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ASSESSMENT OF TRAINING NEEDS OF SENIOR CIVIL SERVANTS :
A CASE STUDY

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BANGLADESH PUBLIC ADMINISTRATION TRAINING CENTRE
SAVAR, DHAKA

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ACKNOWLEDGEMENTS

In this case study I received guidance and assistance from my superiors and colleagues. I am grateful to Dr. Ekramul Ahsan, Member of the Directing Staff of the BPATC, who facilitated the procedure to obtain the approval of this study. I wish to express my deep gratitude to Mr. A.M. Anisuzzaman, Rector, BPATC, who as convenor of the Evaluation Committee approved the proposal for the this case study, and who has always been a source of inspiration for me. I am grateful to Dr. S.A. Samad, Member of the Directing Staff of the BPATC, who clarified some of the technical aspects of this study. I express my gratitude to Dr. Shaikh Maqsood Ali, Member of the Bangladesh Planning Commission, who as a member of the Evaluation Committee for this study, spared some of his valuable hours in guiding me to conduct this study. I express my gratitude to Prof. M. Anisuzzaman of the Department of Public Administration, Chittagon University, and a member of the Evaluation Committee for this study, who gave his valuable comments on the proposal to conduct this study

Mr. Md. Zahirul Haque, Research Officer and Mr. Md. Abdul Latif Assistant Director of the BPATC, assisted me as Research Associates. I express my thanks to them. I am thankful to Mr. A.Z.M. Shafiqul Alam, Assistant Director of the BPATC for his suggestions on some points in this study.

Mr. Md. Zahirul Haque assisted me in tabulation work.
Mr. Md. Salim, Mr. Md. Abdul Mazid and Mr. Momshed Reza
gave me typying assistance at different stages of this study.
To all of them I offer my sincere thanks.

M. Wahiduzzaman
25 May 1989

CHAPTER I

INTRODUCTION

The Government of Bangladesh has a National Training Policy for the training of the public officials. The National Training Policy, in the first instance, is the result of the felt need that the public officials must be trained to perform their jobs up to the standard. This need was particularly felt for the reason that in Bangladesh the public sector employment constitutes a major sector of employment market in the country. But, above all, the National Training Policy is the result of a lot of painstaking exercises performed by the different Ministries and Divisions of the Government and Committees set up at different times. It may, however, be mentioned that the Ministry of Establishment as the personnel agency of the government played the most vital role in formulating the National Training Policy.

The National Training Policy has defined the levels of training for the officials of the different Ministries/Divisions/Directorates/Departments and Organizations. The top level training has been defined as 'A' and it is imparted to officers carrying scale of pay from Tk. 4,750/- and above.¹ The hypothesis of this study was that all civil servants on the

1. Bangladesh.Ministry of Establishment.National Training Policy (Draft). Dhaka, 1986. p. 22.

pay scale of Tk. 4,750/- and above are senior civil servants, and the purpose of this study was to see if the training imparted to the officers of this level met their training needs.

There could be a direct approach to this study by collecting information about training needs of senior civil servants to design training programmes for them. In fact, this is the aim of this study, but sometimes even a clear problem cannot be clearly explained unless it is explained with reference to other facts. These other facts which need to be explained in this study are : 1) Education and training for development, 2) the senior civil servants and 3) the present arrangement for training the senior civil servants. The researcher hopes that an analysis of these facts would be the steps to needs analysis for training the senior civil servants, which is so necessary for designing and executing any meaningful training programme. This will require marshalling and unravelling of not only so many facts, views and ideas which are the foundations on which a meaningful training programme can be built. Again, it could be argued that the meaning of 1) education and training for development, 2) the senior civil servants and 3) the present arrangements for training the civil servants is so clear and known that they require no further

analysis. The present researcher believes that this is more apparent than real. At times even what is clear and known needs to be explained and told anew that it is really so. The final part of this study will be an analysis of data collected to establish the training needs of the senior civil servants on an empirical basis.

Assessing the training needs of the senior civil servants is actually a difficult task. The reasons for this are : 1) the senior civil servants have already received the basic training and 2) in many cases they have received advanced training and 3) they have gained so much experience that many of them can become expert trainers themselves. The senior civil servant is at the centre of this study around whom all facts, figures and conclusions are woven.

The methodology of this study was a blending of theory and practice. Much has been said and written about education and training for development. It was necessary to unravel such literature to develop the theoretical part of this study. The empirical part of this study was carried out by an opinion survey through a questionnaire(Annexure-A). The respondents to the questionnaire consisted of

Secretary and Additional Secretary	5
Joint Secretary and Officer of Equivalent Rank	50
Deputy Secretary and Officer of Equivalent Rank	30
Academician	23
Training Institute	6
Political Leader	6

120

CHAPTER II

EDUCATION AND TRAINING FOR DEVELOPMENT

All nations—developed, developing and underdeveloped—want development. It is the cry of all people. All nations and all peoples have learnt it for sure that it comes through education and training.

In a very strict sense, development should mean only one thing—achieving the condition that would enable a society and its members to become their best stature. Therefore, development would mean different things for different people. Without making much elaboration of this, it may be said that for a colonial people it will mean achieving political independence and sovereignty, for a backward, poor and independent nation it will mean achieving more economic and technological advancement so that its people have more and more amenities of modern life. But it would also mean other things to other people. However, one common denominator of development is economic growth which ensures a richer and fuller life for all members of a society. But whether it is achieving political independence, whether it is achieving economic growth, whether it is achieving a richer and fuller life, it has to come through education and training.

One thing, however, must be mentioned that it is not education and training only that bring development in all its

senses. To achieve development other things are also required. One of those things is capital, either provided by the state or private entrepreneurs. What makes education and training a factor in development is the fact that education and training now mean 'produced means of further production'² - a capital in strict economic sense even though the aim of education is not to make man a capital but humane.

The prime importance of education and training for development may be spelt out a little further. A people may be sitting on a reservoir of untold natural resources but yet then they are poor - poor because they do not know how to extract them, collect them and make use of them. On the other hand, there may be a people who just do not have adequate resources of any kind but yet then they are rich. In the first case, it is because of lack of education, training and entrepreneurship. In the second case, a people are rich because they have education, training and entrepreneurship.

In this study education and training will be used interchangeably because both are now considered as produced means for production. Both flow like waters in the different rivers and at some point they become confluent even. Investment in education and training kills two birds at a time. It develops

2. Frederick Harbison & Charles A. Myers. Education, Manpower, and Economic Growth. (N.Y., McGraw-Hill, 1964) p.4.

human resources and developed human resources (human capital) contribute to economic growth. But even though education and training have been contributing to human resources development and economic growth, the concept of education and the concept of training did not emerge at the same time. The concept of education is as old as human civilization but the concept of training, civil service training to be precise, began to develop only after the Second World War - first in the U.K. and it began to develop much later but faster in the U.S.³

Today education is conterminous with training. In fact, it is now difficult to see the two otherwise. Even if the former is taken as theory and the latter as practice, they are two sides of the same coin because all theories must be practicable and many a time it is from practice that theories come out.

Yet distinction ~~can~~ and should be made between education and training. Broadly speaking, education prepares one for life while training prepares one for doing a job. Training begins where education ends. This happens when, for example, a student studying sociology at a university does not know for sure what he is going to end up with or what he is going to do

3. T.A.A. Latif. Training for Management. New Delhi, Sterling Publishers, 1988, p. 32.

at the end of his education. When he gets a job he needs training do that job even though he is already educated. This is necessary even in the case of a student pursuing a professional education like engineering, medicine, law and librarianship. This is particularly so because training, like education, has become so much formalized and institutionalized⁴ and there is so much application of science and technology to do a job.

The basic difference between education and training arises from the reason that while education is life-oriented, training is job-oriented. A parent would send his son or daughter to a school or a college or a university for the simple reason that education is necessary to get a job although he is not sure what job. But an employer would send an employee to do a course in a training institute only if he thinks that there is a need to get the employee trained. This necessity of training an employee or an officer arises when he does not know how to meet the performance standard. "A training need exists when an employee lacks the knowledge or skill to perform an assigned task satisfactorily".⁵

Lapses in meeting performance standards is easier to locate in business organizations than in the government.

4. See A.T. Cornwall-Jones. Education for Leadership; the International Administrative Staff College, 1948-84. (London, RKP, 1985).

5. Dugan Laird. Approaches to Training and Development. (Second Edition. California, Addison-Wesley, 1985). p.46.

And it is more keenly observed in business organizations than in the government because all business organizations survive through competition. If the people in a business organization do not have high performance ability and skill to achieve organization goals, and if they fail to achieve organization goals, the organization cannot survive for long. But a government organization does survive even if the people in it fail to meet the performance standard. A government organization survives even if it is a losing concern. The people in a government organization can pass the buck, and hence it is difficult to ascertain who meet the performance standard and who do not. So, it is necessary to be more imaginative to assess the training needs of the people in the government to enable them to meet performance standard than it is the case in business.

But one cannot say it for sure that an employee or an officer needs training just because he has performance problems. One may have performance problems even if he does not lack in skills or knowledge necessary to perform one's job. It may be just because one cannot get along with his colleagues for one reason or another. It would be unwise to send a person to do a training course in such a situation.

That such a situation arises in Bangladesh and elsewhere is more or less known to all. Training is not taken seriously by many. Many people take training as a " nice thing " and " nice talks ". Sometimes people also talk about training and training institutions in a humorous vein. It is necessary to point out that the necessity of training must not be lightly taken. Any training involves costs at two ends. It involves costs for the training institute and it involves costs for the organization which sends its employee for training.

The training needs of the employees of an organization or of a government may be broadly classified as macro training needs and micro training needs. All newly appointed employees whether they are clerks or officers-will require some initial training to do their job upto the performance standard. This is macro training needs. The need for micro training arises, for example, when one or a few employees of an organization require specialized training to use a newly installed technology.⁶ All new recruits to the Bangladesh/Civil Service is a case of macro training needs. On the other hand, the case of training a few employees to use Bangali typewriter or a computer is a case of micro training needs.

6. Ibid. p.49.

Training is a technology. When applied judiciously, it leads to individual development, organization development and development of society as a whole. Application of this technology is needed when there is macro need for training. But because today man is an organization man almost everywhere , that is, he belongs to one or another organization, training has become not only an organizational need but also a societal need. So, many organizations have their own Training and Development (T&D) Departments. But the need for micro training is so large in modern societies that they assume the dimension of the need for macro training, which necessitates establishment of national training institutes.

The examples of such necessities are to be found in our own country even. Many banks have their training institutes, many of the Administrative Ministries have their own training institutes to impart departmental training. Finally, the Ministry of Establishment had some national training institutes , which were merged in 1984 to become the apex training institute of the country in the field of public administration.

Since it is micro and macro training needs which lie at the base of any training programme, it is necessary to identify the sources of such training needs.⁷ In the case of micro

7. Ibid. p. 50.

training needs some of the important sources are new recruits, promotions, transfers, performance appraisals or annual confidential reports, new positions, special assignments, etc.

Probably sources of micro training needs may be explained a little further. In most cases new recruits need to be trained because they do not know how to do their job perfectly. Even if some of them do, it is quite unlikely that they would know how to do their jobs exactly upto the standard.

The new recruits to government organizations or the Bangladesh Civil Service will eventually be maturing for promotions. These promotions also mean that employees will have to perform new jobs to do which their previous working experience does not always make them competent enough. In case of promotions training is a vital supplement to experience. This training may be imparted to the employee either before or after his promotion to the new position. Whether one accepts it or not, it is worth quoting here the famous Peter's principle - "in a hierarchy every employee tends to rise to his level of incompetence"⁸.

An employee may be transferred from one department to another or one service to another. These transfers may not mean any promotions but these do mean that the transferred

8. Quoted in D.S. Pugh, et al. Writers on Organizations. (Second Edition. Penguin Books, 1981). p. 91.

employees will have to do some new job for which they are not adequately trained either by experience or otherwise. In such cases of transfers it is necessary that some training is imparted to the employee either before or after his transfer to a new position.

Performance appraisal or annual confidential report of an employee may reveal that he has some shortcomings which need to be removed and for which he needs to be trained.

In some cases, an employee may be asked to perform a totally new job, which for him would mean a new position. For example, if an organization wants to install a computer there must be some people to run it. If they are not already there, some people in the organization need to be trained in computer.

Even to perform a special assignment, which may not be altogether a new job, an employee may require some training.

Some of the micro training needs like training the new recruits and the training for promotions may emerge as macro training needs. Also, introduction of any new technology or management system on a large-scale may trigger off a macro training needs for any organization or government. These sources indicate not only needs of training for the individual but also what should be the structures of training programmes,

what should be the methods of training programmes and what should be the duration of the training programmes.

