make a good policy.
The insight in the changing India.
- ❖ There is still a lot to learn about public policy which is possible through continuous updating oneself by reading on the subject.
Appreciating the view points of others.
Need to develop more negotiation skills.
- ❖ 1.it was relaxing,so feel invigorated.
2.motivating once again.
3.gave inputs on current issues of concern.
- ❖ Key issues and structured approach , interaction and experience sharing (in a limited way).
- ❖ Exposure to PPP, Policy paper work on exploration, Learning from the book 'Creating Public Value' - the book changed my perspective about political executive and the negotiations with political executive.
 - Policy making is a more complex problem.
 - 2- It requires a different skill set.
 - 3- An individual can make a difference in the lives of millions of people if he is careful about certain safeguards at the stage of policy formulations.
- ❖ evidence based policy making
improving the leadership qualities & negotiation skills
market failures and governance
- ❖ Exposure to : 1. Canadian First Nation Community settlement by way of Visit and interaction with them 2. Visit to Parliament Premises in Ottawa 3. Their Cultural Practices such as Poutine Fest at Ottawa and personal Interaction with Canadian Industry associations
- ❖ 1. The need for collection of available data as far as practicable and their analysis for informed decisions
2. Understanding negotiation in better perspective
3. Optimisation of outcomes in any given situation through various skill sets imparted in the course
- ❖ 1.World is fastly changing ,we the administrators have to attuned with the pace of change
2.States and the Gol are destined compelled to revisit their roles within the ambit of the strong indian constitution in the contemporary flat world,for which we ourselves to be equipped more.
3.we are human beings,but strive for perfection
- ❖ Policy analysis,Negotiation and foreign study

- ❖ understand public policy formulation , analysis and evaluation
 2. better domain knowledge on health, education and urban issues
 3. importance and method of writing book review
- ❖ snapshot of canadian development and replicability
 2. Public policy coverage was ver well structured and given.
 3. Policy choice could be given more attention
- ❖ An immense amount of effort in building and refining one's own intellectual capital is to be done
 2. There are numerous best practices and global practices which can be readily emulated, no need to reinvent the wheel
 3. Evidence based policy design and decision making is more effective and analytical than intuitive decision making
- ❖ policy making and analysis; leadership and negotiation skills.
- ❖

The powerful role of knowledge in our service.

It is thorough knowledge on issues and subject which inculcates confidence.

Skills like leadersip can be inculcated through training

- The role of secretary 2- policy making 3-regular life style, time management.4- how to be an effective competent and the best IAS officer with all skills and be updated.
- ❖ KEEPING IN PACES WITH THE CHANGES IN THE POLITICAL ECONOMY OF INDIA AND THE WORLD, POLICY DESIGN ENVIRONMENT AND CHALLENGES IN DESIGN, IMPLEMENTATION AND MONITORING/ EVALUATION, CHALLENGES OF GOOD GOVERNANCE, VALUES AND ETHICS IN ADMINISTRATION
- ❖ The emphasis on evidence based policy making and the module thereon was excellent
 2. The milieu of policy making has undergone a massive change and, in that, the political economy of the country has changed like never before and that the IAS has to evolve to meet the new challenges
 3. That there is a shift in the emphasis from implementation to policy making at this point in one's career for which different skill-sets are required, for which an officer has to keep on honing his skills.
- ❖

How do you evaluate your Overall Experience of Training

Neither Useful nor Memorable	Not Useful but somewhat	Somewhat Useful and Memorable	Useful and Memorable	Very Useful and Memorable	W.Average
0	0	1	12	44	95.09
0.00	0.00	1.75	21.05	77.19	

General Feedback on Programme Design and Delivery						
1) Duration of Programme	Poor	Average	Good	Very good	Excellent	W.Average
	0	1	5	26	25	86.32
	0.00	1.75	8.77	45.61	43.86	

Suggestions, if any:

- ❖ if the course duration can not be increased to 8 weeks, then some of other modules can be shortened as well
- ❖ duration should be 8 weeks
- ❖ Duration:8 weeks
- ❖ 8 weeks are required for this content.
- ❖ Should be increased by a week
- ❖ nil.
- ❖ Course duration should be eight weeks. Seven weeks course is slightly cramped.
- ❖ It must be increased to 8 weeks if we want to cover all above mentioned objective.
- ❖ Make it four weeks
- ❖ Add 1 more Week
- ❖ should be 6 weeks programme
- ❖ 8 week will be ok
- ❖ 8 weeks better...too much content . no time to reflect or study. or use the resources of the academy like the library.
- ❖ Increase it , keep foreign visit at beginning or end
- ❖ May be extend it by one week and have that period in Delhi.
- ❖ It should be increased by at least a week.
- ❖ Keep it up, but daily time schedule can be little less hectic by ending sessions by 4pm
- ❖ should be increased to eight weeks.
- ❖ Could be made 8 weeks.
- ❖ the duration should be restored to 8 weeks, and FTP should be restored to 2 weeks.
- ❖ Should be eight weeks with two weeks in foreign co
- ❖ FST period can be of two weeks, including mainly site visits.

