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**ASSESSMENT OF TRAINING NEED
OF MID-LEVEL OFFICERS:**
A RESEARCH STUDY ON ACAD

MD. MOZAMMEL HAQUE
MRS. AYESHA AZIM



BANGLADESH PUBLIC ADMINISTRATION TRAINING CENTRE
SAVAR, DHAKA.

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PREFACE

Assessment is to training as the eyes and the brain are to the individual. Without vision and judgement the training enterprise should be expected to founder. Probably the only reason that more training efforts have not ended up on the rocks is the low expectation so many people have of training. This is unfortunate because training used appropriately can be an effective means of accomplishing the ends of the organisation and it may be essential to organisational improvement. However, the vision and judgement that come from training needs assessment is a necessary ingredient in using training appropriately.

We have borrowed ideas heavily from the literature of the Public and Private sectors and have received spontaneous guidance and assistance from our superiors and colleagues. We express our deep gratitude to Mr.A.M. Anisuzzaman, Rector,B.P.A.T.C. who as convenor of the Evaluation Committee, was always a source of inspiration to us. We are also grateful to Mr. A.Z.M.Shamsul Alam,D.G., B.C.S.(Admn) Academy and Mr. Abdul Mueyed Chowdhury,D.G., Presidents' Secretariat who as members of the Evaluation Committee, spared much of their valuable hours in guiding us to conduct the study.

We received much assistance from our Research Associates in the study specially from Mr.Abdul Latif, Assistant Director and Mr.Ahmedur Rahim, Assistant Director, who deserve special thanks. Miss Sultana Razia assisted us in the tabulation work. Mr.Mujibur Rahman, Mr. Md. Eunos Molla and Mr.Helal Uddin gave us typing assistance at different stages of the study. We offer our sincere thanks to all of them.

All errors and other faults are those of the authors.

Md.Mozammel Haque

Mrs.Ayesha Azim

30th May, 1989.

CHAPTER - I

INTRODUCTION

Concept of Training :

Looking back to the early civilisation i.e. 370 B.C. we find plato considered the need for a thorough and rigorous, intellectual and physical training for the "guardians" of his "Ideal State"¹.

Gradually, as civilisation advanced, more complexities were added to management of state affairs which demanded for specialised education and training.

Accordingly, much emphasis has been given on training which aims to develop the capabilities and potentialities of an employee for better performance of his work. Besides, training provides a sense of belongingness with the goals of organisations including the changes in attitudes.

Therefore, training in the sphere of development administration is a specialised skill requiring the services of experts for its planning, design and execution. Development Administration needs continuous process of learning through which public employees are equipped for providing better services to the public.

1. The Republic of Plato : trans, with introduction note by P.M.Conford(Oxford at Clarandon Press, 1966).

In Public Administration training has been viewed as "the process of developing skills, habits, knowledge and aptitudes of employees in their present Government position as well as preparing employees for future Government positions"².

In view of above definition the concept of training has clear implications that it is a pre-requisit for developing skill, enhancing knowledge and transforming behaviour of individuals. Training, thus, has been recognised as an important instrument of human resource development.

Training involves investment of resources having alternative uses. In order to obtain highest possible benefit, training programme is to be so designed that right kinds of knowledge, skill and attitude are developed matching the trainee to the tasks assigned to him.

2. Topey, William G. Public Personnel Management (Newyork, D, Van Nostrand Company, 1980).

IMPORTANCE OF THE STUDY :

"Training as is done to-day, certainly needs to shift gears in a big way."³

One of the major problems that confront government departments and the public undertakings in a developing country is that of ensuring a progressively higher standard of administrative efficiency and build up the sinews of administrative vitality within. There is today a crying need for a new approach to old problems.

Today, more than ever before, training, in the broadest sense is being considered as a key to national development. The case for training in Government can hardly be overstated even though the rationale for training public personnel as an area of Government responsibility since late Fifties — specifically in the developing countries. A major task of administration is to find ways of developing personnel for carrying on developmental programmes — a not to easy task. In other words, a developmental approach to training will imply that personnel improvement should be stimulated and integrated, but with particular regard to national needs and objectives. In this context training can be conceived of as an integral aspect of Government, not confined merely to administrative function but to include all types of purposeful learning designed to enlarge personnel resources and productivity.

3. T.A.A. Latif. Training for Management, New Delhi, Starting Publishers, 1988.

The purpose of training is to transfer certain knowledge and skill to the trainees and influence their attitude to improve their performance on the job. In a training situation learning experience is of paramount importance. A perfectly designed programme has little value if inputs are not effectively transferred to the participants.

Training is now accepted as one of the most reliable methods of management development by most of the organisations of both public and private sector. Although most of us share this faith, very few are able to specify what we are training for and whether our training programmes could ultimately produce the desired objectives or not. This lethargy towards the examination of the end-result of the training, in fact, goes to ignore the very objective of training. Here it is pertinent of a person's skill on a job (as opposed to education which is mainly concerned with personal development without any direct job-relevance). From this it appears that an objective examination of the impact of training provides interests to two groups of organisations : Firstly, for the sponsoring organisation to know whether the inputs (Personnel, time and money) they invested behind training is worthwhile in the context of the performance of the job

they are interested in and, Secondly, for the training organisations to know whether their inputs (human energy, money and materials) invested in designing and conducting these training programmes are the appropriate ones for the achievement of the pre-set objectives.

Very often employers send their employees to training institutions for giving them knowledge about the methods of performing the works or for developing their skills and changing their attitudes for promoting team spirit in the work environment. But at times expected result is not achieved. In a situation like this, the concensus among management scholars to-day is that training should be need-based.

Therefore, before an attempt is made to assess training needs, the training manager/institution has to launch a need hunting campaign to find out the kind of knowledge, the kind of skill and the kind of attitude most appropriate for the job to be performed, how training is perceived by the employees and what kind of objectives the training programmes are supposed to fulfil. It may be noted that aim of training is to solve problems. Problems exist. They are not easily visible, they have to be identified. Need means something is lacking - some deficiency or

some shortfall exists. Need for training exists when systematic and well thought out training can serve to overcome the particular weakness. We can conceive training needs in three dimensions : (a) general weakness at organisational level, (b) occupational weakness indicating what is required in terms of knowledge, skill and attitude to carry out the various duties related to a particular job, (c) individual weaknesses indicating which employee needs what training and for what purpose. It appears that discovery of deficiency in particular kind of knowledge, skill and attitude on the part of individual employee is the heart of training need assessment.

Training has some definite objectives to fulfil. This varies from one management level to another, one management function to another and one individual to another. Here is the significance of need assessment before a training programme is developed and launched. It is heartening to note that employers in Bangladesh are now recognising the significance of training need assessment. An important premise of training is that right kind of persons should be recruited and posted^{to} the right job if the organisation is to obtain optimum results by using their services. But the right kind of man does not fall

from the sky, it has got to be cultured, cultivated, grown and developed through appropriate training courses. Another training premise is that manpower is 'trainable and developable'. Feiss, a well known management scholar observed 70 years ago that 'skilled and fit men are not born but made'. This is comparable to leadership training. We should ascertain the purposes for which the participants are sent. It is not enough to say that employees are sent for training to upgrade their performance level which is poor now compared to other nations. We should have clear conception of the kind of knowledge, skill and attitude which our employees should derive from the training.

B.P.A.T.C. being the apex institute in the field of training is accomplishing the gigantic task of imparting training to a large number of trainees every year through different courses from its inception. Its mid-level training course (A.C.A.D.) is one of the major Courses through which large number of mid-level officials, both from government and semi-government organisations, have so far been trained. They (mid-level officials) occupy a crucial position in the administrative hierarchy being mostly involved in the policy-making process in

collaboration with the senior officials as well as, in implementing these policies, they even require to supervise and guide their junior officials constantly. Hence, if we expect best services from these mid-level administrators, best kind of training is to be provided to them and as such process of systematic assessment of training needs and training outcome require to be established.

Recent observation reveals that the socio-political and administrative environment of the country demand some changes in the mid-level course in B.P.A.T.C. for keeping the pace with development. Moreover, in view of the growing complexities in administrative decision-making their nature of job demand skills of varied nature. Further more, a sense of feeling prevails that the training so far imparted is to be tested as to whether it was well-planned, well-conceived and the same too was need based or not.

In view of the above circumstances an accurate identification of training need (for the mid-level courses in B.P.A.T.C.) will be of immense value in pinpointing the particular areas where improvements are to be made.

Hence, for organising an effective and need-based training programme time has come for a proper investigation into the functioning of organisation, performances of the officials of the organisations, efficiency of standing rules and regulations, better training curriculum and coordination, proper training methodology requires to be arranged.

In order to design the training course as per the need of mid-level officials, B.P.A.T.C. was looking for an opportunity to investigate the assessment of training need for its mid-level courses. As such it intends to conduct a research project on the area so that it can probe, search out, analyse and assess the exact training-need of mid-level courses.

Thus, the importance and necessity of this study can hardly be over estimated in the present context of training. The outcome of this research will not only help the government machinery but will also provide basic information on the basis of which future policies regarding the mid-level course can be tested, amplified, modified and re-designed.

Further more, misunderstanding and complication regarding training along with information gap that exists in different areas can be bridged-up by furnishing baseline data that will be collected from this particular research study.

CHAPTER - II

Historical Evolutions of Mid-level Training Courses in Bangladesh

If we look back to the history of this mid-level course which is at present known as 'Advanced Course on Administration and development (ACAD)' we are to go back to Pakistan period to find out the origin of the course.

During Pakistan period NTC of the country was responsible for providing the overall training policies. Under it there existed various training Institutions. Going into more in detail, it may be recalled that a systematic planning for economic development started in Pakistan in 1955. Performance of the first five year plan (1955-60) was found rather unsatisfactory.¹ The plan was also lacking ^{scope} for training the civil servants in formulating and implementing plan which was identified as one of the major failure. The bureaucratic machinery of the then Pakistan felt the need for trainings. At the sametime donor countries also realised the training need of civil servants and ultimatly, more emphasis was given on "Development Administration". The process of institution building thus started in Pakistan in the 1960's and training for mid-level officials started from this time. Consequently, the three National Institutes of Public Administration(NIPA) were set up to fill the vaccuum in the field of in-service training.

1. Dr. Shaikh Moksud Ali, Training for Higher civil servants- A NIPA Approach. mimeo.

NIPAs were designed to meet the training requirements of administrators at intermediate level. NIPA Dhaka, commenced in 1961, its first course titled, "Advanced Management Development Programme" (AMDP), for imparting training to its mid-level officials. Subsequently, the title of the programme changed in 1967 as, "Advanced Course in Administration and Development" (ACAD) which reflected the emphasis on socio-economic development in the curriculum of the course. Gradually such emphasis shifted from "Management-tool orientation"¹ towards broader knowledge of inter-disciplinary subjects which stressed on problems and process of economic development. The purpose of the newly developed course was the readjustment and accommodation with the requirements of inter-disciplinary subject. In the course, emphasis was given to the need for awareness of alternative approaches to administrative problems and for the improvement of analytical and empirical faculties of trainees. Thus, the course focused on increasing the perception of knowledge of mid-level officials on various dimensions of development. Thus, ACAD course was made a three months long course. Advanced Course on Administration and Development (ACAD) used to be held twice in a year consisting of 24 participants in each batch.

1. Training of mid-level career civil servants by Nurun Nabi Chowdhuri. Memo.

The course at that time was not residential. The main functions of NIPA, thus, ^{was} to impart in-service training to the officials of mid-level-seniority such as Deputy Secretary, Additional Deputy Commissioner and other officials of equivalent rank and status from government, semi-government and autonomous bodies. The training institute also received foreign participants from South East Asia and RCD countries.

After independence a great vacuum was existing in the field of administrative training and as such government tried to provide effective stimulation to the training programmes.

Further, after liberation as both the Staff College and Civil Service Academy belonged to Pakistan, NIPA had to shoulder responsibilities to a great extent. For a short period in 1973 NIPA was merged with GOTA and Staff Training Institute ^{and} was renamed as "Civil Servant Training Academy" (CSTA). Later on, it regained its original entity and had become an attached department of Establishment Division.

Advanced Course of NIPA

Its Advanced Course namely "Advanced Management Development Programme (AMDP) commenced on June 21, 1962 and ended on 15th September 1962 with the following objectives :

1. To review and assess the present methods, techniques and problems of Public Administration and National Development in (erstwhile) Pakistan.
2. To afford the participants an opportunity to share their ideas, experiences and insights with each other in the field of public administration.
3. To acquaint the participants with new approaches and (emerging) concepts, skills, and perceptions of management and human relations.
4. To review the problems of national development with reference to specific plans and projects.

After the completion of 9th AMDP Course in 1966, the title of the 10th AMDP Course was changed and renamed as "Advanced Course on Administration and Development (ACAD). This was the result of the feedback from previous courses. Moreover, with the intention of covering more areas of Administrations of the government and to provide training to those officials working in administration who needed to overcome the administrative inadequacies at that time.

