

**Prime Minister  
Rural Development  
Fellowship  
April 7<sup>th</sup> to May 11<sup>th</sup> 2012,  
Training Report**





*Prime Minister's Rural Development Fellowship is a short-term work opportunity for young professionals to serve in underdeveloped districts and interface with the poor.*

# PRIME MINISTER'S RURAL DEVELOPMENT FELLOWS PROGRAM

## COHORT 1

**Training Program [April 7<sup>th</sup> to May 11<sup>th</sup> 2012]**

### **Introduction:**

There is a growing realization that the development deficit and rights of the people in the IAP districts cannot be addressed without a special drive for transformation of local administration into an empathetic development administration. This requires rigorous efforts to understand the community and its socio-cultural and political structure, local economy and its linkages, and relationship of the political and executive machinery with the community. Above all, it requires weaving relationships among all the important actors in a way that the disaffection and discontent are addressed effectively. Creating a deep sense of empathy in the administration for the poorer and marginalised sections of the population is a sine qua non for democratic governance. Moreover, the district administration needs strong support in improving the planning process, refurbishing the implementation machinery and monitoring of results, and influencing government decisions for quick redressal when necessary. However, one of the key problems encountered in such a reform process from below is the lack of capacity of district administration who would be leading the change process. To catalyze this reform process and trigger actions, which would lead to the outcomes, one strategy to be adopted, is to place high quality additional human resources to leverage support to the reform process, infuse optimism, instil confidence among key stakeholders, and provide appropriate inputs in decision making of the district leadership. These high quality human resources inducted in the form of young professionals - women and men termed as Prime Minister's Rural Development Fellows (PMRDF). The fellows are expected to facilitate improved understanding between the district administration and the poor by their work at the grassroots and assistance to the district administration. The fellowship will also provide opportunity to them to build their capacity by getting hands-on experience in the development process in difficult areas.

The Prime Minister's Rural Development Fellows Program was formally inaugurated on April 7<sup>th</sup> 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. Domain knowledge 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 cohort involved a challenging task of training 104 fellows <sup>1</sup>and pay adequate attention to all three components. The efforts – faculty time and mentoring to address the needs of individuals and groups were tremendous.

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<sup>1</sup> Annexure I - The list of 104 fellows with their State and district allocation



**Table 1:** Duration of Training First cohort of PMRDF's with Pedagogical details

Total days of training	: 60 Days
Dates of training	: April 7 <sup>th</sup> to 9 <sup>th</sup> June 2012
Total days of Classroom Trainings	: 33 Days
Dates of Classroom training	: 8 <sup>th</sup> April to 10 <sup>th</sup> May 2012
Total days of Field Immersion	: 14 <sup>th</sup> May to 9 <sup>th</sup> June 2012
Dates of Field Immersion	: 27 Days (excluding travel time)
Total days of Assessment of the PMRDFs	: 03 Days
Dates of Assessment of the PMRDFs	: 12, 13, 14 June 2012

The training included 5 weeks of “**Classroom Training**”, 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.
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.



# First Cohort at a glance:

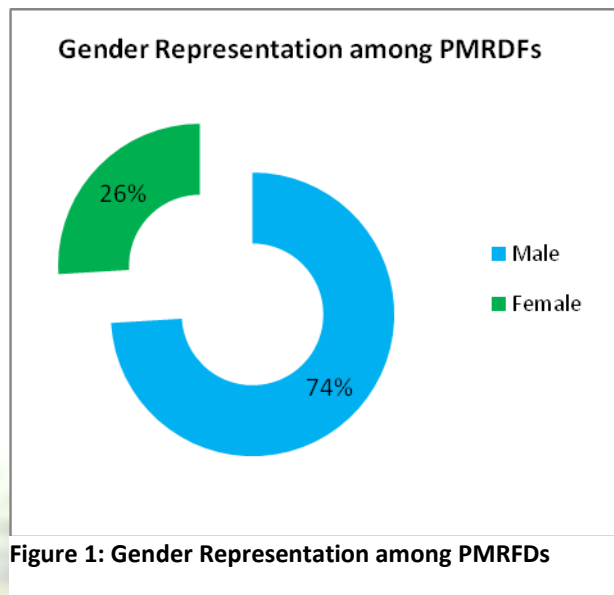


Figure 1: Gender Representation among PMRDFs

**Figure 1** shows the Gender composition of the first cohort of PMRDF fellows. Of the 104 fellows, there are 74% males (77) and 26% female fellows (27).

