

CURRICULUM DEVELOPMENT AND EVALUATION OF SENIOR STAFF COURSE

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PREFACE

The “Senior Staff Course” (SSC) is one of the career development training courses conducted by BPATC. The course is meant for the senior-level Government officials, who play a very vital role in formulating and implementing development policies, plans and programmes of the Government. A need-based training programme help perform one’s duties and responsibilities more effectively. To make the training need-based and effective, curriculum of the training should be developed in such a way that it reflects the training demands of the clientele groups.

After inheriting the curriculum from the erstwhile BASC, BPATC started conducting the course in 1984 in a modified manner. BPATC has been trying to measure its appropriateness through trial and error basis, through adopting a continuous evaluation and feedback system. Once, some faculty members of the centre did the training needs assessment of this course in 1984.

However, the present study has also tried to assess the training needs of the participants of the SSC and analyze the existing curriculum and training management system of the course. On the basis of the analysis, a curriculum has been developed and some specific suggestions have been made to improve the course and increase its effectiveness.

It is hoped that the outcomes of the study will be of immense help for conducting the SSC at BPATC in future. The concern trainers, researchers and policy makers may also be benefited out of the study.

The Authors

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ACRONYMS

ACAD	=	Advanced Course on Administration and Development
APEC	=	Association for Petroleum Exporting Countries
ASEAN	=	Association for South-East Asian Nations
BASC	=	Bangladesh Administrative Staff College
BCIC	=	Bangladesh Chemical Industries Corporation
BCS	=	Bangladesh Civil Service
BOI	=	Board of Investment
BPATC	=	Bangladesh Public Administration Training Centre
BSCIC	=	Bangladesh Small and Cottage Industries Corporation
CS	=	Computer Skills
DE	=	Development Economics
EIA	=	Environmental Impact Assessment
EL	=	Extension Lecture
ELS	=	English Language Skills
EPB	=	Export Processing Board
EPZ	=	Export Processing Zone
Fig.	=	Figure
GATT	=	General Agreement on Tariff & Trade
GIS	=	Geographical Information System
IDA	=	International Development Agency
IMF	=	International Monetary Fund
ISO	=	International Organization for Standardization
KEO	=	Know Each Other
LDCs	=	Least Developed Countries
LGED	=	Local Government Engineering Department
MIC	=	Module-in-Charge
MOU	=	Memorandum of Understanding
MS	=	Microsoft
NAFTA	=	North American Free Trade Area
NTC	=	National Training Council
NTP	=	National Training Policy
PA	=	Public Administration
PEST	=	Political, Economic, Social and Technological
REB	=	Rural Electrification Board
RIBEC	=	Reforms in Budgeting and Expenditure Control
SAARC	=	South Asian Association for Regional Cooperation
SAGO	=	South Asian Government Organization
SAPTA	=	South Asian Preferential Trade Arrangement
SP	=	Special Programme
SSC	=	Senior Staff Course
SWOT	=	Strengths, Weaknesses, Opportunities and Threats

TNA	=	Training Needs Assessment
TQM	=	Total Quality Management
UN	=	United Nations
UNDP	=	United Nations Development Programme
VAT	=	Value Added Tax
WB	=	World Bank
WTO	=	World Trade Organization

EXECUTIVE SUMMARY

The "Senior Staff Course" (SSC) is one of the career development management training course of Bangladesh Public Administration Training Centre (BPATC). Bangladesh Public Administration Training Centre (BPATC) has a long experience in imparting SSC. The experiences of the Bangladesh Administrative Staff College (BASC) helped a lot in designing the SSC and in developing its curriculum in a new shape at BPATC. In fact, needs assessment of the clientele groups is an essential part of curriculum development process of a training course. The present study has consulted the course evaluation reports of different SSCs conducted by BPATC. The views of the potential and former SSC participants, their supervisors, trainers and training experts have also been taken through structured questionnaire surveys.

The main objective of the study is to develop an appropriate curriculum for the SSC and to provide necessary suggestions for improvement of the effectiveness of the course. If it is observed in the study that the existing curriculum and the training management systems are found appropriate by the participants/respondents, the total course inputs will be deemed to have satisfied the demands/needs of the clientele groups. In that case, the centre can go on with the existing status of the course. If the major aspects of the existing course are found appropriate by the participants/respondents, the study will deem to have validated the effectiveness and appropriateness of the course.

Both primary and secondary information and data have been used for the study. Relevant published and unpublished documents have been consulted. A questionnaire survey method was used adopting purposive random sampling procedure. In order to prepare the questionnaires a pilot survey was conducted with the help of the preliminary questionnaires. The questionnaires were finalized on the basis of the feedback from the pilot survey.

The total sample size of the study was 97. The study has used both simple and cross-tabulation for its analyses. Graphical representations like pie chart, bar diagrams, conical graphs and other statistical techniques, such as corresponding weighing methods to responses with ranks were

employed for analyzing and interpreting data. The analytical description has been made mostly according to the corresponding tables and statistical techniques employed. It is important to note that the foregoing statistical procedures were performed to convert ordinal data into more quantifiable form so that the respondents' views on different issues can be depicted more effectively.

The report consists of four chapters. Chapter-I deals with the introductory aspects. Methodologies adopted have been presented in Chapter-II. Chapter-III has been designed to assess the training needs of the clientele groups and develop appropriate curriculum for the SSC. Recommendation and policy suggestions have been made in Chapter-IV on the basis of the outcomes of the analyses. Lastly, concluding remarks have also been made in this chapter.

The study shows most of the respondents (51.55%) were from BCS (Administration) cadre. The other respondents belong to BCS (Railway Engg.) cadre (3.09%), BCS (Economic) cadre (5.15%), BCS (Information) cadre (3.09%), BCS (General Education) cadre (9.28%), BCS (Postal) cadre (3.09%), BCS (Engineering) cadre (4.12%), BCS (Railway Transportation) cadre (4.12%), BCS Audit & Accounts) cadre (8.25%) and Non-cadre or Trainers (6.19%). A very insignificant proportion of the respondents (2.06%) were from Army personnel. By looking into the cadre combination of SSC so far conducted by BPATC, it is observed that majority of the participants of SSC were always from the BCS (Administration) cadre. The study reveals that most of the respondents (85.57%) belong to 51-55 years of age-group.

The study reveals that most of the respondents (62.89%) belong to the group of 26-30 years of their service career. And a considerable proportion of the respondents (24.74%) belong to the category, who has passed more than 30 years of their service career. The respondents, who have passed 21-25 years and 16-20 years of their service career, are only 10.31% and 2.06% respectively. This means that most of the respondents have very long experience in the Government service. It has been observed that more than one-fifth (21.65%) of the respondents joined the service just after completion of their Bachelors degree, which is the basic requirement of entering into cadre service. About 64.95% of the respondents obtained Masters degree. There were a very few respondents, i.e. 6.19% and 2.06%, who obtained higher degree i.e. MS or M.

Phil. and PhD degree respectively. On an average, the respondents underwent more than five different training programmes (Home and Abroad) during their past service tenure. The duration of these training programmes range from one week to more than five months. Most of these training programmes were of short duration, in-country and of administration or management types.

The study reveals that the average rate of benefits received by the participants through attending SSC is or will be very high for all officials irrespective of cadre. All the respondents opined that after completion of the SSC, the participants have become or will become more confident in doing planning, organizing, policy formulating, motivating, coordinating, supervising, communicating, analyzing problems, managing problems, decision making and negotiating works in accomplishing their present jobs. Moreover, most of the respondents (72.53%) opined that the course caters their needs appropriately. All of them think that this training should be a compulsory one for all Government officials at their level.

It should be noted here that designing and developing curriculum for a particular training course is a continuous process. The Bangladesh Public Administration Training Centre (BPATC) nourishes the process through undertaking oral and written views of the participants at the end of the course, considering proposals of the concerned faculty members during preparatory meetings of the course and through conducting research on the relevant issues. Depending on the upcoming problems and changes in the Government systems and procedures, internal (in-country) and external (global/foreign) environment, urgencies and demands of the clientele groups, the centre devotes itself for continuous improvement of its course curriculum. Time-series data on the course contents or course curriculum indicates the same. The study suggested to keep the existing course curriculum more or less intact with some changes and adjustments.

All the respondents opined that the designed objectives of course and the prescribed course requirements are appropriate. Punctuality in attending prescribed course activities (94.44%), field visits (90.00%), overall course management (90.54%), discipline of the course (95.54%), interaction amongst the participants (94.25%), overall physical environment of the centre (94.63%), overall training environment (93.73%), library facilities (97.89%), facilities for prayers

i.e. mosque (92.75%), behaviour of the officers and staff (95.62%), room service (92.83%) and food arrangement (93.01%) have been found extra-ordinarily important strengths of the course.

The respondents have identified English Language Skills (88.65%), Extension Lecture (87.75%), telephone facilities (88.62%), transport facilities (89.27%) and social events (85.84%) etc. as the most important weaknesses of the course.