In view of above, along with the objectives of AMDP Course, some more objectives were included in ACAD in late sixties which are cited below :

1. To discuss the changed concept of law and order administration in the new development perspective.
2. To emphasise work simplification in government and semi-government offices with a view to bring about economy and efficiency in administration.
3. To introduce the concept of decentralized administration and people's participation in the governmental affairs.

The following were the syllabus of ACAD Course :

Syllabus of the ACAD Course 1967 :

1. Introduction to public administration
2. Management Process
3. Management Analysis
4. Human Relations
5. Personnel Administration
6. Financial Administration

7. Social and Economic Development and Administrative Requirements
8. Structure and functions of the government
9. The Administrator and the public interest.

Subsequently it was observed that in Mid seventies i.e. after few years of liberation the objectives and the Syllabus of ACAD again were changed and modified as follows :

Objectives of ACAD Course in Mid-Seventies :

1. To increase efficiency of mid-seniority level officers in administrative management and in developmental activities.
2. To identify problems of own organisations by the participants themselves drawn from the ~~the~~ different Ministries and organisations and recommendations for its solutions.
3. To identify the constraints of duties and functions faced by the individual participants and suggestions for proper discharge of duties.
4. To give the participants practical knowledge about the proper application of prescribed government rules and procedures for speedy disposal of official work.

5. To achieve national goals of development and objectives of the organisations, the participants are to coordinate themselves with those of individual functions.
6. To train up the participants about the new innovated techniques of modern management, specially project management.
7. To establish cordial relationship and cooperation with each and every officers of different ministries and organisations.
8. To give knowledge to the participants about the preparation and implementation of plans and schemes in the organisation and evaluation of the project.
9. To develop human relationship in the management of production, realisation of need, importance of human relations in the organisation and to motivate the personnel.

Syllabus of ACAD in Mid-Seventies :

1. Public Administration - Theory and Practice
2. Personnel Administration
3. Management Analysis
4. Management in Public Sector
5. Human Relations and Administrative Communications
6. Financial Administration
7. Development Economics
8. Government and Politics
9. Research Methodology and Elementary Statistics for Administrators.
10. Bangladesh Studies
11. Selected Government Rules and Procedures.

Few more subjects have been added in the syllabus at this period with the intention to enhance their knowledge as well as to meet the needs of governments with its expanding and complexive functions.

During this time (mid-seventies) i.e., after few years of independence, NIPA became an attached department of Establishment Division (14.12.76). It had lost its former autonomous status. Ministry of Establishment became guardian of NIPA and directed all its activity specially in imparting training to officials. As such NIPA had to devise new ways to tackle the challenging environment.

At that time dimension of ACAD course also changed to a certain extent. Participants of ACAD were sent for village attachments. This was a bold step. After such an attachment ACAD participants recognised, the need of this sort of assignment which was beneficial to them. They have stressed the need for closer understanding between the villagers and officers. Also between the officers of thana level (now upazilla) and Secretariat level. This technique of training gave mid-level official an opportunity for better understanding about the rural problems. Such training was fruitful in gaining experience on rural problems as well as for villagers to be aware of their own problems and also to find out alternative solutions. Such experiences gave opportunity to mid-level officials in promoting better Administrative Communications.

From 1967 - 1983 NIPA conducted in total 21 courses i.e. in total 30th ACAD course including previous 9 AMDP. Followings are the two catagories of courses.

Total number of AMDP Courses and its Participants
from 1962 to 1966

No. of AMDP	Govt. Participants	Autonomous & Corp.	Private	R.C.D. Countries	Total	Duration of the Course
1st AMDP	15	1	1	-	17	12.6.62 to 15.11.62
2nd AMDP	14	3	1	-	18	Jan.7 - April 9, 1963
3rd AMDP	17	9	-	-	26	July 29-Oct. 26, 1963
4th AMDP	16	6	-	-	22	Jan.15-April 18, 1964
5th AMDP	17	5	-	-	22	July 11-Oct. 10, 1964
6th AMDP	11	7	-	-	18	Jan.4-April 7, 1965
7th AMDP	14	10	-	-	24	July 5-Sept. 25, 1965
8th AMDP	10	10	2	1	23	Jan.3-March 26, 1966
9th AMDP	11	7	1	1	20	July 4-Sept. 21, 1966
Total :					190	

Source : 1. Brochures of Ex-NIPA

2. M.Safiur Rahman & M. A Jalil, Twenty years of training programme of ex-NIPA.

Total number of ACAD Course and its participants
from 1967 to 1983

No.of ACAD	Govt. Parti- cipants	Autono- mous & Corp.	Pri- vate	R.C.D.	Total	Duration of the Course
10th ACAD	8	10	1	-	19	Jan.6-April 9,1967
11th ACAD	14	10	-	-	24	July 3-Sept. 30,1967
12th ACAD	8	9	1	-	18	Jan.9-April 19, 1968
13th ACAD	10	N.A.	N.A.	-	22	July 2-Sept 27,1968
14thACAD	17	5	1	-	23	Jan.6-April 27,1968
15th ACAD	12	7	1	-	20	July 7-oct. 7,1969
16th ACAD	14	9	-	-	23	5.5.70 - 6.4.70
17th ACAD	13	4	-	-	17	6.7.70 - 3.10.70
18th ACAD	16	7	1	-	24	15.2.71 - 15.5.71
19th ACAD	10	4	1	-	15	15.10.75 - 10.12.75
20th ACAD	5 5	1	-	-	6	15.4.77 - 20.6.77

21st ACAD	6	13	6	-	25	10.11.77- 9.2.78
22nd ACAD	12	12	-	-	22	20.2.79 - 4.7.79
23rd ACAD	21	10	2	-	23	4.12.79 - 20.3.80
24th ACAD	12	8	1	-	25	22.9.80 - 8.1.81
25th ACAD	8	7	-	-	15	17.4.81 16.7.81
26th ACAD	13	7	-	-	20	20.11.81 - 20.2.82
17th ACAD	15	3	3	-	21	9.4.82 - 10.7.82
28th ACAD	17	3	-	-	20	6.9.82 - 15.12.82
29th ACAD	6	7	1	-	14	9.1.83 - 7.4.83
30th ACAD	10	3	1	-	14	30.5.83 30.8.83.

Total

410

Grand Total
(AMDP + ACAD)

600

With reference to mid-level-course, ACAD is one of the 'core' courses of PATC. This course has been approved as a Career Development course by the Board of Governors (BOG) of BPATC. Deputy Secretaries and their equivalent officers those who are in the pay-scale of 3700-125-4825/- are generally selected in this course. It seems from 1962 to uptill now, that the course has been beneficial to mid-level officials. Periodical modifications in the course indicate that very clearly. Government also realised the importance of the course and its emerging needs. Accordingly Government is more concerned for full development of mid-level officials through training.

The officials in ^{the} mid-level are usually concerned with the formulation and execution of development policies. They need to be trained on various dimension of of development and also to understand the many complexities of Administration. Keeping this in mind present ACAD Course has specially been designed for mid-level officials - for their career development.

BPATC from 1984 to 1989 conducted Eight ACAD courses. These courses have further been improved than those of the previous courses. The present courses are residential (which was lacking in previous courses). Participants are to appear in regular examination on the different modules of the syllabus.

The followings are the Number of ACAD, its syllabus, objectives and course requirements from 1984 to uptill now (1984-1989):

Total ACAD Participants from 1984 to 1989 (BPATC)

No.of ACAD	Total no. of participants	Duration of the course
1st ACAD	14	30.9.84 to 30.12.1984
2nd ACAD	15	23.11.85 to 15.2.86
3rd ACAD	10	4.10.86 to 24.12.86
4th ACAD	29	24.1.87 to 25.4.87
5th ACAD	25	1.9.87 to 1.12.87
6th ACAD	27	17.1.88 to 16.4.88
7th ACAD	26	7.8.88 to 6.11.88
8th ACAD	18	7.1.89 to 6.4.89
Total Course		
Grand Total : 164		

Source : Brochures of BPATC.

Objectives of the Course :

These may be briefly enumerated as follows :

- a. To increase the efficiency of mid-level officers;
- b. To enhance their capability for quick decision-making.
- c. To provide an understanding of communication process for efficient disposal of the Government business and to augment the related skills.
- d. To raise their efficiency in administration of different projects by acquainting them with the complexities of economic development and Public Administration.
- e. To further acquaint them with the fundamental issues of economic development.
- f. To acquaint the participants with the procedure of public budgeting and financial complexities.
- g. To sharpen their analytical abilities with a view to preparing them for shouldering the higher responsibilities for policy making.

Present Course Requirements

- a. Stay in the dormitory room allotted at BPATC campus.
- b. Be punctual in attending all activities prescribed for the course.
- c. Attend all the sessions as per schedule.
- d. Undertake field visits, prepare and present all seminar papers and other reports and perform other tasks assigned by the course administration on due time.
- e. Take all tests and examinations for the purposes of evaluation.

Present Course Syllabus from (1984-89)

Module : Public Administration :

1. P.A. 401 Government System
2. P.A. 402 Secretarial Management
3. P.A. 403 Administrative Communication
4. PA 404 Organisation Theory
5. PA 405 Administrative Decision-Making

6. PA 406 Project Management
7. PA 407 Financial Management

DEVELOPMENT ECONOMICS:

1. DE 431 Basic Issues of Economic Planning
2. DE 432 Planning Strategies in Bangladesh
3. DE 433 Strategies for Agricultural Development in Bangladesh
4. DE 434 International Economic Relations
5. Module 461 : Case Studies of Development Projects
6. Module DE 435 : Public Enterprises
7. Module - 471 : Extension Lecture
8. Module - 491 : Study Tour
(Internal and external)

It is necessary to mention here that present training techniques in ACAD are varied in nature. The course emphasises case studies on development projects, syndicate methods, and lecture methods.

Besides, BPATC organise study tours both inside and outside the country. Internal tour was made compulsory for the officers to know the problems through indepth study while external tour is a recent addition.

External tour is an essential input which was introduced by ex-NIPA in 3 of its courses. BPATC has also given importance on foreign tour of participants from its 5th course in 1987. From this period it is a regular part of the course. Inclusion of this international tour provides the participants an opportunity to understand Development Policy and administration through a comparative analysis of some selected projects of foreign countries. They get an exposure on inter-regional setting. Moreover it allows to know different administrative culture and use of it. This broadens participant's outlook. They are also in a position to share/exchange their views with their colleagues about different complexities of Administration.

Present Relationship of ACAD Training with
Career Development :

1. Both Training and Career Development begin with a focus on individuals' present job. Training provides, maintain and enhance skills to perform the Job. On the other-hand Career Development encourage and motivates to perform better and it is considered as a pre-requisite for upward movement in the organisation or to increase sense of satisfaction in the job.

2. Training and career development cannot operate in isolation. Neither training nor career development can be effective without the support of each other, specially in defining career path. Any person found suitable to be promoted to the higher level job is, usually, to go through a training programme either within or outside the organisation before he is assigned the higher responsibility. Training and Career Development threrfore are inextricably interwoven and one cannot be think of without the other. Training however, should thus be need based, determined after thorough assessment of job requirement.

3. Training can make important contribution to career development by not only informing the employees/participants of the career system operating in an organisation, but developing their knowledge, skill and abilities to such a level

that leads to improved performance in their job. Thus, training also help to develop the potential of an employee so that he is considered fit to shoulder higher responsibility in a promotional job. It also improves the decision making, as well as problem solving ability of employees tipped for higher executive position.

4. Understanding that training is a continuous process which is provided to the employees at a pre-determined interval to maintain his capability and to keep him motivated to perform his job in the best way, Bangladesh government emphasised (1) to remove existing gap, (2) to prepare them for future responsibilities through training. As such government has given great impetus on the training of mid-level officials of the bureaucracy, who are playing vital role in Administrative Management, for keeping pace with development as well as to face the growing complexities in Administrative decision making.

Thus, we find ACAD Course, from the very beginning, aims to improve general efficiency of mid-level officials, to enhance their capabilities in making better decision, understanding of communications process for efficient disposal of government business and to augment related skills, raise efficiency in Administration to acquaint them with fundamental issues of economic development and financial

complexities. The course also give impetus to develop analytic abilities of participants who after such training (ACAD) can shoulder higher responsibilities.

Hence, there exist a relationship between canreer development and training in this course. In other words, the career development of mid-level officials are thus intemately tagged with their training in ACAD which is influencing their performance to a great extent.

CHAPTER - III

OBJECTIVES AND METHODOLOGY

OBJECTIVE OF THE STUDY

The ACAD course started running since mid-sixties. At that time it was run by the NIPAs and now, for several years, by BPATC. But no severe study has yet been made to assess the appropriateness of the course. With the maturity of the course it has become sine qua non to make a proper assessment of the training need of the mid-level Officers, specially the appropriateness of the design and curriculum of the ACAD. With this end in view, the notable objectives of the study are the followings :

1. To analyse the effectiveness of the mid-level course (ACAD) and to make it more felt-need oriented.
2. To improve the standard of the course so as to make it more useful to the participants as well as to the organisations.
3. To findout most critical areas of training for the mid-level officers working either in the government or Semi-government organisations.

4. To enable the trainees to acquire higher capacity to cope with the rapidly changing conditions of the society, to think critically, decide judiciously and promptly.