But the aim of training should not be just to impart knowledge and skills to a trainee to perform his job upto the standard . Any mechanical, routinized and ritualized , even if supported by needs analysis and a well-designed programme, will not enable a trainee to perform his job upto the standard unless other conditions are fulfilled. For example, a trainee will fail in his duties if he is not well-received by his organization and colleagues after he has done the training course or if his attitude towards his organization or his job and colleagues has not changed to conform to the achievement of organizational goals. There must be a matching of organizational goals with the behaviour of the employees of the organization. And the aim of training should be to remove any mismatch of employee behaviour in respect of skills and attitudes on the one hand and the objectives of the organization on the other.

While assessing the training needs of a target group, probably it would be good to have a look at the whole training process. If assessment of training needs is the first step towards conducting a training programme, there can be a step-

by-step approach to making a training programme. One such approach to preparation and conducting a training programme is the critical events model.⁹ It has eight steps of which the first one is identifying the needs of the organization. The remaining seven steps are evaluated to obtain feedback information before they are accepted. These seven steps are: specifying job performance, identifying learner needs, determining objectives, building curriculum, selecting instructional strategies, obtaining instructional resources and conducting training. It may be added here that all training programmes must be evaluated after its conclusion to obtain feedback information to determine its effectiveness.

Finally, it may be said that an organization is a hierarchy of people performing different kinds of jobs at different hierarchies.¹⁰ This means an organization has to have different training programmes for people at different hierarchies. The government of Bangladesh has twenty one grades of employees. These grades may be broadly classified as top grades, senior grades, mid-senior grades, junior grades and lower grades. Training programmes for these employees at different grades should be differently designed to meet their especial training needs.

9. Leonard Nadler. Designing Training Programmes: The Critical Events Model. (Reading, Massachusetts, Addison-Wesley, 1986) p. 18.

10. Ishwar Dayal. Management Training in Organization. New Delhi, Prentice-Hall of India, Private Limited, 1970). pp. 40-41.

Structural adjustment as a concept in the management of economy of a country is not a new concept. It can be traced back to much earlier periods of the economic history. The police of sectoral allocations of resources for the management of the economy of Bangladesh is a classic example of structural adjustment. However, the concept of structural adjustment as advanced by the World/IMF as a donor agency is a new concept. The World Bank/IMF concept of structural adjustment is "to keep aggregate demand in an economy in line with productive capacity or, for a given level of demand in the economy, to bring productive capacity up to its potential level. Among the variety of factors behind the emergence of an economic imbalance, there is frequently an unsustainable expansion of aggregate demand and expenditure, whose elimination will entail a reduction in the level or growth rate of aggregate demand"¹¹. To correct such a situation in an economy what the WB/IMF has advocated are essentially fiscal, monetary and administrative measures which pertain to policy analysis, and which in turn is a function of the senior administrators. This new trend in the economic management of an aid receiving country will require a special type of training for its senior administrators.

11. Manuel Guitian. "The Fund's Role in Adjustment".
Finance & Development. June 1987, IMF.

CHAPTER III

THE SENIOR CIVIL SERVANTS

Wherever there is a government there is a bureaucracy to run the civil administration of a country. There is also another bureaucracy called military bureaucracy which runs parallel to the other bureaucracy. But the popular notion about bureaucracy is that it is that machinery of the government that runs civil administration. To them the military is military even though there is a bureaucracy in it. And the people who man the civil bureaucracy are known as civil servants.

The people in all civil services work at different levels or hierarchies for which they get different pay scales and privileges. This is equally true in the military bureaucracy.

The history of the Bangladesh civil service, particularly in modern sense, can be traced back to the British rule in India. And so is the history of training of civil servants.

The British conquest of India was made by a trading company, namely, the East India Company. The term 'civil service' was first used to designate those servants of the East India Company who were engaged in mercantile work in order to distin-

guish them from those whose duties were of 'naval and military nature'.¹¹ It did not however mean that these servants of the company had non-combatants status. It only meant that they performed the work of civil administration. Subsequently, "when the company acquired political status and power the trading functions were replaced by governmental functions. In this way, the servants of the company were transformed from traders into administrators."¹²

The East India Company managed the Indian affairs of the British Crown until 1857. After the mutiny of 1857, the Government of India Act of 1858 transferred the Government of India to the Crown. Following this Act the power of regulating appointments to the Indian Civil Service(ICS) was made over to the Secretary of State who would act with the advice and assistance of Her Majesty's Civil Service Commissioners.¹³ The Government of India Act of 1858 and subsequent Acts and Commissions made the Indian Civil Service the most distinguished

11. O' Malley, L.S.S. The Indian Civil Service(1601-1930) quoted in Ali Ahmed. Role of Higher Civil Servants in Pakistan. (Dhaka, NIPA, 1968). p. 3.

12. Ibid. p. 3.

13. Ibid. pp. 37-38.

Civil Service in the world to which the Civil Service of Pakistan was successor.¹⁴ What made the ICS the most distinguished Civil Service in the world was that recruitment to the ICS was made through tough competitive examinations and the recruitment was followed by a long and rigorous training. But what is most important to point out for this study is that recruitment to the ICS was made on the principle: Catch them young and train them to become leaders in administration.

If all men and women in the civil bureaucracy are civil servants, the members of the ICS certainly held the most superior positions in the British civil bureaucracy in India. And as successor to the ICS, the Civil Service to Pakistan (CSP) held the same status in the civil bureaucracy of Pakistan. This is also true that by and large the new recruits to the CSP got the best education and training than did the members of the other services of the civil bureaucracy of Pakistan. Also, the CSP earned high reputation for its integrity and efficiency. But eventually the CSP faced the challenge of maintaining its elitist or superior tradition. After all, Pakistan was not British India. The members of the other services grew jealous of the superiority of the CSP. This was

14. Muzaffar Ahmed Chaudhuri. The Civil Service in Pakistan. (Dhaka, NIPA, 1969). p. 1.

more marked in the twilight of the united Pakistan. After the emergence of Bangladesh as an independent state the Bangladeshi members of the CSP of erst-while Pakistan faced the opposition to their superiority more openly to which the Government of Bangladesh was compelled to pay heed and to take steps to organize a unified civil service. Today the elitist CSP of Pakistan has been succeeded by a unified Bangladesh Civil Service(BCS): a classless civil service.

The Bangladesh Civil Service is a unified and classless civil service, and there may not be much doubt about it. There are 31 cadres in the BCS but no member of the BCS becomes senior until he qualifies to enter the 31st cadre of the BCS called SSP - Senior Service Pool. Entry into SSP cadre means becoming a Deputy Secretary to the Government but rank and status in the BCS is fundamentally related to pay-scales. So one becomes senior in the Bangladesh Civil Service even if he is not a member of the SSP cadre or a Deputy Secretary but has the pay scale of a Deputy Secretary. This is possible because there is scope for one to be promoted from one grade to another if one fulfills the requirements of recruitment rules.

The researcher feels that the BCS is not as unified and classless in character as it should be. There are some non-tional distinctions between cadres, and between cadre and non-

cadre civil servants, and between the employees of a purely government organizations and the employees of autonomous and semi-autonomous bodies of the government. But it is really difficult to ascertain how far these distinctions between civil servants are true in actual life. The forces of economic rules and social conditions seem to be at work to do away with such distinctions. The choices given by the candidates for entering the BCS cadres are an indicator of that. So, the only way to identify a senior civil servant is to see on what grade or pay scale he is.

CHAPTER IV

ARRANGEMENTS FOR TRAINING OF THE SENIOR CIVIL SERVANTS

Until Bangladesh emerged as an independent state on 16 December 1971 the senior civil servants of Bangladesh received in-service training in the Pakistan Administrative Staff College (PASC) at Lahore, which in many respects, followed the Henley method of training to make the already experienced senior civil servant a different man - a man with a broader vision and deeper understanding of his responsibilities in a complex administrative system of his society, so that he can discharge his responsibilities more competently. After the emergence of independent Bangladesh, the in-service training of the senior civil servants remained suspended for a long time as there was no training institute for them, but the necessity of training the senior civil servants was being increasingly felt, and an institution named Bangladesh Administrative Staff College (BASC) was established on June 3, 1977. One man who, among others, played a key role in the establishment of the BASC is late Dr. Khalilur Rahman, an ex-Member of the Directing Staff of the PASC. Late Dr. Khalilur Rahman who became the Vice-Principal of the BASC was helped by Dr. Ali Ahmed, another ex-Member of the Directing Staff of the PASC, in his efforts to have a Staff College for the training of the senior civil servants in the country.

But the BASC was the most short lived training institute of the country. In 1984 it got merged into the Bangladesh Public Administration Training Centre (BPATC) along with three other training institutes. This first Principal of the BASC was Mr. A.S. Noor Mohammad and the first Rector the BPATC was Dr. Shaikh Maqsood Ali, who was for many years in the training institutes - first, as Deputy Director of the Civil Service Academy at Lahore, Pakistan and then as the Director General of the National Institute of Public Administration (NIPA), Dhaka. Incidentally, it may be mentioned that the BASC emerged and existed without any foreign aid in any form. It very successfully carried out its programmes and activities which are given in ANNEXURE - B and C.

The tradition of training the senior civil servants set by the BASC in 1977 did not get lost after its merger into BPATC in 1984. The BPATC continued with the training of the senior civil servants even though it has had to ration its resources and manpower to train officers and employees at all levels of the government. As of December 1988, BPATC's training activities carried out with participants in the rank and status of senior civil servants are given in the ANNEXURE-D.

Before concluding the heritage of training of the senior civil servants in the country and before taking up the empirical assessment of their training needs, it would be necessary to record the course contents and the methods of training adopted at the BASC and the BPATC for the senior civil servants.

The BASC had consistently followed more or less the same course contents and the methodology of training. Below is given an outline of course studies followed by the BASC.

OUTLINE OF THE COURSE OF STUDIES ¹⁵

PART-I Foundation Lectures:

- Ia The Bangladesh Environment(Land & People-Social, Cultural & Economic Factors).
- Ib Principles and Theories of Development Administration.
- Ic Principles of Development Economics.
- Id Science and Administration.
- Ie Sociology, Psychology and Administration.

PART-II Administrative Structures and Process(Syndicate):

- IIa Organization theory and practice.
- IIb Financial Administration.
- IIc Personnel Administration and Human Relations.
- IIId Principles and Techniques of Planning:

15. The Bangladesh Administrative Staff College. Some Guidelines for the Members. Dhaka, 1977. p. 6.

PART-III Seminars :

IIIa Seminar on Development Economics.

IIIb Seminar on Development Administration.

PART-IV Field Research.

PART-V Programme Administration(Syndicate):

Va Population and Family Planning.

Vb Agriculture: Integrated Rural Development Programme and Swanirvar Programme.

Vc Education.

Vd Local Government.

Ve Problems of Planning and Development in Bangladesh.

PART-IV The Senior Administrator-His Role and Responsibilities

PART-VII Bengali for Official use.

PART-VIII Visit to a neighbouring foreign country(if possible to arrange).

The training methodology followed by BASC was: 1) Lecture-discussions, 2) Syndicate Studies, 3) Seminar Studies, 4) Field Research, 5) Visit to a neighbouring foreign country and 6) If possible, case studies including role-playing and sensitivity programmes.¹⁶

16. Ibid. p. 7.

To conclude the programmes and activities of the BASC for the training of the senior civil servants, it would be worthwhile to record the necessity of establishing the BASC as put in the Guidlines for the Members of the first Regular Training Course of the College. The Guidlines identify the inauguration of the college as " A land-mark in the history of Administrative Training in Bangladesh ". Further, the Guidlines for the Members further says that " The need for a sound system of in-service training institutions in Bangladesh has been apparent ever since the war of liberation and the idea of establishing the Bangladesh Administrative Staff College was floating since 1975. It was not, however, till the middle of 1976 that a definite plea was made for the establishment of an Administrative Staff College as the apex institution of a system of in-service training in the country. The relevant Ministry of the Government decided to begin with the establishment of a Civil Officers' Training Academy for training the new recruits to the civil services and then gradually to go forward with the programme to establish an apex training institution for completing the system ". This need for in-service training of officers up to the level of " senior civil servants " was more a

preception on the part of the government than the result of a research finding. And this has remained so till today. Mention should also be made here that a perception may on many occasions be much more exact than a research finding.

The BPATC is continuing with more or less the same methodology of training followed by the BASC. Below is given the training course outlines of some of the Senior Staff Courses (What was called Regular Training Course at the BASC) of the BPATC. The intention is to scrutinize them and it appears that course contents have slightly varied from course to course.

It is the view of the researcher that while it is very necessary that every training course should be evaluated and modified on the basis of feedback information and new preceptions, care may be taken to see that such modifications do not take place too frequently. A training course is a reflection of mature thinking. At one point it should crystallize.