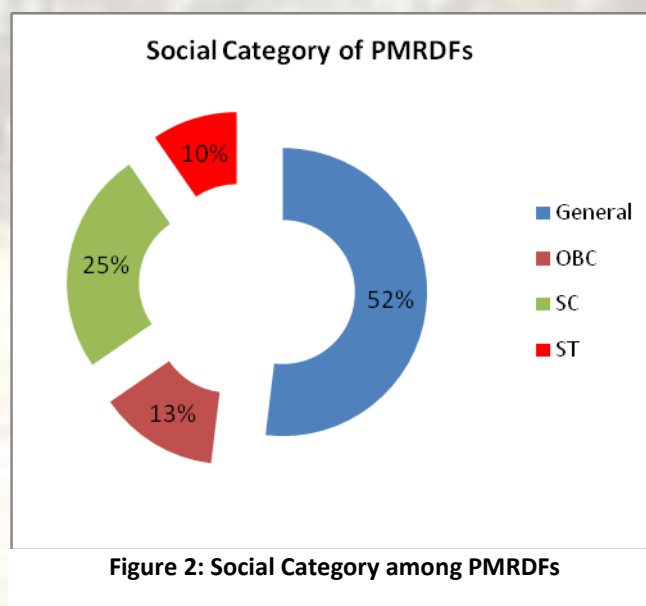
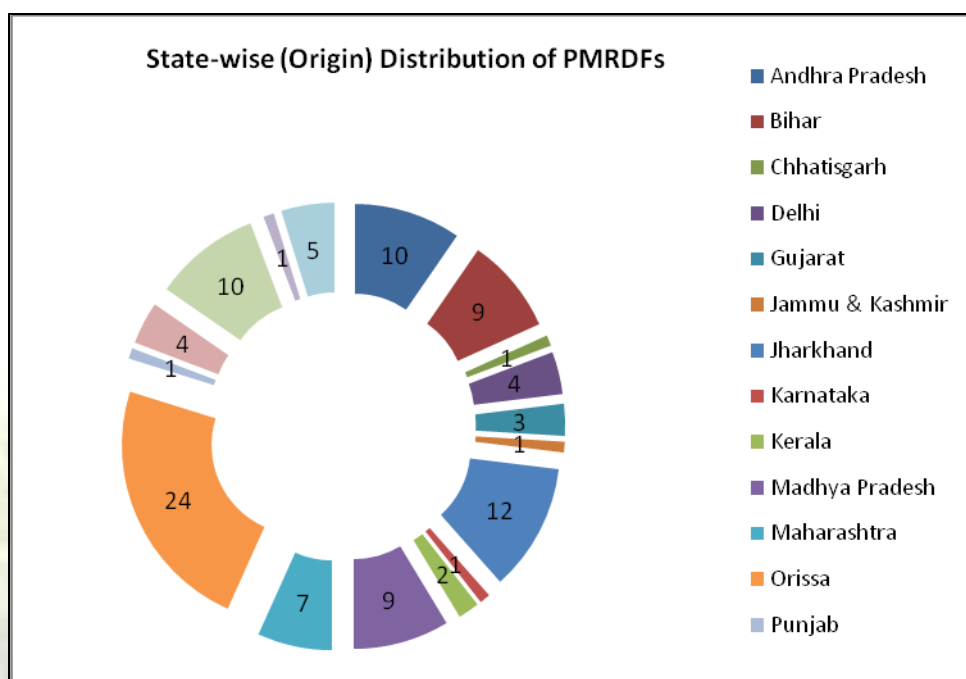


Figure 2: Social Category among PMRDFs

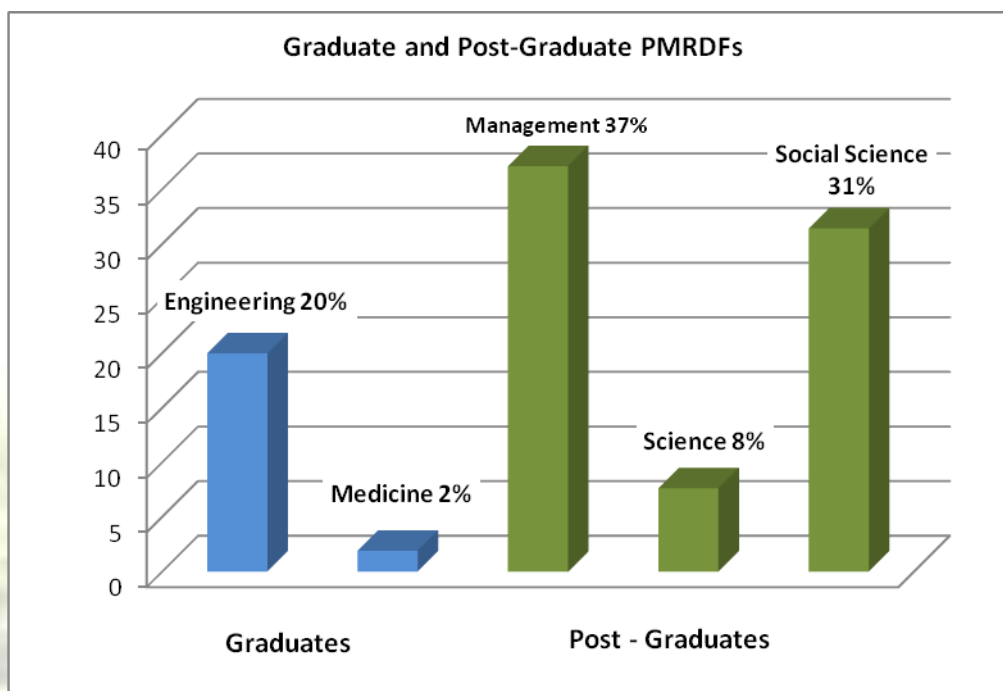
Figure 2 represents the presence of PMRDFs fellows in different Social Categories. It shows that majority of the fellows i.e., 52% (54) belong to the 'General Category'. Around 13% (14) of the fellows comes from the 'OBC Category' whereas 25% (26) from 'SC Category' and only 10% (10) from 'SC Category'.