By looking into the suggestions made by the respondents one might easily understand that BPATC should incorporate social events, some sorts of incentive package like foreign study tour, more practical learning methodologies and more quality guest speakers for making the course more attractive and effective to the participants.

The training curriculum of a course like the SSC is always in changes with the increasing complexities and dimension of problems in the society. But the changes in the curriculum of the SSC did not always commensurate with the problems and complexities arose in the society and the Government. Experience suggests that some times, different modules of the course came in and went out without prior consideration of the demands of the time or felt-needs of the participants. It happened according to the wishes of the executive heads of the institute. The concerned faculty members or departments were not even consulted in bringing about such changes. However, the time series data indicates that the rate of effectiveness of the modules included in the course curriculum of the SSC has decreased over the years.

The centre has developed a strong Evaluation Department, which maintains a continuous systems approach for (indirect ways of) training needs assessment, development of course curriculum and training evaluation. The present study validates the major systems approach maintained by the centre.

The specific suggestions given to make the course more effective and need-based are as follows :

- (a) The present course curriculum has been found need-based and realistic and may be enriched with some additions and adjustments as illustrated in the analysis of different modules.

- (b) The centre may give a thought whether the module on “English Language” should be dropped from the SSC.
- (c) Workshops, seminars and interactions with the clientele groups may be organized on developing and designing course curriculum.
- (d) The present course objectives should be kept intact.
- (e) Handout/synopsis paper should be supplied to the participants for each topic prior to the sessions.
- (f) Arrangement of “Open Discussion” after completion of every module should be made.
- (g) The speakers selected should have sound knowledge on the subject matter and be well prepared before lecture.
- (h) All possible modules of the course should be designed in such a way that it would be much more practical/simulation exercise-oriented rather than theoretical ones.
- (i) For increased effectiveness, suggestions made in the indices for respective modules should be followed strictly.
- (j) Involvement of every participant should be ensured by assigning tasks in any form like home task, group works, individual contribution to session, exercises etc.
- (k) There should be some sorts of incentive package like foreign study tour for making the course more attractive to the participants.
- (l) BPATC should nourish/maintain a systematic approach for bringing about any change in the course curriculum.
- (m) Only the capable Government officials should be brought on deputation. BPATC authority should be strict to this principle.
- (n) Objectives and evaluation methods of each module should be set earlier.
- (o) Speakers and training methodologies to be used should be set prior to release the course brochure.
- (p) The prescribed course requirements like the participants’ compulsory stay in the dormitory, punctuality in attendance, at least 95% attendance of the scheduled sessions, undertaking other prescribed activities, the existing evaluation system, dress code of the centre, manners etc. should be strictly followed and maintained.

- (q) BPATC should be more conscious about selecting Guest Speaker. Only competent Guest Speakers should be invited/hired.
- (r) More coordinated efforts need to be made by the course administration and different service providing departments.
- (s) Dormitory facilities should be improved and telephone services (PABX line) should be extended to each dormitory room allotted to the participants.
- (t) In designing course curriculum, emphasis should be given more on Public Administration rather than Development Economics.
- (u) The senior management should devote more time and efforts to increase the effectiveness of course management and ensure better quality training.
- (v) Social events/pleasure trips may be arranged every fortnightly.
- (w) Internal study tour programme should be designed in such a way that it covers the "Central Theme" of the course.

The SSC is a career development management training programme for the senior-level Government officials. Changes in the society and Government system play a vital role in shaping their responsibilities. The existing curriculum of the SSC is more or less okay. Some changes have been suggested in the course curriculum to make it more effective.

BPATC has its own way of assessing training needs (through its own systems approach : evaluation, refreshers' course, workshops/seminars and interactions with the clientele groups), developing curriculum and designing courses appropriately. Continuous feedback procedures help making the curriculum and management system more and more effective. The present study validates the systems approach maintained by the centre. The centre can go on with the existing curriculum with some additions and adjustments. Different academic Divisions of the centre may give further efforts in avoiding duplications, if any, and in ensuring better quality training to the participants.

CHAPTER – I

1.0 Introduction

The "Senior Staff Course" (SSC) is one of the career development training courses of Bangladesh Public Administration Training Centre (BPATC). This course has been designed for the senior Government officials i.e. for Joint Secretaries and officers of equivalent rank and status. According to the BPATC Ordinance 1984, it is a mandatory responsibility of the centre to impart this training course.

The Senior Staff Course (SSC) is one of the core courses of the centre. The senior officers of the rank of Joint Secretary to the Government and their equivalents are drawn from different Ministries, Public Enterprises, Sector Corporations and from the Armed Forces. The main objective of the course is to endow the senior Government officials with an opportunity to appreciate the complex and dynamic socio-cultural and politico-economical environment of the country, so that they can contribute in formulating pragmatic policies and implementing different development programmes of the Government more effectively. Since its inception in 1984, the centre has conducted as many as 37 such training courses.

The new millennium exposes the development environment to various challenges. The market economy with the basic tenet of competition requires bold initiatives and prompt responses to various contagion effects. The evolving administrative and financial architecture in the Globalisation process is reshaping the responsibilities of public officials. The Government officials must possess an analytical mind to deal effectively with diverse management issues and development capabilities for innovation, receptivity and adaptability. The SSC has been designed to provide up to date knowledge on administration and development. This course provides opportunities for discussion among the participants, where innovative ideas, strategies and insights would evolve from sharing views, perceptions and experiences.

The course contains a "Central Theme", which signifies semblance of important national issues that needs critical analysis and dissection. With this end in view, every Senior Staff Course

incorporates a separate central theme in its curriculum, which is chosen from the contemporary socio-economic policy areas. The participants of the course have to undertake intensive work on the central theme of the course and present seminar and syndicate papers¹.

1.1 Curriculum Development : Concepts and Meanings

Bhatt² has identified as many as four ideology groups, who conceived and determined curriculum in four different ways. *The Social Efficiency Ideology* group, who believes in “scientific instrumentalism”, recognizes the needs of the clientele, objectives of activities, competencies and changing behavioural patterns of the society (within a cause-effect, action-reaction or stimulus-response context) as the core considerations of curriculum. *The Scholar Academic Ideology* group believes in the perspective of academic disciplines in a hierarchical framework of searching for, disseminating and learning of the truth within one part of the universe of knowledge. *The Child Study Ideology* group focuses directly upon the needs and concerns of the individual child, where learning becomes an affair involving the drawing out of the inherent capabilities of the child and the teacher becomes as a facilitator. They also consider the contents, environments, unit of works, materials and methodologies as the integral parts of curriculum. *The Social Reconstruction Ideology* group views curriculum in social perspective, where the very survival of the society is believed to be threatened because of its traditional and ineffective mechanisms to deal with problems and actions need to be directed towards reconstructing the society with a new strategic vision. Barnes³ identified set-objectives, designed contents, adopted methodologies, knowledge, skills & competencies of the instructors, needs of the clientele groups, management, control and evaluation systems as the principal domains of curriculum. Raffe⁴ gave emphasis on contexts rather than contents. Bhatt and Sharma⁵ considered the process

¹ Anisuzzaman, M. et. al. (1990). : *Bangladesh Public Administration Training Centre Phase-II Project : An Evaluation*, BPATC, Savar, Dhaka, p.35.

² Bhatt, B. D.(1996). : *Curriculum Reform : Change and Continuity*. Kanishka Publishers, New Delhi, pp. 1-8.

³ Barnes, Douglas (1985). : *Practical Curriculum Study*. Routledge & Kegan Paul, London, Boston and Henley, pp. 1-30 & 109-131.

⁴ Raffe, David (1985). : “The Content and Context of Educational Reform. In : *Curriculum & Assessment : Some Policy Issues*. ed. Raggatt, Peter & Weiner, Gaby, Pergamon Press, oxford, New York etc., pp. 67-69.

and the procedural aspects with time-dimension as important issues of curriculum development or improvement.

Workers within the field of curriculum have sought for many years to determine a proper definition of the word “curriculum”. The end result of their endeavours always seems to be the additions of another new improve definition over the issue and further criticism of other inadequate definitions⁶. A classroom teacher might believe that curriculum is “all of the planned and organized experiences designed to help participants learn that take place within the institution”. An institution guidance counsellor might assert that curriculum is “all the experiences the participants encounter within the institution — be they planned or unplanned, organized or unorganized, instructional or non-instructional”. A Director in charge of supplies for the institution might think that curriculum is “all of the instructional materials — books, handouts, audio-visuals, other learning kits etc. — used within the institution by the teachers to help participants learn”. The others might conceive curriculum that “consists of the curriculum guides or course syllabi published by the authority of the institution”. *“Some curriculum writers have claimed that the definitional issues surrounding the word curriculum are of little significance, and that no matter how the word curriculum is defined, the definition does not significantly affect the types of issues and problems dealt with by either curriculum workers or the curriculum field as a whole”*⁷. However, the present study has encompassed all the elements, as conceived by the above mentioned different ideology groups, under the purview of curriculum.

