

Report of the Committee to Review In-service Training of the IAS officers.

Submitted to

Department of Personnel & Training

Report of the Committee to Review In-service Training of the IAS officers.

Introduction

At present, IAS officers are required to attend compulsory in-service training programs. In addition, they also have a number of optional training programs that they could be selected to attend. The scheme of compulsory in-service training as well as the optional programs available are as follows:-

IN-SERVICE COMPULSORY TRAINING

Two week training in the service range of 6-9 years

Two week training in the service range of 10-16 years

Two week training in the service range of 17-20 years

One week training in each block of two years

IN-SERVICE OPTIONAL TRAINING

One week program under the flexible training scheme

Long duration programs at the IIPA/NDC

Short or long duration programs abroad

The scheme of compulsory in-service training of IAS officers was started in 1986 and comprised of a combination of 1-week programs to be attended every year and 4-week programs to be attended at three different levels of seniority. The 1-week programs also involve a kind of vertical integration, wherein officers from a wide range of seniority levels are required to attend the same program. The objective of these 1-week programs was to be a sabbatical during which officers would have an opportunity to, “open the windows to their mind” in an academic environment, and thus facilitate some fresh thinking. On the other hand, the four-week programs were more broad based in coverage and were limited to a narrower band of seniority levels.

Over the years, the intensity of training has come down, with the frequency of 1-week programs being reduced to once every alternate year and the duration of the 4-week programs being reduced to 2-weeks. A further dilution in the emphasis on training has taken place by way of the compulsory nature of the programs having been whittled down as there is no visible penalty for their failure to attend the in-service programs. This, in turn, has led to practical difficulties in the conduct of the programs due to which, many of the training institutions have lost interest in ensuring high standards. The few who do treat it seriously get frustrated when attendance is far short of the number of officers expected to attend.

Another problem has been the lack of seriousness amongst the participants as they see no visible penalty for non-participation/poor performance. The relatively low fees paid for such programs, especially to the IIMs, has also been a reason for poor quality.

As against the above, rapid changes are taking place in public management systems and the need for greater professionalisation has become very urgent. In fact, the entire career profile of an IAS officer has changed substantially over the last 50 years, with far greater emphasis on policy formulation and program implementation now as against the emphasis on district administration earlier. The rapid advances in technology as well as the need for greater transparency has led to an urgent need to change mindsets and upgrade skills that would enable the IAS officers to address the new challenges before them.

It is in this context that a Committee was set up under the Chairmanship of Shri B.N. Yugandhar, former Director of the LBSNAA, to review the in-service training programs of IAS officers. The Committee comprised of the following:-

Shri B.N. Yugandhar, former Director, LBSNAA, Mussoorie
Chairman

Shri D.C. Gupta, Special Secretary (Services), Department of Personnel, Govt. of India
Member

Dr. M. Rammohan Rao, Director, IIM-Bangalore
Member

Shri Binod Kumar, Joint Director, LBSNAA, Mussoorie
Member

Smt. Meenakshi Hooja, Senior Directing Staff (CS), National Defence College
Member

Shri O.P. Agarwal, Joint Secretary (Training), Department of Personnel
Member

Shri S. Gopalakrishnan, Deputy Secretary (Training), Department of Personnel
Member-Secretary

The terms of reference of the Committee were the following:-

1. To examine the efficacy of the in-service training programs for IAS officers and recommend changes required, if any, taking into account the problems faced in the present manner of implementation and also the recommendations of previous committees set up for this purpose. The Committee may also take into account in-service training practices of the higher civil services in other countries.
2. To make recommendations with regard to the design, duration and location of the in-service programs.
3. To suggest detailed contents for these programs
4. To suggest steps to link training to career progression and identify measures so that the benefits of training are realized in performance.
5. To examine how the proposed scheme of training could be applied to officers from other Group-A services.

