APPENDICES
APPENDIX-I

INT-RULE SCHEDULE
Appendix I

Interview Schedule

1. Please let us know a brief resume of your major positions held since the entry into personnel cadre, beginning with your present position and working backward in time.

2. Please indicate which type of service you might seriously consider as an alternative to your present service assuming that the skills required were within the range of your professional competence?

3. (a) Do you think the education imparted before entry into service is sufficient to equip you to undertake the tasks of higher managerial cadres?

   (b) Do you think the type of education was appropriate for the type of work in which you are now engaged?

   (i) what were the inadequacies?

   (ii) what are your suggestions to reform them for future trends?

   If you had it to do over again would you alter the curriculum you pursued in any way? If yes, how?

4. How was your labour putting to get formal degrees recognised by (a) Government (b) Society.

   Is there enough of job satisfaction in the service?

5. Have you improved your educational qualifications after
joining the civil service? If yes, please briefly indicate them.

(1) Have pursued any of the following types of education after joining the service?

(a) Formal education
(b) Non-formal education
(c) Informal education

(ii) Can you kindly identify any professional journals or similar periodicals to which you subscribe, or which you consult regularly as a source of ideas or information of value to you in your work.

6. Below are listed four themes around which various top-level executive training programmes have generally been organised. While the relevance of each theme varies to some extent with the nature of the agencies participating, we would like you to rank these four alternatives in terms of what you believe to be their general relevance for executives at your level of responsibility. Please indicate your preference in terms of your priorities.

(a) Studies of management and the administrative process, including organizational principles, systems analysis, fiscal management, personnel management, public relations, human relations, and the like.

(b) Studies of the political process, including policy-formation, political factors in public administration, legislative-executive relations, and the like.
(c) Individual programs of study emphasizing the executive's professional development and the improvement of professional skills.

(d) Studies of the economic and social behaviour of non-governmental groups and their relationship to governmental processes.

7. (a) Are you a member of any association or organization which has some relevance to the working of the administrative system? If yes, kindly list them.

(b) Do you believe there is a need for any particular type of governmental or professional association that has not, as yet been formed? If yes, what kind of association?

6. (a) The objectives of the foundational course are

(i) To promote an esprit de corps among the probationers of different services emphasizing the inter-dependence of the various services as part of the higher civil services;

(ii) To motivate the probationers towards developing certain basic professional, administrative and human values;

(iii) To impart a basic understanding of the constitutional, political, social, economic, legal, historical, cultural and administrative framework within which the services function. Do you think these objectives have been achieved? If not, what are the reasons?
9. (a) During first posting in the field how was your actual experience related to the type of training that you received? If both were not fully related in what ways were the actual experience different from the theoretical experience?

What are your suggestions to bridge the gap between theoretical and practical aspects?

(b) What are your suggestions to improve sandwich training?

(c) Do you think the existing practice of posting at the district level is helpful to provide the basic knowledge regarding the working of the government in general and more particularly at the district level?

10. In the professional training are you satisfied with your experience to district level administration? What were the inadequacies which stood in your way in understanding and tackling the problems at the district level?

11. (a) Are you sufficiently equipped with the basic skills that are needed to efficiently operate the complicated machinery of government? It is said that the professional course is designed to provide the officer with insights into the rural poor structure and the social and economic problems of rural India. Has this objective been achieved? If not, what are your suggestions to improve it?
(b) Does the professional course create a sense of identification with the weaker sections of the society?

(c) During the first phase of the professional course the intention is to impart the theoretical principles underlying the critical process and national goals through the study of specific subjects. Has this objective been achieved? If not, what are your suggestions to improve it?

(d) One objective of the first phase of the professional course is to make an officer proficient in and appreciate

(i) the regional language of the allotted State,

(ii) the history, geography and culture, the resource base and techno-economic potential of the allotted State and

(iii) the administrative ethos of the concerned State.

Which of the above objectives have been achieved and what are the inadequacies in each? What are your suggestions to improve (in each)?

12. The professional course also attempts to develop appropriate attitudes towards:

(a) issues involved in public interest.

(b) socio-economic change and progress.

(c) the problems of the people, especially the most disadvantaged of them.
13. What are your suggestions to improve Bharat Darshan/winter study tour? Are you in favour of continuing the existing practice of Bharat Darshan? What are your suggestions to make them more related to the tasks which you had to undertake in later service?

14. The objective of the second phase of professional training are:

1. to provide an opportunity to the probationers to reflect upon their district training, to share their experiences with colleagues and faculty and to enable them to develop and deepen their understanding of the issues involved in administration;

2. to foster an awareness of the problems and situations which they may expect to face as Subs and Additional Collector/Collectors;

3. to sensitise the probationers to the problems of the common people, in particular the weakest and the poorest, the socially neglected and the exploited and to suggest pragmatic solutions within the prevailing environment;

4. to equip the probationers with basic knowledge of procedures in Criminal and Civil Law which would help them discharge their duties as Court Officers;

5. to enable the probationers to acquire greater proficiency in the language of the State; and

6. to develop fellow-feeling within the service through an active campus life.
How far have these objectives been achieved and what are the inadequacies? What are your suggestions to make this programme effective?

15. Do you believe examinations for top executive positions should be:
   (a) Primary option
   (b) Primary promotion
   (c) Some other alternative

16. What are your suggestions in general to make the training imparted at the Academy more relevant and effective?

17. After your completing training at National Academy what were the opportunities available to you for professional career development?
   (a) How many chances were given to you?
   (b) How many of them you actually utilised?
   (c) What were the reasons for not utilising?
   (a) Pre-occupation with official duties.
   (b) Cancellation of the programmes
   (c) Personal reasons
   (d) Not allowed by the Government
   (e) Any other

18. What are the courses which you have attended after completing your training at the L.B.S. National Academy of Administration?
How far your participation in these courses was helpful in performing your official responsibilities?

What are your suggestions to impart training to civil servants of your level?

19. Have you ever availed of study leave during your service?

(a) If not, for what reasons?

(b) If yes, how did you utilise the study leave and what was the work done during your leave?

(c) Do you feel that the existing provisions of study leave are adequate? If not, what are your suggestions to improve it?

20. In addition to the existing training programmes available at various institutions do you feel some other programmes necessary or desirable for better performance of your responsibilities? What areas of training you would like to suggest?

21. Are there any incentives for undertaking in-service training programmes? In what way is your participation in them helpful to you in future prospects?

22. (a) Recently, Government of India has drawn out a very comprehensive training programme for the officers of the I.A.S. Are you aware of the new thrust?

(a) Have you attended any course organised anywhere in recent months which has been exclusively tailor-made for IAS officers? If yes, what was your experience? How can such courses be improved?
(c) If you are assigned the duties of organizing training courses for IAS on a continuous basis, how would you schedule them? Please indicate the major objectives, coverage, methodology etc.

23. What do you think should be the effort in imparting training to IAS to equip them better for meeting the challenges of twenty-first century?

24. What do you think are the new dimensions and directions necessary to reorganise the role of the National Academy of Administration and other training institutions where IAS officers undergo training?

25. What are your general views about the human resource development programmes for the IAS?