1.2 Background of Senior Level Training Courses

Before the creation of BPATC, the erstwhile Bangladesh Administrative Staff College (BASC) used to offer this course under the title “Regular Training Course on Administration and Management”. The course was of 2 and a half-month duration. BASC started commencing this course from 1977-78. The course contents at BASC used to vary from course to course with a

⁵ Bhatt, B. D. and Sharma, S. R. (1992). : *Principles of Curriculum Construction*. Kanishka Publishing House, Kailash Nagar, Delhi, pp. 41-66.

⁶ Bhatt, B. D.(1996). : *Curriculum Reform : Change and Continuity*. Kanishka Publishers, New Delhi, p. 14.

⁷ *ibid*, p. 17.

view to adjusting to the training needs and the policy of the Government. However, the general coverage of the course was as follows :

Part-I : Foundation Lectures : (a) Bangladesh Environment — Land, People, Language and Culture, (b) Principles and Theories of Development Administration, (c) Principles and Theories of Development Economics, (d) Science and Administration, (e) Sociology, Psychology and Administration.

Part-II : Administrative Structures and Processes [Syndicate] : (a) Organization : Theory and Practice, (b) Principles and Theories of Development Administration, (c) Principles and Theories of Financial Administration and Management, (d) Planning and Development.

Part-III : Programme Administration [Syndicate] : (a) Agriculture, (b) District Administration, (c) Education, (d) Health, (e) Industry, (f) Local Government, (g) Management of Public Corporations, (h) Population and Family Planning, (i) Rural Development and Rural Institutions.

Part-IV : Senior Administrator — His Roles and Responsibilities [Syndicate] .

Part-V : Field Research Study.

Part-VI : Seminar Papers on : (a) Development Administration, (b) Development Economics.

Part-VII : Short Visit to Foreign Country (if possible to arrange) for a comparative study of problems and processes in some specific fields of Administration and Development.

The SSC (or “Regular Training on Administration and Management”) at BASC had three basic shortcomings, which are as follows :

- (i) There was no focus (i.e. Central Theme) of the course;
- (ii) Modular approach was not strictly followed; and
- (iii) Foreign study tour was not regular.

The major objectives of the BASC 's SSC (or “Regular Training on Administration and Management”) were :

- (i) To help the participants achieve a higher level of competence enabling them to cope with the challenging demands of a changing society, to think and analyse critically and to decide promptly and unambiguously;
- (ii) To acquaint the participants with theoretical framework of development policies and their applicability in the context of Bangladesh;

(iii) To relate that framework to an appreciation of the various aspects of socio-economic development of the country; and

(iv) To enrich their overall analytical abilities.

BPATC inherited the SSC from the erstwhile BASC and changed the objectives and contents of the course with the paradigm shift of creating an integrated career civil servant of the Bangladesh Civil Service in 1980⁸. BPATC started the course as a residential one; modular approach was/is strictly followed and foreign study tour programme became as an integral part of the course. Right now foreign study tour is no longer an integral part of the course because of shortage of funds for the purpose.

The SSC at BPATC has undergone several changes in terms of its modules, contents and training methodologies. Foreign study tour programme has been dropped since 1995, due to want of fund from the foreign donor agencies. Therefore, the authority has shortened the course duration from 12 weeks to 75 days. The major objectives of the SSC, as of now, are :

- (a) Create a forum of learning from each other's experience by bringing in participants with diverse background and service experience;
- (b) Give the participants opportunity in terms of time, literature and information and interaction with appropriate resource persons, to acquire the knowledge and skills needed to perform effectively at the policy level of administration;
- (c) Arranging discussions on subjects and issues relating to current and future policy concerns with the help of appropriate resource persons; and
- (d) In the light of the theme of this course, provide through idea on administrative reforms and its applicability in Bangladesh Administration.

1.3 The Objectives of the Study

The main objective of the study is to develop an appropriate curriculum for the SSC and to provide necessary suggestions for the improvement of the effectiveness of the course. However, the specific objectives of the study are as follows :

- (i) To assess the generic training needs of the SSC participants;
- (ii) To analyse and evaluate the existing curriculum of the SSC and the course management; and
- (iii) To develop a need-based curriculum for the SSC and provide suggestive measures for further improvement in the effectiveness of the course in future.

The role of senior level administrators in formulating and executing development policies is well recognised. As they are drawn from diverse disciplines, the need to give them well-knit knowledge and understanding in various dimensions of development and identifying means of accomplishing goals of development is deemed essential. Apart from training sessions, a forum is necessary to exchange individual knowledge and experiences acquired by them on development and policy issues. In the face of this reality the Senior Staff Course (SSC) is required to be designed to provide the senior level administrators up to date knowledge on policy issues of administration and development.

1.4 Importance and Rationale of the Study

Bangladesh Public Administration Training Centre (BPATC) is entrusted with the responsibility of imparting SSC training programme to senior level Government officials. The Government officials of this level play a very vital role in planning, formulating and implementing the Government policies, development and administrative activities. To perform such important duties and responsibilities effectively, they need to undergo appropriate training. Training has no other alternative in building their required capabilities and making them able to shoulder such important responsibilities of the nation. Training needs to be appropriate. Appropriateness of a training programme largely depends upon its designed curriculum and the training management systems.

Since the commencement of the SSC, Bangladesh has experienced several changes in its administrative, political, socio-cultural, economic and overall policy arenas. Many of our old

⁸ The World Bank. : *Bangladesh Staff Appraisal Report : Public Administration (Training, Personnel and Management) Project*. South Asian Projects Department, Education and Manpower Development Unit, The World Bank Report No. 4181-BD, 1983, p. 9.

problems have been mounting day by day with intensified complexities. New problems are coming up every time. So the Government officials need to be capable of facing these challenges. The curriculum of the SSC underwent several changes during the last three decades. But how much of these changes have been made on the basis of the needs of the time and the clientele groups, is an important question.

According to the guidelines of the draft National Training Policy (NTP) 1985, the National Training Council (NTC) was responsible of doing Training Needs Assessment (TNA) of the Government officials of different levels. But unfortunately, TNA has not yet been done at macro-level. At micro-level, individual trainers/researchers made piece-meal efforts for assessing generic training needs of the entry, mid and senior level Government officials. The present study intends to find out whether these changes were done on the basis of the felt-needs of the clientele groups.

The present study deals with the curriculum development and evaluation of the course management issues of SSC. It is expected that the study will provide an effective, need-based and appropriate curriculum for SSC. Suggestions will be given to improve the effectiveness of the course and its management systems. Therefore, the outputs of the study will be directly related to increase the effectiveness, appropriateness of the SSC. Moreover, the outcomes of the study will help improve the training management systems of the other career development courses conducted by the centre.

In view of this, the present study will be of immense help for the centre in general and for the SSC in particular. The study may also be helpful for the concerned trainers, researchers and policy makers.

1.5 Conceptual Framework of the Study

Curriculum development of a training course requires assessment of training needs of the clientele groups. The training needs of a particular clientele group change with changing needs of the time. Society and the Government systems are ever changing. Therefore, training needs of the

clientele groups who are working for the development of the society and the Government are always in changes. The present study considered the gaps between required generic performance and existing performance of the participants of SSC as their training needs, which will be taken into consideration for developing curriculum.

Curriculum development has many facets, which includes course objectives, course contents, designed course requirements, training methodologies used, evaluation systems and management issues. BPATC has a long experience in conducting SSC. It has inherited the course from the former BASC. It has a designed curriculum and prescribed course management systems. Therefore, it's better to review the existing curriculum (whether it fulfils the needs of the clientele groups) rather than to develop a new one. The clientele groups may have certain views about the designed curriculum and training management systems of the course. The present study intends to take the views of the participants through questionnaire survey, consulting formatted course evaluation reports, refresher's course conducted by the centre etc.

If it is observed in the study that the existing curriculum and the training management systems of the SSC are found appropriate by the participants/respondents, the total course inputs will be deemed to have satisfied the demands/needs of the clientele groups. In that case, the centre can go on with the existing status of the course. If there is any suggestion for further improvement of the course, the centre can incorporate the same in the future SSCs.

If the major aspects of the existing course are found appropriate by the participants/respondents, the study will deem to have validated the effectiveness and appropriateness of the course. It should be mentioned here that this type of validation can also be made through regular course evaluation in future, because the curriculum of the course will or may require minor changes with the changing circumstances of the society and the Government every time.

1.5 Scope and Limitations of the Study

SSC is a generic training course on management issues for the senior level Government officials, who are associated with policy planning, policy decisions and policy implementation processes.

It does not cater the specific/technical training needs of different cadres or clientele groups. The present study has identified the generic managerial training needs of the clientele groups on the basis of the course-end-of evaluation reports, views of the former and potential SSC participants, their supervisors and line trainers on the existing curriculum and training/course management issues. Other than the questionnaire survey, some supervising officials of the existing and potential SSC participants, eminent trainers, guest speakers and faculty members have been specially consulted in developing curriculum and analysing the training management issues.

