**SPECIAL SESSION ON THE TEACHING
OF PUBLIC ADMINISTRATION AND POLICY**

Training in Indian Civil Services: A Critical Analysis

Prof. R.K.Mishra
Director In charge
Dean (Research)
Institute of Public Enterprise
OU Campus, Hyderabad
Email : rkmishra_99_1999@yahoo.com

The purpose of this paper is to provide background of the Indian Civil Service, discuss the existing training practices concerning civil service, illustrate the practices and problems related to such training through a case study of Institute of Public Enterprise (IPE) which has played a pivotal role in training of the officers of the Indian Administrative Service (IAS) and offer some suggestions for strengthening the training systems to make it relevant in the era of Globalisation and Economic Reforms initiated to integrate India with the rest of the world, on the one hand, and fulfill the needs of socio-economic and political transformation of the country, on the other. The paper critically examines the design, pedagogy and contents of the current training programmes for the IAS officers and suggests an alternative framework for their training. The scope of this paper is restricted to the training concerning the officers of the IAS which is the highest in order of the services belonging to the 'A' category of the Indian Civil Service.

Background

During the colonial period, the British built up the elite Indian Civil Service, often referred to as the "steel frame" of the British Raj. The Indian leaders of the independence movement initially viewed the colonial civil service as an instrument of foreign domination, but by 1947 they had come to appreciate the advantages of having a highly qualified institutionalized administration in place, especially at a time when social tensions threatened national unity and public order. The constitution established the Indian Administrative Service to replace the colonial Indian Civil Service and ensure uniform and impartial standards of administration in selected fields, promote effective coordination in social and economic development, and encourage a national point of view. In the early 1990s, this small elite accounted for fewer than 5,000 of the total 17 million central government employees. Recruits appointed by the Union Public Service Commission are university graduates selected through a rigorous system of written and oral examinations. In 1988 only about 150 out of a candidate pool of approximately 85,000 recruits received appointments in the Indian Administrative Service. Indian Administrative Service officers are primarily from the more affluent and educated classes. However, efforts to recruit women and individuals from the Scheduled Castes and Scheduled Tribes have enhanced the diversity of the civil service. Recruits are trained as administrative generalists at an academy at Mussoorie (in Uttar Pradesh). After a period of apprenticeship and probation in the central and state governments, an Indian Administrative Service officer is assigned to increasingly more responsible positions, such as a district collector after six or seven years. Approximately 70 percent of all officers serve in state administrations; the rest serve in the central government.

A larger organization, the Central Public Services, staffs a broad variety of administrative bureaus ranging from the Indian Foreign Service to the Audits and Accounts Service and the Postal Service.

The States (but not Delhi or the union territories) have independent services within their own jurisdictions that are regulated by local laws and public service commissions. The governor usually appoints members of the state public services upon the recommendation of the state public service commission. To a large extent, states depend upon nationwide bodies, such as the Indian Administrative Service and Indian Police Service, to staff top administrative posts.

Although the elite public services continue to command great prestige, their social status declined in the decades after independence. In the 1990s, India's most capable youths increasingly are attracted to private-sector employment where salaries are substantially higher. Public opinion of civil servants has also been lowered by popular perceptions that bureaucrats are unresponsive to public needs and are corrupt. Although the ranks of the civil service are filled with many dedicated individuals, corruption has been a growing problem as civil servants have become subject to intense political pressures.

The name Imperial Civil Service was however modified to Civil Service of India. However, the term Indian Civil Service (ICS) persisted. The acronym 'ICS' continued to be used to denote the covenanted civil servants. The Provincial Civil Service was also constituted on the basis of the recommendations of the Aitchison Commission, and this Provincial Service consisted of two cadres, Provincial Civil Service and Subordinate Civil Service. Further developments took place as a result of the application of the scheme of cadre organization to the administrative departments. Thus, for example, the departments of Forest and Public Works had both the 'imperial' and 'provincial' branches. The basic

pattern of the cadre system in the civil service was thus established following the recommendations of the Aitchison Commission.

There were two exclusive groups of civil servants during the formative stage of British rule in India. The higher employees who entered into 'covenants' with the East India Company came to be known as covenanted servants, whereas those not signing such agreements came to be known as un-covenanted. The latter group generally filled the lower positions. This distinction between the covenanted and the un-covenanted virtually came to an end with the constitution of the Imperial Civil Service of India based on the recommendations of the Public Service Commission, 1886-87, though the phrase 'covenanted' continued to be used of anyone in a salaried position with a long term contract. By 1934, the system of administration in India came gradually to consist of seven All India Services and five Central Departments, all under the control of the secretary of state, and three Central Departments under joint Provincial and Imperial control. The ICS and the IPS were in the 'transferred field', that is, the authority for the control of these services and for making appointments were transferred from the Secretary of State to the provincial governments. It seems relevant to mention that the All India and class I central services were designated as Central Superior Services as early as 1924 in the Lee Commission's report.

The IAS replaced the ICS and the pre-independence structure of all-India services, provincial or state services and central or Union government services was retained. The Constitution mentions only two all-India services that were in existence at that time: the IAS and the IPS, but it provided for more by giving the power to the Rajya Sabha to resolve by a two-thirds majority to establish new all-India services. The Indian Forest Service and the Indian Engineering Service are two services set up under this constitutional provision. Running the administration of a vast and diverse country like India requires efficient management of its natural, economic and human resources. That, precisely, is the responsibility of the civil services. The country is managed through a number of Central Government agencies in accordance with the policy directions given by the ministries. The construction of the Civil Services follows a certain pattern. The All India Services, Central Services and State Services constitute the Civil Services. The IAS, IPS, and IFS are three All India Services.