- ❖ should be shortened by 1 week
- ❖ 8 weeks is ideal, with a longer duration for FST
- ❖ It should be of 8 weeks with more days on foreign study.
- ❖ less classes, more flexibility in course design .more reflective essays to be written.more time to reflect is required.
- ❖ Please make it 8 weeks with FST for 2 weeks.
- ❖ It should be an Eight weeks program with full two weeks as Foreign Study Component.
- ❖ can be made total 8 weeks with 2 weeks foreign component
- ❖ Visit to Canada included a Transit Visa to USA. We had to change Flight at Canada / Newark. It is suggested that one more week could be added with a stop over at New York and Visit to UN/ World Bank besides an interaction with Wall street Regulars and to Museums.
- ❖ Present length is considered to be reasonable
- ❖ must be 8 weeks program
- ❖ better if extended by a week
- ❖ as above
- ❖ Although there were request for the course time to be extended, it should be compressed further, through online modules etc as 7 weeks is too long to handle once one returns to the present assignment and also there are domestic compulsions
- ❖ It should be 8 weeks with 2 weeks foreign study.
- ❖ nil.
- ❖ it can be extended upto 8 week but think twice all r senior officer are away from the work 4 so long.
- ❖ EXTEND THE PERIOD OF PROGRAMME
- ❖ The duration, per se, appears appropriate. However, given that many of the modules are rushed through, it would be more beneficial to either increase the duration or condense the course content so that whatever is learnt is internalised more.

2) Faculty-mix of Academicians and Practitioners	Poor	Average	Good	Very good	Excellent	W.Average
	0	0	6	27	24	86.32
	0.00	0.00	10.53	47.37	42.11	

Suggestions, if any:

- ❖ More professionals especially from outside the government may be considered.
- ❖ More practitioners needed
- ❖ nil.
- ❖ More private sector speakers
- ❖ -
- ❖ best of the IAS need to be tapped to come and interact

- ❖ Need more In house academy
- ❖ more practitioners.
- ❖ More practitioners.
- ❖ More practioners be called
- ❖ More focus on interaction can avoid monotony of classroom lectures.
- ❖ more speakers from private sector and other sectof society
- ❖ Practioners proportion to increase
More professionals for Specilaized modules
- ❖ more stake holders. NGOs etc.
- ❖ more private sector inputs ,NGO inputs ,practitioners are required.
- ❖ Please bring in more Practitioners, Bring in few NGOs also who may be critical of what we do.
- ❖ more practitioners should be called to deliver lectures
- ❖ More practicing Experts would be of use.
- ❖ more interaction with politicians and businessmen required
- ❖ It is something the academy has to have on its learning curve from session to session in each of the courses
- ❖ No lectures in second half .
- ❖ Nil.
- ❖ wish to see more senior IAS officers who can share their experiences and politicience too. cs of many states can come and hear fphase 4. It will be good experiment.
- ❖ PRACTITIONERS WHO ARE COMMUNICATORS AND PARTLY ACADEMICIANS ARE BETTER THAN ACADEMICIANS

	Poor	Average	Good	Very good	Excellent	W.Average
3) Programme Administration	0	0	1	11	45	95.44
	0.00	0.00	1.75	19.30	78.95	

Suggestions, if any:

- ❖ Course Coordinator Sh Tajveer Singh did an outstanding job.
- ❖ very well done
- ❖ -
- ❖ Excellent
- ❖ Just perfect.
- ❖ well administerd program. cc must be complemented.
- ❖ Excellently Coordinated.The CC and his team deserve kudos for a well designed and well structured programme.Much better designed and delivered than Phase 3
- ❖ video conference lectures should be discouraged as live interactions is always better
- ❖ Keep up the Good work.

- ❖ excellent,excellent,excellent
- ❖ No complaints on this account, exceptionally well managed course
- ❖ It was excellent.
- ❖ No suggestions.