The present study has concentrated itself mainly around developing a need-based curriculum for the SSC and analysing the problems, strengths and weaknesses in different aspects of course management for providing effective suggestions/measures.

Due to time and other constraints, the sub-ordinate officials of the SSC participants were not interviewed. It could have been better, if it were possible to incorporate their views in the study. However, the study reflects the views of the selected samples, not of the whole population.

CHAPTER - II

2.0 Methodology of the Study

Both primary and secondary information and data have been used for the study. Relevant published and unpublished documents have been consulted. A questionnaire survey method was used adopting purposive random sampling procedure. In order to prepare the questionnaire a pilot survey was conducted with the help of the preliminary questionnaire. The questionnaire was finalized on the basis of the feedback from the pilot survey. Supervising officials of existing and potential SSC participants, the existing and potential SSC participants and eminent trainers were consulted and their views have been incorporated in developing the curriculum of the course.

2.1 Reconnaissance Survey

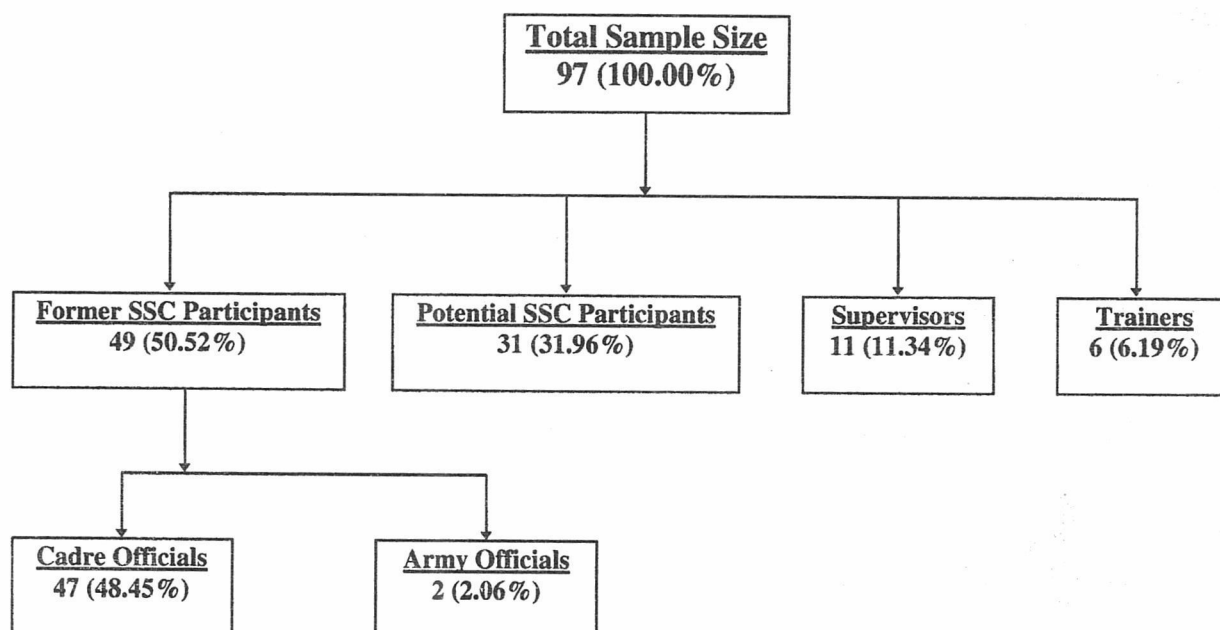
The main focus of the study is to evaluate the existing SSC and to develop curriculum of SSC on the basis of the evaluation. The Government officers who have undergone SSC training, the potential SSC participants, their supervising officials and eminent trainers have been included in the study. Before starting the detailed survey, a preliminary questionnaire was developed and a pilot survey was conducted with the help of the preliminary questionnaire to gather data in line with the purpose of the study. The questionnaire was finalized only after incorporating feedback from the pilot survey.

2.2 Preparation and Formulation of Questionnaire

There were two sets of questionnaires. One was for the incumbents i.e. the former and potential SSC participants and the other one was for the Supervisors, Trainers and Training Experts. The pilot survey provided a basis for preparation of a comprehensive questionnaire. In fact, there were four parts of the final questionnaire. Part-A included questions on general information including service background of the respondents. Part-B included questions on nomination related aspects and benefits of the course. Part-C was designed to collect information related to curriculum development and curriculum evaluation and Part-D included questions for evaluating the existing course. Both open-ended and close-ended questions were formulated to collect views of the respondents. Some questions were also designed to assess the strength of their views.

2.3 Sample Size, Sample Design and Sampling Procedure

The total sample size of the study was 97. A purposive random sampling technique was adopted to select the samples of the study. The former and potential SSC participants, their supervisors and relevant trainers were taken as samples of the survey. Thereafter, a purposive random sampling procedure was followed to collect data from the target group. Ultimately the collected samples represent the following stakeholder groups :



2.4 Methods of Data Collection

The secondary data were collected by consulting available relevant published and unpublished documents. One data collector was recruited to collect primary data through questionnaire survey. He underwent requisite training, briefing and discussions for conducting the survey effectively. The data collector took interviews of the respondents personally. In some cases, questionnaire were supplied to the concerned respondents, they filled them in and returned the same either to the researcher or to the data collector. There was continuous supervision during field survey. Data collector also consulted the researcher when problems arose.

2.5 Methods of Compilation and Tabulation

After completion of field survey; all the filled in questionnaires were sorted out in accordance with their respective cadre. Responses in the filled in questionnaire were checked. Questionnaires

with irrelevant responses were rejected. A dummy table plan was prepared before completion of the questionnaire survey. The tabulation proforma was finalized after collecting the primary data. Then the data were compiled and tabulated in accordance with the analytical aspects set out in the conceptual framework and objectives of the study.

2.6 Methods of Analysis

The study has used both simple and cross-tabulation for its analyses. Graphical representations like pie chart, bar diagrams, conical diagrams etc. and other statistical techniques, such as corresponding weighing methods to responses with ranks were employed for analysing and interpreting data. The analytical description has been made mostly according to the corresponding tables and statistical techniques employed.

The process of weighing system of ranked responses was as follows :

Ranks of the Responses	Corresponding Assigned Weights
1	1
2	2
3	3
4	4
5	5
6	6

The sum of weighted value of each individual parameter was then calculated with the following formula :

$$S = \Sigma [(n_1 \times 1), (n_2 \times 2), (n_3 \times 3), (n_4 \times 4), (n_5 \times 5), (n_6 \times 6)] \dots \dots \dots [\text{Formula-1}]$$

Where, S = Sum of weighted rank value of a certain parameter;

n = Number of responses;

n_1 = Number of responses against certain parameter with rank 1;

n_2 = Number of responses against certain parameter with rank 2;

n_3 = Number of responses against certain parameter with rank 3;

n_4 = Number of responses against certain parameter with rank 4;

n_5 = Number of responses against certain parameter with rank 5;

n_6 = Number of responses against certain parameter with rank 6;

and 1, 2, 3, 4, 5 and 6 are the corresponding weight values assigned for Rank 1, Rank 2, Rank 3, Rank 4, Rank 5 and Rank 6 respectively.

Finally, considering the weighted values (with highest rank) of all the responses for a particular parameter as hundred percent, percentage-wise weights/strengths of each parameter was calculated with the help of the following formula :

$$\text{Stn.} = \frac{S}{N \times r_n} \times 100 \quad \dots \dots \dots [\text{Formula-2}]$$

Where, Stn. = Strength or Degree (in %) of opinion of a certain parameter;

S = Sum of weighted rank value of a certain parameter;

N = Total number of responses against a certain parameter;

r_n = The highest possible rank value/weightage for a certain parameter;

It is important to note that the foregoing statistical procedures were performed to convert ordinal data into more quantifiable form so that the respondents' views on different issues can be depicted more effectively.

2.7 Organization of the Report

The report consists of four chapters. Chapter-I deals with the introductory aspects of curriculum development issues, including the concepts and meaning of curriculum, background of senior level training courses, conceptual framework, objectives, importance & rationale and scopes & limitations of the study. Methodologies adopted have been presented in Chapter-II. Chapter-III has been designed to assess the training needs of the clientele groups and develop appropriate curriculum for the SSC. Basically, the analysis chapter of the study i.e. Chapter-III has been divided into four parts. First of all, the study has considered some general information about the respondents, which will be helpful in assessing their views regarding needs assessment and curriculum development for the concerned training course. Secondly, the information about the participants' nomination related aspects and how they have been benefited from the course has been analysed. Thirdly, the study has analysed the views of the respondents about the existing curriculum of the course. And finally, various aspects of course management issues have been analysed in the present study. Recommendation and policy suggestions have been made in Chapter-IV on the basis of the outcomes of the analyses. Lastly, concluding remarks have also been made in this chapter.