The Civil Services have been divided into various grades to facilitate functioning. The grade determines the area of work. Junior scale officers work in the states that they are allotted to. Senior scale officers work as Under Secretaries in the State. Officers in the Junior Administrative Grade, which is reached after nine years of service, hold the position of a Deputy Secretary. When officers make it to the Selection Grade, which is reached after fourteen years of service they hold the position of Directors or Deputy Secretary. The next scale is known as the Super Time Scale or the Senior Administrative Grade and the officers in this grade hold the post of a Joint Secretary, Additional Secretary, Secretary or Cabinet Secretary. The Civil Services can be broadly classified as All India Services and Central Services.

Composition of Indian Civil Service
The Indian Civil Services are organised into two main sections: the All India Services and the Central Services. Officers of the All India Services, on appointment by the Government of India, are placed at the disposal of the different State Governments. These services include:
1. The Indian Administrative Service
2. The Indian Police Service
3. The Indian Forest Service

Officers of the Central Services, on the other hand, wherever they might be posted, serve the Government of India only. These include:
1. The Indian Foreign Service
2. The Indian Railway Service
3. Indian Postal Service

Accounts and Auditing Services (including The Indian Audit and Accounts Service, The Indian Civil Accounts Service, The Indian Defence Accounts Service, The Indian Revenue Service.)
1. Indian Customs and Central Excise
2. The Indian Ordinance Factories Service

3. The Indian Defence Estates Service
4. The Indian Information Service
5. The Central Trade Services
6. The Central Industrial Security Force

The IAS was formally constituted in 1947. The IAS handles affairs of the government. At the central level, this involves the framing and implementation of policy. At the district level, it is concerned with district affairs, including development functions. At the divisional level, the IAS officers look after law and order, general administration and development work.

For entry to the IAS there is a multi-step examination process. The entire process takes a full calendar year. The Union Public Service Commission (UPSC) first conducts an objective type preliminary examination for screening candidates. This is followed by the preliminary examination which comprises two papers. There is one on general studies and another on an optional subject. The preliminary round is basically a screening round. The marks obtained are not counted for in the final stage of the examination. For candidates who clear the preliminary round, there is the main round. The second stage is the main examination that includes written tests and an interview. The written test consists of nine papers (essay type answers to be written).

The total marks secured in both the written tests and the personal interview determine the rank of a candidate. The Interview this is the last hurdle to be cleared. The interview carriers 250 marks and there are no stipulated minimum qualifying marks. The main aim of the interview is to assess a candidate's overall personality. The interview is conducted by a board. The board is fully informed about the candidate and they base their questions on a record of the candidate's career, which is provided to them. The aspects that are generally looked into are the candidate's grasp of academics and general awareness as in current affairs, social issues, etc. It is basically a test of the potential of a candidate. The board tries to assess whether he or she can rise to the demands of the job of an IAS.

Training for IAS

The framework for training the IAS comprises the foundation training and in service training at the different periods of seniority. Whereas the format of foundation training has, by and large, remained unchanged, the format of in service training has undergone fundamental change during the period 1986 to 2005. It was 1986 that the then government ushered in a 360-degree change by introducing in service training for the officers of IAS irrespective of their rank and seniority.

Foundation Training

The candidates appointed to the IAS on the basis of the results of competitive examination are put on probation for a period of 2 years from the date of appointment. They undergo training under the sandwich pattern1. The two years training programme which starts with the first phase foundational training for 9 months at the Lal Bahadur Shastri National Academy of Administration. The first phase of training aims at strengthening the understanding of the political, social and administrative environment in which an IAS officer has to function and to develop values, ideas and attributes expected of an officer belonging to the IAS. A great deal of emphasis is laid on understanding of public systems and their management and in addition, given grounding in Public Administration, Law, Economics and Computer Applications. As the training progresses in this phase, an endeavor is made to inculcate competence and confidences in the officer trainees to shoulder and discharge effectively the responsibilities, which will are reposed in them in the first few years of their service. The trainees get an opportunity to re-examine the field realities vis-à-vis theoretical inputs provided in the Academy. In the second phase the IAS trainees spend twelve months in the state to which they are allotted. In the third phase, after the completion of training in the sate, the probationers reports back at the academy for about three months. During the second phase when they are in the allotted state, the IAS trainees are exposed to socio-economic and cultural conditions of the state, administrative system of the state (district administration, land revenue system, fiscal policy, civil supplies management), state acts, rules and regulations, panchayat raj institutions and cooperative institutions, management techniques, state language and training in survey and settlement work. The trainees are provided inputs in intuitional finance, survey and settlement, interacting with village functionaries, project management, rural housing, weaker section finance,

agriculture, industries, co-operatives, engineering, municipal administration, major irrigation, forestry, tribal development administration and district administration.

In-Service Training : Generalised Approach and Prospective Framework

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 career profile of an average IAS officer has 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 District Rural Development Agency, Chief Executive Officer of District Administration, 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. The scheme of compulsory in-service training as well as the optional programs available is 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 Indian Institute of Public Administration (IIPA)
	Short or long duration program abroad

The scheme of compulsory in-service training of IAS officers was started in 1986 and comprised of a combination of one week programs to be attended every year and 4-week programs to be attended at three different levels of seniority. The one 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 one 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 one week programs being reduced to once every alternate year and the duration of the four week programs being reduced to two 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[2].

One Week Training Programme

The practice of compulsory one week training programme, 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 one 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:

Table 1
One Week Training Programme

Year	No. of Courses	Officers Slotted	Officers Attended
1996-97	33	1312	671
1997-98	25	834	412
1998-99	30	1136	616
1999-00	38	1362	797
2000-01	36	1402	825
2001-02	34	1380	663

(Source: Information collected from the Department of Personnel and Training, Government of India, New Delhi)

It may be observed that only about 50% of the officers slotted actually attended the programs. 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. 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 Indian Institute of Management (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. The learning came largely from interaction amongst colleagues working in other states rather than from the faculty of the institute itself. 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. Some states 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.

