Prime MinisterRural Development Fellowship

Training Report

July 9th -September 14th, 2012

Introduction:

The Prime Minister's Rural Development Fellows Program was formally inaugurated on April 7th 2012 in APARD, Hyderabad. The program was launched by the Ministry of Rural Development, Government of India (MoRD, GoI), with an objective of creating opportunities for young professionals to engage with people living in the most difficult and development deprived districts of the country. Seventy-eight Integrated Action Plan (IAP) districts were selected from nine states, namely, Andhra Pradesh, Bihar, Chattisgarh, Jharkhand, Odisha, Madhya Pradesh, Maharashtra, West Bengal and Uttar Pradesh. In all, 147 fellows have already been placed as PMRDFs in 78 districts.

Orientation training for the PMRDFs:

PMRDF seeks to identify, assess, select and empower some of the brightest and most committed young people of this country to facilitate development and to ensure that welfare programs reach the right people. The idea is to bridge the gap between planning and execution and to build opportunities for young people to come forward and contribute to society. The fellowship offers a platform to bright young professionals to commit a significant period, three years of their life, to the development of the 78 Integrated Action Plan (IAP) districts. Considering the uniqueness of the task and the role they are envisaged to play as PMRDFs, three core components are required in the fellows:

  I.   Domainknowledge of development processes
 II.   Skills to work with people living in difficult areas and conditions
III.   As well as the attitude and belief that people are capable of making a change.

The first batch involved 104 fellows and it was a challenge to pay adequate attention to all three components. The efforts – faculty time and mentoring to address the needs of individuals and groups were tremendous. The experiences with the first batch were useful to structuring training for the second batch of 43 fellows[1].

---

[1]Annexure I – list of 43 fellows are attached for reference.

Table 1: Duration of TrainingSecond Batch of PMRDF's with Pedagogical details

Total days of training : 62 Days	
Dates of training : July 9th – September 15th 2012	
Total days of Classroom Trainings	**: 32 Days**
Dates of Classroom training	**: July 9th 2012 – August 10th 2012**
Total days of Field Immersion	**: 28 Days including travel time**
Dates of Field Immersion :August – 16th to September 10th 2012	
Total days of Assessment of the PMRDFs	**: 2 Days**
Dates of Assessment of the PMRDFs:September 14th and 15th 2012	

The second batch of PMRDFs trainings for the 43 fellows was organised at the Mumbai campus of the Tata Institute of Social Sciences from July 9th 2012 to September 15th 2012. This like the first batch included 5 weeks of **"Classroom Training"**[2], and four weeks of "**Field Immersion**". The field component included a three day Orientation at the State level (by the State officials) followed by a three day Orientation at the District level (by the district administration), a three day exposure at the Block level by the block level functionaries, and ten to twelve days of work at the Village level. The field immersion at the villages provided an opportunity for the PMRDFs to understand rural life and field realities by living through it and interacting with different stakeholders.

Objectives of the Orientation training are to:

1.   Enhance the knowledge domain for the participants with academic inputs through participatory processes.

2.   Enhance the skill domain for the participants through workshop and peer learning processes.

3.   Provide a stimulating environment and inputs for the participants to enhance their personal attributes as part of the training process.

---

[2] Classroom Training Schedule attached for reference

4. Learn to be conscious towards field realities, and be able to connect the academic concepts with the existing reality in a non-judgmental and unbiased way that further leads to affirmative action.

Processes for engaging with the trainees -

The training has been designed to complement the uniqueness of the program and has tried to

capture the wide range of skills and attributes, which are essential for young professionals to work in a difficult setting.The <u>first week</u> of the training was dedicated to Group building, communication workshops and problem solving exercises, which also helped in bringing the fellows to work with each other in groups.These workshops helped the participants to open up to what they thought they can offer (yellow) to the training program, what they wished to get as part of the training program (Blue) and what they wished not to have as part of the training program (pink).

Session for trainee fellows to depict through different colour codes on expectations of the training program**.**

The first week simultaneously had space to discuss the basic conceptions of society in the Indian context. This session was followed by discussion on economic and sociological issues and problems in the Indian context.The <u>second week</u> was devoted to discussions on social, economic and political issues and challenges in the Indian context as well as peoples' identity and rights [Forest Rights Act (FRA) 2006 &Panchayat Extension to Scheduled Areas Act (PESA)1996]. During thisweek,the participants discussed, debated and contextualised the ideas of constitution, rights, entitlements, obligations, democracy and concepts of governance in the Indian realities. Concurrently, the participants were provided with inputs on research and the process of enquiry. Basic input on research methodology and technical sessions helped the participants getacquainted with various methods and tools essential to interpret data. This further assisted the fellows to deconstruct data, connect it to the existing domain of knowledge and link it to the field realities.

Technical sessions and PMRDFs presentations

The third weekaimed to familiarise the fellows with social policies and programmes and the administrative machinery for implementing them. Interaction with policy makers and activists were organised to discuss flagship programmes and developmental initiatives in the country. The effort was to create a link between ageneral understanding of the socio-political and economic context, and the specific context to provide a better awareness of implementation and outputs of these programmes. These sessions helped the trainees understand the evolution of policy thereby explicate the emerging trends in the development world.

The fourth week was dedicated to skill enhancement with an emphasis on project management and deconstructing the concepts of planning. There were sessions on Micro Level Planning (MLP), budget analysis and accountability framework.The latter half of the fourth week was dedicated to a leadership workshop. The effort was to engage with oneself pragmatically and analyse the possibilities of being a change agent.
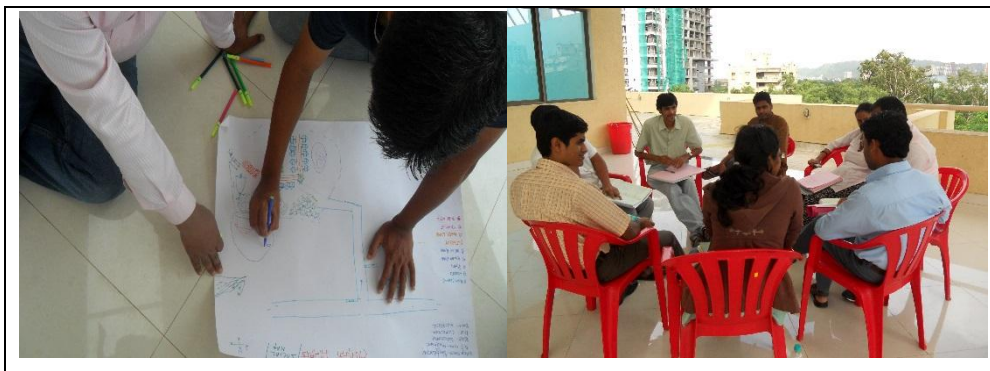
The team engages into MLP exercise

The fifth week was dedicated to fieldwork orientation and group assessment. The fellows also made field visits in rural and urban contexts to understand issues of poverty and access to facilities.

Field Visit to M- Ward

The students went to M ward in Mumbai for a field visit. The "M" ward (east), (M/E Ward) which is an eastern suburb of Greater Mumbai or Zone 5 of the MCGM and is a ward which has a cluster of slums collectively called Shivaji Nagar Slum which was established in 1974. Shivaji Nagar was developed as a slum by the BMC for Project affected persons (PAP) from the main city. The entire area has both declared and undeclared slums. A 'declared' slum has legal recognition and hence is provided with some civic amenities. All the slums pre-1995 are recognized and post 1995 are deemed illegal and liable to be demolished by the authorities. Thus, students were exposed to multiple realities of dispossession, marginalisation, suffering and vulnerable populations. It also made the students understand the multiple challenges of working is a given area.

During the end of fourth week the leadership workshop was organised which focused on addressing the various components of individual and group behaviour which contribute to process which shape social change. The session was organised with a series of activities which helped paw the path through exploring the basic components which define leadership attributes and the challenges while engaging in groups. The session opens a platform for the trainees to realise the potential which they have and the possibilities which exist for them to change the present status quo in rural development.

In the fifth week of the training programme the trainees were oriented on the field work and the latter half was dedicated group work and presentations. The group presentations were assessed and feedback was shared with the fellows.

In addition to classroom sessions during the day, lectures were organised during late evenings were eminent scholars, public policy experts or field practitioners were invited to share their experiences with the trainees, the sessions were a vibrant platform for the trainees to interact and engage with various scholars and practitioners from the field and create a dialogue for future engagements in the field.