CHAPTER – III

3.0 Analysis

Bangladesh Public Administration Training Centre (BPATC) has a long experience in imparting SSC. The experiences of the Bangladesh Administrative Staff College (BASC) helped a lot in designing the SSC and in developing its curriculum in a new shape at BPATC. In fact, needs assessment of the clientele groups is an essential part of curriculum development process of a training course. The present study has consulted the course evaluation reports of different SSCs conducted by BPATC. The views of the potential and former SSC participants, their supervisors and line trainers have also been taken through structured questionnaire survey.

The analysis of the study has been divided into four parts. First of all, the study has considered some general information about the respondents, which will be helpful in assessing their views regarding needs assessment and curriculum development for the concerned training course. Secondly, the information about the participants' nomination related aspects and how they have been benefited from the course has been analyzed. Thirdly, the study has analyzed the views of the respondents about the existing curriculum and contents of the course. And finally, various aspects of course management issues have been analyzed in the present study.

3.1 Background Information About the Respondents

The views given by the respondents on a particular issue largely depend upon the respondents' age, education, service experiences etc. background. Therefore, the present study has considered some selected parameters to analyze the respondents' views on 'curriculum development' issue.

3.1.1 The Respondents' Cadre and Age-Group

The total number of respondents was 97. Among them, most of the respondents (51.55%) were from BCS (Administration) cadre. The other respondents belong to BCS (Railway

Engg.) cadre (3.09%), BCS (Economic) cadre (5.15%), BCS (Information) cadre (3.09%), BCS (General Education) cadre (9.28%), BCS (Postal) cadre (3.09%), BCS (Engineering) cadre (4.12%), BCS (Railway Transportation) cadre (4.12%), BCS Audit & Accounts) cadre (8.25%) and Non-cadre or Trainers (6.19%). A very insignificant proportion of the respondents (2.06%) were from Army personnel [Table-1, Fig.-1]. By looking into the cadre combination of SSC so far conducted by BPATC, it is observed that majority of the participants of SSC were always from the BCS (Administration) cadre. The study reveals that most of the respondents (85.57%) belong to 51-55 years of age-group. There were about 8.25% respondents who still have more than seven year to serve the Republic. There were only 2.06% respondents who have less than two years more to serve the Republic [Table-1, Fig.-2]. The Army personnel who undergo SSC training are usually much younger than the participants of various cadre services.

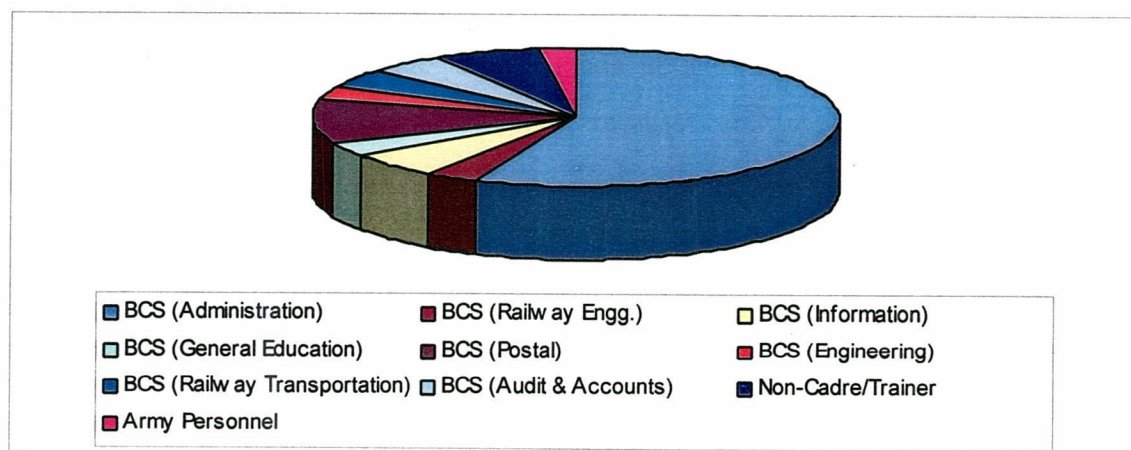


Fig. 1 : Cadre-Distribution of the Respondents

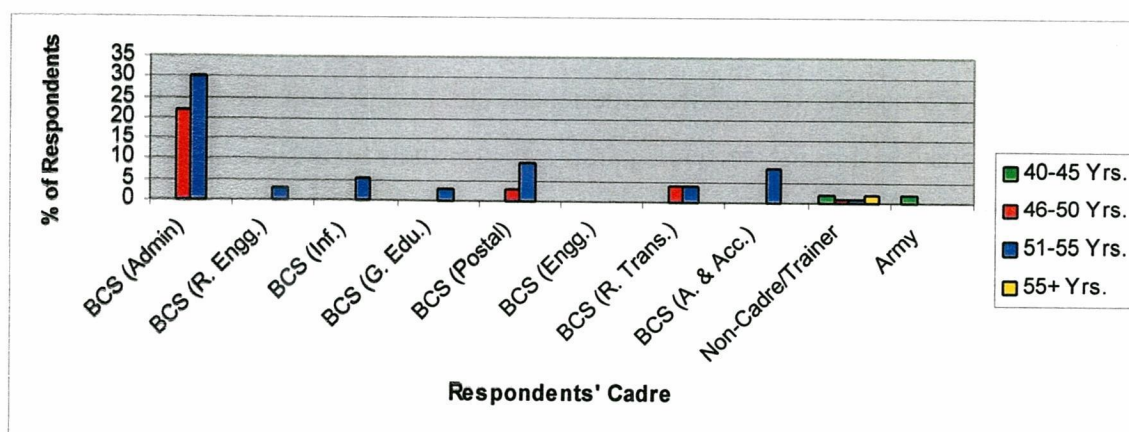


Fig. 2 : Age-Cadre Distribution of the Respondents

3.1.2 The Respondents' Length of Service and Educational Attainment

The study reveals that most of the respondents (62.89%) belong to the group of 26-30 years of their service career. And a considerable proportion of the respondents (24.74%) belong to the category, who has passed more than 30 years of their service career. The respondents, who have passed 21-25 years and 16-20 years of their service career, are only 10.31% and 2.06% respectively [Table-2]. This means that most of the respondents have very long experience in the Government service. It has been observed that more than one-fifth (21.65%) of the respondents joined the service just after completion of their Bachelors degree, which is the basic requirement of entering into cadre service. About 64.95% of the respondents obtained Masters degree. There were a very few respondents, i.e. 6.19% and 2.06%, who obtained higher degree i.e. MS or M. Phil. and PhD degree respectively [Table-3, Fig.-3].

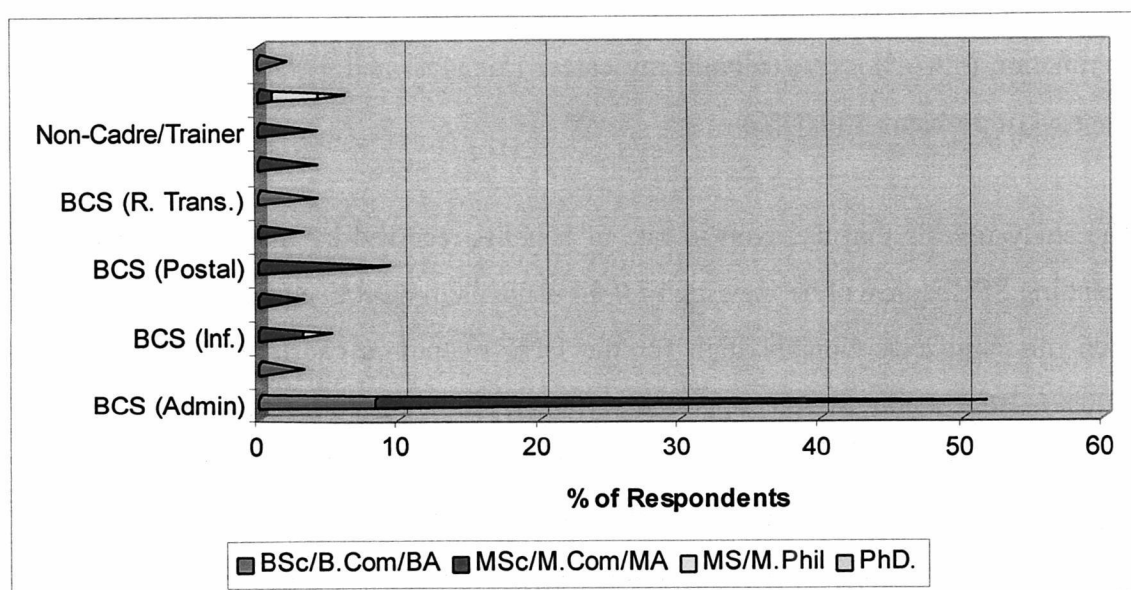


Fig. 3 : Cadre-wise Distribution of Respondents by Educational Attainment

3.1.3 The Respondents' Training Background

On an average, the respondents underwent more than five different training programmes (Home and Abroad) during their past service tenure. The duration of these training programmes range from one week to more than five months. Most of these training

programmes were of short duration, in-country and of administration or management types [Table-4]. Since most the respondents under study have long experiences in Government service, their views must be very helpful in designing and reshaping the course curriculum.