Two-week Training programs
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 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
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
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
1. Project Identification.
2. Project Appraisal and Feasibility Analysis.
   - Socio-political feasibility.
   - Environmental feasibility.
   - Locational and technical feasibility and
   - Economic feasibility.
3 Program Scheduling and Network analysis;
4. Project-Costing and resource allocation;
5. Implementation, Management and Monitoring;

Module – IV : Information Technology in Government
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
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
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
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
1. Infrastructure Development and Agriculture.
2. 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

Module IV: Information Technology in Government
1. Current trends in IT.
2. Strategic uses of IT.
3. Monitoring and Evaluation Techniques.

Module V: Managing Change
1. Negotiations and Contracts.
2. Market Orientation and Competitiveness.
3. Social Marketing and Marketing Research.
4. Professional Values, Ethics and Accountability.
5. Gender Issues in Development and Empowerment of Women
6. Transparency and Right to Information.
7. Judicial Review of Administrative Action.
8. Civil Rights.
9. Disciplinary Issues.
10. Sustainable Development.
11. Issues in Rural Development.
12. Board Room Management.

Senior Level
Objectives
1. To provide an opportunity to understand the process and issues involved in policy formulation
2. To enable the participants to analyze and reformulate policy and programs in a selected area/sector and assess its impact.

Contents
1. Key concepts in Policy formulation
2. Emerging context, current issues
3. Tools appropriate for analysis of public policies-analysis of public policies
4. Analysis of selected public policies by area
5. Process of operationalising policies

The members who attended, over the last six years, was as follows:

Table 2
Two Week Training Programme

Year	No. of Courses	Officers Slotted	No. attended
1996-97	19	710	317
1997-98	13	514	196
1998-99	19	708	372
1999-00	16	652	328
2000-01	19	669	342
2001-02	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.

Phase III Training

Phase III training is given in the 12th year of an officers career. This ensures 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.

Duration

Phase-III programs of a minimum duration of 8-weeks comprise 5-weeks of academic contents and 3-weeks of study and exposure visits to best practices in India and abroad. However, given the likely costs, the visits abroad are to developing countries in Asia, which have successfully implemented Economic Reforms and also had significant achievements in Human and Social Development. This enables every officer to get exposed to international developments and thereby acquire a more global perspective from an early stage in his career.

Contents

The contents of Phase-III program are built on the contents in Phase-1 and Phase-II programs. The additionalities should include an environmental scanning component, an economics component which should focus on public finance and macro-economics, management studies component focusing on strategic management, and the component on management of resources (including human resources) and leadership quality. International technology trends are also included. Administrative systems in different countries as well as secretariat procedures and the writing of policy papers, cabinet notes, are also included. There is 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 had significant achievements in Human and Social Development.

Phase IV and Phase V Programme

Phase-IV and Phase-V programs are proposed for officers having 20-28 years of service. The implementation of these programs is still under consideration. These programs are of duration of 12 weeks. The modules relevant for training for Phase IV training relate to public policy, management of public systems, special topics of importance (eg. Infrastructure development and financing, regulatory issues, financial markets, macro policies, team building, communication strategies, leadership and change management, globalization, and expenditure management). The external module of Phase IV training includes visits to International Institute of Administrative Sciences, Brussels, European Institute of Business Administration (INSEAD), Paris, London Business School, London, and French Academy for Training Civil Servants (ENA). Visits to such countries are arranged which have had novel experiences in recent past in public policy development and management of public systems. Phase V training is addressed to change management and leadership.

Current Programmes for IAS

It is proposed in this section to critically examine the training programmes organized for the officers of the IAS at different levels of seniority. The objectives, duration, and training methodology for each such programme are discussed below:

In-service Training programme

Under the present system of in-service training for IAS Officers, every IAS Officer is required to attend a One Week or Two Week training programme in a block of two years. The first block covered the period from 1.4.1990 to 31.3.1992, the second from 1.4.92 to 31.3.94, the third from 1.4.94 to 31.3.96, the fourth from 1.4.96 to 31.3.98 and the fifth from 1.4.98 to 31.3.2000, the sixth block from 1.4.2000 to 31.3.2002, and the seventh block from 1.4.2002 to 31.3.2004. The present is the eighth block which

covers the period from 1.4.2004 to 31.3.2006. The year 2005-2006 is the second year of this block commencing from April 1, 2005. Officers up to 1999 year of allotment fall within the eligible zone of training during this year. The purpose of two weeks training, officers have been divided into the following seniority groups:

    (i)   Officers of 6-9 years' seniority (Junior Level);
    (ii)   Officers of 10-16 years' seniority (Middle Level); and
    (iii)   Officers of 17-20 years' seniority (senior Level)

Officers in the 6-9 years of seniority are required to attend only a Two Week training programme. Officers between 10-16 years of seniority and 17-20 years of seniority are required to attend either a Two Weeks programme (in case they are eligible and slotted) or a One Week programme in a block of two years. Training for officers of 30 years seniority and above is optional.

All officers whose allotment year (batch) is between 1975 and 1999 are eligible for training. Officers of seniority of 1975 to 1994 are eligible to attend only a One week training programme. Officers of the seniority of 1985 to 1995 are eligible for either a Two weeks or a One Week training programme.

The objectives of the two weeks programme for the different seniority groups are different. Those for the junior level officers (6 to 9 years of services) aims at developing problem solving capability, promoting administrative effectiveness, ethics and responsibility. For the middle level officers (10 to 16 years of services) the programme aims at providing them an opportunity for reviewing key macro socio-economic issues, enabling them to manage change and providing them with an overview of the international environment and its relevance for India. For the senior level (17 to 30 years of services) the programme provides an opportunity to discuss issues involved in policy formations and assessing the impact of their implementation. The one week programmes on the other hand provide the officers with an opportunity of attending a programme related to a sector or a particular skill in order to update their knowledge and/or build skills in the selected subject. They also provide officers with an opportunity to unwind and share experiences.