Meetings of the Committee

The Committee has so far held seven meetings, on 19th September, 2001, 5th November, 2001, 16th March 2002, 20th June, 2002, 9th June, 2003, 11th August, 2003 and 12th August, 2003. In these meetings the Committee initially had addressed issues relating to the 1-week training programs and the training for the Junior level IAS officers. The committee decided to submit this interim report to cover its recommendations with regard to the above only in December, 2002 so the government would have adequate time to consider the recommendations and make a possible start by implementing the recommendations from the next training year itself. Subsequently, the committee deliberated on the training for middle and senior level officers and its recommendations with regard to these levels are included in this final report.

1-Week training programs

As stated earlier, the practice of compulsory 1-week training programs, to be attended every year, started in the year 1986. The objective was to offer a kind of sabbatical where officers would be able to reflect on their jobs and focus their minds, around a theme. It would help them to “open the windows to their minds” and facilitate some fresh thinking.

Over the years, the requirement of attending 1-week training programs has been reduced from once a year to once in two years. Apart from this, there seems to be no visible penalty for an officer not attending a program, as a result of which the attendance at the programs has been uncertain and far short of expectations. The position of officers slotted as against those who attended, during the last six years, is as follows:-

1-Week Courses			
Year	No. of Courses	Officers Slotted	Officers Attended
1996-1997	33	1312	671
1997-1998	25	834	412
1998-1999	30	1136	616
1999-2000	38	1362	797
2000-2001	36	1402	825
2001-2002	34	1380	663

As may be seen from the above, only about 50% of the officers slotted actually attended the programs. There are also reports that even amongst those who attended, several displayed a sheer lack of seriousness and absented themselves from many sessions, on some personal work or to pursue a different agenda. This has a very demoralizing effect on the institute organizing the program with the result that they have lost interest in maintaining high quality in the IAS programs.

On the other hand, reports have also been received that the structure of the program, in almost all cases, is around the lecture method. Officers who have already put in several years of service cannot be treated like graduate or postgraduate students and they find the lecture method to be extremely boring. They also find that there is very little to learn from the faculty of the training institute, even if it is one of the prestigious institutes like

an IIM. As far as the other institutes are concerned, the impression is that the programs are very badly structured with efforts being made to only fill in the different lecture slots purely on the basis of the supply available. The program lacks any meaningful structure and hence the participants loose interest. As a result, the objective of offering a meaningful sabbatical to facilitate some fresh thinking is not achieved. It was also reported to the Committee that many officers felt that the learning came largely from interaction amongst colleagues working in other states rather than from the faculty of the institute itself.

The committee was informed that in many cases options for a particular training program are exercised on the basis of the venue and timing of the program and not on the basis of the contents of the program. This clearly shows that some of the officers do not value the possibility of learning from the training but only the opportunity it offers to “take a break”.

It was further reported that some states have expressed difficulties in sparing officers for attending these programs, largely on account of the fiscal problems faced by them and their inability to pay the travel cost of the officers. In fact, many officers were of the view that they were able to secure permission to attend the program only due to the “compulsory” tag attached to the one-week programs. If this tag is removed, some states/bosses may not permit the officers to attend the training.

During its deliberations, the Committee examined each of the above issues at great length. The Committee was also of the view that given the growing need for professionalization, it is essential that IAS officers keep themselves up to date with regard to the latest developments in any sector assigned to them. However, this should be through high quality programs as suggested by the Committee in replacement of the one-week in-service courses conducted at present.

After taking into account all the relevant issues highlighted above, the Committee felt that it would be essential for an opportunity to be available to officers to update their knowledge as and when they feel the need for this. However, this should be on an optional basis and not on a compulsory basis, Further, taking into account the practical difficulties of an institute planning for a program without any guarantee of a minimum number of participants, the committee felt that that the opportunity for updating knowledge could be provided by having a cafeteria of one-week MDP programs, conducted by leading institutes, included in a panel of programs that officers could attend on an optional basis. Such programs would, thus, be open to participants not just from the IAS but also from other services as well from the corporate sector. A mixed participation would not only enhance the learning of the IAS participants but also enable better understanding and exchange of experience amongst participants coming from diverse backgrounds.

