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**TRAINING NEEDS ASSESSMENT OF SURAT MUNICIPAL
CORPORATION**

National Institute of Urban Affairs
New Delhi, India
Research Study Series
Number 108

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**TRAINING NEEDS ASSESSMENT OF SURAT MUNICIPAL
CORPORATION**

Sponsored by

Surat Municipal Corporation, Surat

Submitted By

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New Delhi**



**In association with
Urban Management Centre (UMC), Ahmedabad**

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Last but not the least we would like to thank Prof. Chetan Vaidya, Director, NIUA for his continuous involvement through guidance, encouragement and support in completing this study.

Project Team

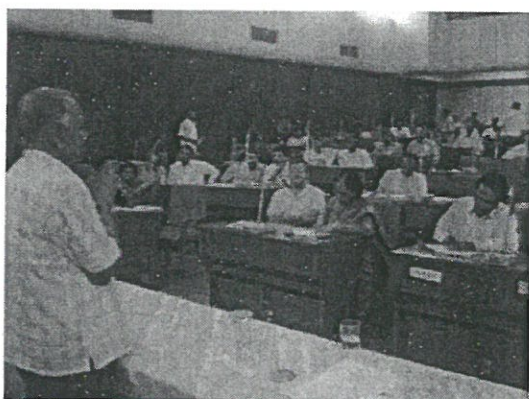
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List of Acronyms

BPL	Below Poverty Line
BPMC	Bombay Provincial Municipal Corporation
BRTS	Bus Rapid Transit System
CMAG	City Managers' Association of Gujarat
CR	Confidential Reporting
DCR	Development Control Regulations
GIS	Geographical Information System
GCSR	Gujarat Cadre Service Rules
DM	Disaster Management
JnNURM	Jawaharlal Nehru National Urban Renewal Mission
NIUA	National Institute of Urban Affairs
MoUD	Ministry of Urban Development
O&M	Operation and Maintenance
PPP	Public Private Partnership
RTI	Right to Information
SMC	Surat Municipal Corporation
SPIPA	Sardar Patel Institute of Public Administration
SWOT	Strength Weakness Opportunities Threats
TNA	Training Needs Assessment
UCD	Urban Community Development
UMC	Urban Management Centre

Executive Summary

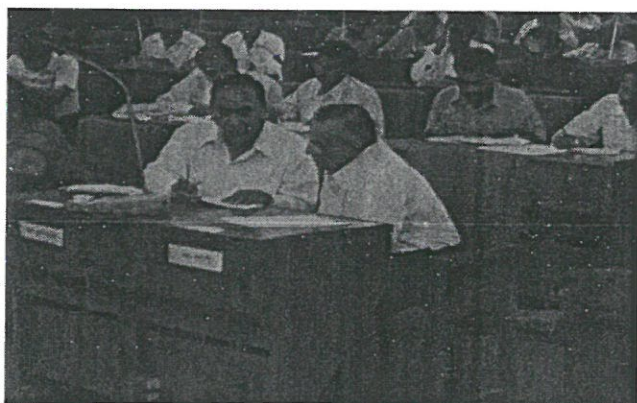
The Surat Municipal Corporation (SMC) has been regarded as one of the models of excellence in urban management after it transformed the image of the city from being one of the filthiest cities with the outbreak of plague in 1994 to one of the cleanest now. The SMC prepared a vision to project Surat as a "Global City with Global Standards and Values". With this vision in mind, the corporation has given a high priority to implementing managerial and administrative reforms and hence had taken the initiative to undertake a training needs assessment exercise for its elected members and its officials. The overall objective of the Training Needs Assessment exercise was to identify training needs of existing manpower of the SMC and to identify specific training modules.



The National Institute of Urban Affairs (NIUA) in association with the Urban Management Centre (UMC) conducted the study. In order to capture both- the qualitative discussions and the individual capacity of the SMC, the study team used the SWOT tool and conducted comprehensive individual questionnaire. Detailed discussions with several department officials were conducted. Mr. D.M. Sukthankar, IAS (retd.) was the chief resource person for conducting the department specific SWOT discussion. The departments consulted were

planning & engineering; social infrastructure; finance and administration. The elected members were also consulted separately, to get their specific inputs on the study. Individual meetings were conducted with key decision makers' viz.-Mayor, Municipal Commissioner and divisional heads. Additionally more than 50 officials and 45 elected members filled up a self-administered structured questionnaire. Respondents were selected by SMC, by position and their responsibility and also by ensuring appropriate women representation.

Analysis



A detailed analysis into the trainings provisions reveal that although it is commendable that the SMC has separate training budget provisions for each department, the overall training budget is only 0.01% of the total revenue expenditure. Maximum trainings have been provided in the area of legal understanding (mostly RTI related) followed by computer trainings and disaster management. It is commendable that sixteen officials were provided training in the area of efficient

functioning and management of the organization, which seldom receives importance and priority among other technical sectors.

The figures of number of people trained also highlight the fact that class I officials have received the least training. Across departments, the engineering department has received the maximum opportunities to attend any training programs. With SMC's JnNURM projects focusing primarily on improving basic amenities like water supply, drainage, transportation, only two Class II officials received training in water supply management. It was also seen

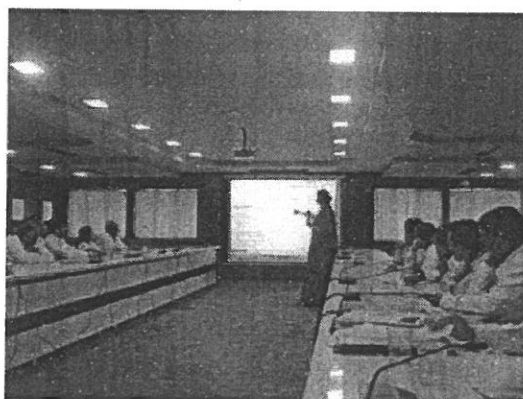
that no cross-sectoral training for efficient coordination and project management was provided. E.g., the importance of providing training to contracts department for public-private partnerships training.

It was also seen that over the years, the ratio of staff per sq. km has gone down considerably from 154 in the year 1998-99 to merely 59 in 2007-08.

While conducting the study, though not part of the study scope, the team realized many posts which have become obsolete. The TNA report also recommends that the SMC undertake a rationalisation of overall organisation structure and reorganisation of departments to become an efficient and effective service oriented institution.

The main training provision recommendations based on the qualitative discussions and analysis of the individual questionnaires are:

- *Formation of a dedicated training department* – the training department should be created within the Personnel and Establishment Department and a full time training manager can be recruited who would be responsible for a holistic capacity development of SMC.
- *Mandatory induction training* – the induction training should be made mandatory for all the staff in the first year itself.
- *Pre-retirement training* - there should be tailor made training programs for officials more than 55 years of age to prepare them for post-retirement options and to assist them find a new vocation. They could receive a phasing out schedule whereby they can reduce their working hours for the SMC and on the other hand increase the time devoted to the new vocation, over a period of last three years of their service.
- *Yearly calendar for training* - It is recommended that
 - for Groups I and II, 15 and 12 person days respectively must be invested for their training per annum (for the initial years which could be reviewed).
 - 10 person days of training should be invested for Group III officials.Class I officials have received insignificant amount of training due to pressures of work within the organization as staying away from the office for training delays work cycles. Hence it is recommended, that class I employees receive more training.
- It is also recommended to make a policy to allocate a percentage of revenue earned in a year for training and capacity building. Our suggestion is of 2%, as a guiding principle. The same could be reviewed periodically.
- *Prioritized Sectors for training*- maximum respondents mentioned that they would like to receive training in areas of urban planning, roads and bridges, financial management, contracts management and slum upgradation. Almost all these priority sectors are important for successful implementation of JNNURM projects and to ensure sustainability of initiatives and hence should be given priority in the short term (0-1 year). Similarly, other training sectors have been categorised in medium (2-3 years) and long term (4-5 years).



- *Training to be a pre-requisite to promotion* - SMC may initiate a process of accreditation whereby employees who have undergone training get some points. Minimum person days of annual training and or points collected could be made mandatory for employees for promotions or salary upgrades.
- *Internal staff newsletters* – internal newsletter should be prepared in Gujarati and disseminated across departments and across classes. These fortnightly newsletters are also a tool for imparting information on upcoming trainings, best practices from other municipal corporations, articles on self help, personal development etc.
- *Merit based competitive open selection for long-term professional development programmes*- professional development programmes are large investments for an organisation. Therefore, it is recommended that SMC develop a simple and universal criterion for merit-based selection to nominate staff for long-term training programs. The staff trained should become assets to the organisations, and hence there could be a bond signed to serve the organisation for a certain period, in exchange of the investments made.
- *Announcement for courses/training programs*. Announcements for training/capacity building programs seldom reach the aspiring participant. And hence a training department inventory of participants would assist the information flow.
- *Feedback to parent department*- SMC's training department (when constituted) should keep parent departments informed of participant's progress, based on the performance evaluation
- *SMC to enter into partnership* with training organizations to ensure that training is demand driven and specific. This will include strategic collaborations with state, Indian and foreign. SMC could work out the schedule with these institutions to receive special rates and customized programs for its staff.



- The methodologies for provision of training must have a balance of these tools along with standard methodologies like class room trainings, Group work and exercises, Case studies, Films and audio visual aids and oration and presentation

The TNA report further details out specific training modules for specific class officials of key departments. It also provides a comprehensive list of training providers, their contact details, and areas of expertise as well as training modules for few key areas.

training providers, their contact details, and areas of expertise as well as training modules for few key areas.

Chapter 1

About the Study

1.1 Introduction

JNNURM is a comprehensive urban transformation program instituted by the Government of India, focused on 63 cities. The program objectives will be partly achieved through extensive capacity building initiatives in these municipal corporations.

It is expected that over the mission period, municipalities and parastatal agencies both at state and city level will undertake a wide range of efforts in skill development, process reforms, use of information technology as well as other reforms related to human resource development. The focus therein is to place enabling structure and processes for good governance. All this has implications for the training at all levels of governance to expose urban managers about the parameters for promoting vibrant institutions of local self-governance. This also calls for blending of governance and municipal management for effective, efficient, responsive and equitable delivery of municipal services. All this involves strategic planning, decisions, financial management, and capacity to think globally and above all the required skill and knowledge which can be achieved through institutional capacity building.

For local governments, these changes will create the potential to pursue new opportunities. Given the dynamic and changing nature of urban local bodies environment, the capacity building programs will focus on concepts and strategies that can help to mould local government organizations to deal more effectively with the political, economic and social changes that are envisaged under JNNURM.

The Surat Municipal Corporation (SMC) has been regarded as one of the models of excellence in urban management after it transformed the image of the city from being one of the filthiest cities before the outbreak of plague in 1994 to one of the cleanest now.

With active cooperation from the elected wing of the corporation and the dynamic leadership of the municipal commissioners and support from SMC staff, the local government has prepared a vision for the city of Surat as a "Global City with Global Standards and Values" under the JNNURM. The city has been strategizing its future since 1998 when the first set of city consultations were done.

With this vision in mind, the corporation has given a high priority to implementing managerial and administrative reforms and hence has requested the National Institute of Urban Affairs (NIUA) to conduct a training needs assessment exercise to be conducted with elected members and officials to prepare a City Training Plan. This is also in conformity to the timeline mentioned by the SMC in the Memorandum of Agreement under JNNURM that SMC would undertake training needs assessment by the year 3 of the JNNURM mission.

The SMC has become the first municipal corporation in the country to initiate preparation of such a plan for its officials.

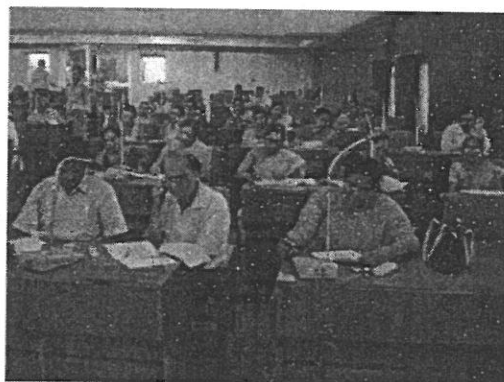
NIUA in turn has requested technical assistance services from the Ahmedabad based Urban Management Centre, which has conducted similar exercises for 16 organizations in Gujarat under the World Bank/GUDC Supported Capacity Enhancement and Needs Assessment Study.

Methodology

UMC developed a methodology, which involved meetings and interviews, as well as individual questionnaires for this study. Meetings were conducted with key informants-Mayor, Municipal Commissioner and divisional heads. Separate SWOT analysis was conducted with elected wing, engineering department (roads, water supply, drainage, sewerage, urban planning, street-lighting, departments dealing with provision of social infrastructure (health, slum upgradation/rehabilitation, health and education), administrative and financial sector officials. (The list of officials who participated in the SWOT analysis is presented in Annexure 1). SWOT analysis is a useful tool for auditing an organization and its environment, to help organizations to appreciate the strengths of a situation, define the weaknesses, make the most of the opportunities that present themselves, and recognize the possible threats and treat them in a planned and organized way.



Additionally more than 50 officials and 45 elected members filled up a self-administered structured questionnaire. Participants were selected by the heads of departments randomly and ensured an optimal gender representation.



NIUA/UMC submitted a draft report to the Surat Municipal Corporation and did consultative meetings with the Municipal Commissioner and department heads to gain a feedback on the findings and recommendations. The feedback has been incorporated in the final report.

Chapter 2

About Surat Municipal Corporation and Existing Training Provisions

2.1 About Surat Municipal Corporation

The functioning of SMC is governed by the Bombay Provincial Municipal Corporations Act, 1949. SMC performs obligatory and discretionary functions, as incorporated in the said Acts. The hydraulics Department under SMC is responsible for water supply and sewerage schemes in the city.

Sr. No.	Zone	City	
		Area (in Sq.km)	Population (census-2001)
1	Central	8.18	4,13,641
2	South -West	111.91	2,43,333
3	South	61.76	4,07,980
4	South-East	19.49	3,19,502
5	East	37.52	7,17,271
6	North	36.36	4,16,370
7	West	51.27	2,87,144
Total		326.51	28,77,241

2.2 Organization Structure of the SMC

The governing structure of SMC consists of both political and administrative wings. The political wing is an elected body of councillors headed by a Mayor. The Commissioner, from the IAS cadre, heads the administrative wing and is responsible for the strategic and operational planning and management of the Corporation. The Commissioner takes the decisions on behalf of the Board or the Standing Committee formed from the elected Councillors, while performing the duties of the Corporation.

Under the provision of the BPMC Act 1949 section-4, the powers have been vested in three distinct statutory authorities.

1. General Board
2. Standing Committee
3. Municipal Commissioner

Elected Wing

General Board: The General Board is the supreme body of the Corporation constituted by elected members from each wards. The city is divided into seven zones with a total of 34 election wards and 102 ward constituencies. One third of the seats are reserved for ladies. Its term is for a five-year duration after which elections are held once again. Ward committees operate at the zonal level and consist of elected corporators of the respective wards and are headed by a chairperson. These committees are responsible for assisting the council in the planning and execution of development works at the zonal level. Currently

2.3 Growth Trends of SMC and Staffing Pattern

The SMC is the second largest urban local body in Gujarat. The Municipality of Surat which was established in the year 1852, was converted to a municipal corporation in 1966. Since then, both the population and area of Surat has increased manifold. In 1966, the SMC limits stood at 21.9 sq kms. and housed a population of 3.8 lakh, whereas today in the year 2007-08, the area has expanded to 326.51 sq. kms and house a population of 28.78 lakhs.