Generally, all training programmes except those held in Delhi are residential and officers are required to stay in Training Institutes. As the department pays a consolidated fee to the institutes conducting these programmes, no course fee is payable either by the State Government Ministry/Department or by the participants. The officers deputed for the programmes are treated as on duty. The boarding and lodging charges are also paid by this department. The expenses on account of TA/DA of the participating officers have, however, to be borne by the respective authorities.

One Week Refresher Course (1975-1994 Batches)
Objectives
    a) To be sabbatical
    b) To sensitise the participants to national concerns and the values enshrined in the constitution.
    c) To provide for exchange of experience and adequate discussion on issues of values, ethics and attitudes.
    d) To make the participants more confident to face problems in their work areas and attempt solutions.
    e) To train the participants to look at problems in an integrated manner and develop a systems approach.
    f) To provide an annual opportunity for the participants to "unwind" by interacting with people with similar or different experiences and discuss the experiences with reference to the research and conceptual material available. The specialism of the Training Institution would be the "core" around which the course would be structured.

Eligibility
Eligible officers of 1975-94 batches who are born on or after April 1, 1948 excluding those who have attended any in-service training programme during 2004-05 or slotted for a 2-Weeks Training Programme during 2005-06 and senior officers of 1975 or earlier batches if they have specifically opted for such a course.

Duration

All holidays falling during the week are be observed as working days except for the three national holidays viz., 15 August, 2 October and 26 January.

Evaluation

The evaluation is generally done in the last session on Friday. The evaluation questionnaire designed by the Training Division is distributed latest by Thursday evening so that the participants come to the evaluation session devoted to a frank discussion on the strengths and weaknesses of the course and areas for improvement.

Two Week Training Programme for Junior Level (6-9 Years of Service)
Objectives
    (a) Developing an innovative problem solving approach through case studies and experience sharing
    (b) Promoting administrative effectiveness through leadership and team building
    (c) Ensuring cost effective management of Projects/resources
    (d) Inform about WTO and India's competitiveness in International trade
    (e) Developing practical models for effective governance
    (f) Inputs on Ethics, empathy and responsiveness
    (g) Effective use of Information Technology in Administration

Training Methodology
    (a) Group work
    (b) Hands-on Sessions
    (c) Workshop/panel discussion
    (d) Case Study
    (e) Experience sharing
    (f) Lecture sessions
    (g) Library study

Group Task

The participants work in a group so that the collective knowledge and experience of the participants are converted into a complete action plan that could be implemented in different areas of administration. The list of topics is finalized after consultation with the participants. However, the broad range of topics offered includes the following:
    1. Citizen's charter for Collectorate /DRDA; Office of SDO, Police Station etc.
    2. Restructuring the District Administration
    3. How to deal with public complaints
    4. Restructuring the Public Distribution System
    5. Information Technology in Government
    6. Designing Rural Development Schemes for the future
    7. How to root out corruption from public life

Specific Subjects/Topics covered
    1. Self Awareness
    2. Managing Personal Finance
    3. Right to Information
    4. Innovations in Administration
    5. I.T in Government
    6. Human Rights
    7. Public Policy
    8. Challenges of Urban Management
    9. WTO
    10. TQM
    11. Competitive advantage of Nations

12. New Developments in Infrastructure
13. Project Appraisal
14. Methodology of Appraisal for Externally Aided Projects
15. Introduction to Project Management Software
16. Management of Social Sector Programme.

Two Weeks Training Programmes for Middle Level (10-16 years of service)
Objectives
Equipping the middle level officers of the Indian Administrative Service to manage the change and transition from being field level officers to managers of Departments and Secretariat and Policy with special emphasis on

a. Economic liberalisation
b. Public policy
c. Total Quality Management
d. Urban Management
e. Infrastructure Development
f. Financial Management
g. Innovations in Administration

Training Methodology
The aim should be to create an atmosphere of participatory learning. A chumming of the experience, the knowledge and the skills of the participants through sharing and discussion would support the following methodologies:

a. Panel discussion
b. Seminars
c. Group Work
d. Lecture and discussion
e. Hands on computer sciences
f. Experience sharing sessions and presentation

Group work
       Participants should be required to prepare a policy paper on a theme of their choice pertaining to their specialization and present it at the end of the course. In the context of the theme of the course, the paper should deal with a policy issue in a particular sector of administration. It could examine the structures, legislations, rules and procedures currently in use in a particular sector and suggest suitable policies in question in the context of liberalization, decentralization, simplification and delegation. Their work on the paper should as far as possible, be directly related to their current duties, so that once they are back in the work situation they could implement some of the ideas worked out during this study.

Two Weeks Training Programme for Senior Levels (17-20 Years of Service)
Objectives
Role of governance in a changing milieu with special emphasis on:
a. Understanding the changing economic environment in which government has to function
b. Developing practical models for effective governance
c. To provide an opportunity to understand the process and issue involved in policy formulation
d. To enable the participants to analyse and reformulate policy and programmes in a selected area / sector and assess its impact.

Training Methodology
a. Group works
b. Hands on computer sessions
c. Workshops / panel discussions

d. Case study
e. Experience Sharing
f. Lecture Sessions
g. Library Study

Group work

The participants work in a group to exchange collective knowledge and experience for generating inputs into for formulating effective policies. The list of topics is finalized after consultation with the participants.

Flexible Training Scheme

A more flexible system of training has been introduced from April 1, 1999. The purpose of this scheme is to meet the varied and diverse needs of IAS officers, whose work at different levels encompasses a wide range of sectors and functions. The officers are continued to be required to attend their regular in-service one or two weeks training. The officers are given the freedom to attend programmes of their choice organized at one of the Indian Institutes of Management located at Ahmedabad, Bangalore, Calcutta, and Lucknow.