1)Dr.Ravi Chopra (People's Science Institute, Dehradun) 2)Class room session 3) Dr.Mihir Shah (Member Planning Commission, GOI) interacting with trainees 4) Bandana Preyasaai (IAS, DC Gaya) during the sessions& 5) PMRDFs making presentations during Orinetation Training (clockwise)

Last but not the least the students were able to showcase their talent in the few evenings they finished their tasks and sessions on time. Below are a few illustrations of the students enjoying these moments in a group.

Cultural Evening – PMRDFs Second cohort

Second cohort

at a glance

Figure 1 illustrates the Gender representation of Second cohort fellows. The batch consists of 43 fellows, of which, 74% are male and 26% female.

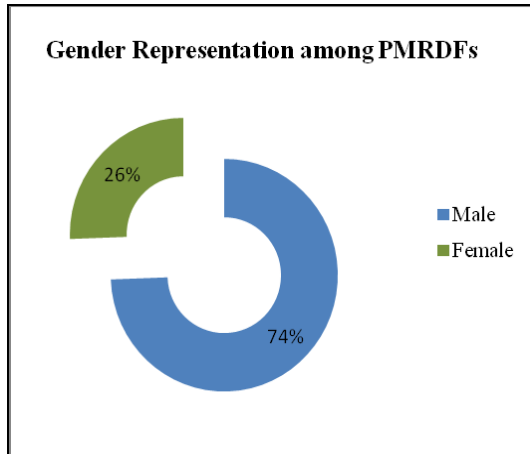**Figure 1: Gender Representation among PMRDFs**
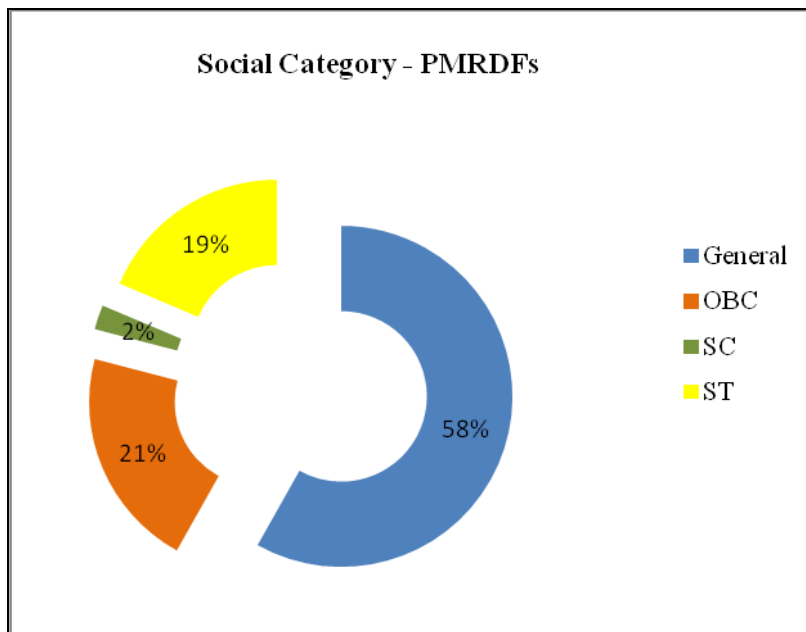

Figure 2: Social Category - PMRDFs

Figure2 explicates the social composition ofPMRDFs. It shows that of the 43 candidates about 58% (   ) belong to the 'General Category', 21% (   ) 'OBC Category', 19% (   ) from 'ST Category' and 2% (   ) from 'SC Category'.

Figure 3, reveals that the fellows in the 2nd batchcame from 12 states and union territories of India. The representation of fellows is as follows: 9 from Orissa, 8 from Jharkhand; 6 from Maharashtra; 5 from Uttar Pradesh; 4 from Andhra Pradesh; 2 fellows each from Bihar;

Rajasthan; and West Bengal; 1 fellow each from Assam, Chattisgarh; Delhi;Kerala and Uttaranchal. (This analysis is based on the information provided by the candidates regarding their native place (hometown).

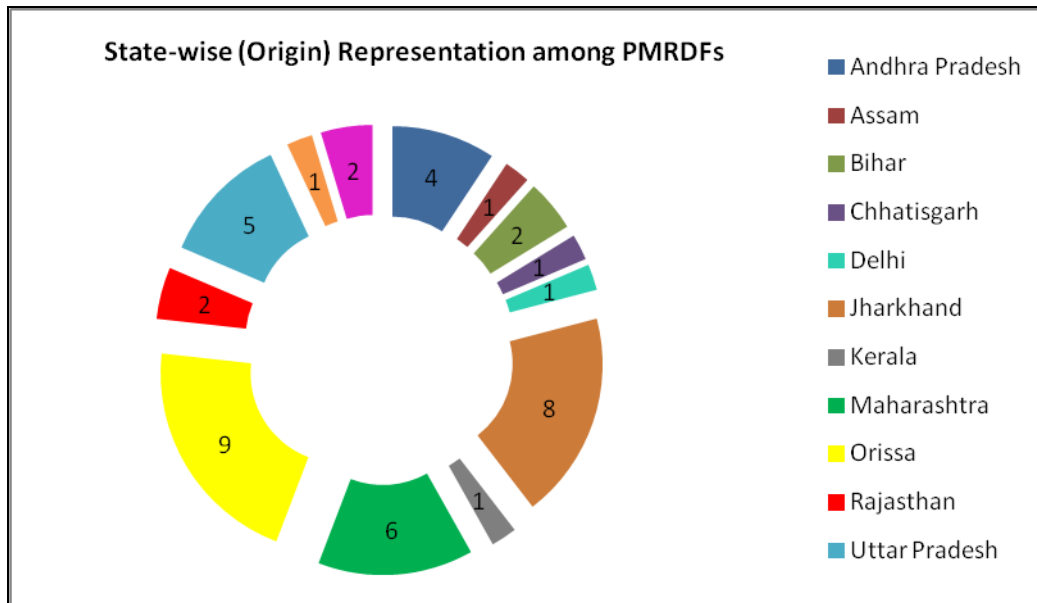**Figure 3: State-wise (origin) Representation among PMRDFs**

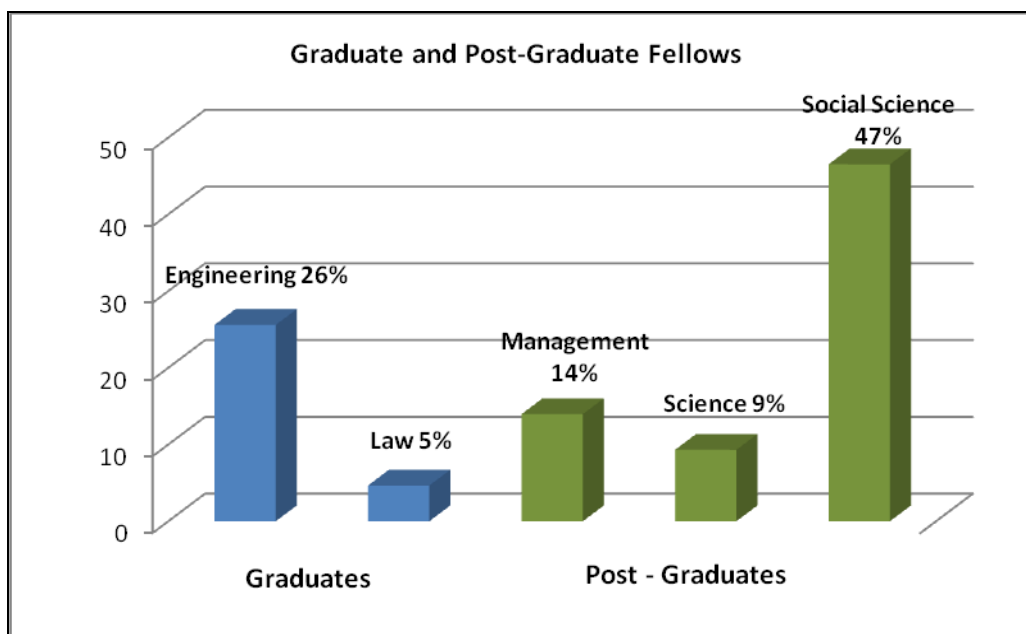**Figure 4: Graduate and Post-Graduate Fellows**

Figure 4, reveals the educational qualifications of the fellows. attained i.e., 'Graduation' and 'Post-Graduation' by the PMRDFs is explained. The figure suggests that 13 fellows (31%) have entered the programme after graduation. Out of these 31%, 11 fellows (26%) have

graduated with 'Engineering'where as 2 fellows (5%) have done 'Law'. The figure shows that 30 fellows (69%) have joined in the PMRDF programme after completing their post-graduation. Of the 69% of the fellows with a Post Graduation degree a majority i.e., 20 fellows (47%) are from the 'Social Sciences' background, another 6 fellows (14%) are from 'Management' and 4 fellows (9%) are from 'Pure Science' background.