Accordingly, the committee was of the view that the current scheme of flexible training, wherein 1-week/ 2-week programs, offered by the Indian Institutes of Management at Ahmedabad, Kolkata and Bangalore, are open for IAS officers, on an optional basis,

should be expanded. A wider selection of institutes should be identified and an appropriate fee, specifically applicable to IAS officers, may be negotiated. The programs run by this wider selection of institutes should be opened out to IAS officers on an optional basis. This arrangement would ensure that only the interested participants attend. The institute will also not have a problem because they will be able to market it outside the IAS as well.

The committee also recognized that many of these institutes may not offer programs in areas of considerable importance for IAS officers, such as decentralized & participatory programme implementation, rural development, social development, empowerment processes, ethics in administration etc. Accordingly, the Training Division should specially organize a certain number of workshops/retreats on such themes. They should be structured around a participative approach, with professional facilitation, so that exchange of experience amongst officers serves as the major source of learning.

If the above suggestions are implemented, the current practice of organizing compulsory 1-week training programs could be discontinued.

Two-week Training programs

The Committee, thereafter, examined the issues relating to the 2-week training programs. It was noted that these programs are conducted at three levels of seniority namely, 6-9 years (Junior Level), 10-16 (Middle Level), and 17- 20 years (Senior Level).

The objectives and broad contents of these programs as circulated by the Training Division, are as follows:-

Junior Level

Objectives

Role of governance in a changing milieu with special emphasis on:

- (a) Developing an innovative and problem solving approach through case studies and experience sharing;
- (b) Promoting administrative effectiveness through leadership and team building;
- (c) Ensuring cost effective management of financial resources; and
- (d) Ethics, empathy and responsiveness.

Contents

Module - I : Human Side of Administration (3 days):

1. Self awareness through MBTI/T.A/FIRO-B and Stress Management.
2. Negotiations skills.
3. Management of Change, innovation and creativity - with specific case studies from the State.
4. Responsiveness in Administration;
5. Ethics and values.

Module - II : Financial Management (2 days):

1. Budgetary analysis and interpretation.
2. Analysis of a Financial Statement (Balance Sheet).
3. Resource mobilisation and Expenditure Management.
4. Perspectives of Financial Management for Social and Economic Sectors.
5. Application of Information Technology (IT) in Financial Management.

Module - III : Project Management (2 days):

- (a) Project Identification.
- (b) Project Appraisal and Feasibility Analysis:
 - (i) socio-political feasibility;
 - (ii) environmental feasibility;
 - (iii) locational and technical feasibility; and
 - (iv) economic feasibility.
- (c) Program Scheduling and Network analysis;
- (d) Project-Costing and resource allocation;
- (e) Implementation, Management and Monitoring;

Module – IV : Information Technology in Government (2 ½ days):

1. Information Technology - Basic and Current;
2. Application of IT in Government/ organizations;
3. Learning applications with reference to specific program attempted in the State/Central Government;

Module - V : Other Areas (Illustrative List) (2 ½ days):

1. Decentralized Planning;
2. Issues of Liberalization, privatization and Globalization
3. Sustainable Development issues;
4. Special Focus Groups – women, SC/ST and (d) SP group empowerment; Disabled;
5. Gender sensitization and group empowerment;
6. Human Rights;
7. Transparency and Right to Information;
8. Citizen's Charter and Accountable administration;
9. Population and Family Welfare;

10. Social Sector Infrastructure (Education, Health and Drinking Water);
11. Handling press, parliament Questions and Assurances
12. Tackling Corruption;
13. Issues of internal Security;
14. Crisis Management;
15. Thrift & Credit Societies and Micro-Enterprise Development
16. Watershed Management;
17. Role of NGOs in Rural Development the
18. Current Issues in one of development sectors such as Agriculture, Urban Development, etc.