New Approach

Mr. Narayana Murthy, Chief Mentor, Infosys Technologies Ltd[3]- a premier information technology company in his recent write up entitled, "India Explained", says: "I should have a bureaucracy that is competent, fearless and action oriented. The major skills for economic development are simulation, planning, estimation, business plan preparation, project management and execution excellence. Our bureaucrats are very good people but are very poor in these skills, if the performance of government – funded projects is any indication. Thus, they have to be trained in these skills. We must create an environment within the bureaucracy where high performers have incentives to perform without fear. It is best if we abolish the current tenure system to move a five year contract system and promotion system based on performance."

It is clear that the new approach has to be built around the offering of revamped courses, new training programmes and pedagogy and the need for their continuous upgradation. Public management training has to draw more upon business management. This will require a wholesale revision of training programmes for IAS at all levels. Some of the topics that need to be included in the revised curriculum are: e-governance, customer relationship management, outsourcing, competitiveness, performance evaluation, organisational theory, globalisation, entrepreneurship, legal and institutional framework, pricing strategies, institutional financing, public finance, environmental interface, interim and post project evaluation, operations research, statistical methods, primary health, hospital management, regulation, power sector management, telecom sector management, convergence of telecom services and the management of education- primary, secondary, higher and technical. The new approach to IAS training programme will provide inputs on micro-economic management leading to the understanding, among other things of, capital market operations, the concepts of interest, income and costs; dividends; consumer delight; R&D; and networking.

The current understanding of public policy among IAS officers at various levels has proved to be ineffective and, in some cases, even counter productive. The lack of an in depth understanding of the relevant socio-politico-economic models on which public policy is based has been a serious problem for the Indian public services. The adaptability and limitations of policies to Indian situations; the lack of evaluation and feedback about the impact of policies; the absence of rigorous statistical and mathematical treatment of facts and figures and the failure to relate the theory and practice behind the various public policies; and the mistiming and non-compliance of delivery schedules of various public projects have emerged as major impediments to effective public management.

The present system for IAS training Indian educational system is highly structured, lecture based and far removed from the public and the actual scene of the action. The educational and training institutions in India need to adopt a variety of new pedagogical methods - which preferably are participatory in nature. In the long term, courses in the area of public management including service

delivery need to include project work. The application of Information Technology will go a long way in improving the quality of public management and access to it.

The Indian approach to post experience training for IAS officers relies upon a nodal agency for training public managers which has developed linkages with national and international institutions. There is a need to change the existing paradigm of IAS training from the existing one to the futuristic one as shown in Exhibit 1

Exhibit I
Change of IAS training paradigm from the existing one to the futuristic one

Existing	Futuristic
Supply Oriented	Demand Oriented
Procedure Oriented	People Oriented
Conservative	Liberal
Generic	Specific
Functional	Cross-Functional
Hierarchical	Participative
Periodic	Continuous
Risk Aversion	Risk Taking
Formal	Informal
Traditional	Modern & Topical
Unsystematic	Systematic
General	Goal Oriented
Closed	Open
Skill Based & Narrow	Concept Based & Comprehensive
Static	Dynamic
Ad hoc	Planned
Structured	Customised
Inorganic	Organic
Directed	Environment Driven

However, many of India's IAS training institutions are trapped in a vicious circle of repeating run of the mill programmes without analysing the needs of the various sectors or the real levels at which public managers function. A Training Needs Survey is carried out once in 5-6 years and on the basis of it a training calendar is formulated. The major gaps in different areas for the three levels of IAS officers are given in the Exhibit II:

Exhibit II
Levels of IAS officers

Gap Areas	Top / Senior	Middle	Junior
Knowledge	Technology	Procedural Knowledge	Implementing Knowledge
Skills	Conceptualisation Planning	Analytical/Adaptive	Executive Skills
Attitude	Towards Environment	Logical	Towards Work and Organisation
Performance	Target Setting	Application and Skills	Appraisal & Recognition
Policy	International Scenario & Public Policy	Sensitization	Nil

It is clear that both the contents and the formats of IAS training programmes have to undergo a radical change.

14

IPE Experience

IPE, setup in 1964 by top policy makers, public sector chief executive officers, and eminent researchers, is in the vanguard of training public sector personnel. The Institute became a preferred choice of the government for the training of IAS officials in 1986 when the new policy for training IAS officials had been formulated. IPE conducted 62 programs, 53 of one week's duration and nine of four weeks duration.

Table 3
IAS Training Programmes at IPE

Name of the Program	No. of Programs	No of Participants attended	Duration	Length of service
Management Concepts and Decision Making	21	500	One week	Vertical (participants with any length of service)
Financial Management & Decision Making Techniques	03	65	One week	Vertical (participants with any length of service)
Human Resources Development	02	59	One week	Vertical (participants with any length of service)
Computers in Government	07	171	One week	Vertical (participants with any length of service)
Management of Public Sector	18	428	One week	Vertical (participants with any length of service)
Pubic Utility	01	25	One week	Vertical (participants with any length of service)
Industrial Planning	01	19	One week	Vertical (participants with any length of service)
Management concepts and decision making techniques	06	102	Four weeks	10-16 years length of service
Policy Planning & Analysis	03	58	Four week	17-20 years length of service

(Source : Data collected from the participants attending the various IAS programmes at IPE)

Programme Design

At the outset, the Institute had to design the refresher course and select the course content. For this purpose, it had to determine the training needs. A broad indication of the training needs could be gathered from the objectives of the training programme in a general way. While these broadly indicated the areas to be covered, they had to be achieved a longside the general objectives of any in-service programme for the civil servants. An in-service training "is the process of aiding employees to gain effectiveness in their present or future work through the development of habits of thought and action, skills knowledge and attitudes"[4] The three accepted targets of in-service training are aquisition of knowledge, skill and development of attitudes. All three types of learning are needed to meet the total training needs, as skill without knowledge its as ineffective as knowledge without skill-especially for managerial tasks and neither is effective without the requisite attitudes. The training needs were assessed on the basis of an identification of the strategies and priorities of development programmes, diagnoses of prevailing administrative inadequacies; perception of the various agencies involved, the performance problems of various categories of personnel etc.