Figure5: Social Category and Education details of PMRDFs
Social Category and Educational details of PMRDFs

Social Category and Education details of PMRDFs
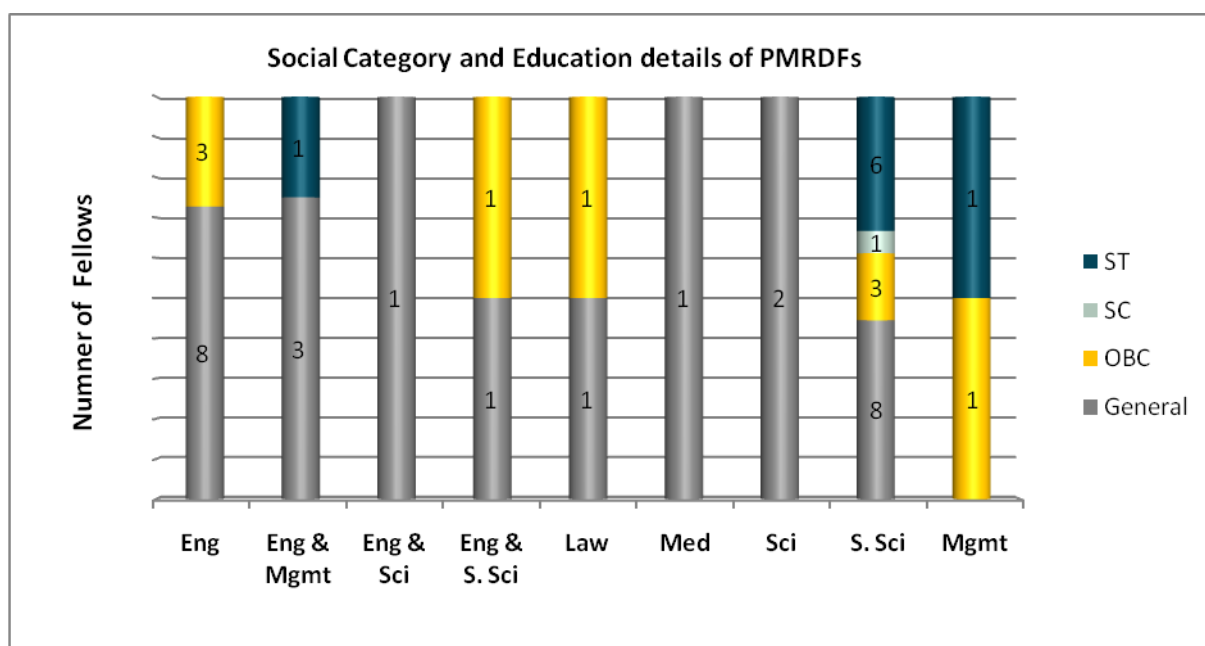
The above **Figure juxtaposes** educational qualification by social category. Of the 25 fellows from the 'General Category', eight each came with a degree in Engineering and a Social Sciencesqualification, ; threehave completed management degree after Engineering; two fellows have done 'Pure Sciences'; where as one each have a degree in 'Engineering' and 'Pure Sciences'; 'Engineering' and 'Social Sciences'; 'Law' and 'Medicine'.

Of the 9 fellows who belong to the 'OBC category': threeeach have done 'Engineering' and'Social Sciences'; oneeach has a qualification in 'Engineering' and 'Social Sciences'; 'Law' and 'Management'. Among the Scheduled Tribe candidates, six fellows are from the 'Social Sciences' background; one has a degree in 'Engineering' and 'Management' and another has done 'Management. There is only one 'SC' candidate in the present batch who possesses a 'Social Science' degree.
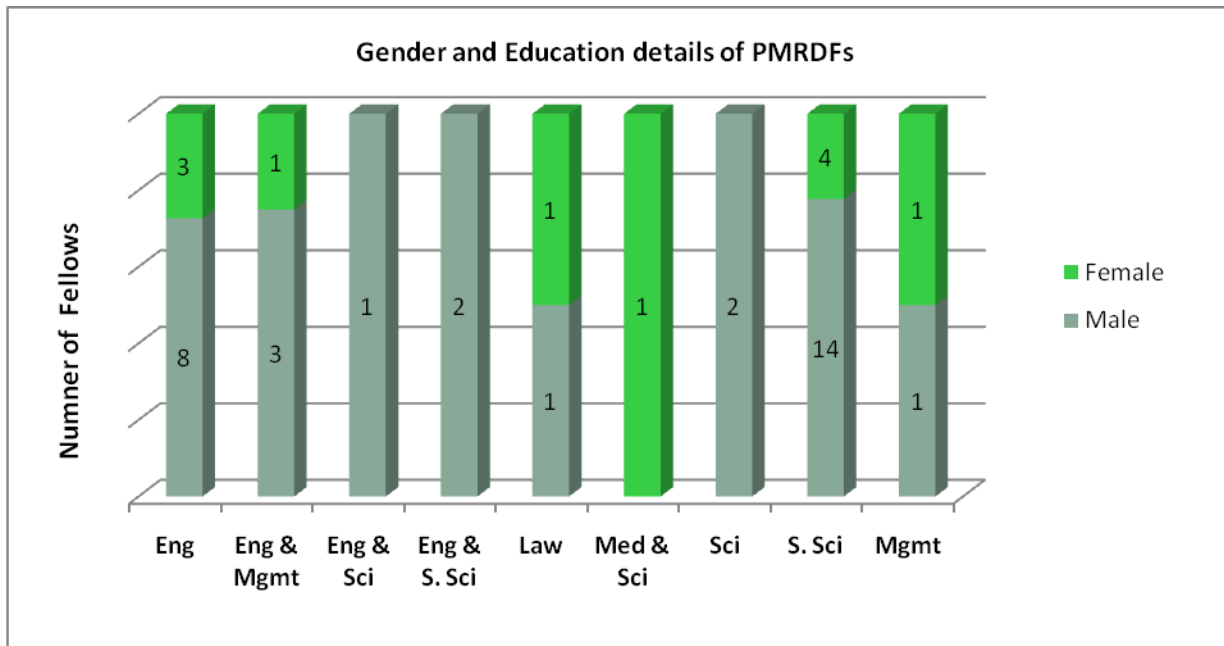
Figure6: Gender and Education details of PMRDFs

Figure6collapses Gender and Educational attainment of PMRDF Fellows. Of the 32 Male fellows, 14 have a 'Social Science' background; 8 are from an 'Engineering' background; 3 posses qualifications in both 'Engineering' and 'Management'; 2 fellows have degrees in 'Engineering' and 'Social Sciences'; 2 are from 'Pure Sciences background . One possess an 'Engineering' and 'Pure Sciences qualification where as another fellow from 'Law' background. Of the 11 female fellows, 4 have done 'Social Sciences'; 3 have an engineering background, ; One female candidate each have both 'Engineering' and 'Management'whereas another has done 'Medicine' and 'Pure Science'. Of the remainingtwo candidates, one has done 'Management' whereas another is from a law background.