3.2 Nomination Related Aspects and Benefits of the Course

This part of the study inquired about how the respondents were nominated to the course and how they were benefited through attending the course. The respondents gave multiple responses/reasons to the questions about their ways of getting nomination. Most of the respondents opined that this training course has been made mandatory for their next promotion (72.53%) and this training course enhance knowledge, skills and attitudes (76.92%) [Table-5]. The other most important reasons given by the participants were : (i) to develop more confidence in decision making (63.74%), (ii) to develop leadership & decision making quality (63.74%), (iii) the Ministry of Establishment wanted the nomination (59.34%), (iv) to build my career (59.34%) and (v) for quick and efficient disposal of problems (59.34%).

The study reveals that the average rate of benefits received by the participants through attending SSC is or will be very high for all officials irrespective of cadre, whereas it has been observed exceptionally high for the BCS Economic cadre and Army personnel (100%), BCS Audit & Accounts cadre (90%) [Table-6]. More than one-third of the respondents (34.02%) opined that they were or will be fully benefited out of their attended or to be attended SSC, whereas another considerable proportion of the respondents (35.05% and 30.93%) opined that the rates of benefits received or to be received by them are/will be 60 per cent and 80 per cent respectively. This means that the existing course more or less fulfills the needs of the respondents.

All the respondents opined that after completion of the SSC, the participants have become or will become more confident in doing planning, organizing, policy formulating, motivating, coordinating, supervising, communicating, analyzing problems, managing problems, decision making and negotiating works in accomplishing their present jobs.

The respondents were asked to indicate the extent or degree of confidence (in per cent) they have acquired or will acquire in those cases, after completion of the course. According to their viewpoints, their acquired or expected rate of confidence in those cases is very high [Table-7]. However, one may conclude from the aforesaid observations that the rate of confidence grown or will grow in the respondents on various issues is highly satisfactory. Moreover, most of the respondents (72.53%) opined that the course caters their needs appropriately. Only 27.47% of the respondents opined that it caters their needs partly. They think that the curriculum should be more need-based (13.40%), the course is primarily geared to the training needs of Joint Secretaries of Ministries — other participants have not much to learn from it (8.25%), some more related and important subjects like diplomacy, diplomatic negotiation, magisterial procedures and handling etc. are not covered (3.09%) and because of the level and ideas of the resource persons (1.03%). But all of them think that this training should be a compulsory one for all Government officials at their level.

3.3 Curriculum Development and Evaluation

It should be noted here that designing and developing curriculum for a particular training course is a continuous process. The Bangladesh Public Administration Training Centre (BPATC) nourishes the process through undertaking oral and written views of the participants at the end of the course, considering proposals of the concerned faculty members during preparatory meetings of the course and through conducting research on the relevant issues. Depending on the upcoming problems and changes in the Government systems and procedures, internal (in-country) and external (global/foreign) environment, urgencies and demands of the clientele groups, the centre devotes itself for continuous improvement of its course curriculum. Time-series data on the course contents or course curriculum indicates the same⁹.

⁹ Time-series data have been consulted from the course-end-of-evaluation reports of the Evaluation Department of the centre. Changes in course contents of SSC conducted by the Bangladesh Administrative Staff College (BASC) have also been consulted.

The curriculum of the SSC under study includes about 19 different modules and more than 109 topics on various relevant administration and management issues under those modules. The respondents were asked to measure the relevancy of every topic and suggest appropriate learning methodologies. They were also asked to give suggestions, if any, in case of inclusion of any new topic(s) or omission of any existing topic(s) for each module. The viewpoints given by them in this regard have been analyzed in the foregoing part of the study.

3.3.1 Module-1 : Public Administration

This module includes 7 specific topics. The respondents identified (a) Democratic Governance : Principles and Practices (85.71%), (b) Development Administration : Goals & Strategies (88.89%), (c) Transparency and Accountability (84.92%), (d) Ethics in Civil Service (81.75%) and (e) New Concepts in Public Sector : New Public Management, Reinventing Government (84.13%) as the most relevant topics of the module. The other two topics (a) Local Government System : Regional Experience (72.22%) and (b) Parliamentary Procedures and Parliamentary Committee (69.84%) have been identified as comparatively less relevant to them [Table-9.1]. The study reveals that there is an ample opportunity to improve the module.

Although the respondents did not suggest to omit any of the topic from the module, one of the most relevant topic, “Development Administration : Goals and Strategies”, has been omitted from the module of 37th SSC. “Local Government System : Regional Experience” has also been omitted from the module. The module has been renamed as “New Public Management and Administrative Reforms”. Some of the topics of the module have been reshaped and some new topics have been incorporated in the module. The respondents suggested that (a) Separation of Judiciary from Executive Functions, (b) Regional and Local Level Planning and Development, (c) Foreign Policy of Bangladesh and Related Matters, (d) Political Interfaces in Civil Service : Global Experiences and (e) Inter-Cadre Cooperation should be incorporated in the module [Index-1]. Moreover, they have given a number of suggestions that might help improve the effectiveness of the

module. The most important ones of those are : arrangement of open discussion after completion of each module (15.46%), providing of synopsis paper or hand-out to the participants on each of the topics prior to the session (8.25), the speakers selected should have sound knowledge on the subject matter and be well prepared before lecture (8.25%) [Index-2]. Some of them have given emphasis on more group works, practical exercise, field visit, experience sharing with foreign countries etc.

3.3.2 Module-2 : Issues of National Concern

The module includes 4 topics. The respondents identified all the topics included in the module as highly relevant to the SSC participants [Table-9.2]. The respondents did not suggest to omit any topic but to include some new topics in the module. Those are : (a) Behaviour with Citizen (9.28%), (b) Tools and Techniques for Setting Vision (6.19%), (c) Students' Politics and Students in Politics (3.09%), (d) Burning National Concern : Success and Failure (13.40%) and (e) Human Resource Development Strategy for 21st Century (11.34%) [Index-3]. They have suggested to amalgamate PA-09 and PA-10 into one topic. Moreover, they have given a number of specific suggestions that would enrich and increase the effectiveness of the module. [Index-4]. The most important suggestions given by them are :

- arrangement of seminar/workshop for conducting the module.
- creation of opportunities for more interactions with Ministers, Members of Parliament, different professional groups, leading politicians and technocrats.

3.3.3 Module-3 : Globalization and Bangladesh

The module includes 6 topics, all of which are theoretical in nature. The respondents opined that the topics included in the module are highly relevant (relevancy rate ranges from 81.75% to 89.68% against different topics of the module) to the SSC participants [Table-9.3]. They did not suggest to omit any of the topics included in the module but to incorporate some new topics. Those are : (a) European Currency Unit : Implications for Bangladesh (5.15%), (b) Money and Banking (1.03%), (c) Role of Multinational

Companies in the Internal Affairs of a Country (9.28%) and (d) Trade Diplomacy (6.19%) [Index-5].

The respondents have offered some specific suggestions that might help increase the effectiveness of the module [Index-6]. The most important ones of those are :

- Workshop on “Trade Liberalization” will make the session more effective.
- There should be a balance between lecture and interactions with the participants, because the participants are well experienced and can contribute a lot to make the session more effective.
- Case studies can be used as a learning methodology.

It is important to note that interactions with the participants may make the sessions more effective. The Module-in-Charge (MIC) may advise the concerned speakers of making room for that purpose. Implications of European Currency Unit for Bangladesh can be discussed under PA-17 of Table-9.3.

3.3.4 Module-4 : Negotiation Techniques and Conference Techniques

The module includes only 2 topics, of which one is on negotiation techniques and the other is on conference techniques. The respondents rated the topics included in the module as highly relevant to the SSC participants. The respondents did not suggest to exclude or omit any topic from the module but to include some new topics in the module [Index-7]. The most important ones of them are (a) Writing Techniques of Bilateral/Multilateral Agreement/MOU etc. (17.53%), (b) Crisis Management Techniques (8.25%) and (c) Activities of Foreign Missions and their Role in Negotiation (7.22%). They have offered a number of suggestions to increase the effectiveness of the module [Index-8]. The most important ones of those are :

- Practical exercises (on negotiation techniques) should be incorporated;
- Module-4 and Module-5 should be amalgamated into one Module; and
- Case Study on Negotiation Techniques.

3.3.5 Module-5 : Team Building

The module includes 4 topics. The respondent rated all the topics included in the module, except PA-22 : Game, as highly relevant to the SSC participants. The topic “Game” has been rated as 69.50% relevant to them [Table-9.5].

A considerable proportion of respondents suggested to incorporate some new topics in the module. The most important ones of those are : (a) Team Building (11.34%) and (b) Leadership Style and Leadership Development (13.40%) [Index-9]. They also suggested to omit PA-22 : “Game” from the module. Another considerable proportion of the respondents (19.59%) opined that the Module-4 and Module-5 should be amalgamated into one module [Index-10].