Middle Level

Objectives

- (a) Providing the participants an opportunity of reviewing key macro socioeconomic issues/problems of the nation;
- (b) Enabling them to manage change;
- (c) Providing them an over view of the international environment and its relevance for India.

Contents

Module I : Overview of the International Environment (2 ½ days):

- (a) International economic environment with special reference to globalization, transition economy, global adjustments.
- (b) Global re-alignment and Regime transformation.
- (c) Financial instruments and Foreign Exchange Mechanism.
- (d) Trade regimes (WTO, GA'IT etc.).
- (e) Global Competitiveness and Role of the State.

Module II: India's experience of Liberalization (2 days):

Our experience.

Infrastructure Development and Agriculture.

Unfinished Agenda.

Module III: Issues in Social Sector Reforms with Special reference to Education, Health, Drinking Water etc. and the emerging role of the Administrator (2 ½ days):

Module IV: Information Technology in Government (2 days):

Current trends in IT.

Strategic uses of IT.

Monitoring and Evaluation Techniques.

Module V: Managing Change (Illustrative List) - (3 days)

- a) Negotiations and Contracts.
- b) Market Orientation and Competitiveness.
- c) Social Marketing and Marketing Research.
- d) Professional Values, Ethics and Accountability.
- e) Gender Issues in Development and Empowerment of Women
- f) Transparency and Right to Information.
- g) Judicial Review of Administrative Action.
- h) Civil Rights.
- i) Disciplinary Issues.
- j) Sustainable Development.
- k) Issues in Rural Development.
- l) Board Room Management.

(Note : Minimum 3 (Three) issues should be covered)

Senior Level

Objectives

- a) To provide an opportunity to understand the process and issues involved in policy formulation
- b) To enable the participants to analyse and reformulate policy and programs in a selected area/sector and assess its impact.

Contents

- a) Key concepts in Policy formulation
- b) Emerging context, current issues
- c) Tools appropriate for analysis of public policies-analysis of public policies
- d) Analysis of selected public policies by area
- e) Process of operationalising policies

Feedback on Current Programs

The committee was also informed that the problems relating to slack attendance and last minute withdrawal, as faced in respect of the 1-week programs, were also prevalent in respect of the 2-week programs. The number of officers slotted and the number who attended, over the last six years, was as follows:

2-Week Courses			
Year	No. of Courses	Officers slotted	No. attended
1996-1997	19	710	317
1997-1998	13	514	196
1998-1999	19	708	372
1999-2000	16	652	328
2000-2001	19	669	342
2001-2002	19	970	319

The poor attendance, as evident from the above, led to considerable deterioration in the quality of these programs. Besides, even in these cases, the programs were structured largely around the lecture mode.

Need for In-service Training

The committee noted that the career profile of an average IAS officer has at four distinct phases. The first 10 years are mostly spent on program implementation, coordination, district administration, etc. During this period officers generally occupy positions in the districts as Sub-divisional Officers, project directors of institutions like DRDA, CEOs of Zilla parishads, District Collectors, etc.

In the next 10 years, an IAS officer largely works on areas of general management, planning, budgeting, implementation of programs at the State level (as against implementation at the district level), etc. In some cases, while posted in the secretariat, officers are also involved in the initial stages of policy making during this 10-20 year phase. During this period officers generally occupy positions as heads of state level corporations, middle level positions in the state/central secretariat, heads of state directorates, etc.

In the 20-30 year range, officers occupy more critical policy making levels where they function as a kind of interface between policy-making and implementation. This is typically in the state/central secretariat, at the level of heads of secretariat departments in the state or joint secretary level positions in the center.

In the final leg of their career, which may span about 5-8 years, officers occupy very senior level positions and are largely involved in policy making and inter-departmental coordination. While this phase may be short in duration, it is the most critical as most major decisions impacting on national policy are taken at this stage.

Taking into account this clear and distinctly changing job profile, the committee felt that specific training inputs need to be given at key stages so that an officer is adequately equipped to deal with the challenges of his job for about the next ten years of his service. The induction training at the Academy largely prepares officers for their district assignment. Specific inputs, at three mid career stages, are therefore essential.