The following table shows the overall growth trends of the SMC population, area of SMC limits in the past 27 years and the corresponding growth in manpower (staff figures include class IV employees- both permanent and temporary sanctioned posts) employed by the corporation

Year	City Population (persons)	Area (Sq kms.)	SMC Staff strength (persons)	SMC Staff persq.km
1980-81	937000	55.55	4996	90
1985-86	1218000	55.55	6286	113
1990-91	1498000	111.15	11727	106
1995-96	1849000	112.28	15247	136
1998-99	2200000	112.28	17323	154
2007-08	2877241	326.51	19103	59

% increase	City Population (persons)	Area (Sq kms)	SMC Staff strength (persons)
1980-85	30%	0%	26%
1985-1990	23%	100%	87%
1990-95	23%	1%	30%
1995-98	19%	0%	14%
1998-2007	31%	191%	10%

The above table shows that SMC staff increased at a higher rate in the 1980's and due to the restrictions on recruitment imposed by the state govt., staff has not been increasing in proportion to the growth in population or in the area of the city.

This table highlights that the staff strength has gone down from 154 per sq. km to 59 per sq.km. This could be attributed to some extent to increased privatisation initiatives and also non-recruitment within SMC's operation.

2.4 Surat Municipal Corporation and JnNURM Initiatives

Based on the information provided to us by the Surat Municipal Corporation, the following observations have been made.

- DPR's worth Rs. 2197.22 crores have been approved for the SMC. Maximum funding for Surat is in the sector of transportation –including bridges, flyovers and a BRTS for total of Rs. 620.84 crores. This is followed by investment of Rs. 560.39 crores in the sector of provision of housing to the urban poor. This is followed by investments in sectors of sewerage, water supply and storm water drainage.

Chapter 3

Situation Analysis

3.1 Concept: Capacity Building in terms of Training and Learning

Determinants of individual capacity comprise:

- **Knowledge**- Relevant and broad based as well as specific updated information to carry out the defined functions at defined standards of effectiveness and efficiency
- **Skills**- Specific exposures and experiences as well as adequate practice to enable people to put knowledge in to day to day workings
- **Attitudes**- Thought processes within and patterns of reacting to external and other human processes stimulus, motivational levels etc.

Training and development are two key strategies to raise/change individual capacity. Training comprises providing structured/semi structured learning inputs to raise knowledge and skill levels and create/emphasise positive/open attitudes.

Development strategy comprises providing varieties of stimulus/exposures to people while on the job. The options available here include:

- Deputations and cross deputations
- Lateral transfers
- Promotions
- Shadowing
- On the job learning through varieties of ways including superiors' guidance, peers help and facilitation etc.
- Mentoring and role model creation
- Exercises of creation of small learning and experimenting groups within organizations for varieties of improvements, special drives/campaigns etc.
- Fast tracking careers of identified people etc.

3.2 Training and Capacity Building Principles

Secondary research on training and learning literature suggests following principles for the best outcomes.

- Not a one time affair- Training is not a one time affair and should be continuous function.
- Training and capacity building function is designed comprehensively with integrated plan and not disjointed training efforts.
- Training is based on the needs and not perception.
- Training is not only "input based" but also "generation based".
- Training is linked to performance appraisals and rewards.
- Organizational climate encourages spirit of experimentation of new learning.
- Training is holistic and develops total individual profile rather than isolated skills and knowledge bits.
- Training is monitored and impact assessed periodically.
- Training focuses not only on knowledge giving but also on skill building and attitudinal changes.
- The group of participants share similar needs of learning.

- trainings (which are seldom provided currently) but for inputs based training (which are mostly provided currently) it creates dissonance and lowers training effectiveness.
- Hierarchical patterns during training- The Governmental structure works in an hierarchical manner and people are tuned to that. This hierarchy within training groups lowers effective participation of juniors during the training.
 - Lack of extra curricular activities- The training as life experiences sharing and also for team building and creation of managed networks of urban professionals has a prerequisite of design of training arboriculture. This needs
 - ✓ Informal and flexible sitting arrangements
 - ✓ Differing sub groups formation as per exercises to create different human bonds
 - ✓ Social and other group activities which are part of the training including early morning and late evening. Yoga was offered once by SPIPA and now no longer offered.
 - ✓ The above are mostly not catered to and hence lowering learning effectiveness.
 - Non optimal training group formation- The training yield results when capacities of all related functionaries are raised at a time or within short time span. As there is no optimization of this parameter (there is no concept of in-institution training or taking batches from same institution except as exception) most of the training raises individual capacities but is constrained in conversion of these individual capacities in to organizational performance enhancements. This happens as superiors and peers are not trained simultaneously in new learning and thus are not convinced to commit organizational resources or to change existing practices.
 - Not right amount of training- Training and capacity building in order to be effective requires a minimal amount of training to raise skills and on a sustained basis. Currently the training is not designed for optimizing individual or team performances but provided in isolated adhoc manner thus lowering the overall training outcomes.
 - No training follow up or skill building emphasis- New learning requires some amount of handholding at times and hands-on working on live projects for effective skill building of new skills. There is no follow up of training after the participants return to parent institutions, no impact evaluation of the training or no training coupled with project works/action research/live exercises in-situ. Thus skill building components is limited in current trainings.

There is also no mechanism for evaluation of training of participants on their return. No reports have to be submitted or any presentations have to be made to peers or seniors by participants.

- Training not linked to rewards- Investment of time, efforts and mind space by participants need appropriate rewards strategy.

- Based on the information provided to us by the SMC on the number of officials trained and the sectors that they received training in, the following observations have been made: (this does not include the training provided to officials under the Karmayogi Maha Abhiyan)

Training Sectors:

- Overall, the maximum trainings across classes were provided in the area of legal procedures (including trainings for Right to Information Act, 2005 and GCSR rules). The high number of training programs provided for RTI suggests the need for SMC to be prepared to respond to information requests by citizens.
- This is followed by training in area of computer application. This includes subjects like Windows Server, C programming and Java, CCC+.
- 25 officials have received trainings in disaster management (DM). DM training has gained importance after the floods of 2006 and the broad areas include urban flood management, emergency operation centres, urban earthquake vulnerability reduction program, basics of disaster management, preparedness and management, cyclone risk mitigation and management.
- It is commendable that sixteen officials were provided training in the area of efficient functioning and management of the organisation.
- It is seen that this is a sector which seldom receives importance and priority among other technical sectors. However, it is usually seen that Class 1 officials are hard stressed for time due to work overload and multitude of responsibilities; only three of the Class 1 officials have received training in this area.
- With SMC's JnNURM projects focusing primarily on improving basic amenities like water supply, drainage, transportation, only two Class 2 officials received training in water supply management.

Training Numbers:

- Maximum trainings have been provided to Class 2 officials with 46% (95), followed by Class 3 -38%(80) and 16% Class 1 officers. 33 Class 1 officers out of a total of 179 attended trainings in the year 2007-08. It appears that class 1 officers do not get an opportunity for training owing to their being extremely busy in routine and fire-fighting works.
- The following graph depicts the class-wise training provision over the years (from 2003 to 2008). This also shows that class I and class IV officials have not received adequate opportunities for training. *Note: the numbers for the year 2008-09 are as of June 2008.*
- Only 7 of the total of 208 officials trained in 2007-08, were sent out of Gujarat to receive training. Maximum trainings were provided locally in Surat followed by training at Ahmedabad.

available. The health department conducts numerous routine trainings for its staff on updates on disease incidence, surveillance systems etc.

Based on the table below, the following observations can be made:

- Maximum training was provided to engineering department officials followed by general administration and accounts. However, as cited above only two officials have been provided sector specific technical training viz., water supply.
- No cross- sectoral training for efficient coordination and project management was provided. E.g., the importance of providing training to contracts department for PPP trainings.

Training Sectors	Engg Dep't.	General Administration & accounts	Housing	Town planning	Fire safety	Health & sanitation	Octroi department
Computer application	8	8	0	0	0	5	1
Public private partnership	2	0	0	3	0	0	0
Disaster management	9	0	1	0	3	5	0
Service delivery	2	0	0	0	0	0	0
Urban planning	0	0	0	2	0	0	0
Acts & rules	3	2	0	0	0	0	0
Efficient functioning & management	7	5	0	0	0	0	0
Finance & accounting	0	4	0	0	0	0	0
Total	31	19	1	5	3	10	1

The following table highlights the in-house trainings provided by SMC to its staff:

No. of Batch	No. of Days	Details	Achievements					Expenses (Rs.)
			Class-I	Class-II	Class-III	Class-VI	Total	
74	3 & 4	Vibrant Governance ²	00	00	3330	00	3330	604500.00
01	02	Right to Information Act. 2005	20	35	00	00	55	60000.00
01	02	Rapid Training Programme for JNNURM reforms	*114	00	00	00	00	-
Total			134	35	3330	00	3499	664500.00

Source: Information received from Personnel Deptt; as on April 28th 2008

² This is part of Karmayogi Abhiyan of the Government of Gujarat which aims to build the capacity of government employees in areas of Self motivation, communication skills, empathetic response, proactive attitude, cost consciousness, team work.

Sr.	Profile	Number	%
1	Gender		
	Men	49	
	Women	5	
2	Class		
	I	21	39%
	II	26	48%
	III	7	13%
3	Age Group		
	Below 25	0	0%
	25-30	3	6%
	30-40	11	20%
	40-50	22	41%
	50-55	13	24%
	Above 55	4	7%
4	Educational Qualifications		
	Diploma	8	15%
	Degree	25	46%
	PG/Masters	21	39%
	M.Phil/PhD	2	4%
	Other	3	6%
5	Type of Position		
	Permanent	52	96%
	Contract	0	0%
	Deputation	2	4%

Among the respondents, maximum number (37%) was serving in their current positions since the past 1-5 years. 54% of respondents have a long collaboration of 15-25 years with the SMC.

Trainings Received and Process of Nomination

- 83% of respondents mentioned having attended any training program/ workshop or a conference.
- Out of the 9 officials who reported not having attended a single training program, 4 were class 1 officials while 5 are class 2 officials. Only 4% of the respondents mentioned attending more than 4 training programs in the last one year. Maximum respondents (43%) mentioned having attended only one training. Most of this training mentioned are the Chintan shibirs conducted by the State Government under the Karmayogi Abhiyan. We are appreciative of the Karmayogi Maha-abhiyaan that has been launched by the Gujarat Government to reach out to all the state government employees spread over every nook and corner of the State covering all 25 districts and 225 talukas, It

is an attempt to bring about changes in the culture of both administration and development. It is a unique attempt by any State Government in the country to involve its employees as major partners and key stakeholders in improving the quality of administration and governance. However, if these trainings are excluded, there are very few other training programs which have been conducted.

- More than 50% of respondents had received less than 5 days -mere 1 % of the standard working days- of training over the past two years. This highlights the fact that most training programs are for imparting knowledge and there is very low priority on skill building.
- The discussions also revealed that since officials are always on a fire-fighting mode, they do not have time to attend training programs; their pending work further gets piled up if they attend a training program.
- 72% of respondents felt that the length of the nomination process is short and thereby implying the promptness of the training nomination process. Qualitative discussions and experience shows that the nomination process is adhoc and the files are kept pending till the last moment. Repeated phone calls need to be made by the training provider to ensure nomination. It is also usually seen that mostly officers who can be spared are nominated for training programs rather than being demand or need driven.
- More than 70% respondents felt that the nomination process was easy. This could be due to the fact that most of the nominations happens top to bottom; the chief executive receives the training program information and decides which officials to nominate. It is seldom seen that officials themselves get information on programs and seek nominations. Nominations are usually last minute decisions by the chief

Timeliness of Training Programs

- More than 60% officials reported that the training they had received was very timely, while 22% felt that most of the trainings were not at all timely. This highlights the fact for need of a systematic training plan for officials in their career paths. During qualitative discussions with Ms. S. Aparna, Municipal Commissioner, it was mentioned a systematic training calendar in the lines of training programs for IAS officials could be adopted for SMC officials.
- She also mentioned that although, there was no official “cut-off” age limit for nominating officials to training programs, there should be tailor made training programs to prepare officials for post-retirement options and to assist them find a new vocation.

Utility Of Training And Training Outcomes

- It has been observed that most of the training programs are heavy on content and knowledge enhancement and the focus on attitude building is low. Across Classes 1-2 and 3, majority of the respondents reported increase in knowledge/information, and improvement in skills as utility of training program. “change in attitude” and opportunity to network with others were reported as a low utility of training.
- Almost 60% of officials responded that they were able to implement the learning’s in their routine functioning in a limited way. No one said that they were not able to implement anything.
- Maximum respondents mentioned the “need for other resources” as the reason for not being able to fully put the learning’s into practice. This is observed as dependence on factors other than themselves.
- It has been observed that there are no training programs where representatives from one department are together involved example training where decision makers, implementers, finance officials etc. from one city are present in the training program. Superiors are not involved in the training nor do they get any feedback on the training program and hence they do not commit resources for the knowledge application that the participant has gained. Discussions with SMC officials also revealed that there was no formal training feedback mechanism where peers or superiors could evaluate the learning’s and attempt to make changes. This throws light on the requirement for a scientifically designed nomination and evaluation processes that ensures homogeneity, and outcome based training.
- Almost 70% of respondents mentioned that the trainings they received was significantly reflected in their performance appraisal viz.-Confidential Reporting (CR), but it had little effect on their furtherance or promotion. This seems as a perception as none of the staff gets to see their CR. This validates the case for performance based rewards system in an urban local body. This would lead to officials opting for continuing education alternatives and in turn enhancing the efficiency and efficacy of the institution. Qualitative discussions with the municipal commissioner also revealed that she was keen to make reforms in this area.

Training Areas and % of respondents:

List of training areas as identified by the Respondents (Training Areas Systemic Areas / Administration Areas)	Number of respondents	% of respondents
Urban renewal	12	22%
Emerging legal issues	12	22%
Building permission process	12	22%
Sewerage	11	20%
SCADA (supervisory control and data acquisition)	11	20%

It is worthwhile to be noted that almost all the priority sectors enumerated above are important for successful implementation of JNNURM projects and to ensure sustainability of initiatives.

Some of the areas which figured least in the priority are:

- Debt management
- Bio hazard waste management
- Urban forestry
- Management of water bodies
- Heritage management

It is generally seen that areas of environmental concerns figure least in the priority of urban local bodies. This is due to the fact that with multitude priority sets, Critical areas and fire-fighting functions take the forefront and the environmental areas get compromised. This creates a perception that there is no training requirement in this area. There is inadequate sensitivity in the local bodies towards environmental management. Heritage management or conservation of inner city areas do not seem to receive any attention in the local governance.

Preferred Methodology for Training

Among the various methodologies that respondents were asked to rate, more participatory methods based on adult learning pedagogy were clearly preferred over routine classroom modes. The most preferred methodologies are:

- Exposure visits, study tours
- Case studies mode of learning Films and audio visual aids
- Group work and exercises
- Oration and presentation

Internships and deputation and exams are the least preferred methodology of capacity building.

This highlights the importance of sensitively designed capacity building modules which take into cognizance adult learning pedagogy, cultural backgrounds and aspirations of target audience.

Across classes, most class 1 and 3 officials preferred 1-5 training days per year compared to class 2 officials. This could be due to work overload for these officials.

3.6 Individual Questionnaire feedback of Elected Members

Profile of Councilors

A total number of 32 councilors were surveyed. The respondents were nearly equally represented by both men and women. Majority of them were in the age group of 30 to 50 years, with 56.25% within 40 to 50 years and 25% within the age group of 30 to 40. 62% of the councilors were less educated. However, it is worth noting that there were also 21 councilors were post graduates, 2 were PhDs. The mayor himself has been former Vice-Chancellor of the Saurashtra University.

A large percentage of the councilors of the SMC have been elected to the urban local body for the first time and hence have been in the current organization only for 1 to 5 years.