3.3.6 Module-6 : Total Quality Management and Bangladesh Government

The module includes 5 topics, all of which are theoretical in nature. The study reveals the topics included in the module have been highly relevant (the rate of relevance ranges from 80.95% to 84.92%) to the respondents [Table-9.6]. The respondents did not suggest to exclude or omit any topic of the module. But they have suggested to include some new topics in the module such as TQM : Grameen Bank Model or REB Model (9.28%), TQM in Public Sector Management (8.25%) and Adaptation of TQM/ISO 9000 in Public Sector (10.31%) [Index-11]. A considerable proportion of them have also suggested that the topics included or to be included in the module should be more practical in nature [Index-12].

3.3.7 Module-7 : Understanding Macroeconomic Indicators for Policy Analysis

The module includes 8 topics, all of which are theoretical in nature. The respondents rated the topics included in the module as highly relevant to the SSC participants. Two topics of the module, namely (a) Understanding Budget : Impact of Economy, Economic Sector and the General Public (78.58%) and (b) Understanding Monetary Policy :

Variables, Instruments and Impacts (79.37%) have been rated as comparatively less relevant to them [Table-9.7].

A considerable proportion of the respondents (18.56%) suggested to exclude or omit the topic “Understanding Budget : Impact of Economy, Economic Sector and the General Public” from the module. They have also suggested to include some new topics in the module, which are (a) Institutional Capacity for Micro-credit Management : Grameen Bank Approach (19.59%), (b) Macro-Economic Development and Its Effect on Overall Economic Development of Bangladesh (1.03%) and (c) Financial Management (1.03%) [Index-13]. The respondents have offered some specific suggestions that would increase the effectiveness of the module. Among them, arrangement of group discussion after delivering lecture and workshop Micro-credit and Market Economy are the most important ones [Index-14].

3.3.8 Module-8 : International Economic Relations

The module includes 8 different topics. All of them are theoretical in nature. The respondents have assessed all the topics included in the module as highly relevant to the SSC participants. According to their assessment, the rate of relevancy of different topics ranges from 80.16% to 88.89% [Table-9.8]. The respondents (15.46%) have suggested to incorporate a new topic i.e. “Foreign Direct Investment and Role of BOI, EPZ, EPB etc.” in the module. A considerable proportion of the respondents suggested that (a) DE-38 may be amalgamated with PA-14 (17.53%), (b) DE-41 may be amalgamated with PA-16 (12.37%) and (c) DE-42 may be amalgamated with PA-17 (14.43%) [Index-15]. But the researchers believe that the two modules have different objectives to achieve and the identified topics included in the modules have different dimensions and perspectives. It is not duplication. Therefore, the identified topics can be kept intact. The concerned faculty members may consider the suggestions given by the respondents and work out whether there is any sort of duplication during delivery of speeches. A very insignificant number of respondents opined that visit to WB, UNDP, IMF and EPZ may make the module more effective [Index-16].

3.3.9 Module-9 : Economic Sector Reforms : Agenda for Action

The module consists of 3 different sessions for panel discussion on the subject matter. The respondents identified this as one of the least relevant module of the course. The average rate of relevancy of different sessions has been assessed as 69.90% [Table-9.9]. A considerable proportion of respondents (16.49%) suggested to omit the module from the course (Index-17).

3.3.10 Module-10 : Disaster Management

The module includes 6 topics. The respondents have assessed all of the topics as highly relevant. The rate of relevancy of different topics of the module ranges from 80.00% to 83.33% [Table-9.10]. The respondents suggested to include some new topics in the module. The most important ones are : (a) Environmental Pollution & Management (13.40%), (b) Earth Quake, River Erosion & Arsenic Poisoning (11.34%) and (c) Relief and Rehabilitation for Disaster Affected People (9.28%) [Index-19]. A considerable proportion of respondents suggested that DE-48 and DE-49 should be amalgamated into one topic (12.37%) and DE-50, DE-51 and DE-52 should be amalgamated into one topic (15.46%). Some of the respondents opined that inclusion of some case studies, syndicate discussion, exposure to practical aspects and arrangement of workshop may help increase the effectiveness of the module [Index-20].

3.3.11 Module-11 : Financial Management

The module consists of five topics, out of which only one is practical exercise. All the others are theoretical in nature. The module assessed as highly relevant to the participants of SSC. The rate of relevance ranges from 81.75% to 85.71% for four different topics of the module. The rest on “DE-54 : Fundamentals of Share Trade” has been assessed as 76.98% relevant [Table-9.11]. The course authority may have some problems in selecting speaker for the topic. Only one of the respondents suggested to omit DE-56 and DE-58 from the module. A significant proportion of the respondents (21.65%) suggested to include “Preparation of Pension Papers and Its Problems” in the module [Index-21].

3.3.12 Module-12 : Central Theme : Administrative Reforms in Bangladesh

The “Central Theme” signifies semblance of important national issues that needs critical analysis and dissection. With this end in view, every Senior Staff Course incorporates a separate central theme in its curriculum, which is chosen from the contemporary socio-economic policy areas. The participants of the course have to undertake intensive work on the central theme of the course. The Central Theme of the SSC under study was “Administrative Reforms in Bangladesh”, which consisted of four major topics. One of the topics (DE-61) contained three sub-topics. All the topics included in the modules have been assessed as highly relevant to participants. The relevancy rate ranges from 84.13% to 89.68% [Table-9.12]. The respondents did not suggest to omit any topic from the module. They have suggested to incorporate some new topics in the module. Among them, the most important ones are (a) Syndicate Discussion on Particular Department/Corporation e.g. BSCIC/BCIC/LGED (18.56%) and (b) Problems of Implementing Reforms’ Committee Report (13.40%) [Index-23]. Since this module has been found highly relevant to the respondents, the centre can keep this module for all the SSCs. Some of the respondents (9.28%) suggested that there should be arrangement for interaction with Reforms Commission for increasing the effectiveness of the module [Index-24].

3.3.13 Module-13 : Child and Women Development

The module consists of 2 basic topics. In fact the centre generally organizes a workshop where various gender issues are discussed. The respondents rated the module or different topics of the module as highly relevant to the participants. [Table-9.13]. The respondents did not suggest to exclude or omit any topic(s) from the module but include a number of new topics like (a) National Action Plan for Children & Women Development (17.53%), (b) Violence Against Women (10.31%), (c) Reproductive Health (19.59%) and (d) Women Empowerment (24.74%) [Index-25]. They have also suggested that group discussion will be a vary effective learning methodology for the module [Index-26].

3.3.14 Module-14 : Project Management

The module includes three topics only. Two sessions are on project planning and the rest one is on project implementation. All the topics included in the module have been assessed as highly relevant to the participants of SSC [Table-9.14]. The respondents did not suggest to omit any of the topics included in the module but suggested some new topics to incorporate. These are (a) Financial Irregularities (20.62%), (b) Logical Framework (23.71%), (c) Project Management : Review of Model Cases (16.49%) and (d) Role of Top Management in Project Management (213.71%) [Index-27]. The respondents have given emphasis on more practical exercises [Index-28].

3.3.15 Module-15 : Sustainable Development

The module includes 8 different topics, out of which only one is practical exercise. The rest are theoretical in nature. All the topics included in the module have been assessed as highly relevant to the participants of SSC [Table-9.15]. A considerable proportion of respondents (18.50%) opined that “Water Sharing with India in Respect of Major Rivers” should be incorporated in the module. A very insignificant number of respondents suggested to amalgamate DE-74 and DE-75 [Index-29]. They have also suggested to incorporate relevant field visits and more practical classes to make the module more effective [Index-30].

3.3.16 Module-16 : Experience Sharing in Attaining Administrative Efficiency : Lessons from Life

The module consists of 24 different topics on various burning issues of national and administrative development. Every participant is supposed to prepare himself for conducting a session on a particular topic of the module and present it before the other participants in a classroom situation. All the topics included in the module, except SP-79, SP-80, SP-81, SP-84, SP-85, SP-88, SP-95 and SP-99, have been assessed as highly relevant to the participants of SSC [Table-9.16]. The respondents suggested to omit the above mentioned topics, which are not so relevant, from the module. They also suggested

to include a number of new topics in the module. The most important ones of those are (a) Public Relations as a Tool for Efficiency Development in Organization (18.56%), (b) Reforming Own Organization (13.40%) and (c) Ethical Values in Administration (9.28%) [Index-31].

3.3.17 Module-17 : Computer Skills

The module includes 6 different topics, the first two of which is on introductory aspects of computer and its operating systems. The rest four topics are, in fact, on different application software packages. Every topic of these four consists of a series of sessions. The respondents assessed them, except CS-102 : Typing Tutor, as extraordinarily relevant to the participants [Table-9.17]. They suggested to reduce the number of "Typing Tutor" sessions. They have also suggested to incorporate more classes on other application software. Computer Basics is included in their suggestion [Index-32]. For further improvement of the effectiveness of the module, they preferred to increase the number of speakers and to introduce practical tests [Index-33].