BPATC
THIRD SENIOR STAFF COURSE
COURSE OUTLINE

DE 501 THEORIES OF ECONOMIC DEVELOPMENT

- DE 501-01 Classical Theories of Economic Development
- DE 501-02 Neo-classical Theories of Development Session-I
- DE 501-03 Neo-classical Theories of Development session-II
- DE 501-04 Keynesian Theory
- DE 501-05 Fiscalist vs. Monetarist Controversy
- DE 501-06 Marxian Theories of Development
- DE 501-07 Neo-Marxian Theories of Development
- DE 501-08 Operational Models of Economic Development-I
- DE 501-09 Operational Models of Economic Development-II
- DE 501-10 Relevance of Theory of Development.

DE 502 PLANNING STRATEGIES IN BANGLADESH

- DE 502-01-02 Macro Framework for Planning in Bangladesh I & II
- DE 502-03 Planning Process in Bangladesh
- DE 502-04 Strategies for Agricultural Development in Bangladesh
- DE 502-05 Industrial Development in Bangladesh
- DE 502-06 Strategies for Population Control in Bangladesh
- DE 502-07 Strategies for Water Resources Development in Bangladesh
- DE 502-08 Strategies for Regional Development
- DE 502-09 Strategies for Energy Development in Bangladesh
- DE 502-10 Strategies for Human Resource Development in Bangladesh.

BPATC
THIRD SENIOR STAFF COURSE
COURSE OUTLINE

DE 501 THEORIES OF ECONOMIC DEVELOPMENT

- DE 501-01 Classical Theories of Economic Development
- DE 501-02 Neo-classical Theories of Development Session-I
- DE 501-03 Neo-classical Theories of Development session-II
- DE 501-04 Keynesian Theory
- DE 501-05 Fiscalist vs. Monetarist Controversy
- DE 501-06 Marxian Theories of Development
- DE 501-07 Neo-Marxian Theories of Development
- DE 501-08 Operational Models of Economic Development-I
- DE 501-09 Operational Models of Economic Development-II
- DE 501-10 Relevance of Theory of Development.

DE 502 PLANNING STRATEGIES IN BANGLADESH

- DE 502-01-02 Macro Framework for Planning in Bangladesh I & II
- DE 502-03 Planning Process in Bangladesh
- DE 502-04 Strategies for Agricultural Development in Bangladesh
- DE 502-05 Industrial Development in Bangladesh
- DE 502-06 Strategies for Population Control in Bangladesh
- DE 502-07 Strategies for Water Resources Development in Bangladesh
- DE 502-08 Strategies for Regional Development
- DE 502-09 Strategies for Energy Development in Bangladesh
- DE 502-10 Strategies for Human Resource Development in Bangladesh

DE 503 RESOURCE MOBILIZATION FOR DEVELOPMENT

- DE 503-01 Principles of Taxation
- DE 503-02 Resource Mobilization in Development and Least Developed Countries
- DE 503-03 Indian Experience of Resource Mobilization
- DE 503-04 Korean Experience of Resource Mobilization
- DE 503-05 Resource Mobilization in Third Five Year Plan.
- DE 503-06 Mobilization in External Resources
- DE 503-07 Role of DFIs in Resource Mobilization
- DE 503-08 Mobilization of Rural Savings in Bangladesh
- DE 503-09 Local Government Finance in Bangladesh
- DE 503-10 Growing Role of User Charges in Resource Mobilization.

DE 504 PUBLIC ENTERPRISES

- DE 504-01 Genesis of Public Enterprise
- DE 504-02 Pricing in Public Enterprises
- DE 504-03 Autonomy and Control
- DE 504-04 Corporate Planning in Public Enterprises
- DE 504-05-10 Workshop on Public Enterprise.

PA 530 PUBLIC ADMINISTRATION AND POLICY ANALYSIS

- PA 530-01 Policy Analysis as the Emerging concern of Public Administration
- PA 530-02 The Framework of Policy Analysis
- PA 530-03 The Analytic Process I: Objectives and Criteria
- PA 530-04 The Analytic Process II: Effectiveness and Benefits
- PA 530-05 The Analytic Process III: Alternatives and Costs
- PA 530-06 The Analytic Process IV: Uncertainty

- PA 530-07 Making the most of Analysis
- PA 530-08 The Politics of Policy Analysis
- PA 530-09 Implementing Development Projects as Policy Experiments
- PA 530-10 Food Policy Conflicts: A Case Study.

PA 531 DEVELOPMENT ADMINISTRATION ENDS AND MEANS

- PA 531-01-02 The Ends of Development Administration - I & II
- PA 531-03 Institution-Building
- PA 531-04 Case Studies on Institution-Building
- PA 531-05 Decentralization
- PA 531-06 Case Studies on Decentralization
- PA 531-07 Peoples' Participation
- PA 531-08 Case Studies on Peoples' Participation
- PA 531-09 Projects as Instruments of Development Administration
- PA 531-10 Case Studies on Project Implementation.

DE/PA 540 PROBLEMS OF RURAL DEVELOPMENT

- DE/PA 541-01 Land Reforms in Bangladesh
- DE/PA 541-02 Jute Policy
- DE/PA 541-03 Strategies for Promotion of Exports
- DE/PA 541-04 Public vs. Private Sector: A Comparative Study
- DE/PA 541-05 Local Level Planning and Decentralization : Problems and Prospects
- DE/PA 541-06 Manpower Planning in Bangladesh
- DE/PA 541-07 Foreign Policy of Bangladesh
- DE/PA 541-08 Education Policy
- DE/PA 541-09 Personnel Policy
- DE/PA 541-10 Credit Policy.

BPATC
FOURTH SENIOR STAFF COURSE

COURSE OUTLINE

DE 505 LEADING ISSUES IN ECONOMIC DEVELOPMENT

- DE 505-01 Indicators of Economic Development
- DE 505-02 Economic Backwardness in Historical Perspective: Lessons Controversies
- DE 505-03 The Assault on the Vicious : Circles: Balanced Versus Unbalanced Growth Strategy
- DE 505-04 The Mobilization of Domestic Resources for Economic Development
- DE 505-05 The Hidden Resources for Economic Development and the Labour Surplus Models
- DE 505-06 Unemployment : Issues and Dimensions
- DE 505-07 Economic Development and Income Distribution
- DE 505-08 Trade and Economic Development
- DE 505-09 Aid and Economic Development
- DE 505-10 Role of the State in Economic Development.

DE 506 PLANNING STRATEGIES AND IMPORTANT
POLICY ISSUES IN BANGLADESH

- DE 506-01-02 Macro Framework for Planning in Bangladesh-I & II
- DE 506-03 Planning Process in Bangladesh
- DE 506-04 Strategies for Agricultural Development in Bangladesh
- DE 506-05 Strategies for Industrial Development in Bangladesh
- DE 506-06 Future of Jute and Jute Policy in Bangladesh
- DE 506-07 Strategies for Water Resources Development in Bangladesh
- DE 506-08 Strategies for Export Promotion in Bangladesh
- DE 506-09 Strategies for Energy Development in Bangladesh
- DE 506-10 Education Policy and Human Resource Development in Bangladesh.

DE 507 ISSUES OF PUBLIC ENTERPRISES
MANAGEMENT IN LDCs

- DE 507-01-02 Identification of Issues: Panel Discussion
- DE 507-03 Public Enterprises : Concept, Definition and organizational Issues
- DE 507-04 A Survey of Public Enterprises in Bangladesh : Structure, Role and Performance
- DE 507-05 Public Enterprises in LDCs : Role, Structure and Performance
- DE 507-06 Autonomy : Tools and Techniques to Preserve it
- DE 507-07 System of Control of Public Enterprises in LDCs: Mechanisms and Institutions
- DE 507-08 Pricing in Public Enterprise : Principles and Practices
- DE 507-09 Technology Policy and Role of Public Enterprises
- DE 507-10 Pricing in Public Enterprises as a tool to achieve Social Objectives with special reference to Bangladesh
- DE 507-11 Public Enterprises and Investment Criterion
- DE 507-12 Interrelation between Government and Public Enterprises Experience of South Asian Countries
- DE 507-13 Performance Evaluation: Criterion and Institutions
- DE 507-14 Performance Evaluation and Monitoring: Experience in India, Sri Lanka and Malaysia
- DE 507-15 Performance Evaluation: Korean Approach
- DE 507-16 Signalling System: Evaluation in Pakistan
- DE 507-17 French Contracting System
- DE 507-18 Target Setting and Evaluation
- DE 507-19 Developing Social Profitability Index
- DE 507-20 An Exercise in Constructing Social Profitability Index
- DE 507-21 Public Enterprises : European Experience
- DE 507-22 Social Efficiency Audit and its Application

- DE 507-23 Performance Contracting : A Case Study of Bangladesh
- DE 507-24 Issues in Performance Evaluation: Panel Discussion
- DE 507-25 Corporate Planning
- DE 507-26 Strategic Management Issues: A Case Study of Bangladesh
- DE 507-27 Debt Equity: Norms and Practices
- DE 507-28 Role of Marketing in Public Enterprises
- DE 507-29 DFIs and State owned Banks and their relationship with other Public Enterprises in Bangladesh
- DE 507-30 Need of MIS in Performance Evaluation: An Application of SABRE in Bangladesh.

DE 508 INTERNATIONAL ECONOMIC RELATIONS

- DE 508-01 International Economic Relations-Historical Background and Link between Politics and Economics
- DE 508-02 Emergence of the Third World Countries and Changes in the International Economic Relations
- DE 508-03 Major International Economic Institutions
- DE 508-04 Bretton Wood System and Recent Monetary Reforms
- DE 508-05 International Capital Flows and International Financial Agencies
- DE 508-06 International Commercial System and Third World Countries
- DE 508-07 North South Debate
- DE 508-08 Emergence of OPEC and other Primary Cartels
- DE 508-09 Towards a New International Economic Order (NICO)
- DE 508-10 Asia and NIEO

PA 530 PUBLIC ADMINISTRATION AND POLICY ANALYSIS

- PA 530-01 Policy Analysis as the Emerging Concern of Public Administration
- PA 530-02 The Framework of Policy Analysis
- PA 530-03 The Analytic Process I : Objectives and Criteria
- PA 530-04 The Analytic Process II : Effectiveness and Benefits
- PA 530-05 The Analytic Process III : Alternative and Costs
- PA 530-06 The Analytic Process IV : Uncertainty
- PA 530-07 Making the Most of Analysis
- PA 530-08 The Politics of Policy Analysis
- PA 530-09 Implementing Development Projects as Policy Experiments
- PA 530-10 Food Policy Conflicts: A Case Study.

DE/PA 542 RURAL DEVELOPMENT AND DECENTRALISATION

- DE/PA 542-01 Meaning of Rural Development
- DE/PA 542-02 Design of Rural Development Projects
- DE/PA 542-03 Organisational Alternatives in Rural Development Projects
- DE/PA 542-04 New Approaches to Poverty Alleviation
- DE/PA 542-05 Comilla Model
- DE/PA 542-06 Recent Rural Development Experiments in Bangladesh
- DE/PA 542-07 Decentralisation for Rural Development-I
- DE/PA 542-08 Decentralisation for Rural Development-II
- DE/PA 542-09-10 Panel Discussion on NGOs in Bangladesh

DE 507 INTERNATIONAL ECONOMIC RELATIONS

- DE 507-01 Balance of Payments : an Introduction
- DE 507-02 Trade as an Engine Growth
- DE 507-03 Barriers to International Trade and Role of GATT and UNCTAD
- DE 507-04 IMF and the Developing Countries
- DE 507-05 Official Development Assistance
- DE 507-06 Aid Negotiations Administration
- DE 507-07 Private Foreign Investment and MNCs
- DE 507-08 The International Debt Crisis
- DE 507-09 North-South Debate and New International Economic Order
- DE 507-10 Economic Prospects of Regional Cooperation.

PA 530 PUBLIC ADMINISTRATION AND POLICY ANALYSIS

- PA 530-01 Policy Analysis as the emerging concern of Public Administration
- PA 530-02 The Reametworks of Policy Analysis
- PA 530-03 The Analytical Process-I : Objectives and Criteria
- PA 530-04 The Analytical Process-II : Effectiveness and Benefits
- PA 530-05 The Analytical Process-III : Alternatives and Costs
- PA 530-06 The Analytical Process IV : Uncertainty
- PA 530-07 Making the Most of Analysis
- PA 530-08 The Politics of Policy Analysis
- PA 530-09 Implementing Developments as Policy Experiments
- PA 530-10 Food Policy Conflicts. A Case Study.