**Figure 3: State wise (Origin) Distribution of PMRDFs**

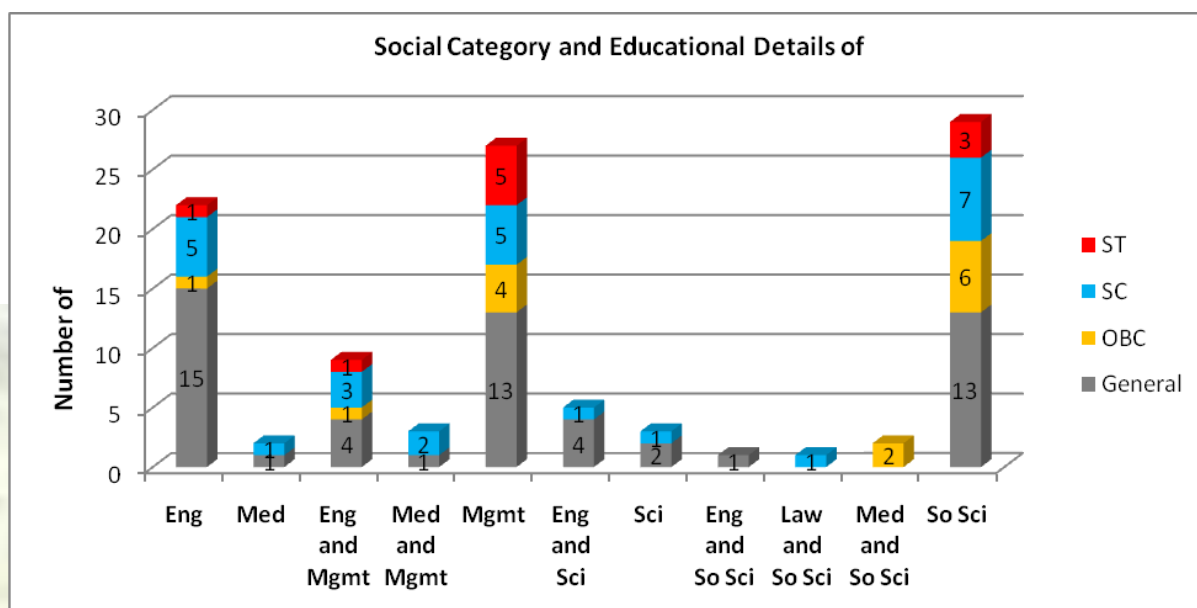
Figure 3, shows that 104 fellows in the first cohort represent 13 different states and union territories of India. The representation of fellows is explained in the ascending order. The highest numbers of fellows are from Orissa with a strength of 24. 12 fellows represent Jharkhand ; 10 fellows each are from Uttar Pradesh and Andhra Pradesh ; 9 each represent Bihar and Madhya Pradesh ; 7 fellows represent Maharashtra ; 5 fellows represent West Bengal ; 4 fellows each represent Rajasthan and Delhi ; 3 fellows represent Gujarat ; 2 fellows represent Kerala and Uttaranchal ; 1 fellow each come from Chattisgarh, Jammu and Kashmir, Karnataka and Punjab . [This analysis is based on the information provided by the candidates regarding their native place (hometown)].





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

Figure 4, reflects the educational qualification of the fellows i.e., Graduation and Post-Graduation. Data shows that there are 23 fellows (22%) who have completed their graduation whereas a majority i.e. 80 fellows (78%) have completed their post-graduation. Of the 23 (22%) graduate fellows, 21 fellows (20%) have done Engineering 2 fellows (2%) have done Medicine. Similarly, out of 80 fellows (78%) with post graduation, around 39 fellows (37%) have a Management background; another 33 fellows (31%) are from the Social Sciences and the rest 8 fellows (8%) from a Pure Science background.



**Figure 5: Social Category and Educational details of PMRDFs**

Further analysis of the educational qualifications with the social background of the fellows shows (Figure 5) that of the 54 fellows belonging to the General Category 15 come with an engineering background. 13 each have done Social Sciences and Management, 4 fellows have done Engineering with Management where as another 4 fellows have studied Engineering with Science ; 2 have a Pure Sciences background, 1 has done Medicine while another has done Medicine as well as Management and 1 fellow has done Engineering and Social Sciences .

While analysing the educational background of the 14 fellows who belong to the OBC category, it emerged that 6 come with Social Sciences degree, 4 have done Management, 1 has done Engineering ; 2 fellows have studied Medicine as well as Social Sciences and another fellow has done Engineering and Management .

From the figure, it can be seen that there of the 26 fellows from the SC category , 7 fellows are from the Social Sciences background; 5 come with an Engineering degree, 5 have studied Management, 3 have done Engineering and Management ; 2 have studied Medicine and Management and one fellow has a pure medical background. Another fellow has done Engineering and Science, one has studied Law and Social Sciences ; and one has a Science background.

There are 10 ST fellows in this cohort, of which 3 have studied Social Sciences, 5 have a Management degree, 1 fellow has done Engineering and Management and 1 has an Engineering background.