Current Training Provision

All the councilors have attended training programs and 43.8% mentioned having attended 2 to 4 training programs. The women councilors have also attended considerable number of training programs with 70% of them participating in 2 to 4 training programs.

Most of the councilors have attended the recently held Rapid Training Program on JnNURM reforms conducted by SPIPA along with CGG with the support of MoUD. The political parties also conduct training programs for newly elected members.

The councilors were mostly nominated for the training programs with only 21.9 % having participated with self interest. Since a majority of the councilors were mostly nominated for these programs, there was no issue with the process of nominations. More than 80% of the councilors felt that the process of nomination was short and easy in its procedures. Most of the respondents felt that the training they had received was relevant for their current role in the SMC. Since so less training is provided for, any training that the respondents receive is perceived to be useful.

Most of the training programs provided were in Gujarati and English. 52% of the training programs provided were in Gujarati and 36% in English. Only 36% of the respondents are comfortable with training given in English and 52% have opted for Gujarati as the most compatible medium.

62.6% of the training programs were short stretching for 1 to 2 days.

Awareness of training Institutes

Almost 60% of the councilors were not aware of any training institutes.

Effectiveness of the training programs

As per the response, training programs have helped 42% of the councilors to increase their knowledge and for 28% of respondents; training has led to increase in their skills and hands on working. All the councilors have put into practice the knowledge gained in the training programs and 62.5% of them have put it into practice to a large extent.

The main difficulty for the councilors to put training into practice was the need of other resources and 18.8% also responded for not implementing without reason.

- Departments involved in provision of social infrastructure (health, community development, SWM, slum upgradation, heritage & culture)
- Administration and finance
- Elected members of the SMC

The SWOT was facilitated in Gujarati so as to enable maximum participation from participants. (Annexure 3 presents SWOT templates of all groups)

SWOT results:

Strengths

1. E-governance

SMC has adequate budget for implementation of e-governance across sectors of the SMC. The municipal corporation has inherent strengths to implement and sustain e-governance. It had initiated implementation way back in the 1980's and has constituted an IT policy. It has the necessary hardware and other infrastructure ready. The ward offices and sixteen civic centres are connected to the central office via intranet.

It was also mentioned that the SMC has adequate IT staff. The other staffs are also self motivated, willing to learn about newer technologies and hence migration to newer platforms is easy.

Following the floods in 2006, SMC has developed good software for monitoring the flow of water in the river Tapi and modelling exercises for water intake from the dam. The health department mentioned that it has an established disease monitoring system and that complaints redressal also happens with help of e-governance.

2. Community Participation Law

The Government of Gujarat has brought out a government resolution for formation of ward committees. Rules have been framed highlighting the roles and responsibilities of ward committees. The Urban Community Development Department mentioned that it has an existing decentralised operating structure to reach out to the grassroots. It has a network of 51 Neighbourhood committees and 576 RCVs. The UCD department facilitates regular trainings for these committees.

3. Public Disclosure Law

The SMC publishes regular expenditure and revenue statements on its website. SMC brings out a quarterly e-magazine which highlights activities undertaken by the municipal corporation. Officials mentioned that there is willingness and sensitivity among the staff to disclose information.

The SMC website- www.suratmunicipal.org is also regularly updated. The citizens charter is well defined and the time for completion of each activity is also mentioned on each application form.

4. Simplification of Building Plan Permission process

The SMC has a team of trained staff to initiate works regarding simplification of building plans. The permission process also has been decentralised with zonal offices having power to sanction plans of non-commercial buildings upto 400 sq mts area. SMC has given a contract for online building plan permission process.

Data recording, monitoring and retrieval systems in the health department are excellent. This system is computerised and there is good coordination also with private hospitals and nursing homes.

Processes for procurement via e-tendering are established. There is a tender scrutiny committee which analyses the tender applications received. The SMC also has a good material management system, although it is not predictive in nature to facilitate advance information.

Third party inspection is also done for quality assurance. Most of the maintenance works have been outsourced and annual maintenance contracts have been given. SMC has made adequate budget provisions for the same.

The SMC ensures timely payment to contractors.

11. Human Resources and Capacity Building Function

SMC has a department wise training budget for training programs. The UCD/ICDS department provides training to its officials and neighbourhood committees as per training calendar of central and state governments.

Weaknesses

1. E-governance

It is felt that staff with adequate IT knowledge including ERP and GIS is less within SMC. SMC lacks in-house software development capacity. Recruitment processes and regulations would not allow provision of market remuneration rates to IT staffs and hence it is difficult to recruit and retain them. Additionally, SMC does not have a city engineer. All projects including the ones being implemented under JNNURM are being handled by a in charge-city engineer. There is an imminent need to fill the position of city engineer.

Most of the IT services have been contracted out, but there are accountability issues. Posts of systems engineers and analysts in the private sector contracting company have been lying vacant. This highlights the need for stringent monitoring rules and regulations for contractor staff. The approach of accepting lowest bidder in tendering process also inhibits getting best quality workmanship.

It was also felt that the IT policy formed by SMC needs to be revised. A need for a separate IT department has also been felt.

Not enough training was provided to all staffs of the SMC. Although SMC has a good database, it is not completely computerised and hence retrieval becomes difficult.

2. Accounting Reforms

There is a need for trained staff at each zonal level to handle the double entry accounting system.

The software accounting module at the zonal level is not available to accommodate data in real time.

There is a felt need for training in accounting and financial management sectors to staff of engineering and other departments as well. There is a need for detailed planning and attitudinal changes among staffs of all departments to do quarterly financial planning.

SMC officials feel that they should also build night shelters or 'rain basera' to accommodate transition of migrants from rural to urban areas.

The UCD department felt that although they have an excellent network to reach to the grass root communities, they are weak in statistical database and in qualitative documentation.

9. Public Private Partnerships

There is an imminent need for more training of staff on PPP mechanisms. There is also a need for guidelines and manuals to encourage PPP in various sectors.

10. Systems and Human Resources:

Cost Escalation impact on JnNURM projects should be distributed across all stakeholders-Govt. of India, State Government and the Municipal Corporation. At present, it is seen that the cost escalation is borne by the SMC only.

There are no standard operating procedures for project management. Inter-departmental coordination needs to be enhanced in certain areas. Health and social infrastructure officials mentioned that they had to depend on other departments for maintenance of *Aanganwadis*, urban health centres.

There is a need for technical staff. A mechanical engineer is overseeing the water supply system instead of a hydraulic engineer. This calls for a thorough analysis of the staff qualifications available, work load analysis and job descriptions for all staff. The manpower assessment study undertaken by Dr. Prem Pangotra needs to be updated and its suggestions and recommendations should be implemented.

Procurement systems are established for large projects, however procurement of office materials, although decentralised is not done through empanelled providers. The unit rate method could be made applicable here as well.

The tendering process is very lengthy and time consuming. Changes need to be made in the procurement policy so that there is equal weightage on technical and financial bids of a bidder. In current policy, the lowest bidder has to be given priority which always does not ensure equality work.

Need was also felt for assistance in contracts negotiation (similar to ombudsmen in developed countries).

It was felt that there should be separate staff for procurement management for execution of technical works. Currently technical engineering staff is overloaded with project implementation, monitoring as well as preparation of tenders.

The engineering staff strongly desire training in managerial skills, leadership and team building.

It was also mentioned that the vigilance staff cadres are lower than the executing staff cadres which creates a hindrance for vigilance staff to report actions against executing staff.

SMC officials also mentioned the need for their own labs for quality testing of materials rather than relying on outside labs which take long time in sending reports.

Overall, in South Gujarat region, it is felt that the IT sector has not developed and hence there is an imperfect supply of IT service providers.

In this age of e-tendering, even some of the contractors do not have capacity to understand and submit e-tenders.

2. Community Participation Law

Although the elected members agree to the formation of ward committees, they have differing views on their constitution, roles and responsibilities.

UCD sector officials expressed that there was a dearth of committed NGOs in Surat who could be roped into the ward committee structure.

3. Public Disclosure Law

There is a strong feeling that the law is misused by people with vested interests. Citing an incidence, an official mentioned that SMC received a RTI application for a CAD version of the map of Surat.

4. Simplification of Building Plan Permission Process

It is perceived that local architects are not willing to take the responsibility of permission sanctioning. Many officials also feel that the Development Control Regulations (DCRs) need revision.

5. Levy of User Charges to Recover O& M Costs

Since no formal survey to ascertain willingness to pay has been conducted, there is an uncertainty whether citizens will pay.

However based on experience, citizens of Surat have been law abiding and have paid taxes on time. Citizens also readily pay if given good quality of services.

Other donor organisations will also take cognizance of the financial sustenance of service delivery and hence could come forward with additional funding support.

6. Provision of Basic Services to Urban Poor

The challenge felt here is that the industries which offer employment to immigrating populations should also make provide for shelters. This also poses a great opportunity for the SMC since many industrial houses make such efforts under Corporate Social Responsibility.

Dealing with political interferences while prioritising slum pockets also poses a challenge.

7. Public Private Partnerships

Having good systems so as to attract private sector contractors is often a challenge for the SMC.

There are ample other opportunities for self help groups and hence they do not want to get involved in the solid waste management collection activities of SMC.

It was mentioned that it was difficult to even get volunteers for its Pulse Polio Campaign.

Chapter 4

Recommendations and City Training Plan

4.1 Overall Conclusions and Recommendations

- For successful implementation of JNNURM training programs and to ensure sustainability of these initiatives even after the JNNURM funding ceases, systematic trainings, study tour visits and reorientation exercises are required.
- Along with training inputs, it is necessary that the Surat Municipal Corporation also undertake the following to become an efficient and effective service oriented institution:
 - Rationalisation of organisation structure
 - Re grouping of departments in the Corporation
 - creating a performance oriented organisation,
 - strengthening control functions-audit and work quality
 - Furtherance of decentralisation. This will also require to activate ward committees, area sabhas with, delegation of power.
 - Human Resource Development- adopting a more systematic Human Resource policy, and linking performance to promotions, incentives and transfers.
 - Specific job descriptions of employees
 - It is recommended that the SMC initiate separate studies for the above mentioned areas for streamlining its activities.
- Formation of a dedicated training department within the Personnel and Establishment Department. A full time training manager should be recruited and would be responsible for training and capacity building of SMC officials in a holistic manner and would take care of all components of training cycle including
 - updating the training calendars and undertake period updation of training needs assessment,
 - networking, collaborations with training institutions for imparting training on demand basis,
 - dissemination of learning among peers.
 - training evaluation
 - Coordinate with department heads for systematic selection of participants, track lateral movement/ promotion of officials and ensure orientation and training programs for new incoming staff.
 - Prepare annual budgets for training

4.2 Suggested Objectives of Training within Surat Municipal Corporation

In a dynamic environment like an urban local body, it is always not possible for an employee to be equipped with all skills that his/her job might entail in the future. This necessitates the importance of ongoing regular training programs for employees.

The following objectives would be achieved by instituting effective training with SMC:

- Provide opportunities for enhancing skill sets of existing staff to meet changing job requirements
- Bridge the gap between current skills and knowledge sets with future requirements
- Assist in achievement of functional skill sets which are currently not available within SMC.
- Facilitate attitudinal and motivational changes among staff as desired by the corporation.

Methodologies must have a balance of these tools along with standard methodologies like class room trainings.

5. Job Rotation

It is recommended that SMC may institute a formal policy for structured job rotation-preferably after evaluating aptitude and knowledge base. This would broaden the perspective of the employee and expose them to other departments. For instance, an officer may be rotated through various departments like budget, projects, MIS etc before he is made in-charge of an independent department.

6. Training should be a pre-requisite to promotion

Similar to a structured training calendar that the Ministry of Personnel, Govt. of India has constituted for IAS officers, SMC may initiate a process of accreditation whereby employees who have undergone training get some points. Minimum person days of annual training could be made mandatory for employees for promotions or grade changes. 8 person days of training for Groups I and II while 4 person days of training for Group III should be made mandatory as a pre-requisite for promotion.

For transfer to a specific department, it should be important to note whether the employee has received training in the specific area or not. As a policy, the SMC could promote only multi-skilled employees who are flexible and adaptable to different job requirements. This would ensure that training becomes a two-way process, where both the SMC and the employee will have a stake in upgrading their skills. The training calendar will be announced well in advance and this would ensure staff to be able to plan their personal and professional life. Similarly, some action may be taken by SMC if an employee fails to attend a training program despite obtaining the required clearance from the head of the department.

General Guidelines of In-Service Training Programmes for IAS Officers
Under the present system of in-service training for IAS Officers, every IAS officer is required to attend a 1-week training programme in a block of two years.

The eligible officers are expected to attend training programmes in accordance with the slots given to them unless they are specifically exempted or slotted for mid career training. In the event of non-attendance of training, the officers may be:

- Debarred from attending foreign programmes; and
- An entry in their confidential dossier may be made.

Source:

www.persmin.nic.in/iasliastraining.html

7. Partnership model- SMC should work with existing institutions and build on their strengths. A partnership could be evolved between training providers and SMC to ensure that training is demand driven and specific. This will include strategic collaborations with state, Indian and foreign institutions (multilateral, bilateral,

14. The SMC training evaluation must ensure that presentations are made by the participants to his/her peers and seniors, after returning from the training. This will ensure climate of camaraderie and healthy interactions.
15. For in-house training programs organised within SMC- the following training guidelines should be adhered to:
 - Formation of Homogeneous team for inputs based training modules- Input based training will have higher outcomes if homogeneous participant group exist in the training with similar training/learning needs.
 - Formation of heterogeneous groups for attitudinal training modules- Attitudinal modules work best when the group is heterogeneous and from cross section of all three major groups including elected representatives, urban employees and civil society. This will also enhance creation of managed networks and bridges across different sectoral approaches and people.
 - Pre tests- and post tests- Majority of the current training evaluation protocol do not have this specification. All training programs must have a scientific evaluation of training and knowledge and skill gains.
16. Appropriate training and learning environment -Appropriate training/learning environment needs to be ensured. Encourage informal discussions and interaction among participants and trainer is very important to learning processes.
17. Exams and building spirit of healthy competition- SMC should ensure that all training modules will have evaluation criteria and certificate will mention grade. There could be certification for only attendance.

4.4 Training Strategies

This section provides strategies on training at various levels of employees at SMC. Annexure 5 presents an exhaustive list and content of various training modules. This menu of modules is comprehensive which charts the blue print for training plan for the SMC. The modules mentioned under each typology are not water tight compartments. These could be fine tuned and adapted to current need, when implemented.

Each module has been detailed out based on outcome based philosophy. The training areas have been classified as immediate, medium and long term training requirements. The time frame for these is 0-1 year, 2-3 and 3-5 years respectively.

4.4.i Training: Category Wise

Depending on needs of individuals and nature of work carried out, a variety of training methods would have to be adopted for different levels of officials in the organisation.

Specifically, this group will be provided training in the following areas:

1. Skills Training: it is expected that employees would have been through job rotation across some of the important departments by the time they are at the supervisory level. They would require training on specific functional topics like material management, financial management, contracts management, maintenance management for employees of relevant departments. They would also require decision making skills for evaluating and reviewing latest technological options.
2. Training in use of computers- especially use of existing packages used in SMC, use of Word processing, presentation tools, internet, intranet, MIS reports, use of office email, using computers for decision making.
3. Training in interpretation of governing laws, rules and regulations and statues of the SMC.
4. Citizen handling and grievance handling
5. Social infrastructure (health, education, slum upgradation), pro-poor planning, gender sensitivity-this would be an important area of their training since most of the departments are related to provision of services to the poor and hence building sensitivity to social issues, how to handle community, gender based approaches would be given priority.
6. Attitudinal and motivational training- this group is at the threshold of higher management and is expected to show results. A positive attitude often brings the winning edge and hence training programs on self improvement, team building aspects would be beneficial. These officials are directly in contact with Group-III officials whose performance would depend on the motivation they receive from their superiors.
7. Implementation Skills and change management- with massive JnNURM projects underway, the responsibility of the success of implementation of these group officials is crucial. Hence change management, implementation management will be crucial.
8. Performance Management and Quality Assurance – since this group is directly responsible for implementation, training in setting up of performance measurement, analysis and management would be important.
9. Communication Skills
 - a. Within department, with peers, with subordinates, with seniors, with citizens
 - b. Telephone and email etiquettes,
 - c. Office ethics
 - d. Importance of listening
10. Latest Urban Trends, Reforms, policy changes at national and state level which affects SMC functioning.