METHODOLOGY

The justification of in-service training for Mid-level Officers is that the educational system combined with probationary training system does not prepare a person for high level administrative or executive positions. The rate of obsolescence in knowledge is very high. Moreover, a person who has already some on-the-job experience, can derive greater benefit from a training programme as he will be able to relate the ideas discussed in the class with different aspects of his job. Furthermore, in our country not much of Management training are given to public officials at the Probationary stage. In addition, helping the employee in augmenting his values, the course brings together a group of officers drawn from heterogenous sources. During their stay in the institute they get a chance to understand and discover each other. This tends to breakdown the barriers of profession and cadres.

ACAD, though a course with long heritage, the appropriateness of the needs of its clientele has not yet been properly assessed. Here, the hypotheses for the study are based on the above idea:

HYPOTHESES :

Null hypothesis : The ACAD is not able to fulfil the needs of its clientele.

Alternate hypothesis : The ACAD is able to fulfil the needs of its clientele.

Data for this Research study has been collected through both Primary & Secondary sources. Primary sources include personal observations obtained through various schedules and interviews. While secondary sources include study of materials, records, documents, literatures etc.

The Methodology given below have been followed in collecting data for the study -

Methodology

Methods	Mode of Contact	Purpose	Samples
1	2	3	4
1. Questionnaire	- To ask the mid-level officers who have been trained and will be trained (Annexures A&B).	- Reach large number of people within a short time	55 and 24
	- To ask the supervisors/controlling officers of the trained mid-level officers(Annexure-C).	"	6

1	2	3	4
	- To ask for the opinion of some key persons like Secretaries, MP's, retired Senior Government Servants (Annexure - D).	"	11
2. Interview	- Most informal and casual meeting with the participants of previous courses.	- To find out the causes of possible solution.	12
3. Examination of Documents	- Focussing on problems raised earlier	- Systhesis of different new relevant points	The end of course evelua- tion result of all the previ- ous ACAD course held in BPATC from its inception (Total number 8)

Following the above three steps it is expected to be easier to find out the exact needs of those officers who will be selected for Mid-level courses (ACAD). Questionnaires have been prepared in such a way that the sample can be able to provide information regarding their level of knowledge, skill and attitude along with their needs to that regard.

Further, discussions and exchange of ideas with them have provided detailed information as to cater the search of the study. The informal interview with the expected sample was conducted both by personal contact and over telephone. Finally, examination of documents e.g. en-of-course Evaluation results of all the previous ACAD held in BPATC at different times are expected to provide enough clues for the solution of the problems. It is expected that in this way we may focus on individual needs, group needs and organisational needs which will give the insight of participant's real needs which, ultimately, will justify the manner and reasons for organising such courses.

Several schedules have been prepared for the study like -

1. Mid-level Officials who are already trained (Q-1)
Total No. 55
2. Supervisors/Controlling Officials (Q-2)
Total No. 5
3. Mid-level Officials who are yet to be trained (Q-3)
Total No. 24
4. Key persons either in the government or outside the government (Q-4) Total No. 11.

SCOPE OF THE STUDY

In this study the views and observations of four categories of people viz. Officers already trained in the ACAD, will be trained in the ACAD, controlling officers of the trained and to-be-trained officers and some key personalities like, retired high officials, training specialists, educationists and policy makers worked as the mainstream of information.

DATA INTERPERTATION

Both for analysis and presentation, univariate and bivariate tables have been used to make the explanations more logical and simple.

LIMITATIONS OF THE STUDY

The study had to face, inter-alia, the following limitations :

1. In fact the study was primarily an opinion survey and not a proper documentary survey as is generally made by the commissions or committees.
2. Even after regorous attempt the opinion of a number of expected mid-level officers could not be made available mainly because of their preoccupations, absence from the country and, in some other cases, lack of their awareness about ACAD.
3. Some of the available samples under study did not respond to the quiries made, abviously because of their unwillingness to expose themselves.
4. The opinion of important personalities like - Parliament Members, retired Senior Officers and educationists was just suggestive in nature. It was observed that outsiders do not have sufficient knowledge about the intricacies of the ACAD.
5. Some of the Respondents filled up the questionnaire in a perfunctory manner.
6. It was very tough to identify and contact the Supervisors (Controlling Officers) of the participants of the ACAD because, (1) the available present supervisor was not in the present capacity prior to participants training, (2) the participant has joined the present post after attending ACAD, (3) both, the participant and the supervisor, may be working in the present capacity after the participant attended ACAD, etc.

CHAPTER - IV

: DATA ANALYSIS :

RESPONDENT'S CADRE, AGE AND SERVICE LENGTH :

It appears from Table-I that among the 55 respondents (already trained in the ACAD), 16 belong to SSP, 3 from the BCS (Admn.), 2 from BCS (Sec.), 15 from other cadres and the rest 19 are from non-cadre Services.

Majority of the respondents (already trained) belong to the age group of 40 to 50 years and there is none below 35 years of age. Out of 55 respondents 40 mid-level officials are between 40 to 50 years of age.

It is also significant that 29 respondents have been serving for 21 years to 30 years and 21 respondents have been serving from 16 years to 20 years. Among the rest, 3 have a service length of 11 years to 15 years and, interestingly, only one has maximum service length of 30 years (Table-2).

It may be worth-mentioning that among the participants, the officers from cadre service have shorter length of services than that of non-cadre officers (Table-2).

Table - 1. RESPONDENTS DISTRIBUTION BY AGE AND CADRE

Age \ Cadre	SSP	BCS Admin	BCS Sec.	BCS F.A.	Other Cadre	Non-Cadre
30-35						
35-40						2(3.63)
40-45	7(12.72)	1(1.82)	2(3.63)		3(5.45)	4(7.27)
45-50	7(12.71)	1(1.81)			5(9.09)	10(18.18)
50-55	2(3.63)	1(1.81)			6(10.90)	3(5.45)
55 +					1(1.81)	
Total	16(29.09)	3(5.45)	2(3.63)		15(27.27)	19(34.54)

Table - 2

RESPONDENTS LENGTH OF SERVICES

Service Length (yrs) Cadre	5 - 10		11 - 15		16 - 20		21 - 30		30 +	
	Trained	Yet to be trained	Trained	Yet to be trained	Trained	Yet to be trained	Trained	Yet to be trained	Trained	Yet to be trained
SSP					10 (18.18)		6 (10.90)	1 (4.16)		
BCS Adm.		2 (8.33)			1 (1.81)	4 (6.46)	2 (3.63)			
BCS Sec.					2 (3.63)					
Other Cadre			1 (1.81)	1 (4.16)	3 (5.45)	1 (4.16)	9 (16.30)	1 (4.16)	1 (1.81)	
Non-Cadre			2 (3.63)	6 (24.96)	5 (9.09)	2 (8.33)	12 (21.81)	2 (8.33)		3 (12.48)
		2 (8.33)	3 (5.45)	7 (29.12)	21 (38.18)	7 (29.12)	29 (52.71)	4 (16.64)	1 (1.81)	3 (12.48)

TRAINING BACKGROUND OF THE RESPONDENTS
(Both trained and yet-to-be-trained in the ACAD)

To prepare a course content it is necessary to know the training background of the participants. It is significant that one participant from SSP attended 10(ten) training courses both at home & abroad and another participant from other cadre also attended 10(ten) training courses at home and abroad before attending ACAD. Only 2 out of 55 participants attended only one course each before attending ACAD in BPATC. They received training from USA, Pakistan, Thailand, U.K., Italy, Switzerland, Australia, China, India, Bulgaria, Canada, Belgium, USSR, West German, Poland, Sweden, Japan, Srilanka, The Phillippines, France, Indonesia, East German, Malaysia, Netherland & Bangladesh.

CRITERIA/REASONS FOR SELECTION IN THE ACAD

As per Table-4, the study reveals that 58% of the participants of ACAD were selected for the course for enhancing their knowledge, skill and attitude. 47% of the participants responded that they were selected in the course for efficient handling and solving the problems faced by them in their day to day jobs. 54.54% opined that the reason for their nomination in the ACAD is not known to them while 50.90% opined that they were selected for the ACAD only because nomination is wanted by the Establishment Division. It needs to

Table-4 : REASONS/CRITERIA FOR SELECTION IN THE ACAD

Reasons for selection	No. of respondents			
	Trained	%	Yet-to-be-trained	%
Training is mandatory for promotion	4	7.27	2	18.18
Nomination wanted by the Establishment Division	26	47.27	-	-
Policy of the authority to train some officers	28	50.90	-	-
Training course available in BPATC	9	16.36	-	-
Enhancing knowledge, skill and attitude	32	58.18	-	-
For new positions with more responsibilities/special assignment	4	7.27	-	-
For developing the existing standard of work in the organisation	24	43.63	6	54.54
For career planning	19	34.54	5	45.45
To write for To write for next posting	1	1.81	-	-
For both developing, guiding and directing the subordinates	16	29.10	-	-
To grow more confidence indecision making	24	43.63	5	45.45
For more efficiency in handling and solving problems	26	47.27	-	-
To overcome overall deficiencies in doing jobs	14	25.45	7	63.63
Nominated by the authority (reasons not known)	30	54.54	-	-

be mentioned here that the respondents were given the chance of making a multiple choice from alternative reasons.

The overall picture of the Table-4 reveals that none of the participants were fully aware of the reasons for their selection in the ACAD.

APPROPRIATENESS OF THE OBJECTIVES

Three categories of respondents were asked to comment on the appropriateness of the existing objectives of ACAD (Table-5). The table reveals that the present objectives are set very much appropriately.

ACAD TO BE MADE COMPULSORY OR NOT :

83% of the respondents who were former participants of ACAD want that the course should be made compulsory for all mid-level officials and the rest 17% do not.

Table-6 also reflects the opinion of the respondents who are yet to undergo the course (ACAD) of which 74.88% respondents felt that the ACAD should be made a compulsory course for all mid-level officials and 20.80% of the respondents opined in the negative.

Table-5 : APPROPRIATENESS OF THE OBJECTIVES

Objectives	Category of the respondents	Appropriate	Percent of respondent
To increase the efficiency of mid-level officers	Participants of the ACAD	52	94.54
	Key persons	8	72.72
	Yet to be trained	24	100
To enhance their capability for quick decision-making	Participants of the ACAD	50	90.90
	Key persons	9	81.81
	Yet to be trained	24	100
To provide an understanding of communication process for efficient disposal of the Government business and to augment the related skills	Participants of the ACAD	44	80.00
	Key persons	9	81.81
	Yet to be trained	24	100
To raise their efficiency in the administration of different projects by acquainting them with the complexities of economic development and public administration	Participants of the ACAD	48	87.27
	Key persons	8	72.72
	Yet to be trained	24	100
To further acquaint them with the fundamental issues of economic development	Participants of the ACAD	48	87.27
	Key person	8	72.72
	Yet to be trained	23	96
To acquaint the participants with the procedure of public budgeting and financial complexities	Participants of the ACAD	44	80.00
	Key persons	6	54.54
	Yet to be trained	20	84
To sharpen their analytical abilities with a view to preparing them for shouldering higher responsibilities for policy making	Participants of the ACAD	49	89.09
	Key persons	10	90.90
	Yet to be trained	24	100

Table-6 : ACAD to be made compulsory or not.
(respondents are both trained and yet
to be trained)

Cadre	Yes		No	
	Trained	Yet to be trained	Trained	Yet to be trained
SSP	13(35)	1(4.16)	3(6)	2(8.33)
BCS (Admin)	3(6)	4(16.64)	1(2)	2(8.33)
BCS (Sec.)	1(2)	-	-	-
BCS (F.A.)	-	-	-	-
Other Cadres	14(27)	4(16.64)	1(2)	-
Non-Cadre	12(24)	9(37.44)	4(8)	2(12.48)
Total	43(83)	18(74.88)	9(17)	7(20.80)
Percentage	83	74.88	17	20.88
Total No. of respondents	43	18	9	7

FRUITFULNESS OR BENEFIT OF THE ACAD :

It is important to assess whether the present ACAD is need based or not. Table-7 reveals that the ACAD is very much useful to its clientele. Out of 55 respondents (who have already undergone the course) 24 respondents i.e., 44% opined that they were benefited by the course by 80% and 19 respondents i.e., 35% were benefited by 60% while 9 respondents i.e., 17% were benefited by 40% and the rest 3 i.e., 6% could fulfil their expectation out of the course by 100%.

DURATION OF THE ACAD :

Table-8 is the reflection of the respondents opinion on the duration of the ACAD. 72.72% viewed that the present duration (3 months) is just right, 18.18% felt that the present duration of the course is too long and, on the contrary, 9.1% of the respondents expressed that the duration is too short. As the majority (72.72%) of the respondents felt that the duration of the course is just right, we can accept their opinion.