**Figure 6: Gender and Educational details of PMRDFs:**

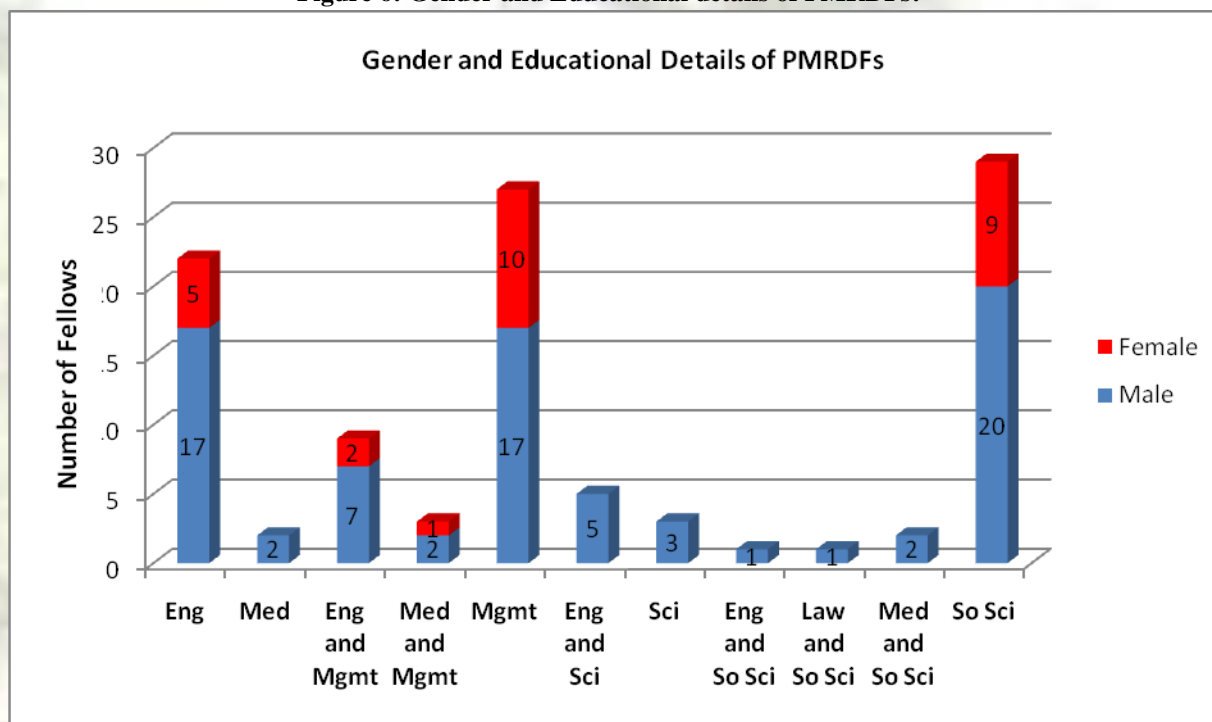
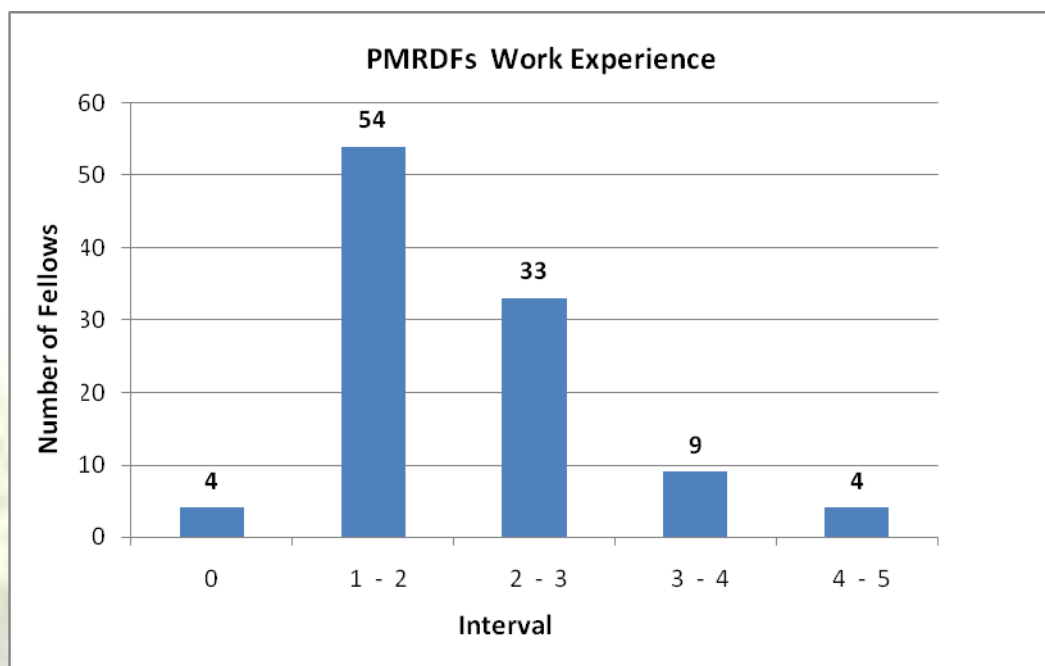


Figure 6 highlights the educational attainment by gender. The figure shows that of the 77 Male fellows, 20 have a Social Science background. 17 have an Engineering degree and the same numbers have a Management background. Another 7 fellows have a degree both from 'Engineering' and 'Management'. Similarly, 5 fellows have a degree from both 'Engineering' and 'Sciences'. 3 of the male candidates are from 'Pure Sciences'; 1 fellow from 'Engineering' and 'Social Sciences' and 2 fellows each are from 'Medicine' and 'Management', 'Medicine' and 'Social Sciences'; and only 'Medicine'. 1 fellow has a degree in 'Law' and 'Social Sciences'.