Training for Operational Staff (Group-III)

This group would include operational staff viz. junior engineers, junior assistants, sanitary sub-inspectors, section officers, assistant secretary, divisional officers and fire officer.

This group actually carry out the tasks associated with various functions and are important determinants in ensuring efficient and effective service delivery. The trainings provided to this group would include:

After the induction (at any level), an evaluation will be conducted. If the employee is unable to get satisfactory results in the evaluation, he/she would remain on probation and will get confirmed only after satisfactory completion of the evaluation.

4.4.iii Pre-Retirement Training

Making the transition from work to retirement involves sharp and abrupt changes for most individuals. Retirement age as specified for local and state government's employees is 58 years (there has been discussion to amend this to match the central govt retirement age to 60 years). It is suggested that the training inputs should be provided to all individuals below 55 years of age, and get last three years towards preparation for retirement/ alternative career. Voluntary retirement could also be encouraged for individuals who want to opt for alternative careers.

Retirement brings a major contrast between the familiar world of work with its hierarchy, tasks, and dependable income to the undefined roles, wide-open goals, and uncertain income of retirement. When officials are working, their day is shaped by the requirements of their jobs, and success is based on how well they perform and are remunerated for their work. When one retires, one alone must plan one's day and week. Success depends on one's ability to find happiness in satisfying personal interests and pursuits, human relationships, and creative mental activities.

"PREPARE for Tomorrow" training programs would be for employees who are 55 years of age and older. It will focus on:

- providing knowledge of current issues in retirement
- increasing skills in goal setting and implementation
- gaining skills to develop a personal career transition plan

Areas covered during the program will include alternative careers, financial planning, legal and estate planning, health insurance, wellness, housing, family relationships, children's education, and meaningful use of time after retirement.

All the above mentioned trainings have been regrouped into modules. Please refer detailed specification sheet below for further details.

4.4.iv Training Programs for Class IV employees:

An in-house one day program for class IV employees will also be conducted. These programs would be conducted as per their specific jobs in the SMC. For instance, all peons could be grouped together in one batch, separate batches for sweepers and sanitary staff etc.

The training would focus on following areas:

- Their role in the SMC and importance of their role within the entire organisation.
- the processes in which they need to carry out their tasks- reporting,
- technical information on carrying out their jobs (e.g.,- proper use of implements like brooms, mechanised sweeping equipments, file maintenance, etc.)
- interaction with public
- overcoming occupational hazards (e.g.,-proper posture while working)
- how to maintain personal hygiene, family relations, diet, societal issues
- office etiquettes and ethics
- any normal or abnormal events that they should report to supervisors

4.5 Detailed Specifications Sheet for various Modules

Design Specifications	Awareness modules	Induction modules	Knowledge and skill building modules	Attitudinal modules	Professional development programme modules
Objective	To sensitize and create awareness about emerging/larger issues	To equip knowledge and operating skill in all issues pertaining to functions and routine job responsibilities	To provide specialist knowledge and build skills for complex/ special tasks needed to perform functions/responsibilities.	To enhance positive attitudes and team work.	To build super specialists skills for holistic professional development and broad based contextual knowledge and skills.
Content	<ul style="list-style-type: none"> ▪ Emerging developmental approaches ▪ New statutes, laws and standards (E.g. RTI) ▪ Cross cutting issues like gender, social development, environment etc. ▪ Policies, covenants and philosophies (E.g. Human rights, right based approaches and citizen standards etc.) ▪ New institutional structures (MPC, DPC, Ward committees etc.) 	Specialised modules for <ul style="list-style-type: none"> ▪ Elected representatives ▪ Senior urban managers 	Functionalised contents to be drawn from menu provided or to be developed as needed. Flexible contents with mix of knowledge inputs and skill building component as per the needs of the target group. Primarily knowledge inputs modules may be of one week duration while modules emphasising skill building will be of two weeks.	Raising self and relating awareness and organizational effectiveness	Functionalised as per needs

The Menu-Standard Training Modules

Awareness modules	Induction modules	Knowledge and skill building modules	Attitudinal modules	Professional development modules
<ul style="list-style-type: none"> ▪ Politics and development ▪ Urban reforms ▪ Governance and right based approaches ▪ Urban and Municipal laws ▪ Gender and development ▪ Social issues in urban planning ▪ Public-private partnership 	<ul style="list-style-type: none"> ▪ Elected representatives urban ▪ Senior managers ▪ HODs ▪ Accounts and audit heads ▪ Health and sanitation heads 	<ul style="list-style-type: none"> ▪ Right to Information Act ▪ Corruption and deterrents ▪ Municipal Income and expenditure analysis ▪ Government schemes for urban development ▪ Programme planning and monitoring ▪ Municipal accounting code ▪ Asset Management accounting ▪ Project and intra departmental costing ▪ National health programme management ▪ Improved Solid waste management ▪ Contract management and Services Contracting ▪ Project formulation and costing ▪ Project Management ▪ Quality assurance in engineering projects ▪ Conflict resolution ▪ Standing committee workings/ general administration ▪ Basic Computers ▪ Business English ▪ Communication and Business Gujarati ▪ Communication ▪ city level strategic planning ▪ Public Private partnership 	<ul style="list-style-type: none"> ATM -1 Knowing self ATM-2 Interpersonal relationships ATM-3 Team building ATM-4 Leadership ATM-5 Communication ATM-6 Achievement-Motivation 	<ul style="list-style-type: none"> ▪ Short term and Long term professional/ certificate/ diploma/degree/master/d octoral programmes in relevant subjects/themes

4.6 Training Calendar for various departments of the SMC

The following tables present the list of training programs for various officials of few important departments. A reference Legend has been provided for each department. (Annexure 6 presents a detailed list of training areas)

The training areas which require immediate attention from the point of view of JnNURM implementation have been given highest priority.

Town Planning Department

Sr.	Designation	Total	Class	Short (0-1 years)	Medium (1-3 years)	Long (3-5 years)
i	Junior engineer (civil)	11	II	25, 26, 27, 29, 22, 30, 8,9, 126, 127, 141	133, 32	31
ii	Assistant engineer	3	II	25, 27, 29, 22, 30, 8,9, 126, 127	32	31
iii	Deputy Town Planner	7	II	22,27,37, 32, 8,9,126, 127, 128, 131, 14, 141, 10, 141, 147	25, 26,129, 130, 132, 136, 137, 33, 133	140
iv	Assistant Town Planner	9	II	22,27,37, 32, 8,9,126, 127, 128, 131, 14, 141, 10, 147	25, 26,129, 130, 132, 33	140
v	Assistant Architect	2	II	22,27,37, 32, 8,9,126, 127, 128, 131, 14, 141, 10	25, 26,129, 130, 132, 33	140

Reference Legend

Urban Infrastructure, Urban Planning & Management of Urban Environment	25	MIS	22
Statistical Training	26	Grievance handling	9
Carrying Survey (for building plans, encroachments, road side garden etc.)	27	citizens servicing	10
Drawing of Plans	29	legal	33
MIS and GIS	22	contracts management	14
SMC Legislative framework affecting town planning	30	use of computers	8
Engineering and technical skills relating to town planning	31	statistical	26

Hydraulic Department, Water Supply

Sr.	Designation	Total	Class	Short (0-1 years)	Medium (2-3 years)	Long (4-5 years)
i	Exec. Engineer - Head Water Works	1	II	99, 97, 100, 101, 102, 14, 8, 9, 10, 138, 139, 136, 134, 133, 135, 126, 127, 128, 142, 144, 146	98, 17, 129, 130, 131, 145, 143	104
ii	Executive Engineer	1	II	99, 97, 100, 101, 102, 14, 8, 9, 10, 138, 139, 126, 127, 128, 142, 144, 146	98, 17, 129, 130, 131, 145, 143	104
iii	Deputy engineer	9	II	97, 99, 100, 101, 102, 105, 8, 9, 10, 138, 139, 126, 127, 128, 142, 144, 146	98, 17, 129, 130, 131	104
iv	Deputy accountant	1	II	97, 8, 14, 12, 126, 127, 128, 144	129, 130, 131	
v	Junior engineer	22	II	97, 99, 100, 101, 102, 105, 8, 9, 10, 138, 139, 126, 127, 128	98, 17, 129, 130, 131	104
vi	Assistant engineer	18	II	97, 99, 100, 101, 102, 105, 8, 9, 10, 138, 139, 126, 127, 128	98, 17, 129, 130, 131	104

Reference Legend

Urban Water Management	97	MIS	22
Water Harvesting	98	Grievance handling	9
Controlling Distribution Losses	99	citizens servicing	10
Water Treatment Techniques	100	legal	33
Water Quality Management	101	contracts management	14
Water Flow Management	102	use of computers	8
Water Conservation	103	statistical	26
Ground Water Management	104	financial management	12
Contracts Management	14	ethics, code of conduct	126
Operation/ Maintenance of Modern Equipment / Barges	105	communication skills	127
Use of Computers (Function Specific)	8	office procedures and rules	128
Grievance Handling	9	stress management	129
Citizen Servicing	10	time management	130
water metering	138	performance measurement	131

Drainage Department

Sr.	Designation	Number	Class	Short (0-1 years)	Medium (1-3 years)	Long (3-5 years)
i	Executive Engineer	1	I	14, 86, 8, 87, 9, 10, 33, 126, 130, 131, 132, 133, 135, 136, 137, 134, 142, 144, 146	12, 127, 128, 129, 145, 143	82, 84, 85
ii	Dy. Engineer, Civil	6	II	82, 83, 14, 84, 85, 86, 8, 87, 9, 10, 126, 132, 131, 144, 146	127, 128, 129, 137	33, 14,
iii	Dy. Accountant	1	II	82, 89, 10, 12, 126, 127, 144	33, 26, 128, 129, 130, 131	
iv	Jr. Engineer, Civil	12	II	82, 83, 14, 84, 85, 86, 8, 87, 9, 10, 126, 132, 131	127, 128, 129, 137	33, 14,
v	Jr. Engineer, Electrical	1	II	82, 83, 14, 84, 85, 86, 8, 87, 9, 10, 126, 132, 131, 144, 146	127, 128, 129, 137	33, 14,
vi	Asst. Engineer, Electrical	5	II	82, 83, 14, 84, 85, 86, 8, 87, 9, 10, 126, 132, 131, 144, 146	127, 128, 129, 137	33, 14,
vii	Jr. Engineer, Maintenance Operator	2	II	82, 83, 14, 84, 85, 86, 8, 87, 9, 10, 126, 132, 131, 144, 146	127, 128, 129, 137	33, 14,
viii	Jr. Engineer, Sewage Mechanical	1	II	82, 83, 14, 84, 85, 86, 8, 87, 9, 10, 126, 132, 131, 144, 146	127, 128, 129, 137	33, 14,
ix	Asst. Engineer, Civil	15	II	82, 83, 14, 84, 85, 86, 8, 87, 9, 10, 126, 132, 131, 144, 146	127, 128, 129, 137	33, 14,
x	Plant & Equipment Engineer	1	II	84, 85, 8, 87, 9, 126, 127, 128	26, 33, 32, 129, 131	130

Reference Legend

Management of Sewerage Operations and Maintenance	82	MIS	22
Application of Modern Machinery in Sewerage Cleaning	83	Grievance handling	9
Contracts Management	14	citizens servicing	10

Finance and Accounting Branch

Sr.	Designation	Number	Class	Short (0-1 years)	Medium (1-3 years)	Long (3-5 years)
i	Chief Accountant	1	I	106, 107, 108, 109, 110, 111, 112, 114, 131, 119, 8,9,10, 134, 135, 136, 146, 126, 127, 12, 22	113, 115, 116, 177, 118, 120, 121, 123, 124, 33, 129, 130	122,
ii	Senior Dy Accountant	1	II	106, 107, 108, 109, 110, 111, 112, 114, 131, 119, 8,9,10, 134, 146, 126, 127, 12, 22	113, 115, 116, 177, 118, 120, 121, 123, 124, 33, 129, 120	122,
iii	Dy Accountant	3	II	106, 107, 108, 109, 110, 111, 112, 114, 131, 119, 8,9,10, 134, 146, 126, 127, 12, 22	113, 115, 116, 177, 118, 120, 121, 123, 124, 33, 129, 130	122,
iv	Sp. Accounting Asst	1	II	115, 116, 117, 118, 119, 120, 121, 122, 123, 8,9,10, 126, 127	33, 129, 130	106, 108, 111, 113
v	asst Accountant	1	II	115, 116, 117, 118, 119, 120, 121, 122, 123, 8,9,10, 126, 127	33, 129, 130	106, 108, 111, 113

Reference Legend

How to prepare long, medium and short term Budgets	106	MIS	22
Importance of Accrual based Zero based and Performance based Budgeting	107	Grievance handling	9
Capital Budgeting	108	citizens servicing	10
Receivable Management	109	legal	33
Inventory Management	110	contracts management	14

Solid Waste Management

Sr	Designation	Number	Class	Short (0-1 years)	Medium (1-3 years)	Long (3-5 years)
i	Solid Waste Manager	1	II	91, 14, 8,9,10, 128, 127, 126, 12, 134, 135, 136, 137, 142, 144, 145, 146	93,94, 95, 129, 132, 133	88,89,90, 92, 22
ii	Solid Waste Manager [Vehicle]	1	II	91, 14, 8,9,10, 128, 127, 126, 142, 144	129, 130	88,89,90, 92, 22
iii	Dy. Accountant	1	II	88,89, 14,8, 128, 127, 126, 12, 144	129, 130	88,89,
iv	Jr. Engineer, Civil	1	II	91, 8, 9,10, 128, 127, 126,	129, 130, 132	88,89,90, 92, 22
v	Asst. Engineer, Civil	1	II	91, 8,9,10, 128, 127, 126,	129, 130, 132, 133	88,89,90, 92, 22
vi	Sanitary Officer	1	III	8, 9,10, 128, 127, 126,	93,94, 95, 96, 129, 130	88,89,90, 92, 22

Note: community participation will be required when SMC initiates -"at-source segregation"

Reference Legend

Urban Waste Management	88	MIS	22
Techniques in Waste Collection	89	Grievance handling	9
Hazard Waste Management	90	citizens servicing	10
Sanitary Filling	91	legal	33
Modern Equipment for SWM	92	contracts management	14
Community Participation Techniques	93	use of computers	8
NGO Involvement in SWM	94	statistical	26
Waste Minimization Techniques	95	financial management	12
Logistics and MIS	22	ethics, code of conduct	126
Contracts Management	14	communication skills	127
Operating Modern Equipment	96	office procedures and rules	128
Use of Computers (Function Specific)	8	stress management	129
Grievance Handling	9	time management	130
Citizen Servicing	10	performance measurement	131
		how to draft notes and	132