Figure7: PMRDFs Work Experience (Yrs)
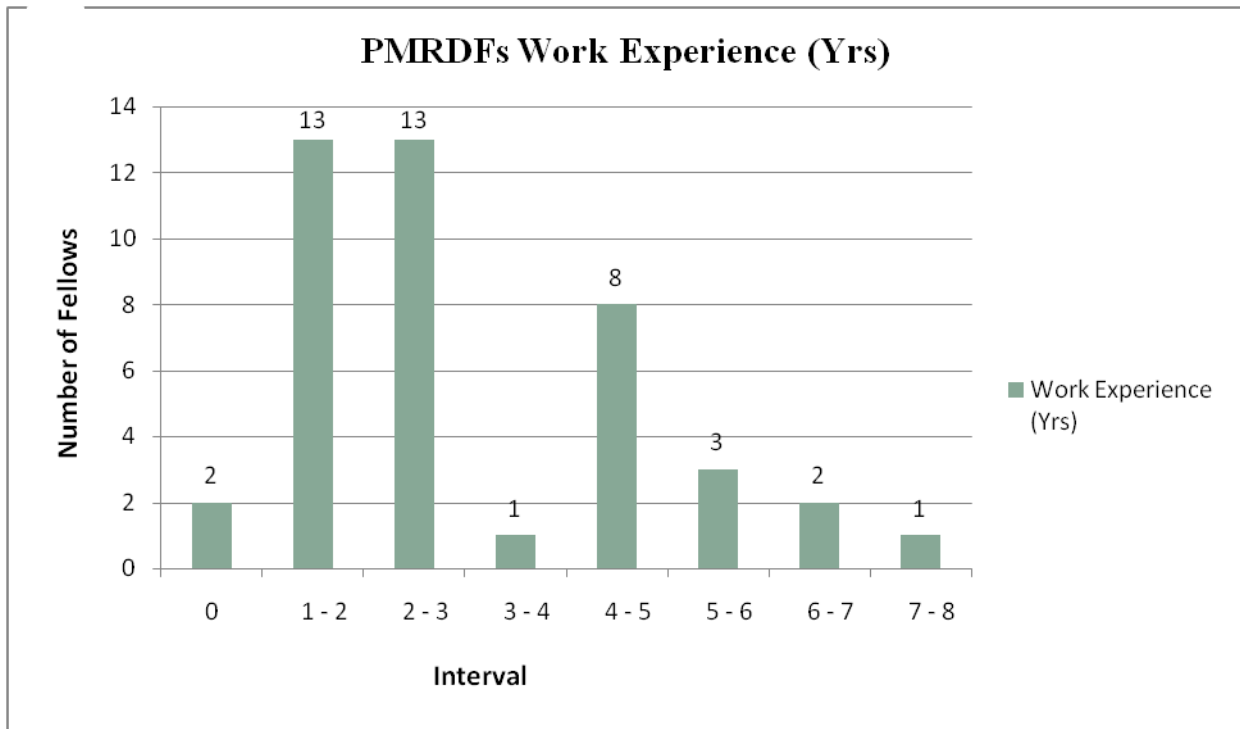
The Figure7 represents the total work experience of PMRDF fellows. The 'Y-axis' represents the number of fellows and 'X-axis' represents the number of years of work experience. From the above Figure, it is apparent that only two fellows of the 43 fellows do not have any experience. The rest i.e. 41 fellows have some work experience, ranging from 1-8 years. The figure shows 13 fellows each have work experience of about1 -2 years and 2 -3 years. One fellow has joined with about 3 – 4 years of work experience. Interestingly eight fellows have an experienceof 4 -5 years whereas another 3 fellows fall in the range of 5 – 6 years of work experience. It is interesting to note that 3 fellows have work experience above 6 years, of which 2 fellows have an experience of about 6 – 7 years and one fellow has experience in the range of 7 – 8 years. This figure reveals that the fellowship has been able to attract a wide range of professionals who have taken the conscious decision to contribute towards the development of the nation in some of the most challenging areas.

Orientation Training of PMRDFs

Self-assessment of Competency

Pre and Post Training Competency Analysis

The PMRDF fellows were asked to fill a schedule[3] to undertake a self-assessment of their competency[4] on knowledge, skills and personal attributes before and after the training. The Pre and Post training scores gives a fair idea about the success or failure of a training program. Scores are obtained on several parameters of each variable, which has been factored in the analysis.

Process for Self- Assessment

The Fellows were requested to fill a Self Competency form before the training commenced. During the Pre- training process of assessment of competencies it involved the fellows to fill in the form based on their understanding and awareness about their own competency across different parameters (includes – knowledge, skills and personal attributes). The fellows assessed themselves at three different levels viz., level 1 is 'I know little but need more inputs', 2 is 'I am proficient' and 3 is 'Proficient and can coach others'. The same process was followed post training.

Pre and Post Training Knowledge Domain:

Their general knowledge competency was checked by questions on government policies and programmes, rules of operations, structure of administration, budgets, the Indian Constitution and Indicators of monitoring and evaluation programs. Fellows assessed on the three different levels discussed above. The scores are given in the range of minimum 6 and maximum 18. These are further bifurcated into those who scored less than 7:'Poor' (C); between 7 –12 as 'Good' (B) and more than 13 as 'Excellent' (A). According to the total score obtained by the fellows in the knowledge domain, they are categorized as A, B and C fellows.

---

[3] Annexure ii – Schedule for Self Assessment of Competency

[4] Competency refers to the ingredients (Knowledge, Skills and Personal Attributes) that contribute to excellence

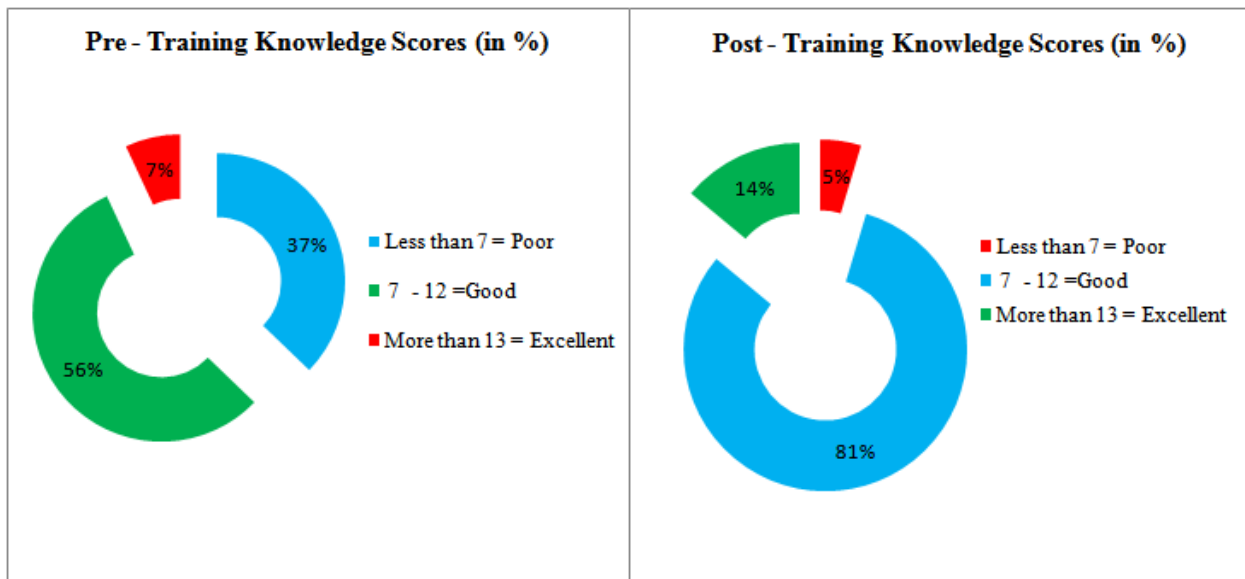**Figure8: Pre and Post Training Knowledge Scores**

Figure9: Pre and Post Training Individual Knowledge Scores
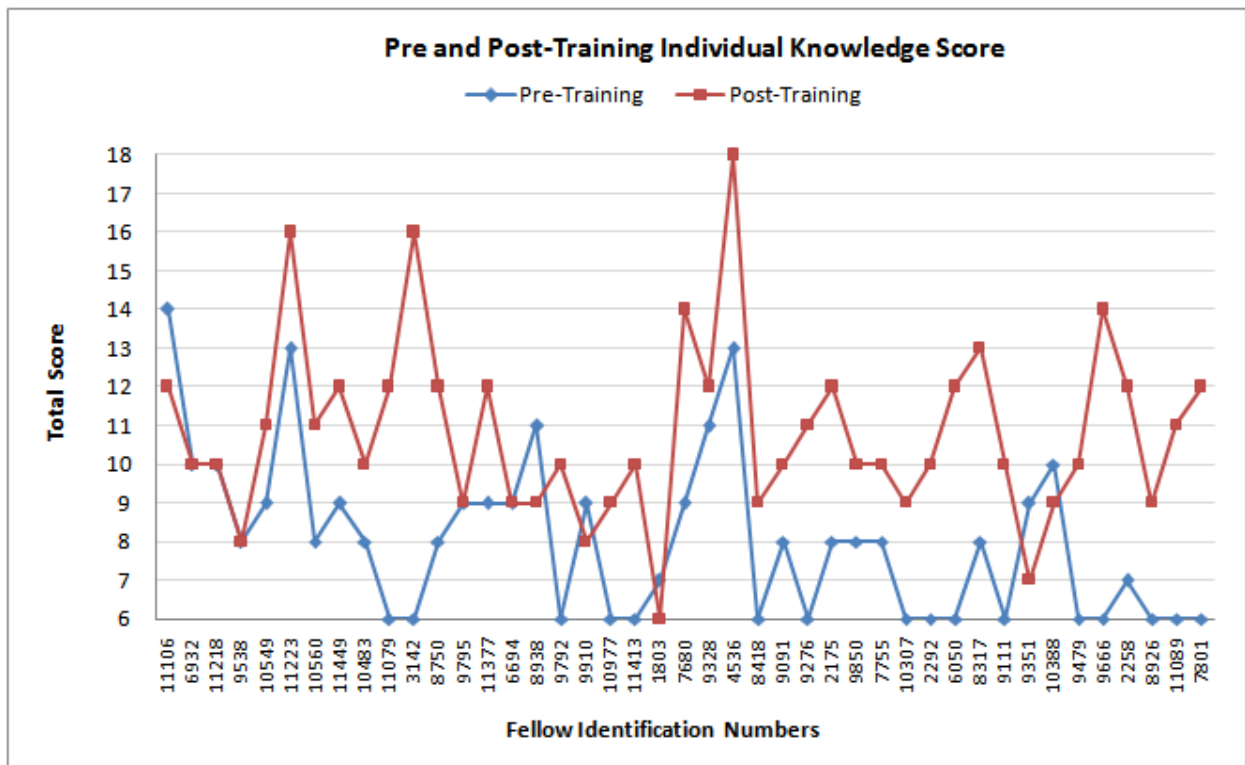