Similarly, a deeper analysis of 27 female fellows shows that 9 of them have studied 'Social Sciences'; 10 have a 'Management' degree; 5 have done 'Engineering'. Another 2 have done 'Engineering' and 'Management' and 1 has a 'Medicine' and 'Management' background.



**Figure 7: PMRDFs Work Experience (Yrs)**

The above figure represents the work experience of PMRDF fellows. The ‘Y-axis’ represents the strength of the fellows and ‘X-axis’ represents the interval in years. From the above figure, it can be easily analyzed that out of total 104 fellows, only 4 fellows do not have any experience. Thus, 100 fellows come with a work experience in their respective fields. As per the figure, majority of the fellows i.e., 54 have experience in the range of 1 -2 years; 33 fellows in the range of 2 -3 fellows; 9 fellows have work experience in the range of 3 – 4 years and 4 fellows in the range of 4 -5 years.

The diverse background of the fellows brings to the fore, the fact that the fellowship has been able to attract a diverse group equipped with differential skills to contribute towards the program. With a representation of fellows from 13 states, different social backgrounds, a wide educational background and both genders. It also elucidates the fact that the training pedagogy should be such that it collates this wide diversity, enhances the knowledge base of each candidate and yet bring this diverse group on a common platform so as to enable each one to take up challenges in the field.

## **Orientation Training of PMRDFs**

### **Self-assessment of Competency**

#### **Pre Training Competency Analysis**

The PMRDF fellows were asked to fill a schedule<sup>2</sup> to undertake a self-assessment of their competency<sup>3</sup> 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.

#### **Self-Assessment of Competencies**

##### **Introduction:**

The training for the first batch of the PMRD Fellows began after the inaugural of the program on 7<sup>th</sup> April 2012. On 8<sup>th</sup> April, the Fellows were asked to fill a schedule (Annexure-II) to undertake a self-assessment of their competency on Knowledge, Skills and Personal Attribute.

The curriculum framework for their training had taken into consideration the need to build knowledge on a wide range of subjects such as democracy, rights, development, society, cultures, identities, inequality, poverty and development. It also exhaustively covered information on various flagship programmes of the government. The training also equipped the fellows with skills related to data analysis, participatory methodologies and micro planning skills in the training period.

The competency on each of the questions was self-scored by the Fellows at three levels (Level 1 = know little and needs more inputs; Level 2 = I am Proficient and Level 3 = Proficient and can coach others). Therefore, for each of the domains of competency a lower score indicates lower levels of competency and a higher score indicates higher level of competency.

#### **Knowledge domain**

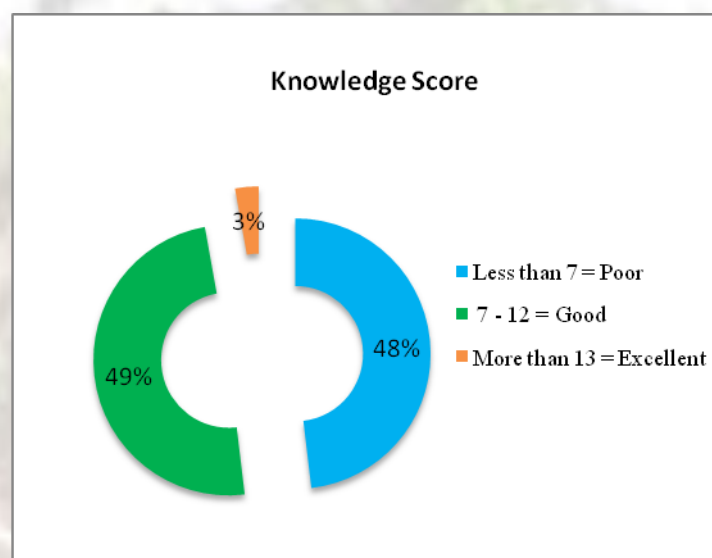
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<sup>2</sup> Annexure ii – Schedule for Self Assessment of Competency

<sup>3</sup> Competency refers to the ingredients (Knowledge, Skills and Personal Attributes) that contribute to excellence



The scores on the knowledge competency level revealed that 48% rated themselves poorly and a mere 3% felt that they were excellent. Interestingly about 49% felt they were good on the knowledge component which covered areas such as constitution, rights, democracy, flagship programmes, budgets, development practitioners skills. Thus this defined the knowledge component of the training component to strengthen the fellows competency and capacity to deliver in the field. The training programme thus was designed to address this felt need and the related information to bolster the skill requirements of the Fellows.