BPATC
SIXTH SENIOR STAFF COURSE
COURSE OUTLINE

DE 505 LEADING ISSUES IN ECONOMIC DEVELOPMENT

- DE 505-01 Indicators, General Process and Objectives of Economic Development
- DE 505-02 Mobilisation of Domestic Resources for Economic Development
- DE 505-03 Role of Foreign aid in Economic Development
- DE 505-04 Foreign Trade and Economic Development
- DE 505-05 Role of Banks and Financial Institutions in Resource Mobilisation
- DE 505-06 Utilisation of Surplus Labour in Economic Development
- DE 505-07 The Legal and Administrative frame for Economic Development
- DE 505-08 Privatisation and the role of the State in Economic Development
- DE 505-09 Economic Issues Relating to Project Appraisal-I
- DE 505-10 Economic Issues Relating to Project Appraisal-II

DE 506 PLANNING STRATEGIES AND IMPORTANT POLICY
ISSUES IN BANGLADESH

- DE 506-01 Macro Framework for Planning in Bangladesh
- DE 506-02 Planning Process in Bangladesh
- DE 506-03 Population Policy : Control and Development in Bangladesh
- DE 506-04 Strategy for Agricultural Development in Bangladesh
- DE 506-05 Strategy for Industrial Development in Bangladesh
- DE 506-06 Future of Jute and Jute Policy in Bangladesh
- DE 506-07 Strategy for Water Resources Development in Bangladesh
- DE 506-08 Strategy for Energy Development in Bangladesh
- DE 506-09 Strategy for Exports Promotion in Bangladesh
- DE 506-10 Education and Transfer of Technology in Bangladesh.

PA 531 ORGANISATION AND MANAGEMENT

- PA 531-01 Organisation Theory : An Overview and its applicability in Bangladesh
- PA 531-02 Development of Organisation theory : Classical Theory
- PA 531-03 Development of Organisation Theory : Neo-classical Theory
- PA 531-04 Development of Organisation Theory : Modern Theory
- PA 531-05 Formal/Informal Organisation
- PA 531-06 Organisation Design
- PA 531-07 Coordination
- PA 531-08 Decision Making
- PA 531-09 Communication
- PA 531-10 Leadership.

DE/PA 540 EDUCATION FOR DEVELOPMENT

- DE/PA 540-01 Genesis of Education in Bangladesh
- DE/PA 540-02 Primary Education-its Prospects and Development
- DE/PA 540-03 Basic issues of Secondary Education
- DE/PA 540-04 Prospects and Issues of Higher Education in Bangladesh
- DE/PA 540-05 Role of Universities in the Development
- DE/PA 540-06 Technical Education and Development
- DE/PA 540-07 Womens' Education and Development
- DE/PA 540-08 Mass Education and Development
- DE/PA 540-09 Distance Education : A Prospective for Bangladesh
- DE/PA 540-10 Education Administration and Management
- DE/PA 540-11 Curriculum Development in Bangladesh-Some Leading Issues
- DE/PA 540-12 Prospects and Issues of Teacher Training in Primary Education

- DE/PA 540-13 Prospects and Issues of Teacher Training in Secondary Education
- DE/PA 540-14 Examination System : An overview
- DE/PA 540-15 Economics of Education in Bangladesh-I
- DE/PA 540-16 Economics of Education in Bangladesh-II
- DE/PA 540-17 Educated Unemployed : Some leading Issues
- DE/PA 540-18 Parent-Teacher Relations
- DE/PA 540-19 Education for 2000-I
- DE/PA 540-20 Education for 2000-II.

DE/PA 541 HUMAN RESOURCE DEVELOPMENT

- DE/PA 541-01 Human Resource Development : Some Basic Issues
- DE/PA 541-02 Population Growth and Quality of Population
- DE/PA 541-03 Health and Human Resource Development
- DE/PA 541-04 Nutrition and Human Resource Development
- DE/PA 541-05 Education and Development
- DE/PA 541-06 Role of Education in Rural Development : Bangladesh Experience
- DE/PA 541-07 The Cost-Benefit Approach to Investment in Education
- DE/PA 541-08 Manpower Planning approach to Optimum Utilization of Human Resources
- DE/PA 541-09 Supply of Entrepreneurship Achievement Motive and Economic Development
- DE/PA 541-10 Peoples' Participation, Consciousness Raising and Human Resource Development.

BPATC
SEVENTH SENIOR STAFF COURSE
COURSE OUTLINE

DE-305 LEADING ISSUES IN ECONOMIC DEVELOPMENT

- DE 305-1 Economic backwardness in historical perspective
- DE 305-2 Development Environment in Bangladesh
- DE 305-3 Aid, Trade, Protectionism and Welfare in the LDC Context
- DE 305-4 Privatisation vis-a-vis the role of the state in Economic development
- DE 305-5 Parallel Economy.

DE 506 DEVELOPMENT STRATEGIES & IMPORTANT POLICY ISSUES IN BANGLADESH

- DE 506-1 Planning Process in Bangladesh
- DE 506-2 Macro-economic policies for attaining plan goals
- DE 506-3 Agriculture: Policies and results attained (in Bangladesh)
- DE 506-4 Structural Adjustment and National Economic Management.

DE 507 INTERNATIONAL ECONOMIC RELATIONS

- DE 507-1 Aid Negotiations
- DE 507-2 The International Debt Crisis
- DE 507-3 Economic Prospects of Regional Cooperation.

PA 530 PUBLIC ADMINISTRATION AND POLICY ANALYSIS

- PA 530-1 Policy Analysis as the emerging concern of Public Administration
- PA 530-2 The Framework of Policy Analysis and Making the most of Analysis
- PA 530-3 The Politics of Policy Analysis
- PA 530-4 Food-policy conflicts : A Case Study.

PA 531 GOVERNMENT AND ADMINISTRATION IN BANGLADESH

- PA 531-1 Constitutional Development in Bangladesh and its Impact on Administration
- PA 531-2 Legislative Procedures and Administrators
- PA 531-3 Legal Context of Administration in Bangladesh
- PA 531-4 Financial Discipline & the Role of Top Administrators.

PA 542 DECENTRALIZATION AND RURAL DEVELOPMENT

- PA 542 Rural Development Experience in Bangladesh
- Historical background
 - Evaluation of Rural Development
 - Comilla Approach original and now
 - Critical overview.
- PA 542-02 Decentralization as Strategy for Rural Development in Bangladesh
- Local Level Planning and Implementation of Development Projects including Rural Development Projects
 - New Dimension of Management of Rural Development Programme
 - Participatory approach
 - Co-ordination and Development
- PA 542-03 Experience of NGOs in Rural Development in Bangladesh
- Specific Projects.

HRD HRD 543 HUMAN RESOURCES DEVELOPMENT

- HRD 543-1 Education Sector Finance and Management (with special reference to Primary Education & Specific skill Development)
- HRD 543-2 Health Strategy and Finance
- HRD 543-3 Population Policy & Family Planning
- HRD 543-4 Agriculture, Food And Nutrition Policy
- HRD 543-5 Summary

BPATC
EIGHT SENIOR STAFF COURSE
COURSE OUTLINE

TRAINING MODULES

DE 505 LEADING ISSUES IN ECONOMIC DEVELOPMENT

- DE 505-1 Economic backwardness in historical perspective.
- DE 505-2 Changing Concept of Economic Development
- DE 505-3 Development Environment in Bangladesh
- DE 505-4 Aid, Trade, Protectionism and Welfare in the LDC context.
- DE 505-5 Privatisation vis-a-vis the role of the state in Economic Development
- DE 505-6 Parallel Economy.

DE 506 DEVELOPMENT STRATEGIES & IMPORTANT POLICY ISSUES IN BANGLADESH

- DE 506-1(a) Planning Process in Bangladesh-1
- DE 506-1(b) Planning Process in Bangladesh-2
- DE 506-2 Macro-economic policies for attaining plan goals
- DE 506-3 Planning for the Poor.
- DE 506-4 Agriculture : Policies and results attained (in Bangladesh)
- DE 506-5 Structural Adjustment and National Economic Management

DE 507 INTERNATIONAL ECONOMIC RELATIONS

- DE 507-1 Aid Negotiations
- DE 507-2 Balance of Payment and International Monetary System
- DE 507-3 The International Debt Crisis
- DE 507-4 Economic Prospects of Regional Cooperation.

PA 530 PUBLIC ADMINISTRATION AND POLICY ANALYSIS

- PA 530-1 Policy Analysis as the emerging concern of Public Administration
- PA 530-2 The Framework of Policy Analysis and Making the most of Analysis
- PA 530-3 The Politics of Policy Analysis
- PA 530-4 Food-policy conflicts: A Case Study
- PA 530-5 Peoples' Participation in Administration and Decision Making.

PA 531 GOVERNMENT AND ADMINISTRATION IN BANGLADESH

- PA 531-1 Constitutional Development in Bangladesh and its Impact on Administration
- PA 531-2 Structure of Government in Bangladesh
- PA 531-3 Legislative Procedures and Administrators
- PA 531-4 Rules of Business.
- PA 531-5 Legal Context of Administration in Bangladesh
- PA 531-6 Financial Discipline and the Role of Top Administrators
- PA 531-7 District Administration Today.

PA 542 RURAL DEVELOPMENT AND POVERTY ORIENTED PROGRAMMES

- PA 542-1 Rural Development Experience in Bangladesh
- Historical background
 - Evaluation of Rural Development
 - Comilla Approach original and now
 - Critical overview.

IN-COUNTRY STUDY TOUR

- 7 - 10 days Field Study in Selected Areas of Bangladesh
- Survey/Observation of - the poverty status/Programmes
- Report Writing
- Presentation of Reports.

LIBRARY STUDIES

- Book Review (Individual Assignment)
- Annotated Bibliography.

References to training programmes for senior civil servants followed by some of the training institutions of other countries may be made in this study.

The Australian Administrative Staff College

The Australian Administrative Staff College¹⁷ is a non-profit private enterprise corporation. It is entirely self-supporting and receives no government aid. Yet it is

17. W.G. Walker & L.T. Winn. " The Australian Administrative Staff College: Towards the 1990's ".Paper-presented at the United Nations Interregional Workshop on the Role of Staff College and Institutes of Public Administration in Developing Senior Managers, Lahore, Pakistan, 1987.

the national institution for the training of senior executives in both public and private sectors of the Australian economy. It is probably because even a divided economy-public and private sectors - is one economy and because public and private sectors are controlled by the national government and because both public and private sectors should maintain a healthy competition and one has much to learn from the other. And in recent years Australian governments at federal and state levels are encouraging the public sector to acquire "more entrepreneurship, creativity and business related techniques and practices".¹⁸

Also, it is to be noted that the top echelon of the Australian public services called Senior Executive Service is of the greatest significance of the many reforms by the Australian government. It is to be further noted that the "arrangements for staff selection, development, mobility, promotion and tenure in the Senior Executive Service have been specifically defined to meet the needs of leadership at senior levels. Places in the Senior Executive Service are open to competition from outside the public service, staff are required to move jobs more frequently than before and have less say in where they are placed. Members of the Senior Executive Service no longer have

18. Ibid.

guaranteed tenure in any particular position and need to accept, as normal, a transfer to other positions at the same level not necessarily in the same department. The merit principle, that is reward on the basis of performance is central to conditions within the Senior Executive Service ".¹⁹ The Australian Administrative Staff College offers three programmes for managers as they progress from middle level to senior levels in their organization, and the times for their attending to such programmes are judged to be strategically important in terms of their career progression. These programmes are Advanced Management Program (AMP), Senior Management Program (SMP) and Management Development Program(MDP)."²⁰ The Advanced Management Program is for those managers who have gained experience operating at a senior middle level and who are destined to move on to the top levels in their organisation.²¹ The AMP is of 6 weeks duration and SMP and MDP are of 4 weeks duration each.

19. Ibid.

20. Ibid.

21. Ibid.

A brief outline of the AMP is as follows :

- : Business and Government
- : Accountability of Senior Managers
- : Challenges of Change
- : Financial Management
- : Individual Relations
- : Information and Decision making
- : International Management
- : Intrapreneurship
- : Managing Human Resources
- : National Economic Development
- : Marketing
- : Understanding Organizations
- : Strategic Management

The demanding 6 weeks duration of AMP is marked by attending lectures, working on case studies, visiting outside enterprises and, most importantly, discussing issues in syndicate. Indeed, about one half of the total time available for learning/teaching activities is spent in syndicates.²² Finally it may be mentioned that the Australian Administrative Staff College conducts its programmes to meet " the perceived needs

22. Ibid.

of the public service in the training and development of its senior administrators ".²³ In this connection it may be mentioned that like the Australian Administrative Staff College, the one Administrative Staff College at Hanley-on-Thames, is now more oriented to management than training. At least re-naming of the College as Hanley - The Management College suggests so. And this is taken to mean so without making any semantic difference between ' administration ' and 'Management'.