Figure 8 shows that before training around one-third of the fellows i.e., 37% rated themselves as 'Poor' in knowledge domain, majority i.e., 56% of them rated themselves as 'Good' while only 7% of the fellows rated themselves as 'Excellent' on the knowledge parameter. Whereas after training only 5% of the fellows rated themselves as 'Poor' which shows a significant

decline in the number from the pre-training session. Several fellows before training who rated themselves as 'Poor', rated themselves as either 'Good' or 'Excellent' after training. Nearly 81% of the fellows rated themselves as 'Good' post-training and 14% as 'excellent' in the knowledge domain. This explains the effectiveness and impact of post-training sessions on the fellows.Figure 9 describes the difference in the self-assessment scores of fellows before and after the training sessions in knowledge domain. The Knowledge Score is plotted on the 'Y-axis' in the range of 6 – 18 whereas fellows identification numbers are plotted on the 'X-axis'. There were around 16 fellows who assessed themselves as 'Poor' with a score of 6 before the training whereas, after training, only 1 fellow touched the low score of 6. This reveals that the training largely was able to explicate the nature of work, equip students with adequate knowledge base, which in turn is reflected in their self-assessment post training.

Pre and Post Training Skills Domain:

The skill competencies were checked by questions on basic computer skills, statistical software packages, databases, ability to speak English fluently, ability to write English and ability to make presentations in English. The scores were given in the range of minimum 7 and maximum 21. These were further bifurcated as those who scored less than 8 :'Poor' (C), between 8 – 14 as 'Good' and more than 15 as 'Excellent'. According to the total score obtained by the fellows in the Skills domain, they are categorized as A, B and C fellows.

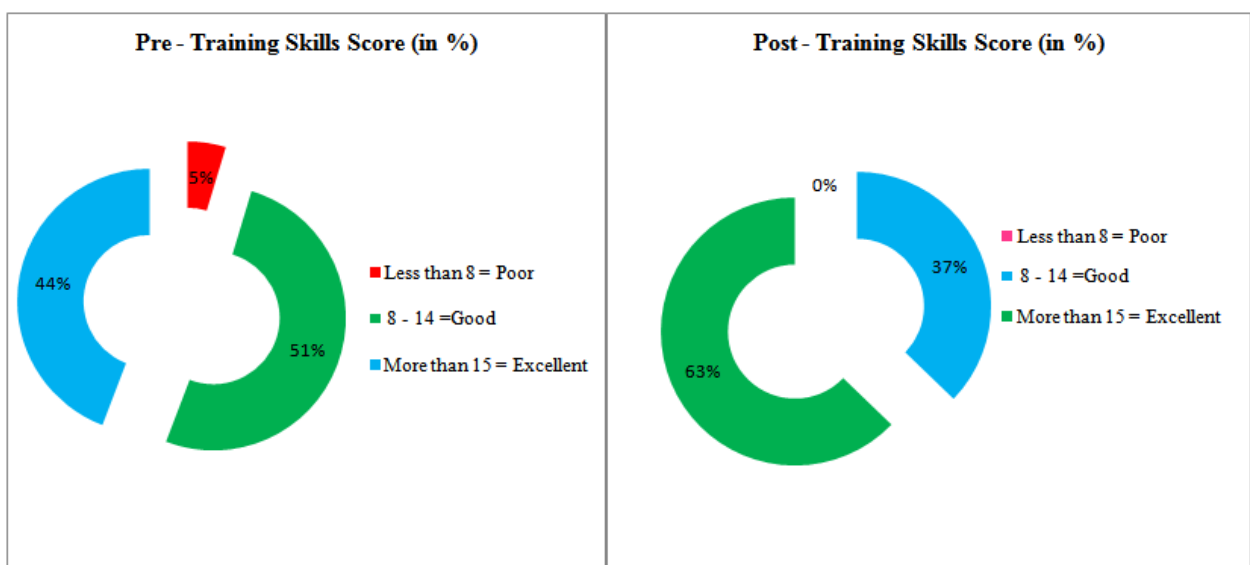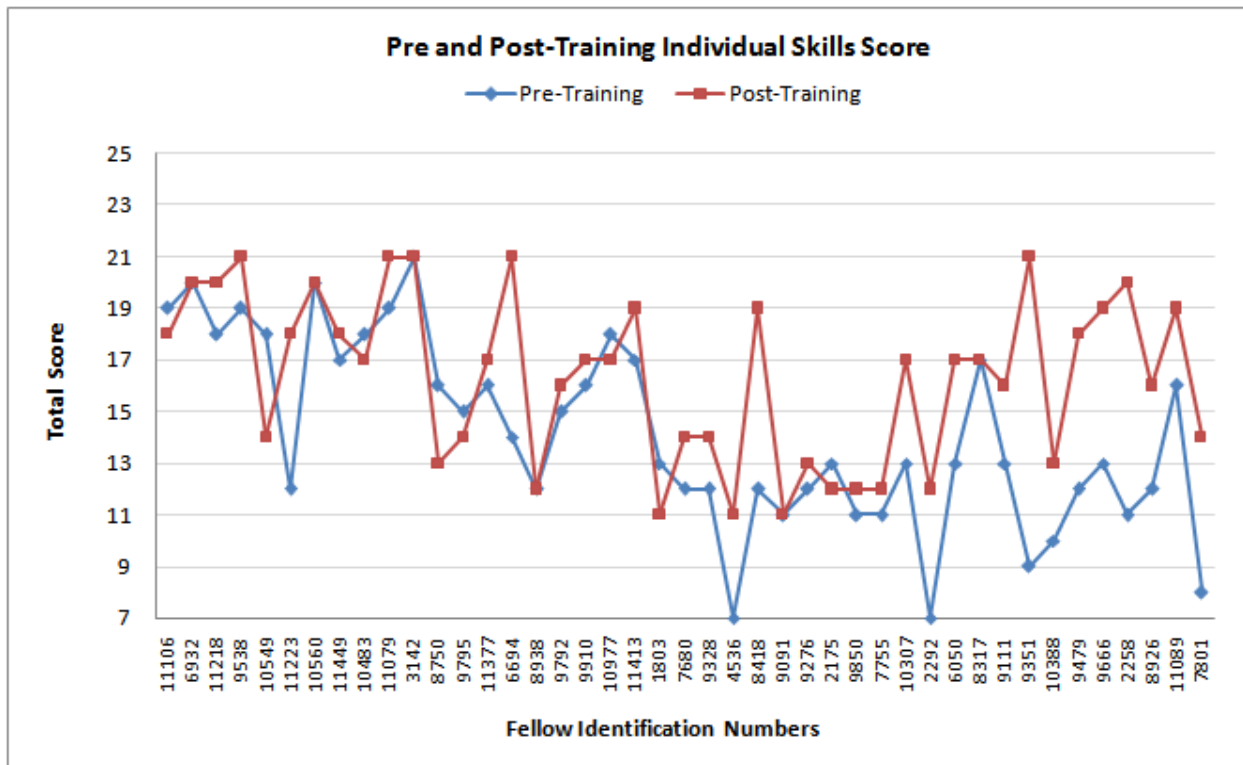**Figure 10: Pre and Post Training Skills Score**

**Figure 11:Pre and Post Training Individual Skills
Score**

From the figure 10, it is easy to see that 5% of the fellows rated themselves as 'Poor' in the above mentioned skills before the training but after the training none of the fellowsfell into the bracket of 'Poor'.This means effective training has been provided to them, which has, in turn, enriched their Skills. Similarly, around 51% of the fellows before the training assessed themselves as 'Good', of which, after training approximately 14 fellows shifted to the group of 'Excellent'. Thus, post training only 37% were left in the bracket of 'Good'. Also, before training there were 44% of the fellows who rated themselves as 'Excellent', which increased to 63% after the training.