The committee was also of the view that the 2-week training programs, as conducted at present, do not serve this purpose adequately and they need to be considerably strengthened. In suggesting improvements, the committee was of the view that the training inputs at these three levels should be more broad based and not linked to the needs of any particular sector. They should be relevant for any sector that an officer may be working in. Thus, they would serve the purpose of skill enhancement rather than sectoral knowledge enhancement. In order to maintain uniformity in terminology with the professional induction training (Phase-I and Phase-II), the three mid-career programs may be called the Phase-III, Phase IV and Phase V programs.

The committee took on board the findings from two studies that had been conducted in the past to assess the needs in respect of those joining the Central Staffing Scheme (conducted in 1992) revealed that the needs fell into four specific knowledge areas:-

1. Policy development and analysis
2. Negotiation and coordination
3. Scientific management
4. Personnel productivity

Another study carried out to identify possible contents for the one-year program at the Centre for public Policy indicated the following areas for skill development:-

1. Basic and advanced computer skills
2. Written and oral communication skills
3. Inter personal effectiveness and team building
4. Logistic and logical tools
5. Negotiation skills

This study had also highlighted the need for the following sub areas:-

1. WTO/Globalization
2. Budgeting and expenditure management
3. Development economics
4. Human Resource Management
5. Ethics in Government
6. Information technology
7. Public private partnership

The committee felt that the needs identified in the above two studies should to be covered as part of the entire training of IAS officers. An exercise needs to be carried in terms of which of these would fit into to the requirements at different levels.

After detailed discussions the Committee made a tentative allocation of topics for different Phases of IAS training. These tentative allocations are enclosed in Annexure I.

This interim report submitted earlier covered recommendations with regard to Phase-III program only while the recommendations on Phase IV and Phase V programmes have been included in this final report .

Phase III Training

In suggesting a broad structure for the Phase-III program, the committee looked at the following issues:-

1. The stage at which the training needs to be given
2. Duration of the program
3. Venue of the program
4. Contents of the program
5. Whether it should be compulsory
6. Linkage to career progression.

Stage of Training

With regard to the stage at which of the Phase-III program should be imparted, it was felt that it would be best if it is given in the 12th year of an officers career. This would ensure that most officers are past their district assignments and many would also have done a short spell in the State Secretariat, directorate, etc. to better appreciate and benefit from the inputs during the Phase-III. To avoid any practical difficulties, a precise date of commencement should be announced well in advance. This would help the state government (or the current employer of the officer) in planning the release of the officer and making alternate arrangements for the discharge of work. It would also help the officer to suitably plan and prepare himself for the Phase-III. Efforts should be made to get all the officers of a single batch together to enhance the spirit of camaraderie as well as enhance learning through mutual exchange of experience. However, any officer who is unable to attend in his 12th year of service, should be slotted within the next two years. Thus all officers should complete the Phase-III within their 12-14 year service range.

The fact of his having attended the training course will, in any case, find mention in the relevant column of the ACR already prescribed for the IAS officers and as such, it is expected that it would be duly taken note of by the authorities at the time of deciding his subsequent assignments.

Duration

With regard to the duration of Phase-III, it was felt that 2-weeks is far too short and grossly inadequate to cover the inputs that are necessary at this stage in an officer's career. Considering that the job profile undergoes as significant change at around this point and the Phase III is aimed at equipping an officer for this, the Committee recommends that the Phase-III programs should be of a minimum duration of 8-weeks. This should comprise of 5-weeks of academic contents and 3-weeks of study and exposure visits to best practices in India (10 days) and abroad (10 days). However, given the likely costs, the visits abroad could be to developing countries in Asia, which have successfully implemented Economic Reforms and also had significant achievements in Human and Social Development. This would enable every officer to get exposed to international developments and thereby acquire a more global perspective from an early stage in his career.