National Administrative Staff College of Indonesia

In Indonesia the training of Senior Civil (Public) Servants has a few very important characteristics.²⁴ These are: 1) It is regulated by law, 2) it is fully oriented to national development and 3) it is co-terminus with education in that in Indonesian setting "training" is not separated from education it is always education and training. And in Indonesian setting the Senior Civil Servants occupy position at the third echelon

23. Ibid.

24. Achmad Husaeni. " The Role and Responsibilities of the National Institute of Administration and its National Administrative Staff College in National Development in Indonesia. " Paper presented at the United Nations Interregional Workshop on the Role of Staff College and Institutes of Public Administration in Developing Senior Managers. Lahore, Pakistan, 1987.

and above. The institution which conducts training courses for the senior civil servants is National Administrative Staff College (National SESPA). In general "the Participants of National Administrative Staff College are assigned in groups to further develop concepts such as: 1) Policy Management and National Development Planning, 2) Management of Development Operations and 3) Management of National Human Resource."²⁵ One of the National SESPA education and training programmes covers the following categories:²⁶

1. Orientation programs
2. Class programs
3. Field programs
4. Simulation Programs
5. Written programs
6. Seminar programs
7. Comprehensive Case Test programs.

Administrative Staff College of India²⁷

"The Administrative Staff College of India was chartered in 1956 by the Government of India, with the active support of the Indian industry, in order to respond to the need to build

25. Ibid.

26. Ibid.

27. Based on a brochure on the Administrative Staff College of India.

a pool of senior executives and administrators for speeding India's plans for socio-economic development." This clearly indicates how cooperative public and private sectors of the Indian economy are with each other. By now the College has emerged as a major institution in the area of management development in South Asia. The primary focus of the college is on "post experience management development programmes which provide the latest management know-how to corporate managers, public administrators and political executives who provide leadership to various sectors of economy and society." The College offers several training courses. The one offered to the Senior Executives is known as Management Development Programmes. Management Development Programmes have been shortened to duration of four to six weeks. Recently, the College has also designed workshops for Ministers and Secretaries to the Government of India.

Henley--The Management College ²⁸

Henley : The Management College is the first modern training institute to conduct training courses for senior executives in both public and private sectors. It was founded in 1946 and was named as "The Administrative Staff College". Without going into the semantic difference of the two terms- 'administration' and 'management' - it may be said that the

college is now more oriented to management than administration as understood in the business world. The college offers different courses in a year of which the Senior Course is the one. Conducted twice a year this is a 4-week residential course. Its "objectives are to inform the senior executive of the latest developments in management thinking and techniques to improve their awareness of the political, economic and social environment; to enable them to develop or sharpen skills appropriate to General Management and to provide them with an opportunity to evaluate their own experience and approaches against those of similar people working in other enterprises and environments.

The course is designed for men and women who have had substantial experience and who are holding positions of senior responsibility in the private or public sector. Members are likely to be aged 40 or over but Hanley does not take a rigid view on age limits."

The programme outline of the Senior Course is as follows:

1. Challenges to Management and Administration
2. Problem - solving with people
3. Information and Management
4. The Changing Environment
5. Elective Studies
6. Strategy and Planning.

The programme outline clearly indicates that it is meant for the senior executives of a highly advanced economy.

In the Henley methods of training individual experience is a very important input. The other methods include syndicate discussions, case studies, lecture-discussions, projects, seminars and private study.

National Institute of Public Administration, Malaysia²⁹

The National Institute of Public Administration of Malaysia is more widely known as INTAN, which is the acronym of Institute Tadbiran Awan Negara in the national language of Malaysia. Established in 1963 for the training of civil servants at lower levels, INTAN has emerged as the premier training institute of Malaysia. It now offers some 100 types of courses in fields such as public administration, management science, business management, personnel development, international relations and diplomacy, manpower planning, project planning and general management, etc. The aim is to equip the managers currently holding senior management positions in the public

29. "Senior Management Training at National Institute of Public Administration (NIPA), Malaysia." Paper presented at the United Nations Interregional Workshop on the Role of Staff Colleges and Institutes of Public Administration in Developing Senior Managers. Lahore, Pakistan, 20-26 April, 1987.

sector as well as a cadre of younger managers who will eventually move up to occupy senior positions in the government service to perform their responsibilities effectively. The aim is also to enhance their:

- a) " understanding and pratice of the principles of Rukunegara(National Ideology)
- b) realisation of and commitment to government policies
- c) sensitivity towards the environment
- d) problem-solving ability related to national administration and development
- e) pride in quality of work and service to the people".

There are two programmes for senior executives - Senior Managers Programme and Executive Development Programme which are run as follows :

Senior Managers Programme

"Under this programme, 3-4 week courses are organized on public Policy Analysis and Management. The primary clients under this programme are Administrative and Diplomatic Officers with 7-10 years experience although from time to time similar programmes are held for personnel from other services upon request. This course is also used as a means of formal evaluation of the participants for purpose of promotion."

Executive Development Programme

"Senior executive of departments and ministries are invited to exchange views on critical matters related to organizational management. Under this programme, INTAN with the cooperation of consultants and other institutions of reputation organize course, seminars and workshops for senior executives on topics of critical interest."

In respect of assessment of training needs of Senior Civil Servants, INTAN has a philosophy of its own. INTAN looks at training "as a closed looped circle." It begins with the identification of training needs and go on to design the training programme and conduct the training. This means INTAN continuously evaluate its training programmes and modify and revise them as and when necessary. INTAN at times also does this at request of departments and organizations of the government.

The Philippine Executive Academy³⁰

In the Philippines training institutions in areas of administration and management function under the umbralla of

30. Dr. Felip V. Oamar. "The Role of the Philippines College of Public Administration in Management Training Programmes for Senior Managers." Paper presented at the United Nations Interregional Workshop on the Role of Staff College and Institutes for Public Administration in Developing Senior Managers. Lahore, Pakistan, 20-26 April 1987.

the College of Public Administration, University of the Philippines(CPA-UP). The Philippine Executive Academy(PEA) conducts training courses for the development of Senior Executives. The PEA is now called the University Centre for Integrative and Development Studies(UCIDS). Thus it may be said that administrative training institute in the Philippines functions in close co-operation with the University.

The Senior Executive Programme of the PEA "was established to produce an adequate pool of high level executives in business and government." Participants in this Programme include senior executives, administrators and managers in government enterprises, business, the armed forces and foreign participants.

Over the years ,the PEA has gained experience and diversified its activities which include "specific client-oriented management development programmes for the exclusive participation of the requesting client organizations and designed to meet the expressed needs."

The PEA's twelve-week Senior Executive Development Programme is a residential training course. Some of the major areas of this course are 1) Environment of Development Management, 2) Management System and Dynamics 3) Major Problems of National Development.

Participants in the Senior Executive Development Program " are drawn from the supper middle to the top levels of government and business organizations where a good mixture of policy determining and program execution tasks are present." Participants must be sponsored by their respective agencies and companies to whom requests for nomination are sent by the Academy. Direct applications for participation in the Programme are also entertained provided all conditions for this are fulfilled.

The training methodologies include a) Executive panel and b) Seminar which are supplemented by group dynamics, case studies, talks and open forums with invited experts, etc.

CHAPTER V

EMPIRICAL ASSESSMENT OF TRAINING
NEEDS OF THE SENIOR CIVIL SERVANTS

To make an empirical assessment of the training needs of the senior civil servants an opinion survey was made through a questionnaire as mentioned in the introduction of this study. The questionnaire was designed to elicit information which was directly or otherwise related to such training needs. The data collected through the questionnaire are analyzed below:

1. Level of Senior Civil Servants

To assess the training needs of the senior civil servants the first thing to identify was the officers who may be considered as senior civil servants. This could be done on the basis of several criteria, such as, cadre, seniority and pay scale, etc. The researcher thought that the most rational criterion for this purpose would be the pay scale of an officer. Accordingly, a question was asked on this. From (Table I) it appears that out of 120 respondents 66(55) opined that officers having the pay scale of Tk. 4,750/- and above may be

Table 1 - LEVEL OF SENIOR CIVIL SERVANTS ON THE BASIS OF PAY SCALE

Respondents	Pay Scales		
	5,700 & above	4,750 & above	3,700 & above
Secretary/Addl. Secretary	1	2	1
Joint Secretary and Officer of equivalent rank	3	36	11
Deputy Secretary and Officer of equivalent rank	2	14	15
Academician	7	9	7
Political Leader	-	4	2
Training Institute	2	1	3
Total	15 (12.5)	66 (55)	39 (32.5)

considered as senior civil servants, 39(32.5) of the respondents opined that officers having the pay scale of Tk. 3,700/- and above may be considered as senior civil servants. The rest of the respondents, that is, 15(12.5) opined that only those officers who are on the pay scale of Tk. 5,700/- and above may be considered as senior civil servants. The researcher feels that all officers on the pay scale of Tk. 4,750/- and above may be considered as senior civil servants.

2. Qualities of a Senior Civil Servant

A civil servant may become senior by pay scale but he should possess some ideal qualities. So, the respondents were asked to identify and prioritize those qualities from a given set. Of course the respondents were also given the option to go beyond the given set of qualities. From the response received it appears that the qualities of an ideal civil servant may be prioritized as follows (Table 2):

1. Resource management 38(31.66)
 2. Decision making 32(26.66)
 3. Envisioning 31(24.80)
- 22/18.33

- 16 (1333)
4. Policy analysis 26(21.66)
 5. Problem solving 25(20.83)
 6. Leading 24(20.00)
 7. Policy implementation 22(18.33)

The researcher feels that policy analysis and decision making may get first and second priorities, respectively.

3. Sources of Senior Civil Servants

The Bangladesh Civil Service has 31 cadres. However, in the Senior Staff Training Course of the BPATC participants are accepted if they have the pay scale of Tk. 4,750/- and above even if they are not in the 31 cadres of the BCS. But since achievement of national goals depends not only cadred civil servants but also on the contributions of people in other fields, a question was asked as to from which sources the senior civil servants may be drawn. From a given set of seven sources the respondents opined as follows (Table 3):

1. 31 cadres of the BCS 88(73.33)
2. Specialized professions 60(50.00)
3. The academic institutions 40(33.33)

TABLE 3 - SOURCES OF SENIOR CIVIL SERVANTS

Respondents	Sources																																																
	31 Cadres of the BCS							Specialized Professions							The armed forces							The party cadres							The academic institutions							The private sector							Scientific and technological fields						
	1	2	3	4	5	6	7	1	2	3	4	5	6	7	1	2	3	4	5	6	7	1	2	3	4	5	6	7	1	2	3	4	5	6	7	1	2	3	4	5	6	7	1	2	3	4	5	6	7
Secretary/Addl. Secretary	5							4	1						1	1	1	1								2	1	2	1									2	2			2	1	1					
Joint Secretary and Officer of equivalent rank	40	5	2	1	1		3	5	2	4	2	2	1	2	1	5	5	4	8	7	2	2				6	16	1	5	14	11	5	2				5	6	9	8	4		1	14	17	7	2	1	
Deputy Secretary and Officer of equivalent rank	22	1	2	1		3	1	4	15	2	1		1		1			5	7	4		1	1		3	4	7	1	5	13	3	1		1			2	4	6	4	4		1	5	11	4			
Academician	14	2	3	1		1		3	8	3	7	1			2			1	4	6	2				1	8	2	2	6	9	6	1				3	2	4	6		1	3	3	4	4	4	1		
Political Leader	4				1		1	3	2				1		1		1		1	3		1			2	2		1	1	2	1				1	2		1	1			1	1	3					
Training Institute	3		1	1				1	2	1					1											1	1											1		1		1		1					
Total	88	6																																															

4. Scientific and technological fields 37(30.83)
5. The party cadres 29(24.26) 16
6. The private sector 25(20.89) 13
7. The armed forces 22(18.33)

The researcher feels that the response is realistic.

4. Areas of Training

Identification of areas of training for the senior civil servants is a bit difficult because the senior civil servants perform many different functions. So, the respondents were asked to identify the areas of their training from a given set of areas. Of course, they had the option to go beyond the given set. The respondents identified and prioritized the areas of training as follows (Table 4) :

Skill Training 39(32.5)

Development Administration 39(32.5) (30.55)

Policy Analysis 38(33.16) 30(24.10)

Economic Development 27(24.10) 29(24.10)

Public Administration 26(21.66)

The researcher feels that policy analysis may get the first priority since the senior civil servants are, first of all, policy makers, and skill training may get the last priority.