The Skills score is plotted on the 'Y-axis' and the identification numbers of fellows are plotted on the 'X-axis'. The scores obtained by fellows before and after training can be easily studied here. As perfigure 11, 2 fellows rated themselves as the lowest score i.e. 7 on skills domain before the training but after the training the very same fellows again rated themselves as 11 and 12 at the scale. In some cases, very high variations can be seen like 12 in pre and 19 in post, 9 in pre and 21 in post, 11 in pre and 20 in post etc.

Pre and Post Training Personal Attributes Scores:

Figure 12: Pre and Post Training Personal Attributes Score
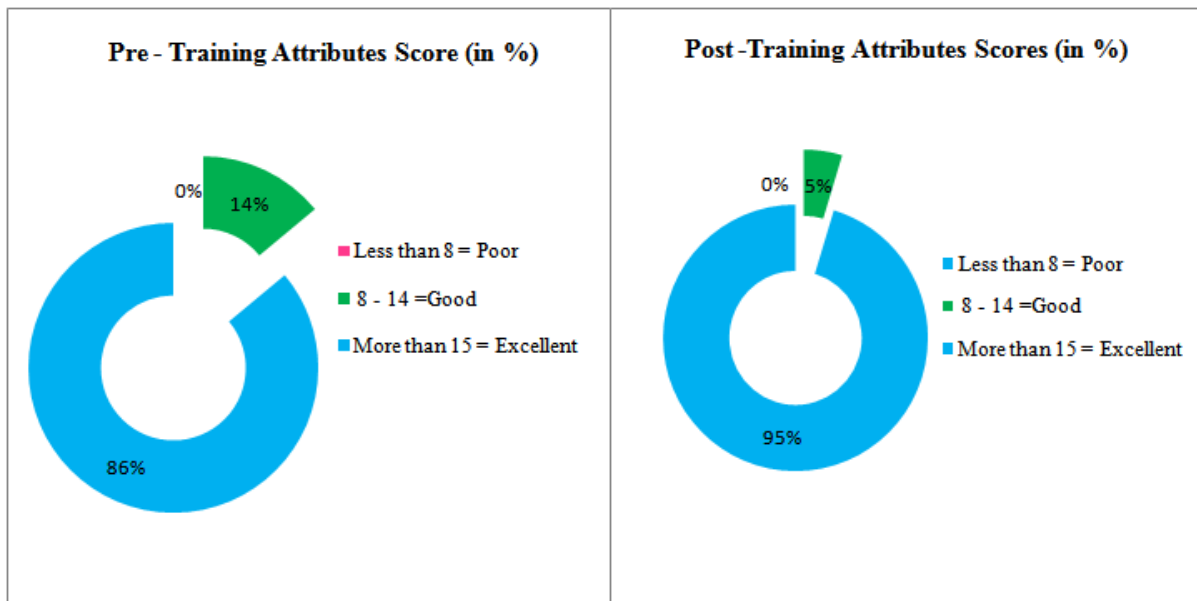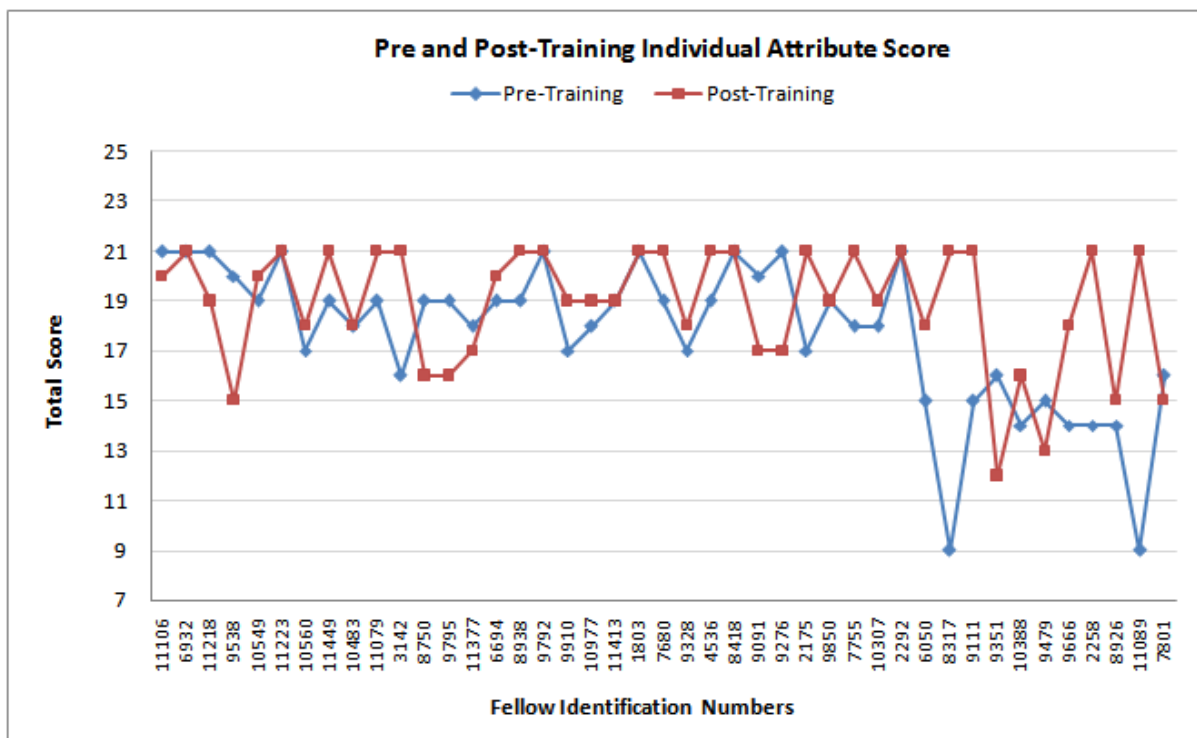

Figure 13: Pre and Post Training Individual Personal Attributes Score

The competency on Personal Attributes were checked by questions on adaptability, sensitivity, persistence, organising and planning, persuasiveness, appraising others and decisiveness. The scores are given in the range of minimum of 7 and a maximum of 21. These

are further bifurcated as those who scored less than 8: 'Poor' (C), between 8 – 14 as 'Good' and more than 15 as 'Excellent'. According to the total score obtained by the fellows in the Skills domain, they are categorized as A, B and C fellows.

On personal attributes, none of the fellows either before the training or after the training rated himself/ herself as 'Poor'. Around 14% of the fellows assessed themselves as 'Good' before training which came down to 5% after training and the balance 9% rated themselves as 'Excellent'. There were 86% fellows before training who rated them as 'Excellent' in Personal Attributes but after training, the number increased to 95%.

The Personal Attributes Scores are plotted on the 'Y-axis' with the range of 7 – 21 whereas individual's identification numbers are plotted on 'X-axis'. Figure 13, shows very few fellows rated themselves low before training and a majority of them rated themselves very high scale.

Pre and Post Training Total Scores:

The total score is the sum of scores obtained by an individual in three areas: knowledge, skills and personal attributes. The scores have limits – minimum of 20 and maximum of 60. As per the scores obtained, the fellows were divided into three ranges viz., score 30 – 40, 41 – 50 and 51 – 60.