Venue

With regard to a suitable venue for the conduct of the Phase-III, the Committee felt that the quality of the program should be of a very high order. The criteria for selecting an appropriate institute for the conduct of this program should be the following:-

1. The programs should be held only in a prestigious institution of excellence and having substantive multi disciplinary faculty.
2. The institute should have a long term commitment for continuing the courses and an interest in public administration and public management.
3. It should also have a record of research and publications such as IIMB, IIMA, IIPA, LBSNAA, National Institute for Administrative Research (NIAR), etc.
4. It should have adequate residential facility for the participants.
5. The institute should be willing to conduct these courses and, if possible, award transferable credits towards an appropriate degree.

Contents

With regard to the contents of the Phase-III program it was felt that it should build on the contents in the Phase-I and Phase-II programs. There should be an environmental scanning component which should also include an international focus. There should be an economics component which should focus on public finance and macro-economics. A management studies component, focussing on strategic management, management of resources (including human resources) and leadership quality would be necessary. International technology trends should also be included. Administrative systems in different countries as well as secretariat procedures and the writing of policy papers, cabinet notes, etc. should also be included. A more detailed structure of the program, being recommended by the Committee, is annexed at Annexure-II. A smaller academic group would have to develop the detailed curriculum.

There should be a 10 day best practices exposure visit within India and a similar visit to some countries in Asia that have successfully implemented Economic Reforms and also had significant achievements in Human and Social Development. The exact locations to be visited would have to be worked out by a course committee. However, the training division should try to establish tie-ups with some of the civil service training institutes for facilitating such study tours.

PHASE IV AND PHASE V PROGRAMME

The Committee felt that Phase-IV and Phase-V programs should be given in the 20th and 28th year of service. This would not only ensure adequate spacing between the Phase-III, Phase-IV and Phase-V programs but would also facilitate the record of performance in these programs to be taken into account before the next promotion/empanelment. The committee observed that there is a major shift in the nature of work of the officers who would be the target group for Phase-IV and hence a major training input has been recommended by the committee. The skills and subjects required for Phase IV are indicated at annexure-III

DURATION

The committee recommends that the duration of Phase IV programme could be of 12 weeks.

VENUE:

Some of the Institutions which have been tentatively identified included the CPP, Bangalore, Indian School of Business (ISB), Hyderabad, LBSNAA, IIPA, IIM Ahmedabad. The committee however, recognizes that for organizing Phase IV at any of the Institutes, considerable amount of funding would be required to upgrade the faculty etc. It also proposes that a Policy Education Implementation Committee could approve courses, funding and other implementational issues.

Domain specialization:

The committee feels that there is a need for domain specialization through the programme. The committee also took note of the recommendations of the Surinder Nath Committee on Streaming of officers into identified domains. It was however, recognized that the Programme would teach the tools of Policy analysis and formulation which could be applied across sectors.

Linking performance in training to career progression

During its deliberations the committee had dwelt at length on the question of linking performance in training to career progression. One view was that unless candidates see a distinct advantage in taking these programs seriously, there would be no value attached to such training and it would merely be a waste of public money. Those in support of this view felt that at least some options, which are under the control of the Central Government, should be linked to performance in training. As an example, acceptance of an officer for central deputation and selection for foreign training/ foreign assignments should take into account his performance in training programs. Similarly, performance in training programs should be a strong component in the evaluation of an officer for his empanelment to occupy higher positions in the Central Secretariat.

A contrary view was that making such training compulsory and such direct linkage with career progression was not necessary. After all officers had proved their academic credentials in a rigorous selection system and there should be no reason to believe that they would not pick up their job requirement without such training.

After considerable discussion and debate by the Committee on these issues and taking note of the fact that the writing of the ACR for IAS officers are governed by Statutory rules like AIS(CR) Rules, the Committee felt that since the fact of his having attended various training programmes will find mention in the relevant column of the ACR already prescribed, this will help in deciding his subsequent assignments. It was

also felt that the short duration one week programme need not be compulsory and in fact there should be some selectivity in choosing officers for one week training programmes. Phase III training would be organized for each batch, as recommended.