Health department

		Designation	Number	Group	Short (0-1 years)	Medium (1-3 years)	Long (3-5 years)
Health	1	Chief Health Officer	1	II	34,38,40, 22,53,58, 30,8,9,10, 14,26, 126,131, 132,133, 134, 135, 136, 145, 146	35,42,43,54,41, 129, 130	36,39,37
	2	Health Officer	1	II	38,22, 49,50, 53, 58, 30, 8,9,10, 126, 146, 132,127	41, 42, 43	36, 37, 39
	3	Personnel Officer	1	II	34, 22, 9, 33, 40, 38, 26, 12, 126, 130, 131, 132, 53, 8,9,10	41, 42, 43, 143, 145	36, 37, 30
	4	Jr. Medical Officer	6	II	38,22, 49,50, 53, 58, 30, 8,9,10, 126, 146, 132,127	41, 42, 43	36, 37, 39
	5	Chief Health Inspector	1	II	38,22, 49,50, 53, 58, 30, 8,9,10, 126, 146, 132,127	41, 42, 43	36, 37, 39
Public Health Lab	1	Officer In-charge	1	III	8,9,10, 126, 127, 26, 22, 53, 58, 126	38, 45, 46, 47, 48, 128, 129, 130	36, 37,
	2	Lab Technician	1	III	8,9,10, 126, 127, 26, 22, 53, 58, 126	38, 45, 46, 47, 48, 128, 129, 130	36, 37,
ICDS	1	Medical Officer	1	I	34, 22, 35, 53, 50, 54, 58, 8,9,10, 146, 142, 144, 126	41, 42, 43, 56	36, 37

Refresher Course in Pharmacy	57	heritage management and urban renewal	147
Health Information Systems	58		
Understanding Legal Framework Binding SMC	30		
Public Relation	23		
Grievance Handling	9		

Urban Community Development

Sr	Designation	Number	Group	Short (0-1 years)	Medium (1-3 years)	Long (3-5 years)
i	Chief Project Officer	1	II	13,11,22,8,9,10,126, 26, 127, 131, 133, 134, 135, 136, 145, 142, 146	14, 127, 128, 129, 130, 143, 144	12, 14, 132
	Project officer	1		13,11,22,8,9,10,126, 26, 127, 131, 133, 134, 145, 146	14, 127, 128, 129, 130, 143, 144	12, 14, 132
ii	Dy.Project Officer	2	II	13,11,22,8,9,10,126, 26, 127, 131, 133, 134, 145, 146	14, 127, 128, 129, 130, 143, 144	12, 14, 132
iii	Dy. Accountant	1	II	146, 12, 8,10, 131, 126	127, 128, 129, 130, 144	14, 132

Reference Legend

Infrastructure Development and Management in slums	11	MIS	22
Financial Management and Accounting	12	Grievance handling	9
Urban Property Management and Community Development	13	citizens servicing	10
Wage Employment and Urban Employment Programme (SJSRY)	14	legal	33
Use of Computer (Function Specific)	8	contracts management	14
Public Relation, Citizen Servicing and Grievance Handling	9,10	use of computers	8
		statistical	26
		financial management	12
		ethics, code of conduct	126
		communication skills	127
		office procedures and rules	128
		stress management	129
		time management	130
		performance measurement	131
		how to draft notes and presentation skills	132
		PPP mechanisms	133
		Motivation	134
		Team Building and Leadership	135
		Working with Elected Representatives	136
		Change Management	137
		project management	142
		conflict resolution	143
		project formulation and costing	144
		human resource management	145
		basis services to urban poor	146
		heritage management and urban renewal	147

Annexure

Annexure 1: List of officials who participated in the SWOT

Sr. No.	Participants
	Individual Capacity Questionnaire
1	Shri Mahesh Singh, IFS, Dy. Commissioner (GEN)
2	Shri P J Zala, Dy. Commissioner (SP.)
3	Dr. I.C. Patel (Dy. Commissioner (H & HO))
4	Shri C. J. Gamit Dy. Commissioner (P & E)
5	Shri J.M Patel, Director of Planning
6	Shri V.D. Patel, Additional City Engineer
7	Dr. Kalpana A. Desai, Dean (Smimer)
8	Shri C.Y. Bhatt, Asst. Commissioner
9	Shri S. N. Mehta, Asst/. Commissioner (Fire)
10	Shri H.S. Desai, Health Officer
11	Shri S.B. Pawar, Chief
12	Shri H.L. Patel, Municipal Secretary
13	Shri K. S. Patel, Town Development Officer
14	Shri R.J. Pandya, Town Planner
15	Shri J.K. Shah, Executive Engineer, Hydraulic Dept.
16	Shri J. S. Shah, Drainage Engineer, (Bridge Cell)
17	Shri B.S. Shah, Executive Engineer, Traffic Cell
18	Shri D. M. Patel, Executive Engineer, Slum Upgradation Cell
19	Shri K.H. Khatwani, Executive Engineer, Head Water Works
20	Mrs. P R. Chaudhari, Public Relation Officer
21	Shri G.K.Pandya In-charge, Chief Accountant
22	ShrR.R.Chaudhari- P.O/ Assessment and Recovery Officer, In-Charge

Sr. No.	Participants
	cell
46	Shri P.P. Gohil- Maintenance Asst. (Electrical), South-West Zone
47	Shri Narendra M. Mahida- Supervisor, SWM
48	Shri V.D. Nanawati- Supervisor, Land and Estate Dept.
49	Shri Naresh C. Pandya- Technical Asst., Slum Upgradation Cell
50	Shri J.K. Rawal- Technical Asst., Drainage Dept.
	SWOT with Engineering Department
1	Shri J.M. Patel- Director of Planning
2	Shri V.D.Patel- Additional City Engineer
3	Shri K.S. Patel- Town Development Officer
4	Shri R.J. Pandya- Town Planner
5	Shri K.S. Desai- Executive Engineer, South Zone
6	Shri J.M. Chauhan- Executive Engineer, North Zone
7	Shri M.D. Daruwala- Executive Engineer, R.A.C.
8	Shri J.M. Azad- Executive Engineer, South-West Zone
9	Shri J.K. Shah- Executive Engineer, Hydraulic Dept.
10	Shri J.S. Shah- Drainage Executive Engineer, In-Charge, Bridge Cell
11	Shri B.S. Shah- Executive Engineer, Traffic Cell
12	Shri D.C.Gandhi- Executive Engineer, Housing-Garden Dept.
13	Shri D.M. Patel- Executive Engineer, Slum Upgradation Cell
14	Shri R.V. Gamit- Executive Engineer, West Zone
15	Shri A.G. Khatiwala- Executive Engineer, South-East Zone
16	Shri B.I. Dalal- Executive Engineer, East Zone
17	Shri J.M Desai- Executive Engineer, central Zone
18	Shri K.H. Khatwani- Executive Engineer, Head Water Works
19	Shri E.H. Pathan- Dy. Engineer, Solid Waste Management

Sr. No.	Participants
25	Shri Piyush bhai B. Shivshaktiwala- Health & Hygiene Committee
26	Mrs. Suman ben S. Patil- Chairman, Slum Improvement Committee
	SWOT with departments providing social infrastructure
1	Dr. I.C. Patel- Dy. Commissioner
2	Dr. H.S. Desai- Health Officer
3	Shri N.J. Vyas- Chief Project Officer, U.C.D.
4	Shri J.U. Parmar-
5	Shri D.M. Patel- Executive Engineer, Slum Upgradation Cell
6	Shri E.H. Pathan- Dy. Engineer, Solid Waste Management
7	Dr. Ashish Nayak- Dy. Health Officer, South-West Zone
8	Dr. P.H. Umarigar- Dy. Health Officer, Central Zone
9	Dr. Mukesh Surati- Medical Officer
10	Mrs. Aruna ben Desai- C.D.P.O, I.C.D.S
11	Ms. Bhamini ben M. Mahida- Curator, Sardar Vallabh bhai Patel Museum
12	Shri Juvan sinh Gohil- Chief Sanitary Inspector, East Zone
13	Shri D.A. Patel- Chief Sanitary Inspector, South-West Zone
14	Shri D.K. Vasandiya- Sanitary Inspector, SWM
15	Shri M.U. Vyas- Sanitary Inspector, Drainage Dept.
16	Shri Mukesh b. Patel, Sanitary Inspector, V.B.D.C.
17	Shri A.P. Desai- Sanitary Sub-Inspector, South-East Zone
18-	Shri D.B. Bhatt- Sanitary Sub-Inspector, North Zone
19	Shri Rajesh K. Parekh- Primary Health Worker, West Zone
20	Shri Jignesh A. Pandya- Primary Health Worker, South Zone
	SWOT with Administrative and Finance Departments
1	Shri P.J. Zala- Dy. Commissioner (Special)
2	Shri C.J. Gamit- Dy. Commissioner (P & E)
3	Shri S. N. Mehta- Asst. Commissioner (Finance)
4	Shri S.B. Pawar

Annexure 2: Detailed questionnaire for individual capacity assessment

Individual Capacity Questionnaire

Qst No.

Notes:

- This questionnaire will be used to assess the human capacities- felt and unmet needs of individuals in terms of knowledge, skills and attitudes.
- The UMC team will facilitate the questionnaire.
- The heads of departments will select participants randomly.

Objective: To assess the human capacities and training needs within SMC

Approximate Time: About 60 minutes

Name of Individual		
Designation/Department		
Date		
Time		
Gender	Male: <input type="checkbox"/>	Female: <input type="checkbox"/>

1) Class / Position [select ONE]:

Class I	<input type="checkbox"/>	
Class II	<input type="checkbox"/>	
Class III	<input type="checkbox"/>	

2) Age [Select ONE]

Below 25 years	<input type="checkbox"/>	
25 – 30 years	<input type="checkbox"/>	
30 – 40 years	<input type="checkbox"/>	
40 -50 years	<input type="checkbox"/>	
50 -55 years	<input type="checkbox"/>	
Above 55	<input type="checkbox"/>	

3) Education [Select ONE]

Diploma	<input type="checkbox"/>	
Degree	<input type="checkbox"/>	
Post Graduate / Masters	<input type="checkbox"/>	
M.Phil. / Doctorate	<input type="checkbox"/>	
Other (specify)	<input type="checkbox"/>	

4) Type of position [Select ONE]

12) Did you attend the training programs relevant to your function/job duties? [Select ONE]

Not at all		
Relevant		
Highly relevant		

13) What was the language of the training

English		
Gujarati		
Other [specify]:		

14) Are you uncomfortable in trainings delivered in English language?

Yes		
No		

15) Which is the language you are most comfortable for training?

English		
Gujarati		
Other [specify]:		

16) How did the training help you?

Increase in knowledge		
Increase in skills and hands on working		
Changed your attitudes		
Helped you network with other colleagues		

17) Could you put into practice what was learnt in the training?

Not at all		
Somewhat		
To a large extent		

18) What were the difficulties in not putting in to practice the learning?

Superiors did not agree		
Needed other resources		
No time		
No reason but did not implement		

19) Please mark subjects for which you have attended trainings and for subjects for which you think you need training for improvement in your work and have not received it?

Sr.No.	Sector	Attended	Required
a)	Solid waste management		
b)	Urban planning		
c)	Sewerage design, construction and management		
d)	Street lighting design, construction and management		

Sr.No.	Sector	Attended	Required
av	Urban health management		
aw	Emerging legal issues		
ax	Urban community development [UCD]		
ay	Decentralization and responsibilities/ resource devolutions		
az	Working with elected representatives		
ba	Working with officials (bureaucrats)		
bb	Public awareness		
bc	City economic development strategies and frameworks		
bd	Outsourcing strategies & mechanisms /PPP		
be	Communication within the organization		
bf	Leadership and Team building		
bg	Conflict resolution		
bh	Urban changes, reforms and trends		
bi	JNNURM related reforms		
bj	Gender and rights based approaches		
bk	Urban poverty alleviation		
bl	Social issues and analysis		
bm	Environment issues and analysis		
bn	Bio-hazard Handling		
bo	Management of water bodies		
bp	Urban forestry		
bq	Resource mobilization concepts		
br	Grievance handling		
bs	Citizen's charter		
bt	Community mobilization and empowerment		
bu	Good governance		
bv	74 th amendment and implications		
bw	Ethics and corruption		
bx	Map reading/engineering drawings		
by	Public disclosure law		
bz	Building permission process		
ca	Human survey methodologies		
cb	Budgeting process		
cc	Recycling of waste water		
cd	Rainwater harvesting		

20) Please rank trainings/learning methodology deployed in the trainings, which you have attended. Rank in terms of your preference [on a scale 1- 5] 1 denoting unsatisfactory and 5 denoting excellent]

		Unsatisfactory	Tolerable	Satisfactory	Good	Excellent
Sr. No.	Methodology	1	2	3	4	5
a)	Experiential learning/ sharing experiences					

25) Rate overall (based on all trainings taken by you) your fulfillment from 1- 5 level
[1 denoting unsatisfactory and 5 denoting excellent]

		Unsatisfactory	Tolerable	Satisfactory	Good	Excellent
Sr. No.	Aspect	1	2	3	4	5
a)	Content					
b)	Language					
c)	Training management					
d)	Duration					
e)	Training aids					
f)	Evaluation methodology					
g)	Presentation methods					
h)	Faculty					
i)	Reading material and handouts					
j)	Relevance					
k)	Participation & Interaction					

26) Rate the hindering factors for attending trainings? [1 denoting unsatisfactory and 5 denoting excellent]

		Unsatisfactory	Tolerable	Satisfactory	Good	Excellent
		1	2	3	4	5
a)	Out of station venue					
b)	No sponsorship					
c)	Overwork in your routine					
d)	Language of training					
e)	Not appropriate content					
f)	No leave					
g)	TA / DA insufficient					
h)	any other [specify] _____					

27) The lengths of most of the programme which you have attended have varied from

2. _____

34) Two major suggestions you have for improving capacities in SMC?

1. _____

2. _____

35) Please input your additional comments regarding imparting of training?