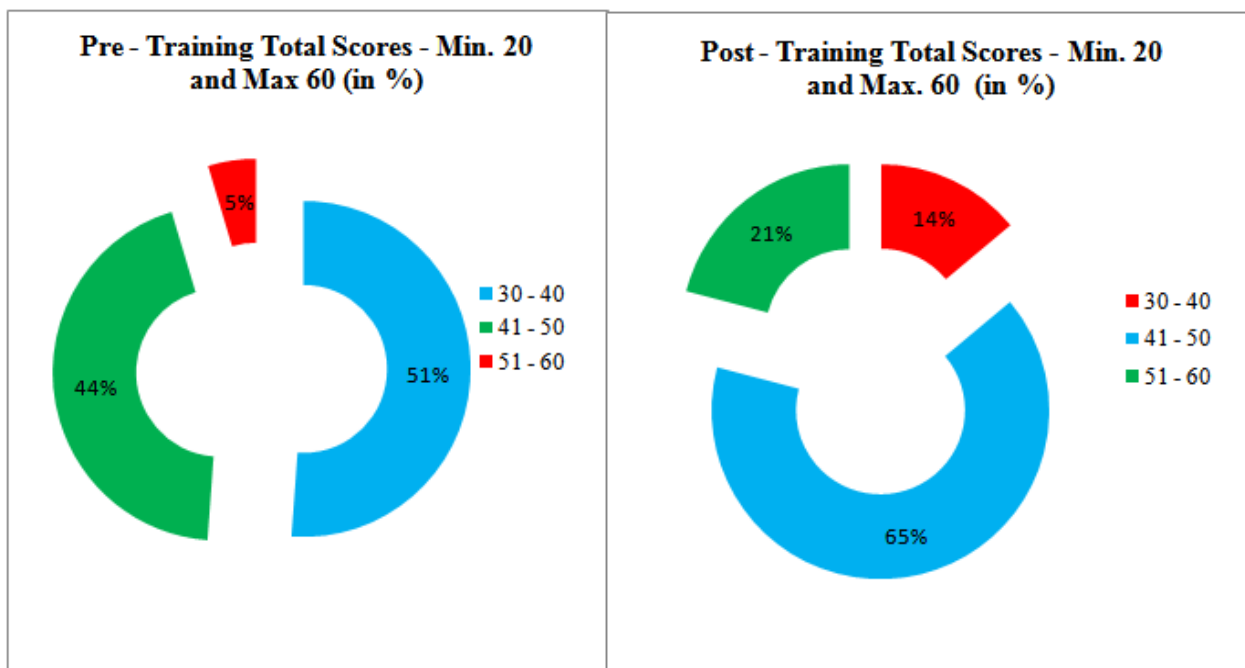**Figure 14: Pre and Post Training Total Scores**

Figure 15: Pre and Post Training Individual Total Score
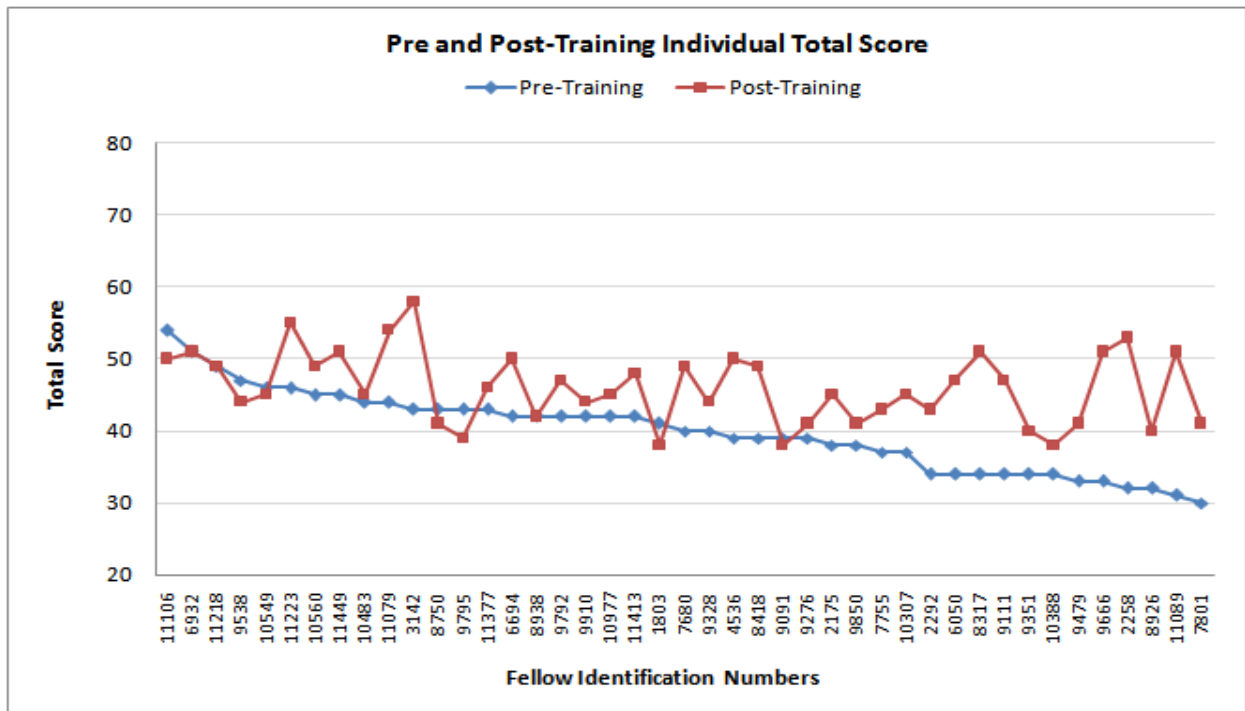
Figure 14shows that majority of the fellows i.e., 51% scored in between 30 – 40 before training whereas only 14% remained in that same range. Similarly, 44% of the fellows scored in the range of 41-50 before training, which got increased to 65% in the same range after training. Lastly, only 5% scored in the range of 51-60 before training which got increased to 21% after training. This shows the effect of the training. Figure 15, shows that for most individuals, represented by their IDs on X-axis, the scores after training has improved. The extent of improvement can be seen from the descriptive statistics obtained from the data

Table 1: Statistical Analysis of Pre and Post Training

	Pre - Training	Post - Training
Mean	39.93023256	46.02325581
Standard Error	0.853236525	0.759938486
Median	40	45
Mode	42	51
Standard Deviation	5.595046061	4.983249906
Sample Variance	31.30454042	24.83277962
Range	24	20
Minimum	30	38
Maximum	54	58
Sum	1717	1979

Confidence Level (95.0%)	1.721900999	1.533617936

Table 1, reveals that the mean scores for the batch of fellows have moved from approximately 40 to 46, while the variance between the scores has reduced, from 31 to 24. This improvement in mean scores and reduction in variance can be a measure of the effectiveness of the training in attaining its objectives.

The increase in the mean of total score post-training indicates that more number of fellows have improved their scores from the training inputs provided. Moreover, lower variance post training indicates that the scores of the fellows are not highly dispersed which further explains a tremendous decrease in the gap between the scores of fellows. This can be substantiated by analysing the increase in the minimum and maximum scores (Min. Score: 30 to 38; Max. Score: 54 to 58). This again indicates the success of the training in effectively meeting the intended outcomes.

Pre – Training Frequency Score:

The below are the Histograms of the scores of fellows that was recorded before and after the training was imparted. It is very clear that the after training data is more negatively skewed (towards the right higher scores) than the before training data where it is more normally distributed. Also, we can see that the mode before and after the training has changed from 44 to 51 indicating a positive impact of training on the various dimensions such as knowledge, skills, and personal attributes.

Figure16: Pre Training Frequency Score
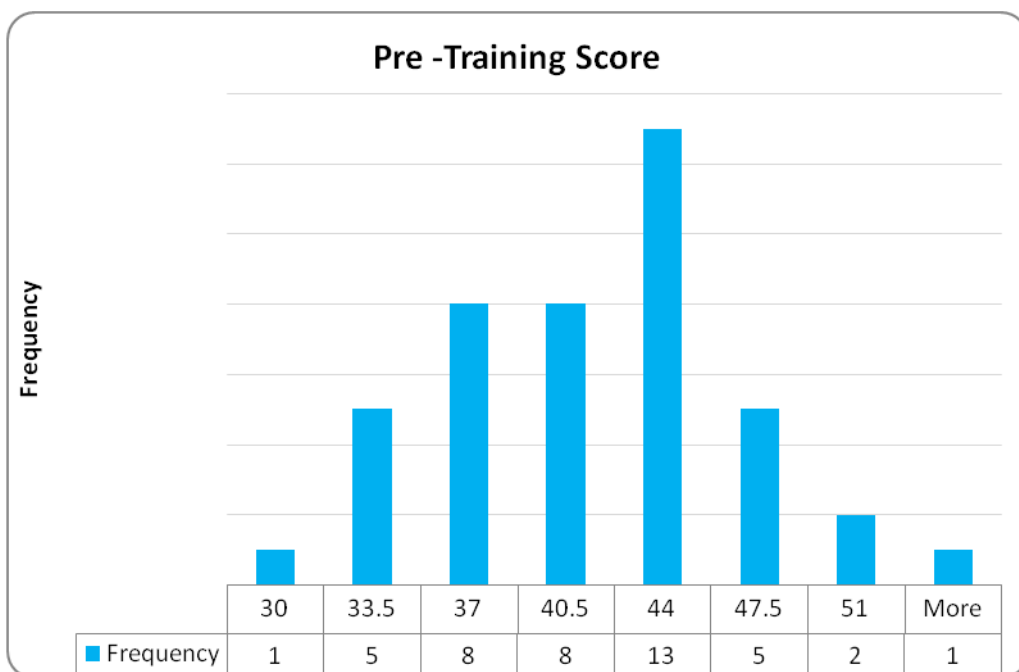
Figure 17: Post-Training Frequency Score:

Post-Training Score

	30	33.5	37	40.5	44	47.5	51	More
■ Frequency	0	0	0	6	11	9	13	4
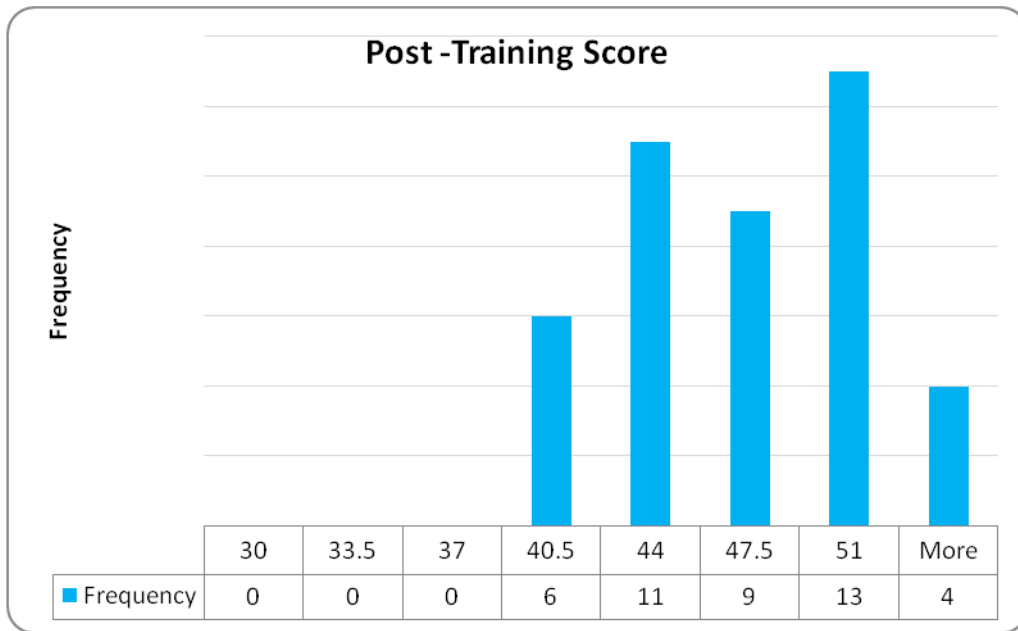
Training effectiveness confirmation:

In order to ascertain whether the improvement in scores is solely attributable to the "Training Imparted" we run a paired sample t-test using the available data.

Table 2: T - Test

t-Test: Paired Two Sample for Means		
	Total Score Before Training	*Total Score After Training*
Mean	39.930233	46.023256
Variance	31.304540	24.832780
Observations	43.000000	43.000000
Pearson Correlation	0.272471	
Hypothesized Mean Difference	0.000000	
Df	42.000000	
t Stat	-6.244166	
P(T<=t) one-tail	0.000000	
t Critical one-tail	1.681952	
P(T<=t) two-tail	0.000000	
t Critical two-tail	2.018082	

The p-value, as observed from the above table, is less than 0.05 that indicates that the null hypothesis (Training has no impact) can be rejected. Thus, we can say that training does have a significant impact on improving various knowledge, skills and personal attributes of the fellows.

For the PMRDF we invested extensively in the training on three dimensions namely:

- **Knowledge:** provision of information about issues and context and responsibilities and people friendly mechanisms for their realisation.
- **Values:** promotion of a human rights culture through the development of values, beliefs and attitudes that uphold people's rights and
- **Action:** encouragement to take action to defend human rights and prevent human rights abuses

The training besides providing information about various issues and contexts of work motivated fellows about taking steps towards creating an environment where human rights are respected and people are given priority in all issues concerning them..Thus, the training while on one hand helped the fellows engage with the development processes of the state it also sensitised them to enable the mechanisms to make the systems proactive and responsive to the peoples voices.

Annexure – I

List of 43 fellows of second cohort with their State and district allocation

S.No.	ID No.	Name of Fellow	State	District
1	6694	PrathimaNalabolu	Andhra Pradesh	Khammam
2	2258	KatamgariBalaiah	Andhra Pradesh	Srikakulam
3	8317	Dharmendra Singh	Bihar	Arwal
4	9538	Aditya Tyagi	Bihar	Jamui
5	7755	Anand P K	Bihar	Jehanabad
6	7680	Ankush Singh	Bihar	Munger
7	9479	Aman Bhardwaj	Bihar	Rohtas
8	11449	Chintan Raj	Bihar	West Champaran
9	11223	Rahul	Chhattisgarh	Bijapur
10	11089	AkashBadave	Chhattisgarh	Dantewada
11	8926	NeerajaKudrimoti	Chhattisgarh	Kanker
12	11413	YatinDiwakar	Chhattisgarh	Narayanpur
13	11377	HarshaVashistha	Chhattisgarh	Kondagaon
14	10560	Anshuman Gupta	Chhattisgarh	Surajpur
15	3142	Nivedita Pandey	Jharkhand	Ranchi (Rural)
16	1803	V SaiVamsi	Jharkhand	Giridih

17	6050	JechoniaIslary	Jharkhand	Giridih
18	4536	Santosh Kumar	Jharkhand	Garhwa
19	11106	Shraddha Pandey	Jharkhand	Garhwa
20	9666	DeepaHansda	Jharkhand	Simdega
21	11079	Shashi Kant	Jharkhand	Simdega
22	9792	Vartika Singh	Jharkhand	Lathihar
23	10388	Shailja	Jharkhand	Lathihar
24	9351	Sumit Kumar	Jharkhand	West Singhbhum
25	9850	RamashisRajak	Jharkhand	West Singhbhum
26	9111	Kumar Manish	Madhya Pradesh	Umariya
27	9328	Rohit Joshi	Madhya Pradesh	Singrouli
28	9910	SwastiPachauri	Madhya Pradesh	Seoni
29	11218	Vikramjeet Sharma	Madhya Pradesh	Chindwada
30	10549	Santosh Gedam	Maharasthra	Gadchiroli
31	9091	GangadharPuala	Odisha	Balangir
32	2175	Devi Archana	Odisha	Nowrangpur
33	2292	BibhutiBhusan	Odisha	Malkanagiri
34	8938	Chittaranjan	Odisha	Nuapada
35	9276	GouriSankar Mishra	Odisha	Nuapada

36	7801	Prasan	Odisha	Ganjam
37	10307	PalaniPhaniKiran S	Odisha	Ganjam
38	6932	Alok Kumar	Odisha	Jajpur
39	8418	MinaksheeSandha	Odisha	Nayagarh
40	8750	Er. Sunil Ranjan	Odisha	Devgarh
41	10977	SourabhBhattacharjee	West Bengal	Puruliya
42	10483	Arindam Banerjee	West Bengal	Bankura
43	9795	Habib	West Bengal	Medinipur west

Annexure – II

Prime Minister Rural Development Fellowship

[July 9th to September 14th, 2012]

Self-assessment of Competency

Please take a few minutes to reflect and respond to the questions below. These questions refer to your assessment of competency that is needed for this training programme. Competency refers to the ingredients (knowledge, skills, and traits) that contribute to excellence.

The purpose of doing this self-assessment is not to evaluate you on the basis of what you indicate, but to form groups on the basis of different attributes of competency so that you can learn from each other and can help each other.

Please read the following and place a tick (/) at the level that you think applies to you.

S. No.	Competency areas	Level 1 Know little but need more inputs	Level 2 Am proficient	Level 3 Proficient and can coach others
Knowledge of the following				
1.	Govt. policies and programs			
2.	Their (govt.) rules of operations			
3.	Structure of administration			
4.	Budgets			
5.	Indian Constitution			
6.	Indicators of monitoring and evaluation of programs			
Skills				
7.	Basic computer skills			
8.	Statistical software packages			
9.	Databases			
Communication				
10.	Ability to speak English and Hindi fluently			
11.	Ability to write English and Hindi			
12.	Ability to make presentations (oral)			
13.	Communication: Ability to make presentations (ppt)			

Traits		Good	Satisfactory	Need to learn
14.	**Adaptability**			
15.	**Sensitivity**			
16.	**Persistence**			
17.	**Organizing & Planning**			
18.	**Persuasive**			
19.	**Appraising others**			
20.	**Decisiveness**			

Any other details:

Name:

Date:

V.N. Purav Marg, Deonar, Mumbai 400088
http://www.tiss.edu