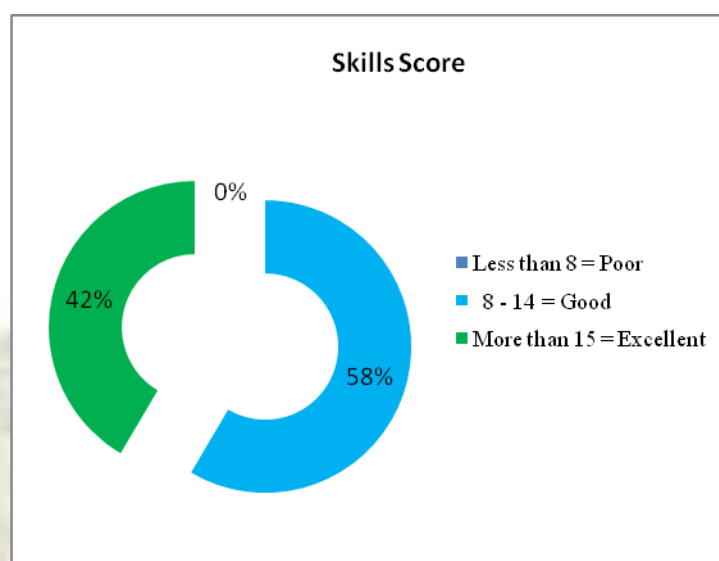
**Figure 8: Percentage Distribution of Knowledge Domain**

The minimum and maximum knowledge scores Fellows have are 6 and 14 respectively against a possible minimum and maximum scores limit of 6 and 18. The calculated mean score is 7.3 indicates that majority of the fellows have rated lower knowledge scores for themselves though the variation is high.

### **Skills Domain**

The scores on the skills domain were much stronger than those on the knowledge domain. The Fellows when asked to rate their competencies in the use of computers, data analysis and on a wide spectrum communication skills, a majority rated themselves high on these parameters. Despite this the training placed emphasis on building data analysis and interpretation skills through hands on exposure to WIZMAP software (GIS based) and district

level data sets. The Fellows group work and one of the assessments was based on group work and presentations.



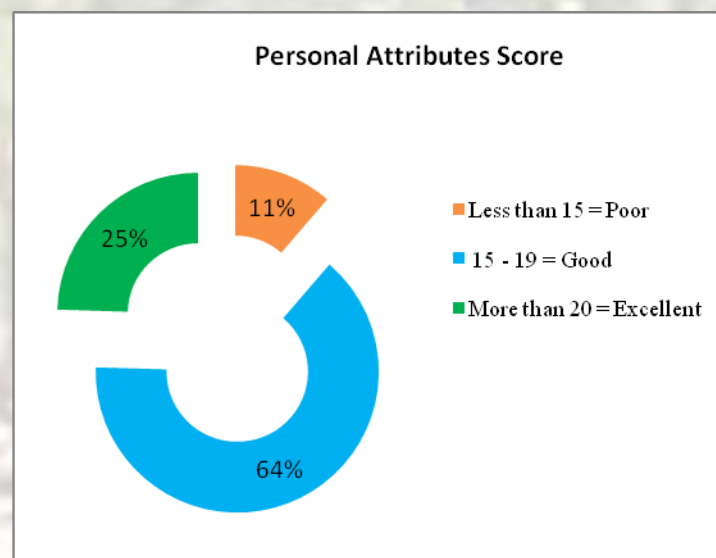
**Figure 9: Percentage Distribution of Skills Domain**

Figure 9 shows that none of the Fellows rate themselves as 'Poor' in the Skills domain. It is evident that majority of the Fellows i.e., 58% self-assessed themselves as 'Good' on skills parameters whereas the remaining 42% rated themselves as 'Excellent'. The minimum and maximum knowledge scores are 8 and 21. The mean score is 13.8, which indicates that the fellows have evaluated themselves with high levels of skills score. However, it was felt that the wide diversity in the educational background and work experience would have exposed the fellows to diverse levels of the skills mentioned above. So while the fellows in their own assessment may be good/excellent on some basic computer packages, data analysis software and communications skills they could be lacking in the key identified areas for the PMRDF. The most appreciated component in this domain was simulation of real life situations such as the gram sabha, the health worker challenges, meeting in the district office etc. Thus, the training concentrated on specifics in this domain, which the fellows later shared how it helped them contextualise their skills level realistically.

### **Personal Attributes Domain:**

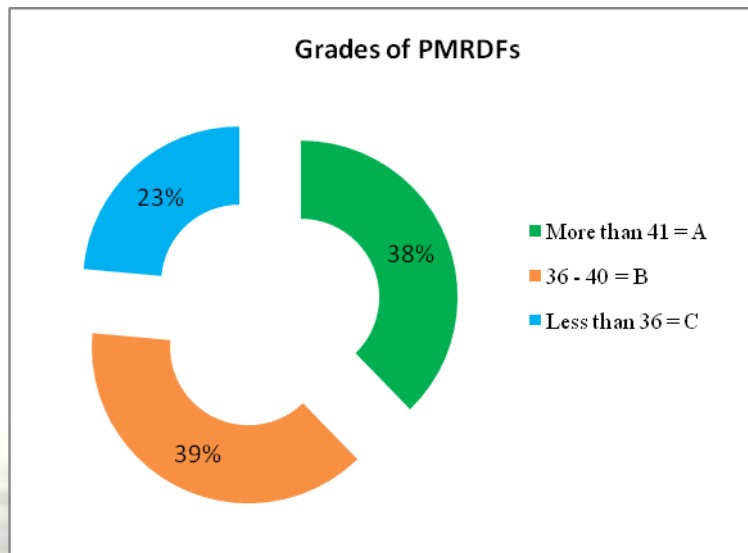
The personal attributes domain includes perseverance, patience, organizing, planning etc. Interestingly like the skills domain most of the fellows rated themselves high and felt competent in this domain. However, the training programme had two rounds (a total of 5