Table-7 : FRUITFULNESS OR BENEFIT OF THE ACAD COURSE

Fruitfulness in %	40%	60%	80%	100%
Cadre				
SSP	4(7.27)	6(10.90)	5(9.09)	1(1.81)
BCS Admin.		3(5.45)		
BCS Sec.	1(1.81)		1(1.81)	
BCS F.A.				
Other Cadre		4(7.27)	11(20.00)	
Non- Cadre	4(7.27)	6(10.90)	7(12.71)	2(3.63)
TOTAL	9(16.36)	19(34.54)	24(43.63)	3(5.45)

Table - 8 : APPROPRIATENESS OF THE DURATION
OF THE COURSE

Appropriateness	No. of respondents	Percentage of respondents
Too Short	1	9.10
Too long	2	18.18%
Just right	8	72.72%

Total no. of respondents: 11

RESPONSIVENESS OF THE COURSE TO THE NEEDS OF THE PARTICIPANTS AS THEY ARE NOMINATED FROM DIVERSE ORGANISATION :

Table-9 shows that the present ACAD substantially cater to the needs of 47.27% and it partly cater to the needs of 45.45%. The participants being nominated from diverse organisation - the course may not be made equally palatable to all at the same time.

CONFIDENCE GAINED AFTER COMPLETING THE COURSE :

An overview of the effectiveness of the ACAD may be available in Table-10 which reveals how much confidence the participants gained after completing the course. 71% opined that they have gained confidence in 'planning', 'organising' and 'Motivating'. At the same time 60% have gained confidence in 'policy formulation', 'Integrating activities or co-ordinating', 'communicating', 'supervising' and 'adjusting'.

PERFORMANCE OF THE PARTICIPANTS
AFTER ATTENDING ACAD

On self assessment of the participants Tabel-11 shows that 100% have gained analytic ability in shouldering higher responsibilities after attending the ACAD. 94% can run administration efficiently and can take proper decision. 87.50% are well equipped in formulation and execution of development policies. 82.35% are able to handle financial complexities in a better manner.

Table - 9 : RESPONSIVENESS OF THE COURSE TO THE NEEDS
OF THE PARTICIPANTS AS THEY ARE NOMINATED
FROM DIVERSE ORGANISATION

Cadre	Responsiveness to the needs	Substantially	Partly
SSP		7(12.72)	8(14.54)
BCS Admini		2(3.63)	1(1.81)
BCS Sec.			1(1.81)
BCS F.A.			
Other Cadre		11(20.00)	4(7.17)
Non. Cadre		6(10.90)	11(20.00)
TOTAL		26(47.27)	25(45.45)

Table - 10: CONFIDENCE GAINED AFTER
COMPLETING THE COURSE

Subjects	No. of respondents	Percentage of respondents
Planning	39	71
Organising	39	71
Policy formulation	33	60
Delegation	22	40
Budgeting	27	50
Establishing Procedures	25	45
Motivating	39	71
Integrating activities or co-ordinating	33	60
Communicating	33	60
Supervising	33	60
Compromising	25	45
Adjusting	33	60

Table- 11 : PRESENT PERFORMANCE (after training)

Area of Activity	No. of persons				Percentage of very good and good
	Very good	Good	Average	Below Average	
1. Formulation and execution of development policies	10(18.18)	32(58.18)	5(9.09)	1(1.81)	87.50
2. To take proper decision	24(43.63)	25(45.45)	2(3.63)	1(1.81)	94.23
3. To run Administration efficiency	22(40.00)	28(50.90)	2(3.63)	1(1.81)	94.33
4. More analytic abilities in shouldering higher responsibilities.	25(45.45)	23(41.81)	3(5.45)		100
5. Handling Financial complexities in a better way.	16(29.09)	26(47.27)	8(14.54)	1(1.81)	82.35

RELEVANCY OF THE MODULES (Topic wise)
PA : GOVERNMENTAL SYSTEM

There are 11 topics in the Module, Table-12 reveals that all the topics scored more than 85% by the respondents already trained in the ACAD and more than 62% by the respondents yet-to-be-trained in the ACAD. The average acceptability of the Module to the 'trained' and yet-to-be-trained is 91.63% and 77.15% respectively.

RELEVANCY OF MODULES (Topic wise)
PA : ORGANISATION THEORY

Table-13 shows that the Module organisation theory contains 12 topics all of which scored above 87% by the already trained respondents and above 62% by the respondents yet-to-be-trained. In an average the Module scored 89.24% by the trained respondents and 70% by the yet-to-be-trained respondents.

RELEVANCY OF THE MODULE (Topic wise)
PA:ADMINISTRATIVE COMMUNICATION

As per Table-14 the Module having three topics earned more than 90% score by the trained respondents and more than 70% by the yet-to-be-trained respondents. The average acceptability of Module is 92.72% to the trained respondents and 76.26% to the yet-to-be-trained.

Table - 13

RELEVANCY OF TOPICS FOR MODULE:
PA : ORGANISATION THEORY

Topics	No. of Respondents & their categories						% of most relevant & relevant	
	Trained			Yet to be trained			Trained	Yet to be trained
	Most Relevant	Relevant	Not Relevant	Most Relevant	Relevant	Not Relevant		
An overview of Organisation Theory	18 (52.72)	31 (56.56)	5 (9.09)	4 (16.64)	14 (52.24)	2 (8.32)	89.00	74.88
Classical Theory: Scientific Management & Administrative Theory	12 (21.81)	36 (65.45)	7 (12.72)	7 (29.12)	11 (45.76)	3 (12.18)	87.27	74.88
Classical Theory : Theory of Bureaucracy	12 (21.81)	37 (67.27)	6 (10.90)	4 (16.64)	10 (41.60)	6 (24.96)	89.09	58.12
Neo-Classical Theory: Human Relations	11 (20.00)	37 (67.27)	7 (12.72)	10 (41.60)	6 (24.96)	4 (16.64)	87.27	66.56
Modern Theory : The System Concept	26 (47.27)	24 (43.63)	5 (9.09)	7 (29.14)	8 (33.33)	5 (20.80)	90.90	62.40
Modern Theory : Organisational	21 (38.18)	29 (52.72)	5 (9.09)	16 (64.96)	9 (37.44)	5 (20.30)	90.90	62.40
Organisation Goal	26 (47.27)	24 (43.63)	4 (7.27)	8 (33.33)	9 (37.44)	3 (12.18)	90.90	70.72
Informal organisation	19 (34.45)	30 (54.54)	4 (7.27)	4 (16.64)	11 (45.76)	6 (24.96)	89.00	62.40
Communication	21 (38.18)	28 (50.90)	2 (3.63)	8 (33.33)	9 (37.44)	3 (12.45)	89.00	70.72
Administrative Leadership	32 (58.18)	19 (34.54)	3 (5.45)	16 (66.66)	4 (16.60)	2 (8.32)	92.72	85.20
Culture, Sociology & Administration of Bangladesh	13 (32.72)	28 (50.90)	7 (12.72)	6 (24.96)	10 (41.60)	5 (20.30)	85.63	66.56
Inspection and Evaluation of specific organisation	27 (49.09)	25 (41.81)	3 (5.45)	7 (29.12)	12 (49.2)	5 (12.40)	90.90	79.04

Average = 89.24 70.00

Table - 14 . RELEVANCY OF TOPICS FOR MODULE :
P.A. ADMINISTRATIVE COMMUNICATION

[illegible]

RELEVANCY OF THE MODULE (Topic wise)
PA: ADMINISTRATIVE DECISION-MAKING

The Module has 7 topics - six of which scored more than 87% relevancy by the trained respondents. The yet-to-be-participants scored more than 70% for all the topics.

Table-15 shows the average acceptability of the Module to the trained and yet-to-be-trained respondents are 91.11 and 83.21 respectively.

RELEVANCY OF THE MODULE (Topic wise)
PA : SECRETARIAT MANAGEMENT

Table-16 shows that the Module contains 10 Topics - all of which scored above 87% relevancy by the trained respondents. The yet-to-be-trained respondents scored more than 80% for all but two topics - Role of a Secretary as chief accounts officer and the topic relating to committees. The average acceptability of the Module to the trained and yet-to-be-trained respondents is 94.54% and 82.78% respectively.

RELEVANCY OF MODULE (Topic wise)
PA : FINANCIAL MANAGEMENT

The Module consists of 13 topics. Table-17 shows that the relevancy level of all the topics varies from 85% to 98% to the trained respondents and 70% to 95% to the yet-to-be-trained respondents. The average relevancy is 91.52% and 86.76% to the trained and yet-to-be-trained respondents respectively.

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P.A.:ADMINISTRATIVE DECISION-MAKING

Topics	No. of Respondents & their categories						No. of most relevant & relevant	
	Trained			Yet to be trained			Trained	Yet to be trained
	Most Relevant	Relevant	Not Relevant	Most Relevant	Relevant	Not Relevant		
Nature and types of Decision making	32 (58.18)	19 (34.54)	2 (3.63)	15 (54.98)	8 (33.28)	1 (4.16)	92.72	87.36
Process of Decision-Making	36 (65.45)	16 (29.09)	1 (1.81)	16 (41.60)	11 (45.76)	1 (4.16)	94.54	87.36
Common Errors in Decision-Making	33 (60.00)	19 (34.54)	1 (1.81)	12 (42.92)	11 (45.76)		92.54	95.63
Decision Making Theory: Rational Approach	23 (41.81)	26 (47.27)	2 (3.63)	11 (45.76)	8 (33.28)	4 (16.64)	89.09	79.94
Decision-Making Theory: Incremental Approach	22 (40.00)	26 (47.27)	3 (5.45)	9 (37.44)	9 (37.44)	4 (16.64)	87.27	75.00
Decision-Making Theory: The Mixed Scanning Approach	20 (36.36)	24 (42.63)	6 (10.90)	9 (37.44)	8 (33.28)	5 (20.80)	80.00	70.72
Case Study	39 (70.90)	13 (23.63)	1 (1.81)	11 (45.76)	10 (41.60)	2 (8.33)	94.54	87.36
	Average =						91.15	83.21

[illegible]

Table- 17 RELEVANCY OF TOPICS FOR 16 DUL:
PA : FINANCIAL MANAGEMENT

[illegible]

RELEVANCY OF MODULES (Topic wise)
PA : PROJECT MANAGEMENT

Table - 18 reveals that the Module has 12 topics and the relevancy level of all the topics varies from 87% to 95% both to the trained and yet-to-be-trained respondents. The average acceptability of the topics to the trained and yet-to-be-trained respondents are 90.59% and 91.52% respectively.

RELEVANCY OF MODULE (Topic wise)
DE: BASIC ISSUES OF ECONOMIC PLANNING

This Module contains 15 topics. Table-19 shows that all the topics scored 81% to 100% of relevancy by the trained respondents. But to the yet-to-be-trained respondents the topics for planning Models and planning stages scored only 62%. The average scoring for the topics both to the trained and yet-to-be-trained is 92.08% and 77.36% respectively.

RELEVANCY OF MODULE (Topic wise)
DE : PLANNING STRATEGIES IN BANGLADESH

Table-20 shows that the Module having 12 topics score above 96% for all but two topics - privatisation and Role of entrepreneur scoring 81% and 85% respectively by the trained respondents. The yet-to-be-trained respondents also score above 80% for all but these two topics - privatisation and Role of entrepreneur in development which score 33% ,66% respectively. The average relevancy scoring for the topics

Topics	No. of Respondents & their categories						% of most relevant & relevant	
	Trained			Yet to be trained			Trained	Yet to be trained
	Most Relevant	Relevant	Not Relevant	Most Relevant	Relevant	Not Relevant		
Project Cycle	30 (54.54)	18 (32.72)	3 (5.45)	13 (54.08)	9 (37.44)		87.27	91.52
The Logical Framework	27 (49.09)	16 (29.09)	7 (12.12)	15 (54.08)	10 (41.68)		78.18	95.68
Nature and Scope of Project Appraisal	29 (52.72)	13 (32.72)	3 (5.45)	13 (54.08)	8 (33.28)	1 (4.16)	85.45	87.56
Techniques of Project Appraisal	32 (58.18)	17 (30.90)	3 (5.45)	14 (58.24)	8 (33.28)		89.00	91.52
Selection of Project	31 (56.36)	19 (34.54)	2 (3.63)	18 (74.88)	4 (16.44)		90.90	91.52
Types of PI and their Approval Procedure	35 (63.63)	17 (30.90)	1 (1.81)	14 (58.24)	9 (37.44)		94.54	95.68
Project Implementation Issues and constraints	32 (58.18)	18 (32.72)	4 (7.27)	12 (49.92)	10 (41.60)		90.90	91.52
Procedure for release of Project fund	30 (54.54)	22 (40.00)	2 (3.63)	13 (54.08)	10 (41.60)		94.54	95.68
Project Monitoring at local and national level	32 (58.18)	20 (36.36)	2 (3.63)	13 (54.08)	10 (41.60)		94.54	95.68
Procedure for Aided Projects	31 (56.36)	21 (38.18)	1 (1.81)	9 (37.44)	12 (49.92)		94.54	87.56
Project preparation & implementation at local level: Problems of co-ordination	31 (56.36)	20 (36.36)	1 (1.81)	8 (33.28)	15 (62.40)		92.72	95.68
Project Evaluation	38 (69.09)	14 (25.45)	2 (3.63)	14 (58.24)	9 (37.44)		94.54	95.68
Average =							90.59	91.52

Table - 19 :