Thank you

<u>DIMENSION</u>	<u>STRENGTHS</u>	<u>WEAKNESSES</u>	<u>CHALLENGES</u>	<u>OPPORTUNITIES</u>
<ul style="list-style-type: none"> ○ GIS based property tax systems 	<ul style="list-style-type: none"> ○ Work has been initiated ○ Awareness is high among citizens as elected members have duly explained it to them ○ Will benefit SMC in absence of octroi ○ Elected members fully agree with levying of user charges 	v/s non-technical		
<ul style="list-style-type: none"> ○ Levy of user charges to recover O&M costs 				
<ul style="list-style-type: none"> ○ Provision of basic services to urban poor (security to tenures, housing, water supply, sanitation, primary education and health) 		<ul style="list-style-type: none"> ○ Project designs like night shelters ○ Lack of coordination among GoG, Gol & SMC on land ownership, for example upgradation of slums along river or canals. 		<ul style="list-style-type: none"> ○ Could work with industrialists to provide shelters for their laborers/ night shelters
<ul style="list-style-type: none"> ○ Byelaws for rainwater harvesting and use of recycled water 	<ul style="list-style-type: none"> ○ No scarcity of water 	<ul style="list-style-type: none"> ○ Mechanical Engineer oversees water supply system instead of a Hydraulic Engineer ○ Need for guidelines/manuals for PPP 		
<ul style="list-style-type: none"> ○ Public-private partnerships 				<ul style="list-style-type: none"> ○ With companies for advertisements
<ul style="list-style-type: none"> ○ General 		<ul style="list-style-type: none"> ○ Non-availability of technical staff 	<ul style="list-style-type: none"> ○ Market is stabilized therefore demand 	

SWOT ANALYSIS WITH ENGINEERING DEPARTMENT

DIMENSION	STRENGTHS		CHALLENGES	OPPORTUNITIES
<ul style="list-style-type: none"> ○ JNNURM RELATED REFORMS ○ E-Governance ○ Community Participation Law <ul style="list-style-type: none"> ▪ Formation of area committee 	<ul style="list-style-type: none"> ○ Know how of IT/computers (software available) ○ Availability of hardware ○ Ward offices inter-linked through intranet ○ Adequate budget provision ○ Strong MIS in place ○ 16 civic centres linked with central office ○ Complaints monitoring & redressal for citizens ○ Willingness to adapt ○ Amicable relationships among officials and elected members ○ Formed ward committees 	<ul style="list-style-type: none"> ○ Lack of expert manpower ○ Additional computerization for MIS ○ Retrieval of data although have a good data base ○ Dedicated manpower for maintenance ○ Annual maintenance contracts are not streamlined ○ Software not updated with technological advancements ○ Lack of staff as recruitment process does not allow market rates remuneration to IT staffs. ○ Tendering process –lowest bidder gets accepted ○ No budgetary sanctions 	<ul style="list-style-type: none"> ○ High market rates for IT ○ Better salaries for skilled IT personnel's in open market 	<ul style="list-style-type: none"> ○ Globalization ○ JNNURM

DIMENSION	STRENGTHS	WEAKNESSES	CHALLENGES	OPPORTUNITIES
<ul style="list-style-type: none"> ○ Levy of user charges to recover O&M costs 	<ul style="list-style-type: none"> ○ 30-40% O&M costs are currently recovered ○ Committed elected officials ○ Citizens aware of separate user charges levied by SMC ○ User charge for water/sewerage and SWM (on basis of area) ○ Initiated metering for water connections for commercial and industrial buildings ○ Billing of user charges even in slums 	<ul style="list-style-type: none"> ○ No formal survey has been conducted to know citizen's willingness to pay ○ Lack of Database for household water connections (size of connection) and maps ○ Complaints are not linked to the map 		<ul style="list-style-type: none"> ○ SMC officials believe that citizens will pay user charges
SYSTEMS				
<p>Project management</p> <ul style="list-style-type: none"> ○ Standards of working - updated work/instruction manuals/standard operating procedures ○ Transparency 	<ul style="list-style-type: none"> ○ Transparent ○ Efficient decision making –work on a unit rate system that is revised every year ○ Good rapport with superiors & policy 	<ul style="list-style-type: none"> ○ No job descriptions ○ No workload analysis ○ No software- PERT/ CPM ○ Only government manuals are followed 	<ul style="list-style-type: none"> ○ SMC has problems in providing cement and steel owing to shortage in market 	

DIMENSION	STRENGTHS	WEAKNESSES	CHALLENGES	OPPORTUNITIES
<ul style="list-style-type: none"> ○ operating procedures ○ Transparency ○ Timely availability of data ○ Timely decision making ○ Performance indicators at all level 		<ul style="list-style-type: none"> ○ Requirement for labs for quality testing 	<ul style="list-style-type: none"> ○ Not enough labs 	
<p>Maintenance management</p> <ul style="list-style-type: none"> ○ Standards of working - updated work/instruction manuals/standard operating procedures ○ Transparency ○ Timely availability of data ○ Timely decision making ○ Performance indicators at all level 	<ul style="list-style-type: none"> ○ Maintenance is outsourced through Annual Maintenance Contract ○ Enough budget is available 	<ul style="list-style-type: none"> ○ No preventive maintenance schedule [in case of fire, other calamities] – only fire-fighting ○ Shortage of staff, engineers also handle projects and maintenance ○ In-house capacity 	<ul style="list-style-type: none"> ○ Prediction of maintenance 	<ul style="list-style-type: none"> ○ GIS/ SCADA ○ Outsourcing

DIMENSION	STRENGTHS	WEAKNESSES	CHALLENGES	OPPORTUNITIES
<ul style="list-style-type: none"> o Attitudes/motivation within the human force 	<ul style="list-style-type: none"> o Informal camaraderie exists 	<p>Bangalore/Chennai/Mumbai 1000 connections are looked after by 10 staff</p> <ul style="list-style-type: none"> o Curtailment of revenue expenditure o Manpower is looked as cost and not investment o No City Engineers in SMC o 220 AE, 109 supervisors o No incentive 		
<ul style="list-style-type: none"> o Time management 		<ul style="list-style-type: none"> o Insignificant role of annual confidential reports o No forum/ institutions for addressing grievances o Employees union's are not encouraged o Hierarchy is strong/rigid o No independent assessment for manpower planning o Do not have any control on their time/work because other departments/officials 		

SWOT ANALYSIS WITH DEPARTMENTS DEALING WITH SOCIAL INFRASTRUCTURE

DIMENSION	STRENGTHS	WEAKNESSES	CHALLENGES	OPPORTUNITIES
<ul style="list-style-type: none"> o E-Governance 	<ul style="list-style-type: none"> o Information database is strong and also have a disease monitoring system o Complaints redressal through IT o Appropriate budget o Willingness to bring reform o Hardware and software (intranet, network) 	<ul style="list-style-type: none"> o Inadequate staff o Need for skilled staff – (staff with IT knowledge) o IT services are outsourced (but sometimes are not accountable) o Need IT staff within SMC and need for strict monitoring rules and regulations for contractor's staff o A separate IT department needs to be formed o Hierarchy needs to be studied and restructured o UCD Department weak in statistical database 	<ul style="list-style-type: none"> o Citizens expectations and demands are growing o Globalization o In south Gujarat, IT sector has not developed and hence imperfect supply of IT service providers 	<ul style="list-style-type: none"> o JNNURM

DIMENSION	STRENGTHS	WEAKNESSES	CHALLENGES	OPPORTUNITIES
<ul style="list-style-type: none"> ○ Property Tax reforms 	<ul style="list-style-type: none"> ○ Achieved 95% recovery ○ Citizens have been made aware of their property tax ○ Records have been updated –related to properties ○ People cooperate - notices have been issued to all citizens for capturing areas of properties ○ SMC is flexible to accommodate changes in this new system 	<ul style="list-style-type: none"> ○ Update of records – land use/ convergence of data from planning department to tax recovery department 		<ul style="list-style-type: none"> ○ People are willing to pay taxes because they get IT services
<ul style="list-style-type: none"> ○ Levy of user charges to recover O&M costs 	<ul style="list-style-type: none"> ○ New head like solid waste management charge/ water & sewerage charge are included in the property tax bill 	<ul style="list-style-type: none"> ○ Still subsidizing services, not able to recover O&M costs ○ No 'willingness to pay survey' has been conducted 	<ul style="list-style-type: none"> ○ Uncertainty whether people will pay or not 	<ul style="list-style-type: none"> ○ Majority of the citizens obediently pay taxes ○ JnNURM and donor agencies will take cognizance of this reform
<ul style="list-style-type: none"> ○ Earmarking funds for basic services to the urban poor 	<ul style="list-style-type: none"> ○ Man power and financial resources are available from SMC ○ 407 slum pockets / 20% population in slums ○ BPL survey is available 	<ul style="list-style-type: none"> ○ State/central government lands get encroached upon by slums and the responsibility of providing services to them falls on SMC ○ Monitoring of slum 	<ul style="list-style-type: none"> ○ Industrialists need to provide housing to it workers ○ Political interferences 	<ul style="list-style-type: none"> ○ Cleanliness and health improvements ○ Community participation fund is established for CSR

DIMENSION	STRENGTHS	WEAKNESSES	CHALLENGES	OPPORTUNITIES
Procurement management <ul style="list-style-type: none"> ○ Standards of working - updated work/instruction manuals/standard operating procedures ○ Transparency ○ Timely availability of data ○ Timely decision making ○ Performance indicators at all level 	<ul style="list-style-type: none"> ○ Set processes, e-tendering, tenders scrutiny committee ○ Good inventory management ○ Material mgmt system is good (but is not predictive to facilitate advanced information) 	<ul style="list-style-type: none"> ○ Procurement is decentralized –but not through empanelled providers-unit rate method can be made applicable ○ Lengthy and time consuming tendering process ○ Should not be L1 for all procurement, some places needs to give emphasis to quality 		<ul style="list-style-type: none"> ○ Market supply is good
Quality assurance <ul style="list-style-type: none"> ○ Standards of working - updated work/instruction manuals/standard operating procedures ○ Transparency ○ Timely availability of data ○ Timely decision making ○ Performance indicators at all level 	<ul style="list-style-type: none"> ○ Third party inspection if required 			
HUMAN RESOURCES				
<ul style="list-style-type: none"> ○ Grievance handling procedures 		<ul style="list-style-type: none"> ○ No confidential 		

DIMENSION	STRENGTHS	WEAKNESSES	CHALLENGES	OPPORTUNITIES

Need for training

Health

- Administrative procedures
- Managerial skills- 1
- Latest health related policies/ technical -2 (doctors are members of Indian Medical Association and attend their training programs)
- Stress mgmt
- Presentation skills

UCD (need for more staff)

- Documentation and writing skills on computers-1
- Stress mgmt-2
- Attitudinal, dealing and communication with multiple stakeholders-3
- Administrative and management -4

Heritage

- Need more staff, appropriate and qualified fields, mgmt of leaves as museum is open on Sundays, have a separate budget, willingness to send for trainings is there, budgets for planning innovating exhibitions is there.
- Citizens don't have sufficient interest
- Management skills
- Latest know-how

DIMENSION	STRENGTHS	WEAKNESSES	CHALLENGES	OPPORTUNITIES
	<p>simultaneously computerization is also being done.</p> <ul style="list-style-type: none"> ○ Constant research and improvements in the accounting systems ○ Can also do ratio analysis –since SMC have data of 10 yrs ○ In 1992, PWC set systems under World Bank project ○ Lateral movement to other well performing companies would help (decision at SMC level) 	<p>systems</p> <ul style="list-style-type: none"> ○ Software cannot facilitate coordination of zonal accounts information at central level ○ Accounting module at zonal level is not available to accommodate data in real time ○ Need for training programs for engineers and other staff also. ○ Inter-department training ○ Attitude prevalent among staff that “this is not my job” because if the absence of job descriptions ○ Detailed planning/attitudinal changes to other staffs for financial planning/quarterly planning 		

DIMENSION	STRENGTHS	WEAKNESSES	CHALLENGES	OPPORTUNITIES
<ul style="list-style-type: none"> ○ Administrative reforms 	<ul style="list-style-type: none"> ○ Decentralization since 1994 (7 zones) ○ Powers to spend upto Rs. 2 lakhs (which is what Commissioner has) has been provided to zonal heads also. The zonal heads also have same powers as Municipal Commissioner. ○ Citizens charter is existing, written on application forms 	<ul style="list-style-type: none"> ○ Contracts negotiation, no ombudsmen ○ Checklists for documents for every application should be mentioned ▪ New drainage connection ▪ Manpower assessment study was conducted 6 years ago (Dr. Prem Pangotra) ▪ Workload analysis 	<p>market forces</p>	<ul style="list-style-type: none"> ○ Cost saving ○ Rationalization of manpower ○ Improved perception among citizens
SYSTEMS				
<p>Procurement management</p> <ul style="list-style-type: none"> ○ Standards of working - updated work/instruction manuals/standard operating procedures ○ Transparency ○ Timely availability of data ○ Timely decision making ○ Performance indicators at all level 		<ul style="list-style-type: none"> ▪ Lack of guidelines for procurement 		

- Motivational, attitudinal programs for increasing efficiency and output
- No rewards/ incentive systems
- Administration need entry level training programs
- Creation of second level officials –system for weekly meetings/ regular meetings for review, performance review
- CRs- formats are improper, doesn't lead to performance evaluation, 360 degrees performance appraisal
- No deadlines, no time restrictions
- Incentives for good performance, rewards and punishments
- Promotion on basis of performance
- HR rules are not implemented
- Middle and senior management officials have no scope of promotion, scales also does not change
- 90% officials retire in the same cadre in which they were recruited [decision of the SMC general board]
- Elected officials do not understand organisation structure, who would take decisions
- Not enough clean toilets/ rest rooms for women
- Maintenance is a problem
- Common toilets for visitors and workers
- Decentralised legal department, SMC has a lawyer panel- all contracts must be sent to the legal department. Assistant law officers in zones
- Each department gets its own legal checking of contracts done – need to set a system for contracts to be sent to legal department
- Legal department is not computerised
- Before transfers, records of officer- clerical and engineering staff are available but needs to be updated (does not have qualifications, achievements, punishments, trainings undertaken)
- Need for overlap among officials who are to be transferred and incumbent official for continuity
- Handing over charge also does not happen systematically- pending status report is also to be prepared
- Systems with checks and balances should be implemented

Need for training

Finance

- Updated know-how in financial management (will like lateral movement)
- ICA standards and manuals are also not known
- Induction training
- Refresher courses- every year

Annexure 4: List of institutions offering a variety of training programs

Training Institutes of Government of Gujarat

1. Director General
Sardar Patel Institute of Public Administration,
Satellite Road, Ahmedabad – 380 015
2. Director General,
Mahatama Gandhi Labour Institute, Drive-in road,
Memnagar, Ahmedabad – 380 052
3. Director
Engineering Staff Training College, Nr. C-5 fountain, Sector 17, Gandhinagar
4. Chief Engineer and Director
Water and Land Management Institute (WLMII)
Anand – Vadod road,
P O Box NO. 80, Anand – 388 001
5. Director and Chief Engineer
Gujarat Jal Seva Taalim Sanstha,
Gandhinagar Road, Sector 15, Gandhinagar – 380 015
6. Director
State Institute of Rural Development and Panchayati Raj
Shashikunj, Junagadh
7. Director
Din Dayal Institute of Land and Survey,

Centre for Entrepreneurship Development , Block No 1, 9th Floor, Udyog Bhavan,
Gandhinagar

18. Director,
Rural Technology Institute, Near D-4, Sector-12, Gandhinagar
19. Principal,
Panchayat Officers Training Institute, Balwantrai Mehta Bhavan, Sector-17,
Gandhinagar – 382 017
20. Principal,
Gujarat Forest Rangers College, Wadia Palace, Rajpipla, 393 145, Dist Narmada
21. Chief Conservator of Forests, Research and Development Institute, Gujarat Forest Services Complex,
Near Akshardham, Gandhingar Road, Sector 30, Gandhinagar
22. Deputy Conservator of Forests, Forest Training Centre, Kakrapar, Taluka Mandvi, Dist Surat
23. Deputy Director of Information, Directorate of Information, Block no. 6, 1st Floor, Dr Jivraj Mehta Bhavan, Gandhinagar – 382 010
24. Director, Udaybhansinghiji Institute of Cooperative Management, Sector 30,
Gandhinagar
25. Additional Director General of Police (Training), Police Bhavan, Sector 18,
Gandhinagar

No	Institution Name & Address	Contact Person	Phone & Fax	E-mail	Areas of training
4.	Anna Institute of Management, "Mahizhampoo", P.S. Kumarasamy Raja Salai (Greenways Road) Chennai - 600 028	Mr. A. Nagarajan, IAS, Director	P-044-24938247 F-044-24937062	director@annainsstitute.org http://www.annainstitute.org/index.htm	i. General administration ii. Information technology iii. Finance iv. Behavioural science v. Personal & social development vi. Disaster management vii. ToT viii. Management techniques
5.	Association of Urban Management and Development Authorities, 7/6, Sirfort Institutional Area, August Kranti Marg, New Delhi-110 049	Mr. B. N. Singh, Director	P-011-26494486 F-011-26491675	india738@nda.vsnl.net.in http://www.amdaiindia.org/	i. Participatory training program on urban development ii. Urban planning
6.	Administrative Staff College of India, Bella Vista, Raj Bhavan Road, Khairatabad, Hyderabad - 500 082	Dr. S. K. Rao, Director Prof. V. S. Chary, Director (Urban Governance)	P-040-66533000 F-040-23312954	skrao@asci.org.in schary@asci.org.in a_narendar@asci.org.in http://www.asci.org.in/	i. Change management for achieving 24/7 water supply in urban areas, ii. Strengthening urban management, iii. Strategic human resource management iv. Communication skills for managers v. Urban transport management vi. Leadership & organization development