The Institute had to design the programme and select the course content in such a way as to provide knowledge to the participants, at a level higher than they possessed before their training on management concepts and decision-making, policy planning and analysis, develop skills, like basic job operation skills, communication and administrative skills and human relations skills and develop attitudes

like honesty, willingness to work, group spirit and desire to cooperate, feeling of a satisfaction and belonging, feeling of responsibility, sense of loyalty to agency and devotion to duty. It is with the last objectives, which are development of the right attitudes, that the one week's programme with vertical participation was formulated.

The Institute has some problems in designing the short duration course to fulfill the objectives outlined above. It was felt that it was not easy in a six days programme to undertake any exercise in specific skills. As a large number of topics were covered in six day, the progamme appeared to attempt too much in too short a time. With a view to overcoming this, the course was organized in five modules which helped coverage of a large area in management within the limited the span of six days.

Course Content

In both the areas of designing the program and the selection of course content, the Institute had the benefit of the experience of its Director, a very senior civil servant of the Andhra Pradesh Cadre, which enabled the Institute to pragmatically assess the training needs and the most suitable ways in which the training programme should be conducted. The course content was designed using the "Job analysis method" and the general method. Under the former, specific skills and knowledge required were identified and under the latter the content was selected from references to standard books, periodicals and reports.

The course content of the longer duration, i.e, four-week programme, was finalized basing on the facts of prevalence predominance of an administrative culture, bureaucratic in nature, or the inescapable domination of civil servants in public enterprises, and the imminent need for professionalizing their management. The course content was, in short, selected with a view to changing the prevailing administrative culture to that of a managerial culture. The underlying intent in the selection of the course content was to stimulate the following changes in the trainees : from inactive to an active role; from subordinate stand to a person of superior stand; from a short-term perspective to a long-term one; from shallowness to depth of knowledge; from ability to do a few things to capability of doing many things and from inescapable behaviour to assumption of responsibilities[5]

Training Material

The training material was prepared on the basis of the course content selected and was basically intended to remedy the lack of knowledge and skill and bring about attitudinal changes. The training material was prepared by the institutes' faculty members under the guidance and supervision of the Director. The material circulated to the participants gave suggested reading also. The Institute was aware of the view held at a conference of Directors of Research held at Abidjan in 1974 and the blunt suggestion that "institution that failed to provide relevant teaching material …. should go out of the business"[6]. Therefore, great care was taken in the identification, collection and preparation of appropriate teaching materials which the Institute recognized as fundamental and a pre-requisite for training in order to encourage and create effective learning situation for the participants. There was, however, a problem in reaching the reading material to the participants of the programmes. In fact, one of the grievances of the participants has been that the training material did not reach them in advance which would have enabled the participants to come better prepared for the course. The Institute, however, faced two difficulties in arranging advance dispatch of the training material. The first was a result of constant changing of the material supplied, necessitated on the basis of the experience of the previous course. Thus, there was not adequate time to mail them with sufficient margin of time before commencement of programme. The second was more important. The list of participants could not be finalized and confirmed with the result that till the last day the Institute did not have a pucca and confirmed list of participants. However, both these shortcomings no longer exist since the Institute, after a series of experiments, has been able to standardize the teaching material and the Government of India also finalized the list of participants long, long before the actual date of training with hardly any change in the nominations.

Training Methodology

The Institute had to finalize the training technique, in other words decide on the choice of method. Obviously, the choice had to take into consideration factor like the channel of learning i.e, whether a change in the level of skill is required, or a change in the level of knowledge and perception is called for or a change in attitudes leading to change in behavior is desired, the level of trainees in their social, educational and personality background as well as the level of their organisational position, whether they belong to one level of a hierarchy or a mixed group the desired learning situation, whether a participative, non-directive process is more suitable or a teacher active and directive situation is called for and the contextual factors, like the availability and quality of training resources, traditional approaches to learning, practicability of evaluation and follow-up[7]. The Institute realised that no one particular method would fulfill the multifarious needs and a combination of methods was called for. However, it had to rely mostly on the five basic sets of methods, like class room instructions, the case method, exercises, management games and group methods. The actual pedagogic methods used in all the training programmes was lectures by both internal and guest faculty, case studies, exercises, group discussions /conferences, management games and field visits. However, one additional method used in the four weeks programme was the syndicate and project work. It is common knowledge that most of the adult training is done in the classroom even in the face of such advances as computer-assisted instructions, closed circuit television, teaching machines and the instructional devices and the new learner controlled instructions. The classroom training continues to be of outstanding significance in India as elsewhere in all developing countries. The Institute therefore, relied to a large extent on classroom instruction through lectures both by internal faculty as well as acknowledged eminent guest faculty. In organizing training though lectures, the Institute had to rely on guest faculty created a lasting impression on almost all the participants. Neverthless, the Institute had a number of problems not only in identifying the right guest faculty but also securing their services. Very often, theses guest faculty were externally busy individuals and not infrequently the Institute had to be disappointed with a last minute rush for substitution. The choice of substitutes in a few cases turned out to be not right which could not be helped. The syndicate method adopted by the Institute in the four weeks programme was found extremely useful inasmuch as it is observed that the individual's potential was brought out in full in group situation, benefited the group as a whole and the staff members too as resource persons or observers.

The case study method, which is described as "full and searching a study as possible of a given event, situation or administrative case"[8] was one of the most effective method employed by the Institute in its training programmes. It was, however, realized that the case study techniques required great skill both in construction of studies and in their application. The problem that the Institute faced is the paucity of case studies appropriate to the situation since lot of secrecy surrounds may cases and it is extremely difficult to his access to them. No doubt, the Institute was able to compile cases with the cooperation form the department and enterprise concerned, the Institute preferred factual case studies rather than fictional situation.