RELEVANCY OF TGT/ICS FOR MODULE:

DE : BASIC ISSUES OF ECONOMIC PLANNING

[illegible]

Topics	No.of Respondents & their categories						% of most relevant & relevant	
	Trained			Yet to be trained			Trained	'Yet to be trained'
	Most Relevant	Relevant	Not Relevant	Most Relevant	Relevant	Not Relevant		
Meaning and characteristics of Economic Development	29 (52.72)	25 (45.45)		6 (24.96)	13 (54.08)	3 (24.48)	98.12	79.04
Theories on Economic Development	18 (32.72)	32 (58.18)	5 (5.45)	3 (20.20)	12 (49.21)	5 (20.30)	98.90	70.72
Choice of Techniques and Technology Transfer	26 (47.27)	23 (50.90)	1 (1.81)	7 (29.12)	14 (53.24)	1 (4.16)	98.11	87.36
Allocating Investment Resources	24 (43.63)	27 (49.09)	5 (5.45)	6 (24.96)	15 (54.08)	2 (8.33)	92.72	79.04
Role of Agriculture in Economic Development	34 (61.81)	20 (36.36)	1 (1.81)	8 (33.28)	13 (54.08)	2 (8.33)	98.18	87.36
Role of Industry in Economic Development	33 (60.00)	20 (36.36)	2 (3.63)	9 (37.44)	12 (49.22)	2 (8.33)	96.36	87.36
Role of Manpower and Strategies for creation of Employment	34 (61.81)	19 (34.54)	2 (3.63)	8 (33.28)	15 (54.08)	2 (8.33)	96.36	87.36
Economic Development	26 (47.27)	28 (50.90)	1 (1.81)	6 (24.76)	14 (53.24)	2 (8.33)	98.18	85.20
Foreign Aid and Economic Development	35 (63.63)	13 (32.72)	1 (1.81)	9 (37.44)	13 (54.08)		96.36	91.66
Selection and transfer of technology	37 (67.27)	16 (29.09)	2 (3.63)	9 (37.44)	12 (49.92)	1 (4.16)	96.36	87.36
Role of entrepreneur in development/privateisation	25 (45.45)	22 (40.00)	4 (7.27)	1 (4.16)	15 (62.40)	5 (12.48)	85.45	66.36
Privatisation	17 (30.90)	23 (50.90)	5 (9.09)	2 (8.33)	14 (52.24)	5 (12.48)	81.21	33.56
Average =							93.66	79.04

being 93.66% and 79.04% respectively - the opinion survey advocates for dropping the two topics - privatisation and Role of entrepreneur in development from the Module of ACAD.

RELEVANCY OF MODULE (Topic wise)
DE:STRATEGIES FOR RURAL AND AGRI.DEV. IN BANGLADESH

Table-21 shows the relevancy level of the 18 topics of the Module. The relevancy scoring ranges from 83% to 100% by the trained officials. The yet-to-be-trained official's opinion shows a minimum scoring of 79.04% and 95.83% for group discussion on Growth centres of upazila system and strategies for rural development in Bangladesh respectively and the rest in between.

RELEVANCY OF MODULE (Topic wise)
DE:INTERNATIONAL ECONOMIC RELATIONS

The Module, International Economic Relations, contains 18 topics. Table-22 reveals that all the topics scored more than 80% by the trained respondents and, at the same time, more 62% by the yet-to-be-trained. The average relevancy score for all the topics of the Module is 86.64% by the trained and 66.56% by the yet-to-be-trained.

Table - 21 :

RELEVANCY OF TOPICS FOR MODULE :
DE:STRATEGIES FOR RURAL AND AGRI.DEV. IN BANGLADESH

[illegible]

Table - 22

RELEVANCE OF TOPICS FOR MODULE:
DE : INTERNATIONAL ECONOMIC RELATIONS

Topics	No. of respondents & their categories						% of most relevant & relevant	
	Trained			Yet to be trained			Trained	Yet to be trained
	Most Relevant	Relevant	Not Relevant	Most Relevant	Relevant	Not Relevant		
International Economic Relations: Historical Background & Link Between Politics & Economics.	23 (41.81)	24 (45.63)	5 (9.09)	8 (33.88)	9 (57.44)	6 (24.96)	85.45	71.32
Emergence of the 3rd World Countries & changes in the International Economic Relations	25 (45.45)	24 (43.63)	3 (5.45)	7 (29.12)	10 (41.60)	5 (20.80)	89.00	70.72
Bretton Wood system & Recent Monetary Reforms	15 (27.27)	29 (52.72)	7 (12.72)	5 (20.80)	8 (33.28)	8 (33.28)	80.00	54.08
International Capital flows and International Financing Agencies-I & II	27 (49.09)	22 (40.00)	4 (7.27)	5 (20.80)	10 (41.64)	5 (20.80)	89.00	62.40
International Communication system and Third World Countries	24 (43.63)	25 (45.45)	3 (5.45)	4 (16.64)	11 (45.76)	5 (20.80)	89.00	62.40
North-South Debate	21 (38.18)	26 (47.27)	8 (14.45)	4 (16.64)	11 (45.76)	6 (24.96)	85.45	62.40
Emergence of opic and other primary curtails	16 (29.09)	28 (50.90)	8 (14.54)	3 (12.48)	10 (41.60)	7 (29.12)	80.00	84.08
Towards a New International Economic Order	24 (43.63)	24 (43.63)	6 (10.90)	4 (16.64)	14 (58.24)	3 (12.48)	87.27	74.33
Asia and NIEO	16 (29.09)	28 (50.90)	9 (16.36)	7 (29.12)	10 (41.60)	5 (20.80)	80.00	70.72
Asian and the New International Economic order	17 (30.90)	28 (50.90)	7 (12.72)	6 (24.96)	10 (41.60)	7 (29.12)	81.80	66.56
Development of International Monetary System	25 (47.27)	23 (41.81)	4 (7.27)	6 (24.96)	11 (45.76)	4 (16.64)	89.09	70.72
Barriers to International trade: Role of UNCTAD & GATT	25 (45.45)	24 (43.63)	5 (9.09)	9 (37.44)	9 (37.44)	4 (16.64)	89.00	74.88
Mobilisation and Administration of Foreign Aid	33 (60.00)	19 (34.54)	2 (3.63)	9 (37.44)	8 (33.28)	4 (16.64)	94.54	70.72
International debt crisis	26 (47.27)	25 (45.45)	3 (5.45)	6 (24.96)	10 (41.60)	5 (20.80)	92.72	66.50
Prospects of regional economic Co-operation	30 (54.54)	21 (38.18)	4 (7.27)	8 (33.28)	9 (37.44)	4 (16.14)	92.72	70.72
Private Foreign Investment & Multinational corporations	23 (41.81)	25 (45.45)	4 (7.27)	9 (37.44)	8 (33.28)	5 (20.80)	87.27	70.72
Evolution of International economic order	16 (29.09)	30 (54.54)	5 (9.09)	6 (24.96)	10 (41.60)	6 (24.96)	85.63	66.56
New International economic order	25 (45.45)	21 (38.18)	4 (7.27)	9 (37.44)	8 (33.28)	5 (20.80)	85.63	70.72
				Average =			86.64 66.56	

RELEVANCY OF MODULE (Topic wise)
DE:STUDIES OF DEVELOPMENT PROJECTS

In the Module, 5 Development Projects would be given to the participants for thorough studies & reports. The respondents both trained & yet-to-be-trained were asked to comment on the system. Table-23 reflects that the projects individually scored above 80% by the trained respondents and above 70% by the yet-to-be-trained. The average scoring for all the projects are 88% by the trained and 75.03% by the yet-to-be-trained.

RELEVANCY OF THE MODULES
 (Key persons, trained persons
and would-be-trained persons)

Three categories of persons, namely, key persons, trained persons and would-be-trained in the ACAD persons were interviewed to collect information to justify the relevancy of the 12 Modules of ACAD on Public Administration and Development Economics (Table-24). Table-24 reveals that the key persons have keyed the relevancy of the Modules giving above 72% score to all the modules. The persons already trained in the ACAD opined that the Modules are relevant by more than 86%. The persons would-be-trained in the ACAD advocate that the Modules are relevant to the extent of 70% and above. Thus we think that the Modules, with minor adjustment, may be taken as very much relevant for ACAD.

Table - 23 : RELEVANCY OF TOPICS FOR MODULE:
DE:CASE STUDIES OF DEVELOPMENT PROJECTS

Topics	No. of respondents & their categories						% of most relevant & relevant	
	Trained			Yet-to-be-trained			Trained	Yet-to-be-trained
	Most Relevant	Relevant	Not Relevant	Most Relevant	Relevant	Not Relevant		
Extension and Research Project	25 (44.81)	25 (45.45)	2 (3.63)	8 (33.31)	12 (49.92)	2 (8.33)	37.27	33.23
Agriculture and Rural Training Project	20 (54.54)	20 (56.56)	1 (1.81)	10 (41.60)	11 (45.76)	2 (8.33)	90.90	37.50
Bangladesh Jute Seed Project	22 (40.60)	23 (50.90)	5 (9.09)	7 (29.12)	10 (41.60)	3 (12.26)	90.90	70.72
Rural Development Project	24 (61.81)	17 (27.27)	1 (1.81)	10 (41.60)	9 (37.44)	3 (12.42)	99.60	79.04
Barisal Irrigation Projects	22 (40.60)	25 (41.81)	6 (10.90)	5 (20.30)	12 (49.92)	5 (20.80)	61.81	72.72
	Average =						38.00	75.03

Table - 24 : RELEVANCY OF THE MODULES

(opinion of key persons, trained persons
and would-be-trained persons)

Relevant in %			
Name of the Modules	Key persons	trained persons	would be-trained persons
PA : Governmental System	(81.81)	(91.63)	(77.15)
PA : Organisation theory	(72.72)	(89.24)	(70.00)
PA : Administrative Communication	(90.90)	(92.72)	(76.26)
PA : Administrative decision-making	(72.72)	(91.16)	(83.21)
PA : Secretariat Management	(90.90)	(94.54)	(82.78)
PA : Financial Management	(90.90)	(91.52)	(86.76)
PA : Project Management	(90.90)	(90.59)	(91.52)
DE : Basic issues of Economic Planning	(72.72)	(92.08)	(77.36)
DE : Planning Strategies in Bangladesh	(90.90)	(93.66)	(79.04)
DE : Strategies for rural and Agri.Dev. in Bangladesh	(72.72)	(93.40)	(85.38)
DE : International Economic relations	(72.72)	(86.64)	(66.56)
DE : Case studies of Development Projects	(81.81)	(88.00)	(75.03)
Extension lectures	(90.90)	(91.68)	(78.20)

EXTENSION LECTURES

The respondents were asked to point out whether the system of extension lectures in ACAD has any relevancy or not. Five topics of extension lectures were identified for this purpose on which they commented. Table-25 reflects that all the five selected topics for extension lectures scored above 90% by the trained respondents and the yet-to-be-trained respondents scored above 70% for all except one i.e., political stability and Economic development. The average scoring was 91.68% by the trained and, on the other hand, 78.20% by the yet-to-be-trained respondents.

On Extension lectures 3 secretaries of different Ministries and 2 Director-Generals when contacted (Personally and over telephone) for this purpose opined that the chief controlling officers of all the respective Ministries of the participants attending a particular course should be invited to deliver extension lectures. They also gave second preference to the chief of the Foreign Missions for extension lectures. We feel that some eminent personalities and chief of Foreign Missions may be invited for extension lectures. 90.90% of the key persons advocated for well structured Extension lectures (Table-25).

FOREIGN STUDY TOUR

Table-26 reveals that 90% of the Key persons contacted think foreign study tour will broaden the outlook of the ACAD participants, 81% considers it necessary for comparative study and for acquiring more knowledge. 72% of the contacted key persons favours it as an essential one. Only 36% think it as wastage of money and 18% voted for the cancellation of Foreign visit system.

88% of the former participants of ACAD considers foreign study tour by the participants of ACAD as necessary for comparative study and 87% of them opined that it will broaden outlook. 81% of them consider it as an essential one. None of them considers it as wastage of money and needs to be cancelled.

91% of the would-be-participants when contacted opined that foreign study tour is essential, 87% think it is necessary for comparative study and broadening outlook. Only one of them considers it as wastage of money and none of them specifically advocated ^{for} its cancellation.

Table - 26 : FOREIGN STUDY TOUR
(Respondents are key persons, trained persons and would-be-trained persons)

Opinion	Key Persons (in %)	Trained Per- son (in %)	Would-be-trained persons(in %)
Essential	8(72.72)	44(81.48)	22(91.66)
Necessary for Comparative study	9(81.81)	48(88.88)	21(87.50)
Challenge for development	6(54.54)	32(59.25)	18(75.00)
For acquiring more knowledge	9(81.81)	40(74.07)	16(66.66)
More experience	7(63.63)	38(70.37)	19(79.16)
Breadness outlook	10(90.90)	47(87.03)	21(87.50)
Wastage of money	4(36.36)	-	1(4.16)
To be cancelled	2(18.18)	-	-

Total number of respondents :

Key Persons - 11
trained persons - 54
Would-be-trained
Persons - 24

OPINION ON THE EXAMINATION SYSTEM

On going through the end-of-course Evaluation reports of the participants of past ACAD, it is found that most of them are in favour of stepping the examination system. Some opined that the examination, if continued, needs a change. Even some senior level and mid-level officials, when contacted for this purpose, opined (6 out of 7) that the present examination system should be changed. We also feel that the examination system, to be more acceptable and meaningful, should change its gear.