No	Institution Name & Address	Contact Person	Phone & Fax	E-mail	Areas of training
11.	City Managers' Association, Karnataka 21st Floor, Public Utility Building MG Road, Bangalore-560001	Mr. Nandish, Coordinator	P-080-25590331- 33	cma.kar@gmail.com www.cmakarnataka.com	<ul style="list-style-type: none"> i. Improving Financial Resources of Urban Local Bodies ii Citizens Charter iii Designing Public Grievances Redressal System iv Positive Health and Stress Management for The Senior City Manager v Municipal Budgeting and Accounting Reforms vi Business English Communication course
12.	City Managers' Association, Gujarat Ahmedabad Municipal Corporation West Zone Office Usmanpura crossroad, Ahmedabad 380013. India	Ms. Tripti Jain, ED, CMAG	P-(91) (79) 27561184 / 27561185 (direct) F- (91) (79) 27551595	cmag@cmag-india.com	<ul style="list-style-type: none"> i Professional urban management ii All aspects of improved service delivery iii E-governance iv Citizens grievance redressal mechanisms
13.	City Managers' Association - Madhya Pradesh, Room No. 2, Urban Administration and Development, GoMP. Directorate of Urban Administration, Shivaji Nagar, Bhopal	Coordinator	P-0755-2553717	cmamp@sify.net cmampindia@yahoo.com	<ul style="list-style-type: none"> i Professional urban management ii All aspects of improved service delivery iii E-governance iv Citizens grievance redressal mechanisms

No	Institution Name & Address	Contact Person	Phone & Fax	E-mail	Areas of training
18.	Center for Urban Policy Research, Edward J. Bloustein School of Planning and Public Policy Rutgers, The State University of New Jersey 33 Livingston Avenue Civic Square—Suite 400 New Brunswick, NJ 08901-1982	Mr. Robert W. Burchell, Co-Director	P-732-932-3133 F-732-932-2363	cupr@rci.rutgers.edu http://policy.rutgers.edu/centers/cupr.php	The center offers courses on affordable housing, land use policy, environmental impact analysis, state planning, public finance, land development practice, historic preservation, infrastructure assessment, development impact analysis, the costs of sprawl, transportation information systems, environmental impacts, and community economic development.
19.	Center for Urban Research and Learning Loyola University Chicago Lewis Towers, 10th Floor 820 N. Michigan Avenue, Chicago, IL 60611	Dr. Philip Nyden, Director	P-(312) 915-7760 F-(312) 915-7770	curlcomm@luc.edu pnnyden@luc.edu	Academic course on urban planning and research program.
20.	Center for Urban Studies, 333 Hayes Hall Bldg 1, 3435 Main Street Buffalo, NY 14214 - 2133		P-(716) 829-2714 F-(716) 829-2713	center-urban@acsu.buffalo.edu	i. Evaluation & policy analysis ii. Geographic information system/mapping iii. Research iv. Database management
21.	Centre for Science & Environment, 41 Tughlakabad Institutional Area, New Delhi - 110 062	Ms. Sunita Narain, Director	P-011- 29955124 F-011 - 29955879	cse@cseindia.org	Workshops & training on urban planning and urban rain water harvesting

No	Institution Name & Address	Contact Person	Phone & Fax	E-mail	Areas of training
25.	Housing & Urban Development Corporation Ltd, Hudco Bhawan India Habitat Centre Lodhi Road, New Delhi - 110003	Mr. T. Prabakaran, Chairman&MD (Additional Charge)	P-011-24649610/27 F- 011-24625308	t.prabakaran@hudco.org hudco@hudco.org http://www.hudco.org	i. Contemporary Approaches to Planning & Design of Projects ii. Legal issues in Housing & Infrastructure iii. Urban Development Management iv. SJSRY Programme for Elected representative v. Issues in Waste Recycling & Recovery
26.	International Centre for Entrepreneurship & Career Development, E-1/41, Sterling City, Bopal, Ahmedabad - 380 058	Mr. Chandramaulik Pathak Sr. Executive	P-02717-232039, 32059,32082	mail@icecd.org	i. Training of trainers: Entrepreneurship Development ii. Economic development through SMEs iii. Poverty eradication & social empowerment iv. Human resources development v. Political empowerment programs
27.	International Council for Local Environmental Initiatives, CCP-South Asia 1st Floor, Tower "B", Plot No 5, Logix Techno Park, Sector 127 Noida - 201301	Mr. Emani Kumar Director	P-0120-4368400 F-0120-4368401	iclei-southasia@iclei.org www.iclei.org/sa	A worldwide movement of local governments-campaign: Each campaign incorporates a five-milestone structure that participating local governments work through: (1) establish a baseline; (2) set a target; (3) develop a local action plan; (4) implement the local action plan; and (5) measure results.

No	Institution Name & Address	Contact Person	Phone & Fax	E-mail	Areas of training
30.	International City/County Management Association Washington DC, USA www.icma.org www.umcasia.org	Ms. Judit Dellinger Ms. Manvita Baradi (ICMA South Asia/ UMC)	079- 27546403 079-27545303	idedlinger@icma.org mbaradi@icma.org	<ul style="list-style-type: none"> ▪ Good urban management practices ▪ Credentialing certificate courses for city managers ▪ Series of web casts and ICMA university workshops on all aspects of urban service delivery ▪ Urban Indicators and Performance Measurement ▪ Urban Environment ▪ Ethics in local governance ▪ City-city partnership ▪ Financial management ▪ Urban planning and GIS
31.	Indian Institute of Management- Bangalore, Bannerghatta Road, Bangalore	Dr. Prakash G. Apte, Director	P-080-26582450 F-080-26584050	info@iimb.ernet.in http://www.iimb.ernet.in	IIM-B offers academic courses in public & policy management, practicing management and entrepreneurship . IIMB has world-class infrastructure that facilitate excellence in teaching, training, research, consulting and other professional activities.
32.	Indian Institute of Management- Kolkata, Diamond Harbour Road Joka, Kolkata - 700104	Prof. Shekhar Chaudhuri, Director	P-033-24678300 F-033-24678062	director@iimcal.ac.in	IIM-Kolkata has courses in strategic management, regional development, HRM, economics etc. Apart from this, IIM-K also offers research and training facilities.

No	Institution Name & Address	Contact Person	Phone & Fax	E-mail	Areas of training
36.	Environmental Training Institute Tamilnadu Pollution Control Board, III Floor, 100 Mount Salai, Guindy, Chennai-600 032	Director	P-044- 2235 3159 F- 044-22353068	eitnpcb@vsnl.net	i. Air Pollution (Air Quality Moinitoring Techniques and Modeling, Air Pollution Prevention and Control in Industries) ii. An Introduction to EMS (ISO 14001) iii. Competency Development for PCB Officers iv. Energy Conservation in Industries v. Environmental Audit Techniques vi. Environmental Impact Assessment Techniques viii. Environmental Management in Industries ix. Hazardous Waste Management in Industries xi. Hospital Waste Management xii. Integrated Environmental Management for Govt. Organizations xiii. Municipal Solid Waste Management (Reduce, Reuse, Recycle Techniques xiv. Occupational Health and Safety xv. Operation and Management of Environmental Testing Laboratories xvi. Practical Analytical Techniques in- Water and Wastewater, Air Pollution Monitoring and Hazardous Waste xvii. Waste Water Treatment Process and Control xix. Operation and Maintenance of Sewage Treatment Plant xx. GIS and its application in Environmental Engineering

No	Institution Name & Address	Contact Person	Phone & Fax	E-mail	Areas of training
40.	CITYNET 5F, International Organizations Center Pacifico-Yokohama, 1-1-1 Minato Mirai Nishi-ku, Yokohama 220-0012 Japan	Ms. Sapna Advani	Tel: +81-45-223-2161, Fax: +81-45-223-2162	E-mail: sapna@citynet- ap.org, http://www.citynet- ap.org/ //www.smart- cities.net/	i. Capacity-building at the local government level and training is a critical activity for CITYNET. All CITYNET members are divided into "Clusters"/ groups of cities with similar priorities, urban issues, and capacity-building requirements. Based on this, training programmes are organized and sponsorships provided to members of that particular cluster. ii. CITYNET training programmes are led by experts from its vast network of contacts and associates.
41.	Yashwantrao Chavan Academy of Development Administration	Mr. Vidhyadhar Deshpande Ms. Nasrin Siddique	P- 020-5659132 5657360 Vidhyadhar (09823338232)	vw_deshpande@r ediffmail.com	i. Urban Governance & Urban Planning ii. RTI iii. Child labor iv. Health v. Watershed development scheme vi. Direct trainers skills vii. Preparation of Urban Environmental Status Reports viii. Rural Sanitation Computer & FDMS software for FDA Dept. ix. Urban Environment x. Urban finance xi. Road Safety xii. Disability Related Issues

No	Institution Name & Address	Contact Person	Phone & Fax	E-mail	Areas of training
45.	Tata Energy Research Institute, Darbari Seth Block, IHC Complex, Lodhi Road, New Delhi - 110 003, India	Mr. Rajiv Seth, Registrar-TERI University	P: 011- 2468 2100 F: 011- 2468 2144	mailbox@teri.res.in www.teriin.org	i. Solar buildings: Sustainable design, energy efficiency and best practices ii. Formulation of norms and standards for environment clearance of large construction projects
46.	Sardar Patel Institute of Public Administration, Opp. "ISRO", Sattelite Rd, Ahmedabad-380 015	Mr. B. B. Swain, Director General	P- 079-26747612 26747636 26741879 26741999	spipa1@gujarat.gov.in	i. Foundational courses ii. Civil Services Study Centre iii. Public Administration iv. Financial Matters vi. Change Management vii. Natural Disaster Management viii. Values in Administration ix. Office procedures & service rules
47.	St. Joseph's College of Business Administration, 18, F.M. Cariappa Road, Bangalore - 560025	Dr. Aveline R.D'Souza SJ, Director	9980433494 /09341970721 P-080- 22127765(R)	sibac@vsnl.net http://www.sicba.edu.in	Tailor made courses on Urban Management
48.	HCM Rajasthan Institute of Public Administration, Jawahar Lal Nehru Marg, Jaipur - 302017	Dr. Rakesh Hooja, Director & Principal Secretary to Govt[training]	0141-2705420, 2702542	hcmripa@sanchaernet.in http://www.hcmripa.gov.in	i. Administration & Management ii. Women & Gender Issues iii. IT & its applications iv. Social Service Delivery v. Urban Management & Development vi. ToT & Design MoT vii. HR & Right to information viii. Globalization Trade ix. Entry Level Training

No	Institution Name & Address	Contact Person	Phone & Fax	E-mail	Areas of training
52.	Lal Bahadur Shastri National Academy of Administration, Mussoorie-248179 (Uttaranchal)	Mr. Alok Kumar, Deputy Director	P-0135-26324052632236, 2632489, 2632367 & 2632374	alokkumar@lbsnaa.ernet.in alokkumar@lbsnaa.ernet.in alokkumar@lbsnaa.ernet.in	i. Professional courses for IAS officials ii. Ethical issues in administration iii. Training program on land acquisition for development programs iv. Training program for improvement in the functioning of district hospitals v. Rehabilitation & Resettlement issues in India
53.	Kudumbashree - State Poverty Eradication Mission, 2nd Floor, TRIDA Rehabilitation Building, Chalakuzhy Road, Medical College PO, Thiruvananthapuram -695011	Ms. Saradha Muraleedharan, Executive Director	P--0471-2554714 F-0471-2334317	spem@asianetindia.com kudumbashree@eth.net http://www.kudumbashree.org/	i. Right to Information Act ii. Micro Enterprises
54.	Kerala Institute of Local Administration, Centre for Urban Studies, Kerala Institute of Local Administration (KILA), Mulamkunnthukavu, Trissur - 680 581. Kerala.	Dr. Sunny George, Professor	P-0487 2201312 9446606973	mail@kilaonline.org georgesgv@gmail.com	i. Cooperation between cooperative banks & PRIs ii. Development of Education through Local Plans iii. National Seminar on Democratic Decentralization iv. Good Governance v. Capacity Building of Functionaries of Municipalities vi. Financial management & auditing vii. Comprehensive Development and Resource Mobilization viii. E-Governance and its Implications ix. Plan Preparation, Appraisal, Implementation and Project Management x. Financing of Urban Infrastructure xi. Involvement of Voluntary Organizations and Civil Society

Annexure 5: List of various training content and modules

Course Title: Awareness about Urban Reforms	Module Type: Awareness
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1. Target Group - All target groups identified
2. Batch Mix – A mix of elected representatives, urban officials.
3. Entry Behaviour – Aware about the 74th Constitutional Amendment Act, 1992
4. Exit Behaviour - The participants are able to:
 - a. Explain the objectives and framework of the reform.
 - b. Implementation of the reforms and 74th CAA.
 - c. Functions and composition of Ward Committees and District Planning Committees.
 - d. Overview of all the states and their experience sharing on the implementation of 74th CAA.
 - e. Objectives of various reforms like rent control, stamp duty, administrative, structural.
5. Objective -
 - a. To make the target group aware of the objectives and implementation of the reforms
6. Medium - Gujarati
7. Time Duration - 1 – 2 days
8. Learning Delivery Methodology - Experiential sharing, facilitated group discussions, Structured presentations
9. Facilitators - One Male and one female
10. Project work if any - Nil
11. Evaluation - Output based comprising parameters of
 - a. Learning process
 - b. Faculty quality
 - c. Learning content

Course Title: Public Private Partnership

**Module Type:
Awareness**

1. Target Group - All target groups identified.
2. Batch Mix - A mix of elected representatives, urban officials and civil society actors
3. Entry Behaviour - Not aware of concept of PPP
4. Exit Behaviour - The participants are able to:
 - a. Explain the forms and objectives of PPP
 - b. Explain the rationale and challenges for project finance for PPP
 - c. Explain the pre-requisites of PPP.
 - d. Judge the desirability of privatization in different circumstances.
 - e. Understand the limitations and also the benefits of PPP.
5. Objective -
 - a. To make the participants aware of the concept of PPP and brief about project financing.
6. Medium - Gujarati
7. Time Duration - 1 – 2 days
8. Learning Delivery Methodology - Group discussions, presentations.
9. Facilitators - One Male / Female
10. Key take aways for the participants
 - a. Main concepts and issues
 - b. Case studies for PPP
11. Project work if any- Nil
12. Evaluation - Output based comprising parameters of
 - a. Learning process
 - b. Faculty quality
 - c. Pre-evaluation - knowledge questions
 - d. Post-evaluation - Knowledge gained
 - e. Comprehensive evaluation of the entire programme.
 - f. Feedback report of the participants prepared by the institute.