SUMMARY

In sum, the Committee makes the following recommendations:-

1. The current scheme of flexible training, wherein 1-week/ 2-week programs, offered by the Indian Institutes of Management at Ahmedabad, Kolkata and Bangalore, are open for IAS officers, on an optional basis, should be expanded and offered in replacement of the current system of compulsory 1-week training.
2. In areas of considerable importance for IAS officers, such as, decentralized planning, rural development, ethics, human rights, freedom of information, etc. where no institute would be offering programs in the normal course, a certain number of workshops/retreats should specially organized by the Training Division. Workshops/retreats should be structured around a participative approach, with professional facilitation, so that exchange of experience amongst officers serves as the major source learning.
3. Taking into account the changing job profile in an IAS officers career, compulsory inputs need to be imparted at three mid career levels to equip the officer to meet the requirements of his assignments over the next ten years or so. In order to maintain uniformity in terminology with the professional induction training (Phase-I and Phase-II), the three mid-career programs may be called the Phase-III, Phase IV and Phase V programs.
4. The Phase-III program should be imparted in the 12th year of an officers career. This would ensure that most officers are past their district assignments and many would also have done a short spell in the State Secretariat, directorate, etc. to better benefit from the inputs during the Phase-III. To avoid any practical difficulties, a precise date of commencement should be announced well in advance. Efforts should be get all the officers of single batch together to enhance the spirit of camaraderie as well as enhance learning through mutual exchange of experience. Any officer who is unable to attend in his 12th year of service, should be slotted within the next two years.
5. Considering that the job profile undergoes as significant change at around this point the Phase-III program should be of a minimum duration of 8-weeks. This should comprise of 5-weeks of academic contents and 3-weeks of study and exposure visits to best practices in India (10 days) and abroad (10 days). . An outline of the academic component of 5-weeks has been annexed.
6. Out of the 2-weeks of exposure visits, 1-week should be domestic visits and 1-week should be a foreign study tour. Keeping in view the likely costs involved, these visits could be largely in the South Asian/South East Asian region, whose development path is more akin to India's.
7. The criteria for selecting an appropriate institute for the conduct of this program should be the following:-
 - a. It should be an institution of excellence and having substantive multi disciplinary faculty.

- b. It should have a long-term commitment for continuing the courses and an interest in public administration and public management.
 - c. It should also have a record of research and publications
 - d. It should have adequate residential facility for the participants.
 - e. It should be willing to conduct these courses and, if possible, award transferable credits towards an appropriate degree.
8. Phase IV programme should be given in the 20th year of service
 9. Duration of Phase IV programme could be of 12 weeks
 10. Phase V programme should be given in the 28th year of service
 11. Considering the major shift in the nature of work of the officers of the target group for Phase IV & Phase V, major training input recommended.
 12. Recommended skills and subjects required for Phase IV are detailed in Annexure-III and allocation of topic for different Phases of IAS training from Phase I to Phase V are indicated in Annexure-I.
 13. The Phase-III, IV and V training should be compulsory, like the Phase I & II. It is expected that the fact of the officer having attended various training courses, which find mention in the relevant column of the ACR already prescribed, will be duly taken note of by the authorities at the time of deciding the subsequent assignments of the officers.

Annexure –I

TENTATIVE ALLOCATION OF TOPICS FOR DIFFERENT PHASES OF IAS TRAINING

Skills/subjects

Phase to which relevant

1.

Computer skills

I, II

2.