: FINDINGS OF THE STUDY :

1. Majority of the participants and would-be-participants belong to the age group 45-50 years and the second largest group belong to the age group 40-45 years. The study shows that the officers attend ACAD when they are at 40-50 years of age and these officers are highly experienced with a service length of 21-30 years. Majority of the Participants and would-be Participants had previous training experience both at home and abroad.

2. As regards the criteria/reasons for selecting the participants in the ACAD, the study shows that 58% were nominated for enhancing their knowledge, skill and attitude while 54.54% were not aware of the reason for their nomination in the course. 50.90% were selected for the course only because nomination was wanted by Establishment Division. Only 47% were selected for the course for efficient handling and solving the problems faced by them in their day-to-day business.

It is found that none of the Participants were fully aware of the reasons for their selection in the ACAD.

3. The opinion survey of the three categories of respondents (keypersons, trained persons & would-be-trained persons) reveals that the present objectives of the ACAD are set very much appropriately (Table-5). They also suggested the inclusion of some new objectives (Annexure-H).

4. 83% of the trained respondents and 74.88% of the would-be-trained respondents opined that the ACAD should be made a compulsory course for all mid-level officials (Table-6).

5. The ACAD is found to be useful to its clientele as 85% of the respondents opined that they were very much benefitted by attending the course-(Table-7). The respondents were already trained in the ACAD.

6. 72% of the respondents opined that the present duration (3 months) is just right. We can accept it as the views of the majority (Table-8).

7. On making self-assessment about their present performance, after attending ACAD-100% opined that they have gained analytic ability in shouldering higher responsibilities, 94% can run administration efficiently and can take proper decision, 87.50% are well equipped in formulation and execution of development policies, while 82.35% are able to handle financial complexities in a better manner(Table-11).

8. Regarding the relevancy of the Modules on Public Administration and Development Economics as are taught in ACAD, the key persons have keyed by 72% score to all the Modules. The persons already-trained in the ACAD opined that the Modules are relevant by more than 86%. The would-be-trained persons advocate that the relevancy of the modules are more than 70% (Table-25).

It is worth mentioning here that the following 4 topics of different modules individually scored 100% relevancy :

- a) Rules of Business (Table-16);
- b) Common errors in decision-making(Table-15);
- c) Planning Process : National level (Table-19);
- d) Strategies for agricultural development (Table-21).

On the other hand, they suggested dropping of the two topics namely- Role of entrepreneur in development and privatisation (Table-20).

9. Among the respondents the key persons viewed that the system of extension lectures as followed in the course, is 91% relevant. The already-trained respondents find it 92% relevant, while the yet-to-be-trained respondents opined that it is relevant to the extent of 78% (Table-24 and 25).

Some of the dignitaries suggested that the system of extension lecture can be enriched by inviting the Secretaries, Foreign Mission Chiefs and important business figures to deliver lectures on specific issues.

10. Regarding foreign study tour most of the key persons, trained persons and yet-to-be-trained persons opined that it is really needed to be included in the course for different reasons (Table-26), Only 4 key persons declared it as

wastage of money and 2 suggested that there should be no system of foreign study tour.

11. All the respondents made comments on the strengths and weakness of ACAD (Annexures E & F).

12. Most of the respondents favour that the examination system in the ACAD needs to be changed to make the course more acceptable and useful to the clientele.

13. The respondents suggested that in addition to the present curriculum of the course some more aspects, if added, may enrich the course to a great extent. A full list of their suggestions on this issue may be seen in Annexure-G - of which, interalia, the followings may be considered as important :

- a) Basic knowledge on computer,
- b) Arrangement of more internal tour,
- c) Inclusion of topics on development of moral & courage,
- d) Role of communication sectors (PT & T) on economic development,
- e) Fiscal policy and monetary management,
- f) Rural finance,
- g) Preparation of PP & TAPP,
- h) Administrative Pre-conditions for a successful take-off,
- i) The cultural gap which inhibits/delays development,
- j) Experience of developed countries and the developing countries of South East Asia in their development efforts.

14. On personal interviews a good number of respondents, both trained and yet-to-be-trained, suggested that BPATC must exercise their full conscious with utmost care in the selection of speakers for the Modules/topics.

15. The end-of-course Evaluation reports of the past ACAD reveals that the former participants suggested for an increase in the number of Seminar and Syndicate Presentation - along with ensuring the active participation of all the members of a particular syndicate.

: RECOMMENDATIONS :

1. Level of the participants for ACAD, meant for mid-level officials, should be on the basis of their pay scale. Ignoring the cadres, the officers serving in the scale of Tk. 3,700/- and above but below Tk. 4,750/- should be selected for the course.
2. The officers who will be able to render at least 10 years of service after the training should only be selected for the course - and their age limit may be 40 years to 50 years.
3. The optimum number of participants in every course should be 20-25 only - which is ideal. The nomination of the participants by the Ministry should reach the centre much earlier and their nomination must be ensured - failure to join the course should be severely dealt with.
4. The course should be residential.
5. Duration of the course should remain 12(twelve) weeks - as it is now.
6. The course should be made compulsory for all mid-level officials and it should be treated as a pre-condition for further promotion.

7. Keeping the present objectives of the ACAD intact, some new objectives such as - to acquaint them with the recent development of Behavioural science, to make them aware about the recent follow-up techniques and to imbibe in them the social and moral values - should be added.

8. The present course curricula is found need based and realistic and may be enriched with the addition of the following different aspects, such as :

- a) Basic knowledge on computer science,
- b) Topics on the development of moral courage,
- c) Fiscal policy and monetary management,
- d) Preparation of PP and TAPP,
- e) Administrative Pre-conditions for a successful take - off,
- f) The experience of the developed and the developing countries in their development efforts.

9. More emphasis need to be given on the preparation and presentation of Seminar papers and Syndicate papers. Within the training period the Participants should prepare and present, inter alia, at least two Seminar papers and two Syndicate papers. The active participation of each member of the Syndicate must be ensured. Proper logistic assistance may be provided for this and in the presentation session the respective participant's controlling officer may be invited to chair the session.

10. Study tours - both within the country and outside to the country is needed, be well structured. The study tour reports should be sent to the respective authority of the projects visited - both inside and outside the country. A copy of the reports should also be sent to the participant's controlling officer.

11. Evening - study - tour or 12 hours - study - tours may be arranged every fortnightly. Sometimes on-the-spot-workshop may be organised at villages, unions or upazilas nearby the centre.

12. Traditional examination system should be replaced by introducing objective type of examination. Examination phobia may be removed with the introduction of both formal and informal examination system. There should have arrangements for pre-test and post-test for the participants.

13. Evaluation reports of the participants should reach controlling Ministry and the participant's controlling officers within one month from the date of closing the course.

14. Arrangements may be made for better interaction of ideas among the participants of different courses in the centre at a time through a joint get-together.

15. Modules presently taught in ACAD may be up-dated at the initiative of the centre through a Seminar/workshop with the Participation of high level, mid-level officials and Professionals. A Module on office Management containing the topics like recruitment rules, discipline and conduct rules, procedure of framing charges, cash management etc. may be included to the existing curriculum.

16. Extension lectures on current issues and foreign relations may be arranged. Intellectual giants from within and outside the country, Foreign Mission Chiefs and renowned business figures may be invited to deliver lecture on specific issue.

Research Project of "Assessment of
Training need of mid-level officers."

Questionnaire for the officials
Trained in the ACAD Course
(Q - I)

- 1.0 Name
- 1.1 Educational qualifications
- 1.2 Age
- 1.3 Designation
- 1.4 Official address and telephone no.
- 1.5 Name of the Cadre

Non-Cadre:

- 1.6 Mention the number of the Course
you have attended in PATC.

- 1.7 Length of services

5 - 10 years	☐
11 - 15 "	☐
16 - 20 "	☐
21 - 30 "	☐
30 and above	☐

2.0 Previous training experiences both within
the country and abroad :

Country :	Subject	Duration	Place

2.1 Give reasons for which your Ministry/Organisation
nominated you for this Course :

(Please tick more than one)

- () Nominated by the authority ☐
- () Training is mandatory for Promotion ☐
- () Nomination wanted by the Establish-
ment Ministry ☐
- () Policy of the Authority to train
some officers ☐
- () Training course available in PATC ☐
- () Enhancing knowledge, skill and attitude ☐
- () For new positions with more respon-
sibilities/special assignment ☐
- () For developing the existing standard
of work in the organisation ☐
- () For career planning ☐

- (J) To wait for next posting
- (K) Better developing, guiding and directing the subordinates
- (L) To grow more confidence in decision making
- (M) More efficiency in handling and solving problems
- (N) To overcome overall deficiencies in doing jobs

2.2 How much have you been benefitted from hCAD Course

40% 60% 80% 100%

Benefit Level	Percentage of Respondents
40%	100%
60%	100%
80%	100%
100%	100%

40% 60% 80% 100%

2.3 After going through the course are you more confident in doing the following works in accomplishing your present job.

If yes, indicate percentage

(Please answer more than one)

Yes

- Planning
- Organising
- Policy formulation
- Delegating
- Budgeting
- Establishing procedures
- Motivating
- Integrating activities or co-ordinating
- Communicating
- Supervising
- Compromising
- Adjusting

Yes

No

%

2.4 , Do you feel that the course could appropriately cater to the needs of the participants of diverse organisations ? substantially(yes) Partly(yes)

2.5 Should this course be compulsory one ?

Yes

No

(Use extra-sheet if necessary)

3.0 Followings are the objectives of ACAD Course. Do you think this objectives are appropriate ?

	Yes	No
1. To increase the efficiency of mid-level officers		
2. To enhance their capability for quick decision-making		
3. To provide an understanding of communication process for efficient disposal of the Government business and to augment the related skills		
4. To raise their efficiency in the administration of different projects by acquainting them with the complexities of economic development and Public Administration		
5. To further acquaint them with the fundamental issues of economic development		

6. To acquaint the participants with the procedure of public budgeting and financial complexities

☐ ☐

7. To sharpen their analytical abilities with a view to preparing them for shouldering higher responsibilities for policy making

☐ ☐

3.1 As per your opinion what other objectives need to be included in the present objective of ACAD Course.

1.

3.

2.

4.

3.2 Do you think any of the objectives are to be omitted from the existing objectives ?

Yes

No

(if yes which one)

3.3 Give your opinion about the following requirements that are to be fulfilled in ACAD Course by ^{the} participants

	Yes	No
1. Compulsory stay in the dormitory	☐	☐
2. Be punctual in attending all activities prescribed for the Course	☐	☐
3. To attend all sessions as per schedule	☐	☐
4. To undertake field visits and writing reports	☐	☐
5. Submit seminar papers in time	☐	☐
6. Take all - tests and examinations for evaluation	☐	☐
7. Existing grading system	☐	☐
8. Any other requirements	☐	☐

4.0 In your opinion what are the strength and weakness of the ACAD Course. Please give frank and sincere remarks.

Strengths

1.

2.

3.

4.

Weakness

1.

2.

3.

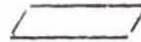
4.

5.0 Give your frank opinions regarding your present performances in the following works.

	Very good	Good	Average	Below average
1. Formulation and execution of development policies	☐	☐	☐	☐
2. To take proper decision	☐	☐	☐	☐
3. To run administration efficiently	☐	☐	☐	☐
4. More analytic abilities in shouldering higher responsibilities	☐	☐	☐	☐
5. Handling financial complexities in a better way	☐	☐	☐	☐

5.1 Please indicate in theoretical & practical aspects of the Course.

5.2 More theoretical



More practical



5.3 Please identify 3 aspects in which you need training to improve your efficiency as per excellence -

1.

2.

3.

5.4 Please give some valuable suggestions regarding ACAD Course so that it can be developed in better way in future.

1.

2.

3.

4.

5.

6.