	Poor	Average	Good	Very good	Excellent	W.Average
4) Foreign Study Tour	0	0	1	26	30	90.18
	0.00	0.00	1.75	45.61	52.63	

Suggestions, if any:

- ❖ duration should be increase up to two weeks.
- ❖ given above
- ❖ There should be less of class room sessions.
- ❖ China vietnam visit would be more relevant
- ❖ more site visits should be there
- ❖ little advance feedback will be use full.
- ❖ If taking to canada , can stop over ib newyork and interaction with International Agencies
- ❖ Duration should be increased and it should be more of field visits and no lectures there.
- ❖ Duration should be of at least 15 days excluding travel time.
- ❖ May be made 2 weeks with more field visit
- ❖ Wonderful exposure but poor course content.
- ❖ science po has done well. should be in the end.
- ❖ More experiential leraning,less theory and class room component
- ❖ more field visits...and less theory.less classes.
- ❖ Please continue with France and Belgium. Make it 8 weeks.
- ❖ Interaction with Administrative service Pewrsonnel if arranged would have accelerated first hand learning by experience Sharing.
- ❖ Less of class lectures and more of field visits and exposures
- ❖ an effective pre visit module for a day has to be there with comparatives on India and the country to be visited with global comparisons.
- ❖ it should be 2 weeks excluding journey time. More field visits should be part of it.
- ❖ No suggestions.
- ❖ CLASSROOM SESSIONS CAN BE REDUCED, QUALITY FIELD VISITS INCREASED
- ❖ The duration may be increased to two full weeks besides the journey period. The course content may be more of site visits, on field interactions and less on didactic lectures.

5) Thematic areas covered	Poor	Average	Good	Very good	Excellent	W.Average

	0	0	1	23	33	91.23
	0.00	0.00	1.75	40.35	57.89	

Suggestions, if any:

- ❖ nil. More on social sectors
- ❖ Markets, Regulation , Long term planning, Innovation, Transformation
- ❖ Internal security.
- ❖ nil
- ❖ Just perfect.
- ❖ lesser number of themes and more intense design
- ❖ Thematic areas could be more diversified and more interactions could be arranged with Civil servants and practitioners
- ❖ emphasis on economy & market failures is too much & can be reduced
- ❖ PPP, Administration & Best Practices such as CBA, Financial Inclusion etc in enabling Policy Preparation.
- ❖ Only issue is with regard to certain issues of differently challenged regions need also to be incorporated
- ❖ Additional areas to be covered are (1) module on social engineering and policy design (2) module on IT enabled administrative tools and geo spatial systems and decision support systems (3) module on risk management and risk mitigation for innovation in policy and policy implementation and (4) module on sector specific econometrics as a supplement to the statement for the evidence based policy design
- ❖ Transparency and eradicating corruption.
- ❖ No suggestions.

	Poor	Average	Good	Very good	Excellent	W.Average
6) EPoD Module on Smart Policy Design	0	0	2	28	27	88.77
	0.00	0.00	3.51	49.12	47.37	

Suggestions, if any:

- ❖ repetition be avoided
- ❖ Good , but repetitive to some extent
- ❖ Should be longer and more detailed
- ❖ Mostly examples should be from Indian background.
- ❖ has to be less repetitive
- ❖ A bit too technical
- ❖ Reading Material if given earlier would have helped
- ❖ Initially the computer environment was intimidating but got adjusted gradually
- ❖ some repetitions in online module and classroom session can be avoided.

- ❖ class room session need not be a reiteration for the online module, the time there in could have been restricted or it could be a case study on the online modules with class room assistance from the experts who were teaching
- ❖ Feedback should be taken in class and on paper .Reducing time sitting in computer lab.
- ❖ Requires to be done in continuity ,as in case of Leadership module.
- ❖ A very well run module and very relevant. One of the main takeaways from this course.
- ❖ 3) Any other comments you wish to make:
- ❖ Module on education should be more, its very important.
- ❖ over all excellent for training/ learning.
- ❖ The online programme was over the top. But the presentations by the speakers were mediocre.
- ❖ International participants for a week or so can be there in the Program for cross sectional peer group learning.
- ❖ -thanks to course director for so lively interaction. thanks a lot for DIRECTOR sir for his constant affection.
- ❖ Should utilize outside experts , but delivery by In house Faculty
- ❖ Overall, I valued the Phase IV more than the Phase III training.
- ❖ it was quite repetitive. online module was good, but lectures were poor.
- ❖ Excellent
- ❖ wishing entire team best of luck
- ❖ A very crucial stage in the career of a civil servant - with many thoughts and dilemma . Some answers are found after attending the trg.
- ❖ Excellent Coordination.
- ❖ It has been a substantial learning experience and I am humbled with the knowledge present and the ignorance within self, thanks for signalling to my self to make that extra effort to motivate and rededicate . I shall be attempting a more engaging input subsequently subject to the willingness of the academy.
- ❖ Less time on lectures and more time on field visits.
- ❖ No comments.
- ❖ Thank you so much. YOU WORKED SO HARD 4 US WE ARE OBLISED.PURI TEAM KE LIYE AABHAR. WE R ALWAYS READY TO SERVE YOU AT MY STATE ANYTIME.