Personal dynamics

I, II

3

Economic analysis (Micro & Macro)

I, II, III

4

Written and Oral communication skills

I, II, III

5

Quantitative methods and OR –

I, II, III

6

Ethics in governance –

I, II, III

7

Negotiation and coordination –

II, III

8

E- Governance –

II, III

9

Interpersonal and group dynamics

II, III

10

Personal productivity -

III

11

Scientific management -

III

12

Infrastructure development & financing

III, IV

13

WTO/Globalization

III, IV

14

Budgeting and expenditure management

III, IV

15

Public-private partnership

III, IV

16

Human resource management

III, IV

17

Change management and leadership

III, IV, V

18

Policy analysis and formulation

IV

19	Effective communication strategies
IV	
20	Interpersonal effectiveness and team building
IV	
21	Regulatory issues
IV	
22	Financial markets
IV	
23	Corporate governance
IV	
24	Economic policies (Credit, Monetary and fiscal)
IV	
25	Organizational dynamics
IV	

Annexure-II

CONTENTS FOR PHASE III TRAINING PROGRAMME

Topics

Environmental Scanning Module

1. Global Trends and Issues of Public Policy: Market Transition, Globalisation, Knowledge Economy, Multilateral Forums
2. The Social Development: Poverty reduction, Social transformation, etc.
3. Public finance and management of financial resources
4. Technology trends, technology transfer
5. Legislative and parliamentary procedures.

Analytical Methods and Policy Applications

1. Quantitative methods for decision Making
2. Risk, Uncertainty and Strategic management
3. Information system and e-Governance
4. Formulation, appraisal, evaluation of large Public system projects

Public Management module

1. Management of Human Resources
2. Financial Management & Management Accounting
2. Social Marketing

- 3. Negotiations
- 4. Leadership & Change Management
- New Public Management
- Organization Structure and new approaches to Governance and Public Management
- Maintenance of integrity in Public service.
- Privatization and Regulatory reform
- Decentralized administration and participatory development
- Economics
- Macroeconomics
- Public Finance
- Management Studies
- 1. Strategic Management
- 2. Management of resources
- 3. Leadership quality

Exposure to best practices in India - 10 days
 Exposure to best practices abroad - 10 days

Annexure-III

MODULES RELEVANT FOR PHASE IV

I- PUBLIC POLICY

1. Public Policy Analysis: Modern developments in Policy sciences specially their use in assessing the impact of Policy instruments upon the stated objectives.
2. Policy formulation, stake-holder participation and implementation aspects.
3. Domain/Sectoral Analysis of any of the 11 domains identified by the Surindernath Committee in order to learn the application of the Principles of Policy analysis to specific sectors of national importance and cross-sectoral concerns such as Technology, Gender, Poverty, etc. issues.

II MANAGEMENT OF PUBLIC SYSTEMS

1. Organisational Analysis /dynamics
2. Financial Management
3. Human Resource Development
1. Public-Private Partnership
2. Public Sector Marketing & Customer orientation
3. Information Management
4. New Public Management
5. Participation/Decentralisation strategies.

III SPECIAL TOPICS OF IMPORTANCE

1. Infrastructure Development & Financing
2. WTO/Globalisation
3. Expenditure Management/Management Accounting/Budgeting
4. Leadership & Change Management
5. Communication Strategies
6. Team Building: Interpersonal effectiveness
7. Regulatory issues
8. Financial Markets
6. Macro Policies (Credit, monetary & fiscal)

IV BEST PRACTICE EXPOSURE IN INDIA

1. Public Policy Innovations and Public Systems Management
2. Visit and Group Study Report – Discussion of Study Report in Plenary
4. Individual Report upon the relevance & proposed activity on the basis of his study for specific work situation

V-EXTERNAL MODULE

1. Collaboration with institutions who can anchor this programme
 - (i) Institute in Maastrich
 - (ii) IIAS, Brussels
 - (iii) INSEAD
 - (iv) ENA
 - (v) London Business School
2. Visit to Country/countries under the supervision of a mentor to study recent experiences in Public Policy Development and management of Public Systems
3. Prepare Group reports for presentation in plenary & for possible publication if considered of good quality
4. Preparation of an individual study report upon how he proposes to use the knowledge & experience gained in the back-home position

Contents for Phase-V

Change Management and Leadership