6.0 The modules/topics of A.C.D Course are cited below.
Please give your opinion which modules are most relevant, relevant and not relevant for the Course

(For affirmative reply use ✓

For negative reply use X

Module : Public Administration : Government System

	<u>Most relevant</u>	<u>Relevant</u>	<u>Not relevant</u>
Comparative Government System	☐	☐	☐
Evolution of Bangladesh Constitution	☐	☐	☐
Structure of the Government of Bangladesh	☐	☐	☐
Statutory position of a public Servant	☐	☐	☐
Administrative accountability	☐	☐	☐
Structure of the Local Government in Bangladesh	☐	☐	☐
Administrative Decentral- ization I and II	☐	☐	☐
Relationship Between Govt. and Public Corporation	☐	☐	☐
Principles of State Policy, Fundamental rights & role of Judiciary	☐	☐	☐
Executive Power Under Constitution	☐	☐	☐
The Legislature and the Assembly Procedure	☐	☐	☐

PA 402 Secretariat Management

	<u>1</u>	<u>2</u>	<u>3</u>
Secretariat Management			
Rules of Business			
Record Management			
Inspection			
Attending to Parliament Question			
Role of the Secretary as Principal accounting officer			
Council Committee, Inter-depart- mental Coordination and the Secretary's Committee			
Minutes and summary writing			
Preparation and use of Reports and A.C.R.			
Departmental Secrecy			

PA 403 Administrative Communication

Meaning of Communication			
Forms of Communication in the Secretariat			
Meeting and Conference Techniques			

PA 404 Organisation Theory

	<u>1</u>	<u>2</u>	<u>3</u>
An Overview of Organisation Theory			
Classical Theory : Scientific Management and Administrative theory			
Classical Theory : Theory of Bureaucracy			
Neo-Classical Theory : Human Relations			
Modern Theory : The System concept			
Modern Theory : Organisa- tional Humanism			
Organisational Goal			
Informal Organisation			
Communication			
Administrative Leadership			
Culture, Sociology and Adminis- tration of Bangladesh			
Inspection & Evaluation of an Institution			

PA 405 Administrative Decision-Making

	1	2	3
Nature and Types of Decision-Making			
Processes of Decision-making			
Common Errors in Decision-making			
Decision-making Theory : Rational Approach			
Decision-making Theory : Incremental Approach			
Decision-making Theory : The Mixed Scanning Approach			
Case Study			

PA 406 Project Management

Project Cycle			
The Logical Framework			
Nature and Scope of Project Appraisal			
Techniques of Project Appraisal			
Selection of Project			
Types of PP and their Approval Procedure			

	1	2	3
Project Implementation : Issues and Constraints			
Procedure for Release of Project Fund			
Project Monitoring at Local and National Level			
Procedure for Aided Projects			
Project Evaluation			
Project preparation and implementation at local level: problems of Coordination			

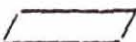
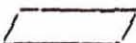
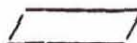
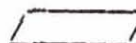
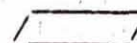
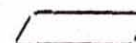
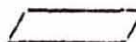
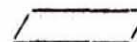
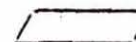
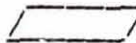
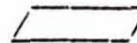
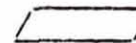
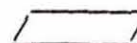
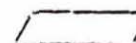
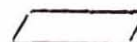
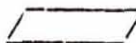
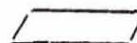
PA 407 Financial Management

Financial Management Concept			
Budgeting			
Types of Budgeting			
The System of Government Budgeting in Bangladesh			
Financial Control : Government Accounting			
Financial Control : Auditing			
Delegation of Financial Power			

	1	2	3
Role of Financial Institutions of Bangladesh			
Cash Management and Debt Administration			
Financial Rules			
Recruitment System in Public System			
Personnel Evaluation and Promotion			
Current Issues in Public Personnel Management			

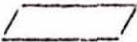
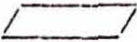
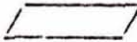
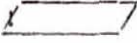
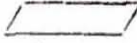
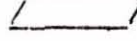
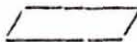
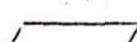
DE 431 Basic Issues of Economic Planning/

The Nature of Development Planning			
Planning Model - I			
Planning Model - II			
Planning Stage - I			
Planning Stage - II			

	<u>1</u>	<u>2</u>	<u>3</u>
Planning Stage - III			
Problems in Plan Formulation			
Macro Framework of Second Five Year Plan			
The Third Five Year Plan : Its Macro Framework, Strategies and Sectoral Allocations			
Group discussion(1st, 2nd and 3rd Five Year Plans of Bangladesh)			
Resource mobilisation for planning process			
Review of contemporary ADP			
Planning process : National level			
Planning Experiences : France and U.S.S.R.			
Planning Experiences of Bangladesh			

	<u>1</u>	<u>2</u>	<u>3</u>
DE 432 Planning Strategies in Bangladesh			
Meaning and Characteristics of Economic Development			
Theories on Economic Development			
Choice of Techniques and Technology Transfer			
Allocating Investment Resources			
Role of Agriculture in Economic Development			
Role of Industry in Economic Development			
Role of Manpower and Stra- tegies for Creation of Employment			
Economic Development : Law and Administration			
Foreign Aid and Economic Development			
Selection and transfer of technology			
Role of Entrepreneur in development-privatisation			
Privatisation			

DE 433 Strategies for Rural and Agricultural
Development in Bangladesh

	1	2	3
Poverty in Bangladesh : Levels and Dimensions			
Population growth and Economic Development			
Strategies for Agricultural Development			
Strategies for Water Resources Development			
Strategies for Fisheries and Forest Resources Development			
Strategies for Livestock Resources			
Strategies for Rural Develop- ment in Bangladesh			
Strategies for Employment Generation in Rural Area in Bangladesh			
Role of NGOs in Rural Development			
Overall Strategies for Alleviation of Poverty in Bangladesh			

	1	2	3
Strategies for industrial development			
Education policy of Bangladesh			
Decentralisation for rural development in Bangladesh			
Upazila system and rural development			
Flood control and irrigation extension			
Group discussion : (Agri. dev. & land reform)			
Group discussion (Education Training & dev.)			
Group discussion (Growth Centre and Upazila system)			

DE 434 International Economic Relations

International Economic Relations- Relations-Historical Back- ground & Link between Politics and Economics			
Emergence of the Third World Countries and Changes in the International Economic Relations			
Bretton Wood System and Recent Monetary Reforms			

	<u>1</u>	<u>2</u>	<u>3</u>
International Capital Flows and International Financing Agencies - I & II	☐	☐	☐
International Commercial System and Third World Countries	☐	☐	☐
North South Debate	☐	☐	☐
Emergence of OPEC and other Primary Curtails	☐	☐	☐
Towards a New International Economic Order	☐	☐	☐
Asia and NIEO	☐	☐	☐
Asian and the New International Economic Order	☐	☐	☐
Development of the International Monetary System	☐	☐	☐
Business of International trade : Role of GATT and UNCTAD	☐	☐	☐
Mobilisation and Administration of Foreign Aid	☐	☐	☐
International debt crisis	☐	☐	☐
North-South debate and NIEO	☐	☐	☐
Prospects of Regional Co-operation	☐	☐	☐

	<u>1</u>	<u>2</u>	<u>3</u>
Private Foreign investment and Multinational corpn.			
Evaluation of International Economic order			
Neo, International Economic Order			

Module 461 : Case Studies of Development Projects

Extension and Research Project			
Agriculture and Rural Training Project			
Bangladesh Jute Seed Project			
Rural Development Project			
Barisal Irrigation Projects			

Module - 471 : Extension Lectures

Political Stability and Economic Development	☐	☐	☐
Public Servants Conduct and Discipline	☐	☐	☐
Administrative Ethics and Accountability	☐	☐	☐
Social Power Structure and Elimination of Poverty	☐	☐	☐
Donationalization of Financial Institutions and Social Justice	☐	☐	☐

Module - 481 : Seminar

Module - 491 : Study Tour

7.0 Please give suggestions for other topics/modules which you think will be appropriate for the mid level course that are not included in the ACAD Course

- | | |
|----|----|
| 1. | 5. |
| 2. | 6. |
| 3. | 7. |
| 4. | 8. |

7.1 Do you think the following modules/topics are more necessary for your purpose?

	<u>Yes</u>	<u>No</u>
(a) Office Management	☐	☐
(b) Procurement procedures	☐	☐
(c) Discipline and conduct rules	☐	☐
(d) Procedures of framing charges	☐	☐
(e) Conducting Judgement	☐	☐
(f) Knowledge of recruitment	☐	☐
(g) Cash Management	☐	☐
(h) Ability to get the work done easily by other officers	☐	☐

Research Project : Assessment of
Training Need of Mid-level Course

Questionnaire for the Superiors of
the participant (officials trained in the ACAD)
(Q - 2)

- 1.0 Name
- 1.1 Age
- 1.2 Educational Qualification
- 1.3 Designation
- 1.4 Address and telephone
- 1.5 Name of the Cadre
Non Cadre
- 1.6 Total length of Services
- 1.7 Signature

Assessment of Training Need
of Mid-level Course

2.0 Please give the reasons of selecting the officer
for ACAD Course. (more than one)

- | | | |
|----|--|--------------------------|
| A) | Training is mandatory
for promotion | ☐ |
| B) | Nomination wanted
by establishment | ☐ |
| C) | Enhancing knowledge
Skills and attitude | ☐ |
| D) | For new position with
more responsibility/
special assignment | ☐ |
| E) | For developing the existing
standard of work in the
organisation | ☐ |
| F) | For Career Planning | ☐ |
| G) | Policy of the authority
to train some officers | ☐ |
| H) | For better Supervising | ☐ |
| I) | For making better Decision
Making | ☐ |
| J) | For better efficiency
in problem solving | ☐ |
| K) | To overcome overall
deficiencies | ☐ |

- 2.2 a) Do you think the officer has been much benefitted by ACAD Course ?

40%	60%	80%	100%

- 2.3 Do you find that the Trained officer now is more able to handle the following activities confidently

If yes, please indicate the percentage
(Answer more than one)

	Yes	No	Percent(%)
Planning			
Policy formulating			
Delegation			
Budgeting			
Establishing procedures			
Motivating			
Co-ordinating			
Communicating			

	Yes	No	Percent(%)
Compromising			
Adjusting			
Supervision			
Leading			

2.4 Followings are the objectives of A.C.D Course.

Please give your opinion about the appropriateness of these.

1. To increase the efficiency of mid-level officers.
2. To enhance their capability for quick decision-making.
3. To provide an understanding of communication process for efficient disposal of the Government business and augment the related skills.
4. To raise their efficiency in administration of different projects by acquainting them with the complexities of economic development and Public Administration.
5. To further acquaint them with the fundamental issues economic development.
6. To acquaint the participants with the procedure of public budgeting and financial complexities.
7. To sharpen their analytical abilities with a view to preparing them for shouldering the higher responsibilities for policy making.

2.5 Do you think some other objectives should be included in the A.C.D Course ?

To be included

Should not be included

1.

1.

2.

2.

3.

3.

2.6 Give your opinions on the following requirements of the Course.

		<u>Necessary</u>	<u>Fairly necessary</u>	<u>Not necessary</u>
1.	Stay in the dormitory	☐	☐	☐
2.	Punctuality	☐	☐	☐
3.	Full attendance in all sessions of the Course	☐	☐	☐
4.	Participation in field visits and report writing	☐	☐	☐
5.	Submission of Seminar paper	☐	☐	☐
6.	Taking part in all examination tests for evaluation	☐	☐	☐
7.	Present grading system	☐	☐	☐

3.0 Please comment on the weakness and strengths of the ACAD Course.

Weakness

Strengtheness

1.

1.

2.

2.

3.

3.

4.0 Please give a comparative report of the Trained officials as regard to his development after training and before training.

(please put 1,2,3,4,5, which indicate 1 - best, 2 - medium, 3 - good, 4 - average and 5 - below average)

(For Trained officials in ACAD Course)

	<u>Before training</u>	<u>fter training</u>
Analytic ability		
Enthusiasm for work		
Co-ordinating anility		
Sense of discipline		

	<u>Before Training</u>	<u>After training</u>
Disciplinary ability		
Relationship with superiors		
Relationship with subordinate		
Degree of responsibility		
Leading ability		
Willingness to work beyond office hours		
Integrity		
Performance in work		
Communicating ability		
Supervising ability		
Ability in taking security measures		
Speed of work in the preparation of budget		
Ability to fillup IMED forms		
Total out put		

5.0 Do you find the duration of the Course is

Too short ☐ Too long ☐ Just right ☐

6.0 Please give your opinion regarding foreign visit
by ACAD participants.

Essential	Necessary for a comparative study	Challenge for Development
-----------	--------------------------------------	------------------------------

☐☐☐

For acquiring more knowledge	More experiences	Broadens outlook
---------------------------------	------------------	------------------

☐☐☐

Wastage of money To be cancelled

☐☐

7.0 Give your valuable suggestions for the further
development of the Course.

8.0 The modules/topics of ACAD Course are cited below. Please
give your opinion which modules are most relevant, relevant
and not relevant for the Course

(For affirmative reply use

For negative reply use



X

(AS IN QUESTIONNAIRE NO. I)

9.0 Would you consider the following topic/modules are more necessary and useful for officers of corporation/directorate ?

	<u>Yes</u>	<u>No</u>
1. Office management	☐	☐
2. Administration Communication	☐	☐
3. Procurement . procedures	☐	☐
4. Discipline and Conduct Rules	☐	☐
5. Procedures of framing changes	☐	☐
6. Conducting Judgement	☐	☐
7. Knowledge of recruitment Rules	☐	☐
8. Cash management (if any more please specify)	☐	☐
9.		
10.		
11.		