Table 4 - AREAS OF TRAINING FOR SENIOR CIVIL SERVANTS

65

Respondents	Areas																			
	Skill training					Policy Analysis					Public Administration					Development Administration				
	102					114														
	Priorities					Priorities					Priorities					Priorities				
	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Secretary/Addl. Secretary	1	-	1	1	1	1	-	2	1	-	1	-	1	1	2	2	-	-	-	1
Joint Secretary and Officer of equivalent rank	4	6	6	10	15	19	7	9	9	5	15	9	9	9	4	5	17	17	6	3
Deputy Secretary and Officer of equivalent rank	5	3	4	6	10	10	7	6	4	2	7	4	3	8	5	5	10	7	3	3
Academician	5	1	2	2	9	5	8	4	4	-	3	5	4	2	3	8	7	1	2	4
Political Leader	-	1	-	1	3	4	-	1	2	-	1	3	1	-	1	1	-	2	1	1
Training Institute	3	-	1	-	1	-	4	-	-	-	-	1	3	-	2	-	1	1	-	1
Total	18	11	14	20	39	38	26	21	20	7	26	21	19	25	13	18	39	33	12	9

(15)

(9.16)

(11.66)

(16.66)

(32.5)

(33.16)

(21.6)

(17.5)

(16.16)

(5.63)

(21.66)

(17.5)

(15.83)

(20.83)

(10.83)

(15)

(32.5)

(28.5)

(10)

5. Duration of Training Periods

To design a meaningful training programme it is necessary that both training areas and training period are determined. So, in response to a question on the periods of training in particular areas, the respondents opined as follows (Table 5):

<u>Areas of Training</u>	<u>Period (by month)</u>	<u>Response</u>
Skill training	2-3	44(36.66)
Policy analysis	0-1	56(46.66)
Public Administration	0-1	49(40.83)
Development Administration	2-3	53(44.16)
Economic Development	0-1	52(43.33)

The researcher is of the view that the response, except for that in respect of skill training and development administration, is realistic. The researcher thinks that the period of training in these two areas may be 0-1 month each.

6. Usefulness of Training Received

Feedback on the usefulness of training received is very important to improve upon and to continue with existing training programmes. In this connection the

Table 5 - DURATION OF TRAINING PERIODS (BY MONTH) IN PARTICULAR AREAS

-29 :-

Respondents	Areas														
	Skill Training			Policy Analysis			Public Administration			Development Administration			Economic Development		
	0-1	2-3	4+above	0-1	2-3	4+above	0-1	2-3	4+above	0-1	2-3	4+above	0-1	2-3	4+above
Secretary/Addl. Secretary	3	1	-	2	3	-	2	3	-	1	3	1	1	3	1
Joint Secretary and Officer of equivalent rank	15	20	-	24	22	-	21	21	-	22	23	1	23	20	-
Deputy Secretary and Officer of equivalent rank	14	11	4	18	12	1	13	14	1	10	17	3	15	10	1
Academician	5	9	1	6	7	2	7	6	2	6	7	2	7	5	2
Political Leader	5	1	-	5	1	-	5	1	-	5	1	-	5	1	-
Training Institute	-	2	1	1	2	1	1	2	1	1	2	1	1	1	1
Total	41	44	6	56	47	4	49	47	4	45	53	8	52	40	5

(35.42)

(36.66)

(6)

(46.66)

(39.16)

(3.33)

(40.83)

(39.16)

(3.33)

(37.5)

(44.16)

(6.66)

(43.33)

(33.33)

(4.16)

(35.0)

(5.0)

respondents were asked to give their opinion on two training courses they attended before. The response was as follows (Tables 6 & 6a)

Training Course No.1

<u>Useful (%)</u>	<u>Response</u>
76-100	30(25) (25.0)
51-75	4(3.33)
26-50	33/(27.5) / 1.5
1-25	7(5.83)

Training Course No. 2

<u>Useful (%)</u>	<u>Response</u>
76-100	16(13.33)
51-75	1(0.83)
26-50	21(17.5)
1-25	8(6.66)

From the above response it appears that training is useful. It is more so in the case of first training course. It appears from the study that many of the respondents did not attend any second training course: 53(46.16). This may be one of the reasons for the above kind of response in regard to second training course.

72/60.53

Table 6 - USEFULNESS OF TRAINING COURSES ATTENDED BEFORE
(Course No. 1)

Respondents	Yes					Not applicable
	76-100%	51-75%	26-50%	1-25%		
Secretary/Addl.Secretary	-	1	3	1	1	
Joint Secretary and Officer of equivalent rank	21	1	14	2	12	
Deputy Secretary and Officer of equivalent rank	6	2	11	2	10	
Academician	1	-	2	1	18	
Political Leader	1	-	2	-	3	
Training Institute	1	-	1	1	3	
Total	30 (25)	4 (3.33)	33 (27.5)	7 (5.83)	36 (30.00)	

(25.00)

47 (39.16)

Table 6a - USEFULNESS OF TRAINING COURSES ATTENDED BEFORE
(Course No. 2)

Respondents	Yes				
	76-100%	51-75%	26-50%	1-25%	Not applicable
Secretary/Addl. Secretary	-	-	2	2	1
Joint Secretary and Officer of equivalent rank	11	1	7	3	28
Deputy Secretary and Officer of equivalent rank	4	-	6	2	18
Academician	-	-	2	1	19
Political Leader	-	-	2	-	4
Training Institute	1	-	2	-	3
Total	16 (13.33)	1 (0.83)	21 (17.5)	8 (6.66)	53 (46.16)

73 (60.83)

7. Reasons for Usefulness of Training Courses Attended

To make a training programme more effective and useful it is necessary to know the usefulness of the past and present training courses. From the response to a question on reasons for usefulness of the training received by the respondents it appears that 31(25.33) 32(26.16) opined that the training courses they attended were designed according to their needs whereas 41(34.16) viewed that they adjusted themselves to the course and tried to get the best out of it (Table 7).

It transpires from the above that the ^{39.18}~~40.51~~% of the respondents were of the opinion that the training courses they attended were not need-oriented. The researcher feels that assessment of training needs is very important to organizing any training course, but training courses may be organized on the perceived needs of training.

8. Selection of Participants for Training Courses

Training is not an end in itself. Rather it is a means to an end. So, it is very important that participants in training courses are carefully selected. This would mean that only those officers who need training

Table 7 - REASONS OF USEFULNESS OF TRAINING COURSES ATTENDED

Respondents	Reasons		
	The course was designed according to respondents training needs	Adjusted to the course and tried to get best out of it	Not applicable
Secretary/Addl. Secretary	2	3	-
Joint Secretary and Officer of equivalent rank	17	24	10
Deputy Secretary and Officer of equivalent rank	10	10	11
Academician	-	1	21
Political Leader	1	2	3
Training Institute	2	1	3
Total	31(25'33)	41(34'16)	48(40)

32 (26.66)

may be selected to attend training courses. So, to a question on how they were selected for participation in training courses the replies of the respondents were as follows (Table 8): 6(5) of them participated in training courses on their own seeking, 72(60) by order of the government. So, it appears that the majority of the respondents participated in training courses by order of the government. The researcher feels that the government as employer has the responsibility to decide on which officers should receive training although the organizations in which the officers are working should also have their say in this regard.

9. Identification of Training Needs for Designing Training Courses

To design a really meaningful training programme, it is necessary that training needs are assessed beforehand. From replies to a question on this it appears that 41(34.17) of the respondents were of the opinion that training needs were identified beforehand 36(30) of the respondents replied that in their case training needs were not assessed beforehand whereas 43(35.83) of them

Table 8 - BASIS OF SELECTION OF PARTICIPANTS TO ATTEND TRAINING COURSES.

Respondents	At respondents own request	By order of the Government	Not applicable
Secretary/Addl. Secretary	-	5	-
Joint Secretary and Officer of equivalent rank	3	40	7
Deputy Secretary and Officer of equivalent rank	2	19	10
Academician	-	2	20
Political Leader	-	4	2
Training Institute	1	2	3
Total	6 (5)	72 (60)	42 (35)

made no replies (Table 9). The researcher feels that assesment of the training needs of officers should be made beforehand as and when possible.

10. Methods of Identifying Training Needs

In reply to a question on methods of identifying training needs 39(32.5) replied that their training needs were identified by the government according to their own perception, only 1(0.83) respondent replied that it was done in consultation with the participant, 11(9.17) replied that their training needs were identified in consultation with their organizations or superior officers and 69(57.5)replied 'not applicable'(Table10). The researcher feels that in many cases, particularly initially, it is necessary for the government to identify training needs according to their own perception. Once the training system is introduced, identification of training needs in consultation with the participants may follow.

11. Procedures for Selection of Participants for a Training Course

In Table 8 it appears how the respondents were selected to participate in training courses. On a question on what should be the procedures for selection of

Table 9 - WHETHER THE TRAINING NEEDS WERE IDENTIFIED BEFOREHAND

Respondents	Yes	No	Not applicable
Secretary/Addl. Secretary	3	2	-
Joint Secretary and Officer of equivalent rank	24	19	7
Deputy Secretary and Officer of equivalent rank	12	9	10
Academician	-	3	19
Political Leader	2	2	2
Training Institute	-	1	5
Total	41 (34.17)	36 (30)	43 (35.83)

(30.17)

Table 10 - METHODS OF IDENTIFICATION OF TRAINING NEEDS

Respondents	Identified by the Government according to their own perception	In consultation with the participant	In consultation with organization/ or superior officers	Not Applicable
Sectetary/Addl. Secretary	3	-	-	2
Joint Secretary and Officer of equivalent rank	24	1	5	20
Deputy Secretary and Officer of equivalent rank	10	-	4	17
Academician	-	-	-	22
Political Leader	2	-	-	4
Training Institute	-	-	2	4
Total	39 (32.5)	1 (0.83)	11 (9.17)	69(57.50)

participants for training courses the response was as follows (Table 11) :

- a) By assessing the training needs of the organization 83(69.16) 81(67.50)
- b) At the request of the individual officer 12(10.00)
- c) By the Administration Ministry 37(30.84)
- d) By the Ministry of Establishment 36(30.00)
- e) By outside research organization/consulting organization 13(10.84)

The researcher thinks that the above response is realistic and that officers to attend training courses may be selected by the concerned organizations which know well their training needs. But in our situation the concerned organizations, the Administrative Ministries and the Ministry of Establishment may jointly assess the training needs of the senior civil servants and also jointly select officers to receive training.

12-13. Determination of Training Needs at the Training Institute after the Participants Report for Participating in a Training Course.

A question was asked whether training needs may be determined in the training institute after the selection

Table 11- PROCEDURES FOR SELECTION OF SENIOR CIVIL SERVANTS TO ATTEND TRAINING COURSES

Respondents	By assessing the training needs by the organization	At the request of the individual officers	By the Administrative Ministry	By the Ministry of Establishment	By outside research organization consulting organization
Secretary/Addl. Secretary	3	-	3	3	-
Joint Secretary and Officer of equivalent rank	33	6	10	19	2
Deputy Secretary and Officer of equivalent rank	20	1	14	4	2
Academician	16	3	7	6	4
Political Leader	5	2	2	2	3
Training Institute	4	-	1	2	2
Total	83 (69.16)	12 (10)	37 (30.84)	36 (30)	13 (10.84)

81 (67.50)

of the participants for a training course. The response to the question was 63(50) 'yes', 51(42.5) 'no' and 9(7.5) 'not applicable'. The response appears to be 50% 'yes' and 50% 'no' if 9(7.5) saying 'not applicable' (Table 12) is added to 'no' side. The researcher is of the view that if 50% 'yes' is taken to have an edge over other kinds of responses, this may create some real problems for the training institute. The problems would be : (1) whether time would permit to do that and (2) even if time permitted to do that, whether the training institute would have the capacity to redesign a training programme and implement it properly. The researcher's view is supported by the response to a question on redesigning a training programme at the training institute. The response to the question was 60(50) 'yes', 7(5.84) 'no' and 53(44.16) 'not applicable' (Table 13). The response clearly indicates that while it would be a good thing to assess the training needs at the training institute, it would not always be manageable to redesign a training programme there.

Table 12- WHETHER TRAINING NEEDS MAY BE DETERMINED IN THE TRAINING INSTITUTION
AFTER THE SELECTION OF THE TRAINEES

Respondents	Yes	No	Not applicable
Secretary/Addl. Secretary	3	2	-
Joint Secretary and Officer of equivalent rank	15	31	4
Deputy Secretary and Officer of equivalent rank	18	12	1
Academician	17	2	3
Political Leader	3	3	-
Training Institute	4	1	1
Total	60 (50)	51 (42.5)	9 (7.5)

Table 13- WHETHER THE TRAINING COURSE SHOULD BE REDESIGNED AT THE TRAINING INSTITUTE
TO MEET PARTICIPANT'S NEEDS, IF NECESSARY

Respondents	Yes	No	Not applicable
Secretary/Addl. Secretary	3	-	2
Joint Secretary and Officer of equivalent rank	17	6	27
Deputy Secretary and Officer of equivalent rank	18	-	13
Academician	16	1	5
Political Leader	2	-	4
Training Institute	4	-	2
Total	60 (50)	7 (5.84)	53 (44.16)

14. Whether Training Should be a Precondition for Promotion

Training is essential to perform one's job properly and at the same time it is also necessary to promote an officer to higher position, which will be a new job for him to perform. On a question whether training should be a precondition for promotion, the response was 76(63.33) 'yes', 37(30.84) 'no' and 7(5.83) 'not applicable' (Table 14). The researcher is of the opinion that the response is acceptable.