One of the most popular methods adopted was the management games. It has to be admitted that in all the programmes they were used only as one of the many other methods than as a central one. These games were popular with the participants as they could be operated without giving rise to a burden or a feeling by participants that they cannot apply their experience. The participants acknowledge that these games extend their capacity and techniques of analysis, enabled grater interaction of functions and decision-making in condition of uncertainty and promoted working as a team.

The Institute did organize field visits to complement what is learnt and absorbed thought other methods. It was thought that direct observation of this nature was essential to civil servants of middle and senior levels. While the visit to the National Remote Sensing Agency was greatly appreciated because of the immediate relevance of the work to the participants, visits to other Institutions did not make much of an impact and in fact the opulence and ambience of some of the scientific research laboratories led to adverse comments. The Institute felt that it would help if the government could make special efforts to nominate one or two senior spokesman on behalf of the government to participant at least for a day in these programmes to explain governments views on industrial and technology policy. Since the major objectives of these training programmes were to provide knowledge and develop skills combination of

training methods were adopted by the Institute, syndicates, discussions and conferences, case study method, management games exercises, etc, were adopted towards the development of skills and the lecture methods by the internal and guest faculty to provide knowledge.

Training arrangements

The various methods of training were so arranged that on each day the focus was on a particular concept followed by a case study which was examined and discussed in depth by the participants. While the forenoon was devoted to introducing lectures and discussion on case studies, the afternoon was devoted to work on personal computers. Arrangements were made to ensure that each participant worked on the computers and got some understanding of its usage for decision making in their organisation. In order to take full advantage of the presence of experienced officers in the group, each day ended with a conference of participants during which a few participants presented some of their experiences in tackling some issues which had a profound impact on them.

Evaluation

Evaluation implies an assessment of the way the job was done by the trainees and those who were in change of the training programme and the impact the training had on the trainee. The aspects that have to be covered are, therefore, its organisation, its administration, the training process and its results. These are generally accomplished by measuring the participant's reaction to the course, extent to which learning has taken place, changes in behaviour and attitudes and final results. The institute undertook, as all training institutions do, evaluation of the programme thought an assessment of the participants reaction to the course and an assessment of the quality of participants' participants as well as their abilities by the Institute. The Government of India has described two questionnaires, one for ascertaining the reactions of the participants to the course and another to obtain an assessment of the qualities of participants as observed during their training by the head of the training institution. The first questionnaire sought to obtain the reactions of the participants on various aspects of the training programme, like relevance of the course to the participants, area of work/ interest, the extent to which the course objectives were realized, the programme design, their views on effectiveness of faculty / quality and adequacy of the course material, rating of topics covered, boarding and lodging, transport, library, seating arrangements etc., and their overall assessment of the programme. The second questionnaire to be filled in and returned to the Government of India in respect of each participant related to the impression of the head of the training institution regarding attendance, quality of participation, interaction, ability to apply concepts, and human leadership qualities of the participants. Based on the views expressed by the participants, the Institute sends a report to the Government of India along with the filled in questionnaire. The Institute sends its reports on individual participant also. An attempt is made here to indicate broadly the participant's reaction to the training programme. Therefore, only the majority view is recorded while the views of the minority are ignored. The reactions also reflect the position, by and large, in respect of all the programmes. One of the aspects on which the participants reaction was invited in the prescribed questionnaire was to state their own objectives in attending these training programmes. Leaving the odd man out, the major objectives would appear to have been:
1. Upgrading their knowledge
2. Acquisition of skills
3. Interacting with other participants and
4. Exposure to experts better informed

The participants attend such programmes are generally classified as rational and non-rational. It will indeed be gratifying to observe that all the motives expressed for attending the training programmes were 'rational'. Of course, a few but very insignificant minority did include non-rational motives also like reflecting away from their job, a sophisticated way of perhaps saying, getting away from office routine and there was a loner, who perhaps may be having a lighter view, or may be in earnestness expressed that he wanted to have a change, a rest and recuperation. The Institute's experience was that there were a few, quite a small number of participants, who came in obedience to the command. It cannot be denied that the motives for nominating trainees can vary from preparing them for future responsibilities to simply getting rid of them albeit temporarily. But this cannot be true of the present nomination.

With a view to ascertaining the effectiveness of the various pedagogic methods used in the training programmes, the participants were asked to offer their views on them. The varied from batch to batch as expected. The reasons could be that effectiveness of each pedagogic method would depend upon the topic / subject covered as well as the person handling that particular method. It was found that lecture method was considered very effective, though they felt that the guest faculty was, by and large, more effective than the internal faculty. The reason for their very high rating of the guest faculty are not far to seek. The Institute selected the guest faculty on the basis of their proven reputation and their recognition as authorities in their areas. Moreover, they were outstanding, more experienced and held positions commensurate with their abilities. The variables determining the effectiveness of the faculty is the lecturers / speakers felicity and the guest faculty has this in an abundant measure. The considered views of the participants justify the logic behind 95 per cent of adult training being done in the classrooms.

These programmes have well established the place of the conventional formal lectures as a training method though this alone is not sufficient when skills are to be developed and when practical ability is required. Since one of the objectives fro training is the provision of knowledge, the lecture method will continue to play a critical role in any training programme.

Next in order of popularity was the case study. The cases presented enabled meaningful discussion on actual situations and contributed to the development of the habit of logical thinking, searching for complete information and analysis and debating on crucial issues. The case studies, group discussion and conferences were more or less rated at the same level.

On the issue of administrative arrangements, the participants were satisfied excepting for the lack of hostel facilities. It has to be admitted that the IPE could not secure better accommodation in the hotel for participants in view of the cost constraints. The Institute had to not only select the hotel from the point of view of accommodation but also the areas in which they are situated. The recurring nature of the complaints only highlights the urgency for the institutions like IPE to provide its own hostel facilities for which the government may have to extend the required financial assistance.