days) of team building sessions in small groups. The personality attributes and behavioural patterns of the fellows especially the ones that fall on both the end of the spectrum in terms of their behaviour (low self-confidence on the one end and over-confidence on the other end) was closely observed. The patterns of behaviour and levels of preparedness of the fellows to handle difficult and uncertain contexts/ terrains and amenability to work with the government administration were studied by the faculty undertaking the training. This was an exceptionally intensive training and it involved the training team giving individual feedback to the fellows.



**Figure 10: Percentage Distribution of Personal Attributes Domain**

Figure 10 shows the percent distribution of the personal attribute of the fellows. As seen in the figure only 11% of the fellows rated themselves as 'Poor', majority of them i.e., 64% self-assessed themselves as 'Good' and 25% rated as 'Excellent'. The minimum and maximum scores are 11 and 21. The mean score is 17.8, which indicate that the fellows have rated themselves quite high on personal attributes score. The training however exposed the entire group to the multiple explanations of these attributes, the need to understand perception of others on these attributes and the variance in receiving behaviour on these attributes. Each of the fellows interestingly shared that they were intrigued by the depth of attributes that one has to have to be able to interact responsibly with all stakeholders in the field.



**Figure 11: Grades of PMRDFs**

Figure 11 reveals the grades assigned grades as per the total score obtained by them. The total scores is the sum of the all scores obtained on the parameters of Knowledge domain, Skills domain and Personal Attributes Score. The scores were divided into three levels. Fellows in Level A score more than 41; Level B scores between 36 – 40 and Level C scores less than 36. Thus in the final summation about 38% of the fellows got an “A” grade, 39% scored between 36-40, thus got the grade “B” and only 23% of the fellows scored a “C” .

## Annexure – I

List of 104 fellows with their State and district allocation

S.No.	ID No.	Name of Fellow	State	District
1	9344	Anantha Krishnan R K	Andhra Pradesh	Adilabad
2	10511	Sekhar Rayaprolu	Andhra Pradesh	Adilabad
3	3112	Rajendra Kondepoti	Andhra Pradesh	East Godavari
4	10901	R Ramesh Reddy	Andhra Pradesh	East Godavari
5	8487	Vamsi Krishna Nukala	Andhra Pradesh	Karimnagar
6	9267	Narendar Garidi	Andhra Pradesh	Karimnagar
7	10686	Suresh Babu Ghattamaneni	Andhra Pradesh	Khammam
8	10372	Pooja B.V.	Andhra Pradesh	Srikakulam
9	7056	Harsha Chiruvella	Andhra Pradesh	Vijayanagaram
10	5595	Chetan Yarlagaadda	Andhra Pradesh	Visakhapatnam
11	7732	Bala Krishna Reddy Kesari	Andhra Pradesh	Visakhapatnam
12	7735	Shyam Sunder Rao Damala	Andhra Pradesh	Warangal
13	11085	Bethi Madhu	Andhra Pradesh	Warangal
14	11042	Pankaj Kumar Rai	Bihar	Arwal
15	1369	Namrata Vilochan	Bihar	Aurangabad
16	10277	Shashi Karn Prasad Akela	Bihar	Aurangabad



17	9634	Kshovan Guha	Bihar	Gaya
18	10766	Amrita K	Bihar	Gaya
19	6848	Shravan Jha	Bihar	Jamui
20	2230	Priyanka Kumari	Bihar	Jehanabad
21	9548	Avinash Tiwari	Bihar	Kaimur
22	10874	Ravi Dhanuka	Bihar	Munger
23	11392	Deepak Kumar	Bihar	Nawada
24	6642	Mansi Kaushik	Bihar	Rohtas
25	2220	Shikha Singh	Chhattisgarh	Baster
26	6791	Shrish Kalyani	Chhattisgarh	Dantewada
27	9957	Ajitendra Kumar	Chhattisgarh	Sukma
28	2508	Anurag Deep Pathak	Chhattisgarh	Jashpur
29	8041	Pramod Kalekar	Chhattisgarh	Kabeerdham
30	8689	Lalit Pankaj	Chhattisgarh	Koria
31	8902	Priyanka Yadav	Chhattisgarh	Kanker
32	10169	Akshay Kapur	Chhattisgarh	Narayanpur
33	11216	Preshit Ambade	Chhattisgarh	Rajnandgaon
34	9483	Satish Tajne	Chhattisgarh	Surguja
35	11234	Rajeev Kumar	Chhattisgarh	Balrampur