15. Career Development Plan

The moment a person joins the civil service he feels he has a career before him—a ladder to climb to rise in life. This expectation of a civil servant may be largely fulfilled if there are built-in provisions for training at each stage of career of an officer. The response to a question on this issue was: 86(22.51) 'yes', 7(5.83) 'no' and 27(22.25) 'not applicable' (Table 15). The researcher feels that the response is acceptable. It would be an excellent thing if there

Table 14 - WHETHER TRAINING SHOULD BE A PREDONDITION FOR PROMOTION

Respondents	Yes	No	Not applicable
Secretary/Addl. Secretary	4	-	1
Joint Secretary and Officer of equivalent rank	33	14	3
Deputy Secretary and Officer of equivalent rank	16	14	1
Academician	14	6	2
Political Leader	4	2	-
Training Institute	5	1	-
Total	76 (63.33)	37 (30.84)	7 (5.83)

Table 15- WHETHER THERE SHOULD BE A CAREER DEVELOPMENT PLAN WITH BUILT-IN PROVISIONS
FOR TRAINING AT EACH STAGE OF CAREER OF AN OFFICER

Respondents	Yes	No	Not applicable
Secretary/Addl. Secretary	5	-	-
Joint Secretary and Officer of equivalent rank	36	-	14
Deputy Secretary and Officer of equivalent rank	19	4	8
Academician	17	1	4
Political Leader	6	-	-
Training Institute	3	2	1
Total	86 (71.67)	7 (5.83)	27 (22.5)

were built-in provisions for training at each stage of career of an officer, and probably it could be done in most cases, if not all.

16. Who Should Prepare Career Plans

Coming in the wake of training and career development plan, was a question in regard to who should prepare career plan for the civil servants. The response was as follows (Table 16) :

- a) The Ministry of Establishment 56(46.66)
- b) The Administrative Ministry 37(30.83)
- c) The Concerned organizations 49(40.83)

The researcher is of the view that the response is realistic. The career planning for the civil servants should be the responsibility of the Ministry of Establishment but the Ministry of Establishment could not probably do it without the concurrence and support of the Administrative Ministries and the concerned organizations.

Table 16 - WHICH ORGANIZATION/ORGANIZATIONS TO PREPARE A CAREER PLAN

Respondents	Organization/Organizations		
	Ministry of Establishment	Administrative Ministry	The concerned Organizations
Secretary/Addl. Secretary	4	3	3
Joint Secretary and Officer of equivalent rank	26	16	16
Deputy Secretary and Officer of equivalent rank	15	8	10
Academician	8	6	13
Political Leader	2	2	3
Training Institute	1	2	4
Total	56 (46.66)	37 (30.83)	49 (40.83)

17. The Role of BPATC in Imparting Training to the Senior Civil Servants

The respondents were asked if the BPATC should have the main responsibility for training the senior civil servants, and whether or not its present capacity was adequate enough to give it that responsibility. Since this was an open-ended question purposely set to get information on the BPATC in concrete terms, it is proposed to give the gist of the answers to this question in the chapter on conclusions and recommendations. Here it may be mentioned that out of five Secretary/ Additional Secretary level respondents, four opined that the BPATC may have the main responsibility for training the senior civil servants and one replied no. On the question on the present capacity of the BPATC for that three out of five replied that it was adequate and two replied no (Table 17 & 17a).

18. Types of Training Courses for Senior Civil Servants

To make training really useful and meaningful it is necessary to decide on types of training. To obtain

Table 17 - WHETHER BPATC MAY HAVE THE MAIN RESPONSIBILITY FOR TRAINING THE
SENIOR CIVIL SERVANTS

Respondents	Yes	No
Secretary/Addl. Secretary	4	1
Joint Secretary and Officer of equivalent rank	-	-
Deputy Secretary and Officer of equivalent rank	-	-
Academician	-	-
Political Leader	-	-
Training Institute	-	-
Total	4	1

Table 17 a - WHETHER PRESENT CAPACITY OF BPATC IS ADEQUATE TO IMPART TRAINING TO
SENIOR CIVIL SERVANTS

Respondents	Yes	No
Secretary/Addl. Secretary	3	2
Joint Secretary and Officer of equivalent rank		
Deputy Secretary and Officer of equivalent rank		
Academician		
Political Leader		
Training Institute		
Total	3	2

information on this, the respondents were requested to identify and prioritize the types of training that may be arranged for the senior civil servants. The response was as follows (Table 18) :

- a) Short workshop 43(35.83)
- b) Seminars 30(25)
- c) Case Studies 29(24.11) ^{24.16}
- d) Regular Training Course 44(33.16) and
- e) Short Study Tour Abroad 27(22.25)

The reasearcher feels that in the Regular Training Course there can be case studies, seminar, short workshop and a short study tour abroad. From the above response it appears that a short study tour abroad is not that attractive to the participants in the Senior Staff Course even though it is generally believed it is.

19. Contents of the Training Course for the Senior Civil Servants

The BPATC runs regular training courses for the senior civil servants. And from an analysis of the previous question it appears that regular training course

Table 18- TYPES OF TRAINING COURSES FOR SENIOR CIVIL SERVANTS

Respondents	Types of Training Course																								
	Short Workshop 102					Seminars 99					Case Studies 96					Regular Training course 82					Short Study tour abroad				
	Priorities					Priorities					Priorities					Priorities					Priorities				
	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Secretary/Addl. Secretary	4	-	-	-	-	2	-	1	-	-	2	1	-	1	-	-	-	-	-	1	2	1	1	-	-
Joint Secretary and Officer of equivalent rank	12	8	9	9	4	5	11	10	9	6	7	15	10	3	4	21	4	3	1	7	6	6	8	11	11
Deputy Secretary and Officer of equivalent rank	14	6	6	2	1	3	10	5	5	3	4	7	6	7	5	9	1	4	4	9	1	4	5	8	9
Academician	7	7	2	1	-	-	6	7	2	1	-	3	1	6	3	10	2	3	-	1	3	1	1	3	5
Political Leader	4	-	1	-	1	1	2	1	1	1	-	2	2	1	1	1	1	-	1	2	-	1	1	2	1
Training Institute	2	1	-	1	-	-	1	1	1	1	1	1	2	1	-	3	1	-	-	-	-	-	1	1	1
Total	43	22	18	13	6	9	30	25	18	12	14	29	21	19	13	44	9	10	6	20	12	13	17	25	27

(35.83)

(18.33)

(15)

(10.83)

(5)

(7.5)

(25)

(20.83)

(15)

(10)

(16.11)

(24.11)

(17.5)

(15.83)

got the top priority in respect of the types of training courses that may be offered to the senior civil servants. When requested to identify and prioritize the contents of the training course for the senior civil servants, the response was as follows (Table 19) :

- a) Politico-Administrative Culture of the Country 105(87.5)
- b) Economic Policy of the Country 109(90.83)
- c) Structure and Functions of the Government 95(76.16) 95(79.16)
- d) The Role of the Senior Civil Servants for the Socio-economic Development of the Country 108(90)
- e) Particular National Issues or Public Policies 96(80)
- f) Seminar Paper by Individual Participants 76(63.33)
- g) Study of Particular Organization or Project 80(66.66)

The researcher is of the view that the response is realistic.

Table 19- CONTENTS OF THE TRAINING COURSE FOR THE SENIOR CIVIL SERVANTS

Respondents	Political Administrative Culture of the Country	Economic Policy of the Country	Structure and Functioning of the Govt.	The role of the senior civil servant for the socio economic development of the country	Particular national issues or public	Seminar Papers by individual participants	Study of Particular organization or project
Secretary/Addl. Secretary	4	5	2	5	5	4	3
Joint Secretary and Officer of equivalent rank	40	43	41	45	42	34	37
Deputy Secretary and Officer of equivalent	29	29	27	30	23	22	21
Academician	22	22	18	18	18	9	12
Political Leader	5	6	5	6	6	6	6
Training Institute	5	4	2	4	2	1	1
Total	105 (87.5)	109 (90.83)	95 (79.16)	108 (90)	96 (80)	76 (63.33)	80 (66.66)

20. Techniques of Running Senior Staff Training Course

The regular training course for the senior civil servants organized by the BPATC is called Senior Staff Training Course. One can get the best out of a training course by running it according to appropriate methods and techniques. The response to a question on this was as follows (Table 20) :

- a) Class Room Lecture-Discussions 68(56.98) (2.66)
- b) Syndicate Methods 41(34.17)
- c) Case Study 47(39.17)

The researcher is of the view that the response is realistic. Since the BPATC's Staff Training Course is a long course for 3 months there is ample scope for following all the three methods, and the BPATC does that.

21. Evaluation of Training Courses Offered to the Senior Civil Servants

All training courses should be evaluated to see their effectiveness, but the question is who should do

Table 20 - METHODS AND TECHNIQUES OF RUNNING SENIOR STAFF TRAINING COURSE

Respondents	Methods and techniques								
	Class room lectu- rediscussion			Syndicate method			Case study		
	Priorities			Priorities			Priorities		
	1	2	3	1	2	3	1	2	3
Secretary/Addl. Secretary	-	1	2	5	-	-	1	3	1
Joint Secretary and Officer of equivalent rank	27	6	2	11	22	12	10	13	19
Deputy Secretary and Officer of equivalent rank	21	3	6	7	9	11	2	17	8
Academician	15	3	1	6	8	3	1	7	7
Political Leader	1	1	3	4	-	2	1	5	-
Training Institute	4	-	-	3	2	1	-	2	2
Total	68 (56.98)	14	(23) (9.17)	36 (30)	41 (34.17)	29 (24.17)	15 (12.5)	47 (39.17)	37 (30.83)

(56.66)

(11.66)

14 (11.66)

On a question asked on this issue the response came as follows (Table 21) :

- a) By the training institute 92(76.67)
- b) By the participants in the training course 75(62.5)
- c) By the organizations which sent participants to the training institutes 81(67.5)
- d) Jointly by the training institute, participants and the organizations concerned 1101(84.18).

The researcher is of the view that the response is realistic and revealing. Any training course jointly evaluated by the training institute, participants and the organizations concerned may be considered as the best evaluation of a training course since it gives opportunities to all concerned to air their views.

22. Procedure to Obtain the Training Impact and Suggestions on Training Courses

To make the evaluation of a training course really meaningful it is necessary to get its impact on the work situation and to obtain suggestions for its further

Table 21 - RESPONSIBILITY FOR EVALUATION OF TRAINING COURSES OFFERED TO THE SENIOR : :
CIVIL SERVANTS

Respondents	Participant/Institute/ Intitutes			
	By the training Institutes	By the Participants in the training course	By the organizations which sent participants to the training institute	Jointly by the training institute participants and the organizations
Secretary/Addl. Secretary	3	3	2	5
Joint Secretary and Officer of equivalent rank	38	27	29	38
Deputy Secretary and Officer of equivalent rank	23	24	26	28
Academician	18	14	14	19
Political Leader	6	6	6	6
Training Institute	4	1	4	5
Total	92 (76.67)	75 (62.5)	81 (67.5)	101 (84.18)

improvement. The response to a question on this issue came as follows (Table 22) :

- a) From the reports monitored by the organizations 35(29.17)
- b) From the reports of the participants 31(25.83)
- c) From a review session of a training course 32(26.67)
- d) By collecting information from the clientele 34(28.33)

The researcher is of the view that the response is realistic. The only reservation of the researcher is that it may be difficult to obtain the impact of a training course from the clientele.