Course Title: Basic Training in Preventive Measures of HIV/AIDS	Module Type: Awareness
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1. Target Group - All target groups identified
2. Batch Mix – A mix of elected representatives, urban officials and civil society actors
3. Entry Behaviour - No awareness about HIV / AIDS
4. Exit Behaviour - The participants are able to:
 - a. Describe and explain the nature of HIV/AIDS
 - b. Describe transmission routes
 - c. Describe and explain practices which reduce and prevent risk of infection
 - d. Reflect on their own attitudes towards HIV/AIDS
 - e. Describe and analyse beliefs and attitudes toward HIV and AIDS in the workplace
5. Objective –
 - a. To demonstrate an understanding of HIV/AIDS and its implications
6. Medium – Gujarati
7. Time Duration - 1 – 2 days
8. Learning Delivery Methodology - Experiential sharing, facilitated group discussions, role plays, case studies, video learning sessions
9. Facilitators - One Male and one female
10. Project work if any – Nil
11. Evaluation - Output based comprising parameters of
 - a. Learning process
 - b. Learning content

Course Title: Accounting and auditing heads

**Module Type:
Induction**

1. Target Group - Class 1 and 2 employees as well as elected representatives.
2. Batch Mix - A mix of elected representatives, and urban officials.
3. Entry Behaviour - Basic understanding of concepts related to budgets, grants and no knowledge of accounting using different tools.
4. Exit Behaviour - The participants are able to:
 - a. Explain various terms related to accounts, sources of income and resources – possibilities, method of taxing.
 - b. Identify constraints in present municipal accounting practices; identify areas for improvements in budgeting and accounting practices.
 - c. Keep records and registers connected to the accounting systems.
 - d. Understand the responsibilities of the Finance Committee related to the financial statement.
 - e. Prepare Municipal Budget using different accounting and auditing methods.
 - f. Understand Double entry system and the actions to be taken to implement the same and improved practices in auditing.
 - g. Use basic knowledge of software's used for accounting.
5. Objective-
 - a. To develop clarity on the various funds and accounts and the maintenance of income and expenditure.
 - b. To highlight the deficiencies in the present system of municipal budgetary accounting and auditing practices
 - c. To develop clarity on the responsibilities and duties of the Financial Standing Committee related to financial management.
6. Medium- Gujarati
7. Time Duration- 3 weeks for elected representatives and 3 months for the state urban cadre.
8. Learning Delivery Methodology- Experiential sharing, facilitated group discussions, role-plays, case studies, video learning sessions, and hands on related software's.
9. Facilitators- Two – Male / Female
10. Key take aways for the participants
 - a. Reading material related to each session should be handed before the commencement of the session
 - b. Different heads of income and expenditure
 - c. Framework for preparing a annual budget
11. Project Work if any- Nil
12. Evaluation- Output based comprising parameters of
 - a. Learning process
 - b. Faculty quality
 - c. Learning content

Course Title: Right to Information

**Module Type: Knowledge
and skill building**

1. Target Group - All target groups identified.
2. Batch Mix - New and old elected representatives
3. Entry Behaviour - Not aware of right to information act.
4. Exit Behaviour - The participants are able to:
 - a. Explain the concept of RTI
 - b. Explain the obligations of Public authority
 - c. Describe the duties of Public Information Officer
 - d. Explain application procedure for requesting the information
 - e. Explain the time limit and fees required to gather information.
 - f. Discuss the grounds for rejection to give the information
 - g. Discuss Constitution of Central information Commission – its powers and functions.
 - h. Explain the role of Central / State governments.
5. Objective -
 - a. To make the participants aware of the concept of RTI and their role as a municipal officer.
6. Medium - Gujarati
7. Time Duration – 1 week
8. Learning Delivery Methodology- Group discussions, presentations, interactive workshops.
9. Facilitators – One Male / Female
10. Key take aways for the participants
 - a. Main concepts and issues
11. Project work if any - Nil
12. Evaluation - Output based comprising parameters of
 - a. Learning process
 - b. Faculty quality
 - c. Pre-evaluation - knowledge questions
 - d. Post-evaluation – Knowledge gained
 - e. Comprehensive evaluation of the entire programme.

Course Title: Improved Solid Waste Management

Module Type: Knowledge and skill building

1. Target Group- All target groups identified.
2. Batch Mix- New and old elected representatives
3. Entry Behaviour- No formal exposure to concepts related Solid waste management.
4. Exit Behaviour- The participants are able to implement the new knowledge and skills in planning and managing as well as upgrading solid waste management of the city interlaid.
 - a. Waste- concept and definition, types
 - b. Categories of municipal waste, their characteristics and potential of recycling/usage/ appropriate disposal
 - c. Scenario of the city, urban conservancy department- human resource, equipments, other infrastructures, landfill sites, works on contracts
 - d. Solid waste generation to disposal/recycle life cycle steps, technologies at each steps
 - e. PPP as part of solid waste management
 - f. Concept of regional landfill sites, carbon credits, best practices in India
 - g. Various low cost technical options available for its management.
5. Objective-
 - a. To sensitize the stake holders on various management issues like source segregation, house-to-house collection, storage, transportation, processing and disposal of MSW.
 - b. To make the participants aware of the existing practices and issues relate to the Municipal Solid waste.
 - c. To stress the need for inter-agency coordination in the management of the service.
 - d. To underline the importance of private sector and community participation in effective provision of this service.
 - e. To exchange views about the best practices already adopted for the management of the Municipal Solid Waste in other states and other countries.
6. Medium- Gujarati / English
7. Time Duration- 1 week
8. Learning Delivery Methodology- Experiential sharing facilitated group discussions, presentations, field visits.
9. Facilitators- One Male / Female
10. Key take aways for the participants
 - a. The Municipal Solid Waste (Management and Handling) Rules, 2000
 - b. Municipal Solid waste Disposal - Landfill site.
 - c. Innovations and strategies practiced in other municipal corporations.
11. Project Work If Any- Nil
12. Evaluation- Output based comprising parameters of

Course Title: Contract Management	Module Type: Knowledge and skill building
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1. Target Group- All target groups identified.
2. Batch Mix- New and old elected representatives
3. Entry Behaviour- Familiarity with Govt contract management.
4. Exit Behaviour- The participants are able to:
 - a. Describe the fundamental elements of a contract, including basic terms and conditions.
 - b. Describe the roles and responsibilities of contract management.
 - c. Describe the process for managing contract variations.
 - d. Identify negotiation and manage contract risk.
5. Objective-
 - e. To make the participants understand the concepts and techniques of managing and planning a contract.
6. Medium- Gujarati
7. Time Duration- 1 week
8. Learning Delivery Methodology- Group discussions, presentations, interactive workshops, practical activities, case study.
9. Facilitators- One Male / Female
10. Key take aways for the participants
 - f. Main concepts and issues
 - g. Case studies
11. Project work if any- Nil
12. Evaluation- Output based comprising parameters of
 - h. Learning process
 - i. Faculty quality
 - j. Pre-evaluation - knowledge questions
 - k. Post-evaluation – Knowledge gained
 - l. Comprehensive evaluation of the entire programme.
 - m. Feedback report of the participants prepared by the institute.

Course Title: Project Management

**Module Type: Knowledge
and skill building**

1. Target Group - All target groups identified.
2. Batch Mix - New and old elected representatives
3. Entry Behaviour- No formal knowledge related to project management
4. Exit Behaviour - The participants are able to:
 - a. Define a project and project management.
 - b. Describe project life cycle
 - c. Structure and schedule – the Critical Path
 - d. Explain the estimation and cost management techniques.
 - e. Explain project tracking, reporting and communicating.
5. Objective -
 - f. To deliver projects within specification, on time and on budget.
6. Medium - Gujarati
7. Time Duration – 1 week
8. Learning Delivery Methodology - Group discussions, presentations, interactive workshops, practical activities, case study (from conception to completion).
9. Facilitators - One Male / Female
10. Key take aways for the participants
 - g. Main concepts and issues
 - h. Case studies
11. Project work if any - Nil
12. Evaluation- Output based comprising parameters of
 - i. Learning process
 - j. Faculty quality
 - k. Pre-evaluation - knowledge questions
 - l. Post-evaluation – Knowledge gained
 - m. Comprehensive evaluation of the entire programme.
 - n. Feedback report of the participants prepared by the institute.

Course Title: Developing basic knowledge of computers	Module Type: Knowledge and skill building
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1. Target Group - All target groups identified
2. Batch Mix – New and old elected representatives
3. Entry Behaviour – No knowledge about computers.
4. Exit Behaviour - The participants are able to:
 - a. To understand the use of basic hardware's related to the computer.
 - b. To introduce the window icon based programs including the use of mouse, windows explorer, file manager and application.
 - c. To explore basics of word PowerPoint, excel, outlook, using email, navigating the internet, scanning and printing.
5. Objective -
 - a. To improve the understanding about computer basics.
6. Medium – Gujarati / English
7. Time Duration - 1 week
8. Learning Delivery Methodology –presentations, hands on.
9. Facilitators - One Male / female
10. Key take aways for the participants
11. Project work if any – Nil
12. Evaluation - Output based comprising parameters of
 - a. Learning process
 - b. Faculty quality
 - c. Learning content
 - d. Pre-evaluation - Knowledge questions
 - e. Post-evaluation – Knowledge gained

Course Title: Municipal Finance Management	Module Type: Knowledge and skill building
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1. Target Group - All target groups identified
2. Batch Mix – New and old elected representatives
3. Entry Behaviour – No knowledge related to financial management
4. Exit Behaviour - The participants are able to:
 - a. Define financial management
 - b. Existing financial management practices in Indian municipal bodies
 - c. Strategies for improvement - Financial analysis, financial forecasting, working (short term) capital management, improving cost efficiency, expenditure control and debt management.
 - d. Case studies – Innovations and blunders
5. Objective – To appraise participants about:
 - a. Current trends in public finance in Indian municipal bodies
 - b. Financial Management and analysis tools
 - c. Introduce new financial management tools in a municipal body
 - d. Short term and long term financial management.
6. Medium – Gujarati / English
7. Time Duration – 1week
8. Learning Delivery Methodology – presentations, discussions, case study.
9. Facilitators - One Male / female
10. Project work if any – Nil
11. Evaluation - Output based comprising parameters of
 - a. Learning process
 - b. Faculty quality
 - c. Learning content

Course Title: PPP with NGO/CBO	Module Type: Knowledge and skill building
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1. Target Group - All target groups identified
2. Batch Mix – New and old elected representatives
3. Exit Behaviour - The participants are able to:
 - a. Understand the term NGO / CBO, types of NGO and range of its activities.
 - b. Understand board functions and working methods.
 - c. Have the basic knowledge of financial management of an NGO.
4. Objective –
 - a. To improve the understanding about management of an NGO/CBO.
5. Medium – Gujarati / English -
6. Time Duration - 1 week
8. Learning Delivery Methodology – presentations, discussions and case study.
9. Facilitators - One Male / female
10. Project work if any – Nil
11. Evaluation - Output based comprising parameters of
 - a. Learning process
 - b. Faculty quality
 - c. Learning content

Course Title: Basic Services for Urban Poor	Module Type: Knowledge and skill building
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1. Target Group- All target groups identified.
2. Batch Mix - New and old elected representatives
3. Entry Behaviour – No formal knowledge
4. Exit Behaviour - The participants are able to:
 - a. Discuss the Urban Poverty trends – local and state level.
 - b. Understand the policies and means to strengthen the policy areas.
 - c. Understand the funds allocated to poor by the ULBs.
 - d. Explain the current status on service delivery to the poor.
 - e. Discuss the good practices for urban poverty alleviation.
 - f. Discuss case studies of city level initiatives for poverty reduction.
5. Objective -
 - a. To make the participants aware of the context of poverty and policies related to it.
6. Medium - Gujarati
7. Time Duration - 1 week
8. Learning Delivery Methodology - Presentations, interactive workshops, case studies.
9. Facilitators - One Male / Female
10. Project work if any - Nil
11. EVALUATION- Output based comprising parameters of
 - a. Learning process
 - b. Faculty quality
 - c. Session Contents
 - d. Comprehensive evaluation of the entire programme.
 - e. Feedback report of the participants prepared by the institute.

Course Title: Standard Office Procedures and Rules	Module Type: Knowledge and skill building
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1. Target Group- All target groups identified.
2. Batch Mix - New and old elected representatives
3. Entry Behaviour – No formal knowledge
4. Exit Behaviour - The participants are able to:
 - a. Explain organization and methods techniques.
 - b. Develop Office records maintenance
 - c. Develop Inventory management
 - d. Apply computers skills in municipal organizations
 - e. Manage Office lay out and space
 - f. Understand E -governance
5. Objective -
 - a. To discuss the need and importance of office management.
 - b. To emphasize upon the automation of office procedures.
 - c. To highlight the importance of computerization of organizational operations
6. Medium - Gujarati
7. Time Duration - 1 week
8. Learning Delivery Methodology - Presentations, interactive workshops, case studies.
9. Facilitators - One Male / Female
10. Project work if any - Nil
11. EVALUATION- Output based comprising parameters of
 - a. Learning process
 - b. Faculty quality
 - c. Session Contents
 - d. Comprehensive evaluation of the entire programme.
 - e. Feedback report of the participants prepared by the institute.

Course Title: Knowing thyself – assertiveness skills-Leadership	Module Type: Attitudinal
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1. Target Group - All target groups identified.
2. Batch Mix - A mix of elected representatives, urban officials and civil society actors
3. Entry Behaviour – No previous exposure on softer learning or processed based training modules.
4. Exit Behaviour - The participants are able to:
 - a. Identify behaviour in themselves and others that lead to non-assertive behaviour.
 - b. Use a variety of assertiveness skills to deal with people
 - c. Manage both aggressive and submissive behaviour
 - d. Project authority in an assertive way.
 - e. Gain confidence in group situations
 - f. Learn how to influence difficult people to ensure positive gains for all.
5. Objective -
 - a. To improve the relationships through productive and powerful attitude.
 - b. To respond productively to challenging behaviour patterns in others.
6. Medium – Gujarati
7. Time Duration - 1 week
8. Learning Delivery Methodology - Group discussions, presentations, 'Learning by doing' method, practical exercises and case studies.
9. Facilitators - One Male / Female
10. Project work if any – Nil
11. Evaluation - Output based comprising parameters of
 - a. Learning process
 - b. Faculty quality
 - c. Session Content
 - d. Comprehensive evaluation of the entire programme.
 - e. Feedback report of the participants prepared by the institute.

Course Title: Leadership	Module Type: Attitudinal
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1. Target Group - All target groups identified.
2. Batch Mix - A mix of elected representatives, urban officials and civil society actors
3. Entry Behaviour - No previous exposure on softer learning or processed based training modules.
4. Exit Behaviour - The participants are able to:
 - a. Understand the importance of objectives and constraints.
 - b. Work effectively with team members and peers
 - c. Define and organize tasks for team members
 - d. Provide constructive feedback
 - e. Communicate tasks to team members
 - f. Define the roles and responsibilities of a team leader
5. Objective -
 - a. To examine there leadership style and develop an empowering approach to flexible leadership.
 - b. To develop, build and lead a productive team and create an effective team-working climate.
6. Learning Points – would develop effective skills like communication, time management, creative thinking, and task organization.
7. Medium - Gujarati
8. Time Duration - 1 week
9. Learning Delivery Methodology - group discussions, presentations, 'Learning by doing' method, practical exercises and case studies.
10. Facilitators - One Male / Female
11. Project work if any - Nil
12. Evaluation - Output based comprising parameters of
 - a. Learning process
 - b. Faculty quality
 - c. Session Content
 - d. Comprehensive evaluation of the entire programme.
 - e. Feedback report of the participants prepared by the institute.

Course Title: Ethics and Code of Conduct in administration	Module Type: Attitudinal
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1. Target Group - All target groups identified.
2. Batch Mix - A mix of elected representatives, urban officials and civil society actors
3. Entry Behaviour - No previous exposure on softer learning or processed based training modules
4. Exit Behaviour - The participants are able to:
 - a. Ethics in administration - an overview
 - b. Analysis on ethical issues
 - c. Values for good Governance
 - d. Right to information and transparency in Government transaction
 - e. Government finance and ethics
 - f. Use of computers for curbing corruption
5. Objective -
 - a. To reflect on and discuss the importance of ethics in administration.
 - b. To analyze ethical issues in given situations.
 - c. To understand issues involved in Right to Information and Transparency in Government Transactions Act.
6. Medium - Gujarati
7. Time Duration - 1 week
8. Learning Delivery Methodology - Group discussions, presentations, interactive workshops, debates and video simulations.
9. Facilitators - One Male / Female
10. Project work if any - Nil
11. Evaluation - Output based comprising parameters of
 - a. Learning process
 - b. Faculty quality
 - c. Session Content
 - d. Comprehensive evaluation of the entire programme.
 - e. Feedback report of the participants prepared by the institute.

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