36	11363	Mayur Gupta	Chhattisgarh	Kondagaon
37	353	Tariq Wani	Jharkhand	East Singhbhum
38	7307	Rajeev Ranjan	Jharkhand	East Singhbhum
39	419	Shila Matang	Jharkhand	Khunti
40	8506	Belmati Jonko	Jharkhand	Khunti
41	4548	Vivekanand Gautam	Jharkhand	Koderma
42	11117	Ashwin Prasad	Jharkhand	Koderma
43	5771	Shradha Bhagat	Jharkhand	Lohardaga
44	7706	Jayanti Kujur	Jharkhand	Lohardaga
45	7015	Arvind Lakra	Jharkhand	Palamau
46	8633	Akshay Kashyap	Jharkhand	Palamau
47	7527	Sweta	Jharkhand	Ramgarh
48	10727	Vaibhav Maheshwari	Jharkhand	Ramgarh
49	7653	Amit Valmiki	Jharkhand	Bokaro
50	10073	Neelanjali Kumar	Jharkhand	Bokaro
51	8718	Srikant Purwar	Jharkhand	Gumla
52	10598	Rajeev Ranjan	Jharkhand	Gumla
53	9264	Vinod Chandrwal	Jharkhand	Hazaribagh
54	11231	Mohd. Karimuddin Malik	Jharkhand	Hazaribagh

55	9384	Dipti Kindo	Jharkhand	Ranchi (Rural)
56	10006	Nilanjana Moitra	Jharkhand	Ranchi (Rural)
57	10379	Nitin Shukla	Jharkhand	Saraikela
58	11110	Mayank Lodha	Jharkhand	Saraikela
59	10963	Rejani Pavithran	Madhya Pradesh	Sahdol
60	11225	Rajesh Singh	Madhya Pradesh	Sahdol
61	8254	Arti Mishra	Madhya Pradesh	Balaghat
62	9748	Katha Kartiki	Madhya Pradesh	Balaghat
63	3531	Sushma Taywade	Madhya Pradesh	Mandla
64	8405	Neha Gupta	Madhya Pradesh	Mandla
65	5487	Rekha Singh	Madhya Pradesh	Seoni
66	46	Chiragkumar Solanki	Madhya Pradesh	Sidhi
67	9368	Bhagwat Ahirwar	Madhya Pradesh	Umariya
68	9838	Sourav Dutta	Madhya Pradesh	Dindori
69	11422	Neeraj Ahuja	Madhya Pradesh	Anuppur
70	7986	Mahesh Raut	Maharashtra	Gadchiroli
71	9410	Priya Tayde	Maharashtra	Gadchiroli
72	8804	Vijaykumar Tate	Maharashtra	Gondia
73	1927	Saumya Ranjan Nath	Odisha	Kandhamal

74	2962	Nivedita Mohanty	Odisha	Kandhamal
75	5900	Prabeena Kumar Bebart	Odisha	Gajapati
76	7511	Prakash Sahoo	Odisha	Gajapati
77	2976	Sudhir Kumar Halba	Odisha	Rayagada
78	5954	Devan Kumar Kuda	Odisha	Rayagada
79	6360	Rashmi Rout	Odisha	Mayurbhanj
80	7506	Kumar Shubhashish	Odisha	Mayurbhanj
81	9126	Nirlipta Mohanty	Odisha	Mayurbhanj
82	2447	Swapna Sucharita	Odisha	Balangir
83	9505	Raj kumar Gupta	Odisha	Balangir
84	7699	Anuranajan Minz	Odisha	Nowrangpur
85	8833	Aliva Das	Odisha	Nowrangpur
86	8576	Anil Sharma	Odisha	Kalahandi
87	10550	Ajit Nayak	Odisha	Kalahandi
88	8861	Rahul Daspattanaik	Odisha	Sundargarh
89	10611	Laxmidhar Singh	Odisha	Sundargarh
90	2328	Alok Kumar Mahapatra	Odisha	Sambalpur
91	9265	Nilamadhab Digal	Odisha	Sambalpur
92	9271	Soumyashree Omprakash Sahoo	Odisha	Koraput

93	9456	Kuldip Gyaneswar	Odisha	Koraput
94	10491	Anup Kumar Giri	Odisha	Malkanagiri
95	10573	Pandaba Charan Munda	Odisha	Keonjhar
96	10790	Chandrasekhar Bhuyan	Odisha	Keonjhar
97	1309	Vareender Komal	Uttar Pradesh	Chandoli
98	9309	Vineet Kumar Singh	Uttar Pradesh	Chandoli
99	1599	Annu Singh	Uttar Pradesh	Mirzapur
100	7006	Sandeep Kumar Gautam	Uttar Pradesh	Mirzapur
101	7508	Om Prakash Paswan	Uttar Pradesh	Sonbhadra
102	7830	Kavindra Kulkarni	Uttar Pradesh	Sonbhadra
103	2345	Animesh Ghosh	West Bengal	Puruliya
104	10557	Sayantan Sarkar	West Bengal	Bankura



## Annexure – II

### Prime Minister Rural Development Fellowship

[July 9<sup>th</sup> to September 14<sup>th</sup>, 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	Level 2	Level 3
		Know little but need more inputs	Am proficient	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:**



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