Research Project : Assessment of
Training need of mid-level officers"

Questionnaire for the officers yet
to be trained in Advance Course on
Administration and Development
(A C A D) (Q - 3)

- 1.0 Name
- 1.1 Age
- 1.2 Designation/
official address
- 1.3 Educational
qualification
- 1.4 Total length
- 1.5 Name of the cadre

Non cadre
- 1.6 Previous Training
(if any)

2.0 Previous training experiences both within the country and abroad :

A	Country :	Subject	Duration	Place

B	Abroad :	Subject	Duration	Place

2.1 What do you really expect from the ACAD Course ?

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.

2.2 In your opinion what are the weak side you like to overcome through this course ?

1.

2.

3.

4.

2.3 Do you feel the course should be compulsory one?

Yes

No

Give Reasons for your answer.

(Use extra sheet if necessary)

2.4

Do you think you will be able to perform
the following activities in a better way after
such training ?

	Yes	No
Planning	☐	☐
Organising	☐	☐
Policy formulation	☐	☐
Delegating	☐	☐
Budgeting	☐	☐
Motivating	☐	☐
Communicating	☐	☐
Co-ordinating	☐	☐
Leading	☐	☐
Adopting	☐	☐
Supervising	☐	☐
Compromising	☐	☐
adjusting	☐	☐

3.0 Give your frank opinions regarding your present performance in the following works.

	<u>V + Good</u>	<u>Good</u>	<u>Average</u>
1. Formulation and Execution of development policies			
2. To take proper decisions			
3. To run administration efficiently			
4. Shouldering higher responsibilities			
5. Unable to handle and solve the problems on financial complexities			

4.0 The following are the objectives of the Course.

Do you feel some more objectives should be included or present objective are okay.

	Yes	No
1. To increase the efficiency of mid-level officers	☐	☐
2. To enhance their capability for quick decision-making	☐	☐
3. To provide an understanding of communication process for efficient disposal of the Government business and to augment the relates skills	☐	☐
4. To raise their efficiency in administration of different projects by acquainting them with the complexities of economic development and Public Administration	☐	☐

	<u>Yes</u>	<u>No</u>
5. To further acquaint them with the fundamental issues of economic development	☐	☐
6. To acquaint the participants with the procedure of public budgeting and financial complexities	☐	☐
7. To sharpen their analytical abilities with a view to preparing them for shouldering the higher responsibilities for policy making	☐	☐

5.0 Please mention those objectives which you think
to be included the course.

6.0 The modules/topics of ACAD Course are cited below.
Please give your opinion which modules are most relevant, relevant and not relevant for the Course

(For affirmative reply use

For negative reply use

✓
X

(AS IN QUESTIONNAIRE NO. I)

- 124 -

Research Project :
Assessment of Training Need of
Mid-level Officers

Questionnaire for key persons

- 1.0 Name
- 1.1 Designation
- 1.2 Address and telephone
- 1.3 Total Experiences in Service

Signature

- 2.0 Do you think that ACAD Course should be a
compulsory one ?

Yes ☐

No ☐

- 2.1 Whom do you suggest to be the participants of the Course (ACAD) ? (Please mention the pay-scale)

- 2.2 What should be the reasons for selecting the participants for this Course(ACAD) ?

For career planning	
For promotion	
For better quality of work	
For making better decision	
To over come overall Deficiencies	

2.3 Who should be the sponsoring authority for selecting participants for this course ?

☐

Respective organisation of the participants

☐

BPATC

☐

Establishment Ministry

☐

Any other

3.0 (a) Do you find any gap yet existing in officials (Govt.) even after such (ACAD) training ?

Yes

☐

No

☐

(b) For removing such gap what steps need to be undertaken ?

1.

2.

3.

4.

5.

6.

4.0 Followings are the objectives of ACAD Course. Please give your opinion about the appropriateness of these.

1. To increase the efficiency of mid-level officers.
2. To enhance their capability for quick decision-making.
3. To provide an understanding of communication process for efficient disposal of the Government business and augment the related skills.

4. To raise their efficiency in administration of different projects by acquainting them with the complexities of economic development and Public Administration.
5. To further acquaint them with the fundamental issues of economic development.
6. To acquaint the participants with the procedure of public budgeting and financial complexities.
7. To sharpen their analytical abilities with a view to preparing them for shouldering the higher responsibilities for policy making.

5.0 Following are the requirements of A.C.D Course.

Do you think these are necessary, fairly necessary,
not necessary for the Course ?

	<u>Necessary</u>	<u>Fairly necessary</u>	<u>Not necessary</u>
1. Stay in the dormitory	☐	☐	☐
2. Punctuality	☐	☐	☐
3. Full attendance in all sessions of the Course	☐	☐	☐
4. Participation in field visits and report writing	☐	☐	☐
5. Submission of Seminar paper	☐	☐	☐
6. Taking part in all examination tests for evaluation	☐	☐	☐
7. Present grading system	☐	☐	☐

Please suggest any other

6.0 Do you think the duration of Course (3 months) is

Too short ☐ Too long ☐

just right ☐

7.0 Please give your opinion regarding foreign visit
by ACAD participants. (Please answer more than one)

Essential	Necessary for a comparative study	Challenge for Development
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☐☐☐

For acquiring
more knowledge

More experiences

Broadens outlook

☐☐☐

Wastage of money

To be cancelled

Any other

☐☐☐

8.0 Please give your opinion about the usefulness of the Course.

9.0 Please give your valuable suggestion for further development of the Course.

10.0 The modules (alongwith other activities) that are taught in ACAD is given below. Do you think the modules have duly covered everything necessary for the Course ?

1.	Yes	No
1. Module:Public Administration: Government System	☐	☐
2. PA 402 Secretariat Management	☐	☐
3. PA 403 Administrative Communication	☐	☐
4. PA 404 Organisation Theory	☐	☐
5. PA 405 Administrative Decision-Making	☐	☐
6. PA 406 Project Management	☐	☐
7. PA 407 Financial Management	☐	☐

- | | Yes | No |
|--|--------------------------|--------------------------|
| 8. DE 431 Basic Issues of
Economic Planning/ | ☐ | ☐ |
| 9. DE 432 Planning Strategies
in Bangladesh/ | ☐ | ☐ |
| 10. DE 433 Strategies for Rural
Agricultural Development
in Bangladesh | ☐ | ☐ |
| 11. DE 434 International
Economic Relations | ☐ | ☐ |
| 12. Module 461 : Case Studies
of Development Projects | ☐ | ☐ |

Yes

No

13. Module - 471 : Extention
Lecture

☐☐

14. Module - 481 : Seminar

☐☐

15. Module - 491 : Study Tour
(internal and external)

☐☐

11.0 Do you recommend any other modules ?
(please specify)

☐☐

STRENGTHS AND WEAKNESS OF THE ACAD COURSE

Strengths

1. Helps to grow academic interest
2. Develops corporate feeling
3. Growing inter-ministrial and Departmental relationship
4. Functuality
5. Level-up out knowledge
6. Comprehensive Course
7. Fair evaluation
8. Open discussion
9. Much helpful to develop ability for better administration and policy making
10. Group Discussion
11. Class room lectures on different Socio-economic and Administration issues
12. Study Tour
13. Seminar paper
14. To acquaint with the activities of different organizations
15. Technical personnel will get the administrative ability and general administrator will get the technical knowledge
16. Compulsory stay in the hostel was very helpful for the participants
17. Case study was also an important item of the Course
18. Need based topics
19. Understanding of problems

20. Exposure to development issues
21. Develop self confidence
22. Professional experience of speakers
23. Co-operation of concerned officers of BPATC
24. Syndicate method
25. Library facilities
26. Good Environment
27. Sincerity and efforts of the teachers
28. Free and frank environments
29. It has some very important and relevant subjects of study
30. Residential course
31. Combination of different disciplines
32. Exposure to other disciplines of governmental activities
33. To increase the efficiency of mid level Officers
34. Lectures by specialists on relevant topics
35. Brain Storming
36. Arrangements for sports and games are good
37. Officers are well received and well trained
38. The physical facilities of PATC for the course are adequate
39. The course is very useful and relevant
40. Undertake field visit and writing report
41. The same level officers working in diverse organisation in different capacities are getting opportunity for a get-together for the purpose of this training.

Weakness

1. Fails to develop synoptic view of the things.
2. Ideas expressed could not be integrated.
3. Long duration.
4. Extra expenses.
5. Separate dining arrangement for Senior Staff Course Participants.
6. Does not provide scope for a Technocrat to become a good administrator.
7. Written test.
8. Academic discussion by university teachers.
9. To be jack of all trades but master of none.
10. The examination pattern should have been objective in nature.
11. Less practical class
12. Formulation of groups.
13. Manner of selection of group leaders.
14. Inadequate facilities in dormitory and dull life.
15. Selection of officers beyond 45 years of age.
16. Dependence on guest speakers.
17. The ACAD course is very much theoretical.
18. Too many lectures.
19. Absence of computer operation and computer programming cannot make the training very effective.
20. Grading system.

21. Lack of trained trainers
22. Posting of officers as teachers without considering their qualification, skill, ability, knowledge.
23. Superiority and inferiority complex among the participants is the most important weakness.
24. Little emphasis on project implementation.
25. Telephone System.

Different Aspects

1. A computer is a sophisticated equipment that is at present used as a management tool. A system on the installation of a computer can help in eliminating many problems.
2. Project preparation and evaluation.
3. Modern methods of office layout and office management.
4. More field visits may be added.
5. For practical training participants may be given the opportunity of visiting foreign countries.
6. To plan and organise training programmes.
7. Acquisition and use of material and human resources for the success of training programme.
8. Execution of development policies.
9. To provide an understanding of communication.
10. Budgeting and Accounting.
11. Motivating.
12. Guiding of subordinate.
13. Industrial relations.
14. Rules, regulation, acts etc. governing staff management.
15. Health and family care.
16. Role of communication sector (Post, telegraph, telephone) in economic development.
17. Development oriented administration training to be introduced.

18. International economic relations.
19. Industrial policy of Bangladesh.
20. Fiscal policy and monetary managements.
21. Rural finance
22. Case study.
23. Public relations.
24. P.P. and T.A.P.P. preparation.
25. Major financial rules.
26. Administrative pre-conditions for a successful take-off.
27. The cultural gap that inhibits/delays development.
28. Conducting judgement.
29. Ability to get the work done easily by other officers.
30. Experiences of the developed countries in their economic development.
31. Experiences of the developing countries particularly South East Asia and the Middle East in their development efforts.
32. Production, costing, marketing of products in organisations particularly in a public enterprise and its administration technique.
33. International trade --- export/Import/shipping.
34. Computerization in Banking business.
35. Foreign exchange transactions.
36. Indepth knowledge in project financing.

New Objectives to be included

1. "Impact of land resources and modern agricultural technology on the development of the rural economy of Bangladesh."
2. "Comparative studies on regional economy of SAARC countries with its impact on the economy of Bangladesh."
3. "Relationship between the Autonomous and public bodies with concerned Ministries of the Government.(A detail study should be made)."
4. Administrative reforms in Bangladesh with special reference to the problems.
5. To expose the participants in problem oriented issues to get the correct solution.
6. Management of Resective organization.
7. To provide an opportunity for mid-level officers to reflect upon their experience.
8. To impart knowledge of recent developments in the behavioural sciences and its application in administration.
9. Personality development.
10. Follow-up technique.
11. To enhance the capability for pleasing the authority.
12. To compromise and remain highly satisfied with the subordination who work less and famous for mis deeds.
13. To acquaint the participants with the problems of implementing public policies.
14. To be able to do only those things which are legal.
15. To develop a spirit of dedication towards human service.

16. To develop and acquaint with the fast changing development process.
17. To hold seminar/discussions on current world topics for increasing knowledge.
18. To acquaint the participants with the techniques of improved relationship between the employer and the employees.
19. To rehabilitate and imbibe social and moral values.
20. To develop in them a kind, courteous behavioural pattern, give patient hearing and quick disposal of cases.
21. Human relation in administration.
22. paedagogycal side of the subject.
23. To deal with trade union leaders more effectively if such subject is included in the course.

THE RESEARCH TEAM

ANNEXURE - I

RESEARCH TEAM :

- | | |
|---|--------------------|
| 1. MD. MOZAMMEL HAQUE
DEPUTY DIRECTOR (EVALUATION)
BPATC. | DIRECTOR |
| 2. MRS. AYESHA AZIM
DEPUTY DIRECTOR
BPATC. | CO-DIRECTOR |
| 3. MD. ABDUL LATIF
ASSISTANT DIRECTOR
BPATC. | RESEARCH ASSOCIATE |
| 4. AHMEDUR RAHIM
ASSISTANT DIRECTOR
BPATC. | RESEARCH ASSOCIATE |
| 5. MD. MUNIR HOSSAIN
ASSISTANT DIRECTOR
BPATC. | RESEARCH ASSOCIATE |

EVALUATION COMMITTEE :

- | | |
|--|----------|
| 1. MR. A. M. ANISUZZAMAN
RECTOR, BPATC. | CONVENOR |
| 2. MR. A. Z. M. SHAMSUL ALAM
DIRECTOR GENERAL
B.C.S (ADMN.) ACADEMY | MEMBER |
| 3. MR. ABDUL MUYEED CHOWDHURY
DIRECTOR GENERAL
PRESIDENT'S SECRETARIAT | MEMBER |

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