One of the complaints about these training programmes has rightly been that the results of the evaluation of the programme are not communicated to the interested parties, such as sponsors. But under the agreed arrangements, the Institute transmitted in original all the evaluation sheets filled in by the IAS officers along with the course director's analytical reports on the impression of the participants. This should enable the Government of India to assess the effectiveness of the various training institutes commissioned for the programme and pick those whose effectiveness has been acknowledged by the participants for 'training programmes can be no better than the person who plan and execute them. The time has passes when the training of civil servants could safely be left in the hands of amateurs'[9]. This way the Government of India, over a period of time could identify training institutes of excelled competence, grade them if necessary for future utilisation of their services and provide facilities to such of those institutes which deserve to become top class training outfits for the purpose for which training for civil servants is undertaken. Further, if it has to be effective, the performance after the training of the individual has to be followed up. This is a grey area in almost all training programmes and enough attention is not being given to the need for follow-up after training. Such a follow-up would not only ensure better results for making the trainees perform better results for making the trainees perform better but also help the training institutions and the trainers to organize the programmes better. This view is reinforced by Mukul Sanwal when he says: "Present evaluation of training seldom go beyond a questionnaire survey of trainee at the conclusion of the training, which essentially measures reactions. Evaluation after a period of six months to one year, can determine whether the training is achieving its objectives and whether they were the right objectives measuring the amount of change attributable to training and how these changes affect on organization's performance have to be translated as training goals."[10]

Way Forward

The continuous training of IAS officers is very critical from the point of view of the socio-economic and political transformation of India. The demands arising out of the globalization of the Indian economy require IAS officers to pickup new skills and concepts, and ensure their effective application. Some

suggestions to tone up IAS training are as follows: The induction training need to undergo a paradigm change. There is a need to make the contents of training relevant from the point of view of the needs of time. This requires constant revision and updating of the contents. As the National Academy for Training IAS officers lacks the research based approach in this regard, such revisions have been far and few between. The contents of the training are more procedure oriented than skill based. The knowledge orientation is minimal. During the period of induction training, no effort is made to identify the area in which IAS trainee should excel in future. This leads to the turning out of an IAS official who through out the career remains a generalist. It is worth considering as to whether a French - type grand ecole could be setup to impart induction training.

The method of training during different phases of training requires a drastic change. It may be relevant to use simulations, games, case studies and role play. Workshops, retreats should be structured around a participative approach with professional facilitation, so that exchange of experience among officers serves as the major source of learning. The mentoring may be introduced for the comprehensive development of the personality of IAS trainee and also for inculcating values, culture and ethics. Study tours to rural area need to be conducted to provide a feel of the real India to IAS trainees.

There is a need to incorporate inputs in the training in different phases in the areas of considerable importance such as decentralized planning, rural development, human rights, and freedom of information, biotechnology, information technology and innovations. In each phase of training copious inputs on creativity and application of science and technology need to be provided.

The current approach to training need to register a shift from a mix of inputs from public administration, sociology and related disciplines to a mix evolved from public policy, public management and business administration. The financial competencies derived from training are very low. The new framework should provide for training in project management, working out cash flows, profitability computation, cost of capital concepts, comparative costing, and risk analysis and management.

The training at all stages lacks exposure to disaster management. India has recently been hit by high intensity earthquakes, tsunami, floods and epidemics. IAS officials find themselves incapable of managing challenges arising out of these disasters. In all the training exercises, the 'coordination' element is missing. In real life situations, IAS officials have to cooperate and collaborate for the nation's prosperity and growth. However, the absence of inputs on these crucial aspects in their training ultimately alienates IAS officials from functionaries in other services and common man. This contributes to the nurturing of dictatorial tendencies among the officers.

The half hearted participation in the training activities deprives IAS officers of the full benefit accruing from training. There is a need to relate training to the current job profile of IAS officers. A continuous indifference to learning from training needs to be discouraged though delayed promotion and postponed increments. All IAS training needs to be made mandatory as supported by the first flush of training introduced in 1986. However, an option could be provided to the officers to choice training module and institutions in exceptional cases. The training evaluation should move to 360 degree feedback and the entire training systems should undergo quality certification.

Conclusion

The training of IAS officers is considered a very crucial aspect of public policy and public administration in India. A comprehensive scheme of training is in place. However, its implementation has not been smooth as the various stakeholders have not completely committed themselves to its cent percent success. There is a need to look at the various components of the policy and streamline them. The training should become an integral part of the professional carrier of an IAS officer.

References:
1. Institute of Administration, Government of Andhra Pradesh, Hyderabad, Manual of Training for IAS Probationers, undated, pp. 1-160 (mimeo)

2. Department of Personnel and Training, Government of India, Report of the Committee to Review In-Service Training of the IAS Officers, 2003, New Delhi, pp 4-5
3.   Murthy NR Narayana, India Explained, The Sunday Express, October 16, 2005, New Delhi, pp1-2
4. Salih, G.M. In-service Training Programme, Brussels, International Institute of Administrative Sciences, 1969
5. Agryris, C, Integrating the Individual and the Organisation, New York, Wiley, 1964
6. Common Wealth Secretariats, Training Systems and Curriculam Development for Public Enterprise Management (Recommendations for National Policies and Programmes by an Expert Group, Reduit, Mauritius, 23-28, April, 1979), London
7. Bhaya, H, Methods and Techniques of Training Public Enterprises Managers, Ljubl jana, ICPE, 1983 (ICPE Monograph series No. 6) pp 74-75
8. Molitor, A, The University Teaching of Social Sciences – Public Administration, Paris, UNESCO, 1959
9. United Nations, Handbook of Training in the Public Services, 1966, p 128
10. Sanwal, M, Training of Public Servants : Potential Pitfalls and Possibilities, New Delhi, Department of Personnel and Training (Training Division), 1987, p.12