Table 22- PROCEDURE TO OBTAIN THE TRAINING IMPACT/SUGGESTIONS

Respondents	Procedure															
	From the reports monitored by the organization that sent the senior administrators for training				From the reports of the participants in the training courses				From a review of the session held at the training institute after the completion of the training course				By collecting information from the clientele			
	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
Secretary/Addl. Secretary	2	-	1	-	-	1	2	1	2	2	-	-	1	1	1	2
Joint Secretary and Officer of equivalent rank	11	6	14	2	8	14	10	7	17	12	8	4	6	9	6	14
Deputy Secretary and Officer of equivalent rank	10	9	5	4	8	10	8	2	8	7	9	1	4	3	5	8
Academician	10	3	2	-	5	4	5	1	2	5	8	-	-	4	1	7
Political Leader	1	3	-	2	1	2	2	1	1	-	4	1	1	1	1	3
Training Institute	1	-	-	2	2	-	2	1	2	1	-	-	-	2	1	-
Total	35	21	22	10	24	31	29	13	32	27	29	6	12	20	15	34
	(29.17)	(17.5)	(18.33)	(8.33)	(20)	(25.83)	(24.17)	(10.83)	(26.67)	(22.5)	(24.17)	(5)	(10)	(16.67)	(21.5)	(28.33)

CHAPTER VI

CONCLUSIONS AND RECOMMENDATIONS

This study was conducted on the hypothesis that the officers having the pay scale of Taka 4,750/- and above could be considered as senior civil servants, and the purpose of the study was to assess their training needs. The study was divided into two parts. One, there was a theoretical analysis of (a) the essentiality of training, (b) the historical evolution of the Bangladesh Civil Service and (c) the present arrangements for the training of the senior civil servants. In this connection references were also made to the arrangements for the training of the senior civil servants available in countries like Australia, Bangladesh, England, India, Indonesia and Malaysia and the Philippines. The second part of the study was an empirical assessment of the training needs of the senior civil servants. This was carried out by an opinion survey through a questionnaire. The questionnaire was designed to collect data to identify the 'senior civil servants'; what should be the qualities of a senior civil servant,

the sources from where they could be drawn, the areas in which they needed training and the period of training in each area. The respondents were asked if the training they had already received were useful, and if so, how much and for what reasons. They were asked how they were selected to participate in training courses, if their training needs were identified before they were selected to participate in training courses, what was the method of identifying their training needs and what should be the procedures for selection of participants for training courses. The respondents were asked if it was necessary to assess the training needs of the participants at the training institute and if the training courses should be redesigned there if necessary. They were asked if training should be a precondition for promotion and career development and who should prepare the career plan for the senior civil servants. Questions were also asked to obtain opinion on the types of training courses for the senior civil servants and what should be the contents of those training courses and the methods and

techniques of running those training courses. Questions were asked to obtain opinion on the evaluation of training courses and to obtain the impact of training courses. A question was asked if the BPATC might have the main responsibility of training the senior civil servants.

The literature search and the empirical assessment of training needs of the senior civil servants lead the researcher to conclude that training is essential for proper and effective performance of job, for promotion of personnel to higher positions. It is evident from the literature study that training courses may be organized on the perceived (as against assessed) needs of training. Once a training system has been established, there automatically comes the opportunity for organizing training courses on the basis of assessed needs of training. Also, at this stage it becomes possible to redesign training courses on the basis of feedback information on training courses. This study, therefore, further concludes that the present system of training the senior civil servants largely meets their training needs, even though there may be a necessity for marginal adjustments here and there.

The study establishes the hypothesis that the officers having the pay scale of Taka 4,750/- and above may be identified as senior civil servants.

Finally, the study makes the following recommendations :

1. Both literature search and opinion survey establish the essentiality of training for the senior civil servants.
2. All officers of the government having the pay scale of Taka 4,750/- and above may be identified as senior civil servants.
3. The senior civil servants may receive their training through a regular training course.
4. Seminars and workshops may be part of the regular training course for the senior civil servants. Also, seminars and workshops may be organized for the senior civil servants in addition to regular training courses.
5. The methodology of the Senior Staff Course of the BPATC(regular training course for the senior civil servants) is realistic.

6. The course contents of the Senior Staff Course of the BPATC may marginally vary from course to course on the basis of feedback information and new perceptions. It appears from literature that there could be new inputs to the Senior Staff Course of the BPATC. Such inputs could be : (a) Changing Environment and (b) Challenges to Management and Administration.

7. From the literature it also appears that duration of the course for the senior civil servants could be reduced to 8-10 weeks.

8. It appears from the opinion survey that the course for the senior civil servants could be better evaluated if the impact of the course was monitored by the organizations that nominated officers to participate in this course.

9. The BPATC faculty may be sufficiently trained and professionalized. Trainers deputed to the BPATC from the government should have the aptitude to be involved in training jobs. They should also be willing to be involved as trainers.

10. From the literature it appears that there could be participants in the Senior Staff Training Course of the BPATC from the private sector.

11. The concerned organizations may nominate officers to attend the Senior Staff Course at the BPATC with the concurrence of the Ministry of Establishment, and as the personnel agency of the government, the Ministry of Establishment may do the same in consultation with the concerned organizations.

12. The evaluation of the Senior Staff Course should be done by the BPATC.

13. The review session of the Senior Staff Course may be attended by the participants in the training course, the representatives of the concerned organizations and a representative of the Ministry of Establishment.

14. Training may be made a pre-condition for promotion of the civil servants.

15. There may be built-in provisions in the career of all civil servants for getting training at each stage of their career.

BANGLADESH PUBLIC ADMINISTRATION TRAINING CENTRE
SAVAR, DHAKA

Questionnaire for Assessment of Training
Needs of Senior Civil Servants

Which of the following level/levels of officers in the Bangladesh Civil Service would you consider as Senior Civil Servants ? Please tick the appropriate box/boxes below.

- A. Officers having the pay scale of Tk. 5,700/- ☐
and above.
- B. Officers having the pay scale of Tk. 4,750/- ☐
and above.
- C. Officers having the pay scale of Tk. 3,700/- ☐
and above.
- D. Any other suggestions ? Please identify

2. Please identify which of the following qualities an ideal senior servant should have according to your view. Your priorities may be indicated by putting the numbers 1,2,3,4,5, 6,7, & 8 in the appropriate box/boxes.

- A. Envisioning ☐
- B. Leading ☐
- C. Problem solving ☐
- D. Decision making ☐
- E. Policy Analysis ☐
- F. Policy Implementation ☐
- G. Resource Management ☐
- H. Any other quality ? Please identify ☐

3. From which of the sources mentioned below do you think the senior servants should be drawn ? Please identify your priority by putting the numbers 1,2,3,4,5,6 & 7 in the appropriate box/boxes.

- A. 31 cadres of the BCS
- B. Specialized professions
- C. The armed forces
- D. The party cadres
- E. The academic institutions i.e. universities and colleges, etc.
- F. The private sector
- G. Scientific and technological fields ?

4. Do you think that the Senior Civil Servants need training particularly in the following areas inspite of the experience they have already attained ? If yes, please identify the area/ areas of training listed below and arrange them according to your priority by putting numbers 1,2,3,4,5,6 in the appropriate box/boxes

- A. Skill Training
- B. Policy Analysis
- C. Public Administration
- D. Development Administration
- E. Economic Development
- F. Any other areas ? Please specify

5. If you have identified the areas of training for a senior civil servant please indicate below the period of his training against each area :

<u>Areas of Training</u>	<u>Period of Training by month</u>
1. Skill Training	☐
2. Policy Analysis	☐
3. Public Administration	☐
4. Development Administration	☐
5. Economic Development	☐
6. Any other areas ? Please specify	

6. Do you think that the training course/courses you have attended so far has/have been useful ? Please tick the appropriate box below.

Course no.1

- a) Yes ☒ 1-25% ☒ 26-54% ☒ 51-75% ☒ 76-100%
- b) No ☒ 1-25% ☒ 26-54% ☒ 51-75% ☒ 76-100%

Course no.2

- a) Yes ☒ 1-25% ☒ 26-54% ☒ 51-75% ☒ 76-100%
- b) No ☒ 1-25% ☒ 26-54% ☒ 51-75% ☒ 76-100%

7. If it/they/was/were useful please tick the appropriate box/boxes below to indicate reasons.

- A. The course was designed according to your ☐
training needs

B. You adjusted to the course and tried to get the best out of it. ☐

C. If for any other reasons, please specify.
Please use separate paper if necessary.

8. How were you selected for the training course/courses you participated in ? Please tick the appropriate box/boxes for each course below. (Please use separate paper, if necessary)

A. At your own request ☐

B. By order of the government ☐

C. At the instance of your friends/
colleagues ☐

9. Were your training needs identified before you were selected for training ? Please tick the appropriate box below.

a) Yes ☐

b) No ☐

10. If yes, what was the method of identification ? Please tick below.

A. Identified by the government according to their own perception. ☐

B. In consultation with you ☐

C. In consultation with your organization/
or your superior officers. ☐

11. How do you think that the senior civil servants should be selected for training ? Please tick the appropriate box/boxes below.

A. By assessing the training needs by the organization. ☐

- B. At the request of the individual officers ☐
- C. By the Administrative Ministry ☐
- D. By the Ministry of Establishment ☐
- E. By outside research organization/
consulting organization ☐
- F. By any other method ? Please specify.

12. Do you think it is necessary to determine the training needs of a nominee in the training institution after he has been selected by his organization ? Please tick the appropriate box below.

- a) Yes ☐
- b) No ☐

13. If yes, should the training course for which he has been selected be redesigned to meet his training needs ? Please tick the appropriate box below.

- a. Yes ☐
- b) No ☐

14. Do you think that training should be a precondition for promotion ? Please tick the appropriate box below.

- a) Yes ☐
- b) No ☐

15. If yes, do you think that there should be a career development plan for each officer with built-in provisions for training at each stage of his career ? Please tick the appropriate box below.

a) Yes

☐

b) No

☐

16. Who should prepare the career plan ? Please tick below.

A. Ministry of Establishment

☐

B. Administrative Ministry

☐

C. The concerned organization

☐

D. Any other agency ? Please specify.

☐

17. Do you think that BPATC may have main responsibility for training the senior civil servants ? If yes, do you think that its present capacity is adequate ? If no, Please give your comments and suggestions.

18. What should be the types of training courses for senior civil servants ? Please give your priority by putting numbers 1,2,3,4,5,6 etc. in the appropriate box/boxes below.

A. Short workshops

☐

B. Seminars

☐

- C. Case studies
- D. Regular training course
- E. Short study tour abroad
- F. Any other type ? Please specify

19. What should be the contents of the training course for the senior civil servants ? Please give your priority by putting numbers 1,2,3, etc. in the appropriate boxes below.

- A. Politico-administrative culture of the country
- B. Economic policy of the country
- C. Structure and functioning of the government
- D. The role of the senior civil servant for the socio-economic development of the country
- E. Particular national issues or public policies
- F. Seminar papers by individual participants
- G. Study of particular organization or project
- H. Any other areas ? Please specify.

20. What should be the methods and techniques of running senior staff training courses ? Please give your priority by putting numbers 1,2,3 etc. in the appropriate box/boxes.

- A. Class room lecture-discussions
- B. Syndicate method

C. Case studies

D. Any other methods and techniques ?
Please specify.

21. Who do you think should evaluate the training courses offered to the senior civil servants ? Please give your priority by putting numbers 1,2,3 etc. in the appropriate box/boxes below.

A. By the training institute

B. By the participants in the training course

C. By the organizations which sent participants to the training institute.

D. Jointly by the training institute, participants and the organizations.

E. By any other agencies ? Please specify.

22. How would you obtain the impact of a senior staff training course ? Please give your priority by putting numbers 1,2,3 etc. in the appropriate box/boxes below.

A. From the reports monitored by the organizations that sent the senior administrators for training

B. From the reports of the participants in the training courses.

C. From a review session held at the training institute after the completion of the training course

D. By collecting information from the clientele.

E. By any other method ? Please specify.

ANNEXURE-B

Bangladesh Administrative Staff College Training Statistics

Name of Course	1977		1978		1979		1980		Total		Participant
	No of Course	No of Participant	No of Course	No of Participant	No of Course	No of Participant	No of Course	No of Participant	No of Course	No of Participant	
Regular Training Course	01	16	02	35	02	36	02	35	07	122	
Short Course	05	127	08	125	01	11	01	16	15	279	
Management Development Course	-	-	-	-	-	-	05	74	05	74	
Review Course	-	-	-	-	-	-	-	-	0	0	
BASC/EDI Course	-	-	-	-	-	-	-	-	0	0	
Seminar	-	-	-	-	02	30	01	30	03	60	
Total	06	143	10	160	05	77	09	155	30	535	

Continued in Annexure-c

ANNEXURE-B-C

Bangladesh Administrative Staff College Training Statistics

Name of Course	1981		1982		1983		1984		Total	Participant
	No of Course	No of Participant	No of Course	No of Participant	No of Course	No of Participant	No of Course	No of Participant		
Regular Training Course	02	43	02	40	03	59	-	07	142	
Short Course	01	11	01	16	-	-	-	02	27	
Management Development Course	05	97	-	-	-	-	-	05	97	
Review Course	01	32	01	22	01	21	-	03	75	
BASC/EDI Course	-	-	01	29	01	25	01	23	03	77
Seminar *	02	87	16	288	-	-	-	18	375	
Total	11	270	21	395	05	105	01	33	38	793

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ANNEXURE-D

Bangladesh Public Administration Training Centre
Training Statistics

Name of Course/Seminar	1984		1985		1986		1987		1988		Total No. of courses	Total No. of partici- pants
	No. of course	Total partic- ipants	No. of course	Total partici- pants	No. of course	Total partici- pants	No. of course	Total partic- cipan- ts	No. of course	Total partic- cipa- nts		
Senior Staff Course			2	31	2	40	2	41	2	33	8	145
Refresher course for Senior Officers					1	20	1	14	1	15	3	49
Policy Formulation and Policy Analysis	1	9									1	9
Seminar					1	89	2	120	2	58	5	267
Total	1	9	2	31	4	149	5	175	5	106	17	470

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