3.3.18 Module-18 : English Language Skills

This module has been designed to increase the participants' skills on English Language. The rate of relevance of different topics of the module, as assessed by the respondents, ranges from 73.76% to 81.56% [Table-9.18]. This has been identified as one of the least relevant modules of SSC. This may be because of ineffective learning methodology adopted and the speakers selected for conducting sessions of the module. A considerable proportion of the respondents (42.29%) suggested to drop the module from the course [Index-34].

3.3.19 Module-19 : Extension Lectures

This module is a bit different from the previous ones. Normally, different topics on various burning issues of national and administrative development are chosen for this module and eminent guest speakers are invited to conduct sessions. Extension lectures are usually conducted at the evening. The rate of relevance of the module is very poor [Table-

9.19]. The participants suggested to omit this module from the course contents [Index-36].

3.4 Course Evaluation

The present study has looked into the views of the respondents about several specific aspects for evaluating the course. These include appropriateness of the course objectives, course curriculum, methodologies, evaluation systems and course management issues. The centre has conducted as many as 37 SSCs at BPATC. At the end of the course, the participants' views on those issues are taken and compiled by the Evaluation Department of the centre. The study has also considered those views to understand the extent of appropriateness of the existing course and whether there is any scope for further improvement.

3.4.1 Appropriateness of the Existing Course Objectives

The respondents were asked to give their views about the appropriateness of the course objectives. All the respondents opined that the designed objectives of course are appropriate. According to their viewpoints, the rate of appropriateness of different set objectives of the course, as assessed by the respondents, ranges from 80.83% to 87.30% [Table-10]. The participants of different SSCs have also given similar responses at the time of their respective course-end-of evaluation¹⁰.

3.4.2 Appropriateness of the Course Requirements

The SSC has certain specific course requirements, which the participants have to perform or maintain. Among them, the most important requirements of the course are compulsory stay in the dormitory, punctuality in attending all prescribed course activities, at least 95% attendance of the scheduled sessions, maintain the evaluation systems, manners and dress

¹⁰ Bangladesh Public Administration Training Centre. : Course-End-of Evaluation Reports of the SSCs, Evaluation Department, BPATC, Savar, Dhaka.

code of the centre. All the respondents opined that the prescribed course requirements were highly appropriate [Table-11].

3.4.3 Strengths of the Course

The respondents were asked to identify the strengths of the SSC with assigning rate of importance. Punctuality in attending prescribed course activities (94.44%), field visits (90.00%), overall course management (90.54%), discipline of the course (95.54%), interaction amongst the participants (94.25%), overall physical environment of the centre (94.63%), overall training environment (93.73%), library facilities (97.89%), facilities for prayers i.e. mosque (92.75%), behaviour of the officers and staff (95.62%), room service (92.83%) and food arrangement (93.01%) have been found extra-ordinarily important strengths of the course. The other most important strengths of the course are compulsory attendance of at least 95% of the scheduled sessions, most of the training methodologies adopted for the course, overall course management and coordination, attention of the course management to the participants' personal problems, course curriculum, speakers, evaluation systems and other course related facilities [Table-12]. Although most of the participants liked the compulsory stay in the dormitory rooms allotted at BPATC campus, some of them were found very reluctant in this respect.

3.4.4 Weakness of the Course

The respondents have identified English Language Skills (88.65%), Extension Lecture (87.75%), telephone facilities (88.62%), transport facilities (89.27%) and social events (85.84%) etc. as the most important weaknesses of the course. [Table-13]. Some of the respondents strongly argued the "English Language Skills" module should be omitted from the course contents. They considered it as a futile exercise to increase English Language Skills with the method that BPATC adopted¹¹. They have been found very reluctant in attending "Extension Lectures" at the evening period. They argued that PABX telephone facilities should be given to all allotted dormitory rooms for the officers

¹¹ Bangladesh Public Administration Training Centre. : Course-End-of Evaluation Reports of the SSCs, Evaluation Department, BPATC, Savar, Dhaka.

at this level. Most of the respondents opined that there should be provisions of social events/gathering on a certain interval during the course period. Otherwise the course would be monotonous to the participants.

3.4.5 The Respondents' Views about Other Issues

Most of the respondents (70.33%) opined that the course is too theoretical. On the other hand, a considerable proportion of the respondents (29.67%) opined that the course contains a nice combination of both theoretical and practical aspects [Table-14]. It should be mentioned here that the respondents have identified many of the modules, where they have suggested to incorporate practical/simulation exercises, workshops, seminars, syndicates, field visits to make the modules more effective to the participants.

The respondents identified as many as six specific reasons of selecting participants for the SSC. Those are : (a) for career planning (84.87%), (b) for promotion (78.15%), (c) for better quality of works (85.71%), (d) for developing better analytical ability (86.84%) (e) for overcoming deficiencies (83.75%) and (f)for developing better negotiation skills (92.58) [Table-15]. The respondents in another study gave more or less same types of opinions regarding this matter¹². Most of the respondents opined that the duration of the course should be reduced. Such suggestion may arise from the fact that the participants of SSC may feel monotonous during their stay at BPATC.

3.4.6 Suggestions for Improvement of the SSC in Future

The respondents have offered as many as 13 specific suggestions for further improvement of the SSC. Among them, the most important ones are : (a) Arrangement social events should be incorporated within the course activity. (55.67%), (b) Foreign study tour must be included in the course for different development exposures (56.70%), (c) More practice oriented learning methodology (35.05%), (d) BPATC should be more cautious

¹² Wahiduzzaman, M. (1984). : *Assessment of Training Need of Senior Civil Servants : A Case Study*, BPATC, Savar, Dhaka, p. 41.

about selecting guest speakers (32.99%), (e) Dormitory facilities should be improved (23.71%), (f) Telephone services should be extended to dormitory rooms (21.65%), (g) Emphasis should be given more to Public Administration rather than Development Economics (19.59%), (h) Duplication in delivering lectures should be avoided (14.43%) and (i) Compulsory stay in the dormitory for officers at this level should be omitted (12.37%) [Table-16].

By looking into the suggestions made by the respondents one might easily understand that BPATC should incorporate social events, some sorts of incentive package like foreign study tour, more practical learning methodologies and more quality guest speakers for making the course more attractive and effective to the participants.

3.4.7 Time Series Performance of BPATC

The study reveals that the average yearly number of SSCs conducted by BPATC is slightly higher than that of BASC. The yearly average number of SSC participants has increased to 1.27 persons per course at BPATC¹³ [Table-17]. The proportion of training load shared by the faculty speakers was much higher at the very inception of the centre (during 1985-86 to 1987-88). Afterwards it fell down to about less than 30% to 40% because of sudden transfer of all competent senior officials and some of the mid-level faculty members who got higher training abroad. From 1995-96, the centre regained its momentum of sharing instructional load because of the return of some in-house faculty members after receiving their foreign training and their growing capabilities [Table-18].

The training curriculum of a course like the SSC is always in changes with the increasing complexities and dimension of problems in the society. But the changes in the curriculum of the SSC did not always commensurate with the problems and complexities arose in the society and the Government. Experience suggests that some times, different modules of the course came in and went out without prior consideration of the demands of the time or felt-needs of the participants. It happened according to the wishes of the executive heads

¹³ Halim, A. S. M. Abdul & Imam, Kazi Hasan. : *Sustainability of BPATC Project*. BPATC, Dhaka, 1997, p.23. and PPR Department, BPATC.

of the institute. The concerned faculty members or departments were not even consulted in bringing about such changes. However, the time series data indicates that the rate of effectiveness of the modules included in the course curriculum of the SSC has decreased over the years [Table-19].

Since its inception in 1984, the centre has been using different methodologies in imparting SSC. The study reveals that the effectiveness of the training methodologies used by the centre has also decreased over the years in most cases [Table-20]. Management performance of some sampled SSCs indicates that only the medical facilities, classroom facilities and library facilities of the centre have improved to a considerable extent. But the effectiveness of other management performance areas like overall course direction, coordination, management and other course-related activities have decreased to a considerable extent [Table-21]. The senior course management should be more attentive to address the problems seriously.

CHAPTER – IV

4.0 Policy Suggestions and Conclusion

Bangladesh Public Administration Training Centre (BPATC) has a long experience in conducting training courses for senior-level officials of the Republic. BASC-experience has contributed a lot to develop its base expertise. Moreover, the centre has develop a strong Evaluation Department, which maintains a continuous systems approach for (indirect ways of) training needs assessment, development of course curriculum and training evaluation. The present study validates the major systems approach maintained by the centre.

4.1 Policy Suggestions

The present study has divided its policy suggestions into three major categories. They are as follows :

4.1.1 Suggestions for Curriculum Development

- (a) The present course curriculum has been found need-based and realistic and may be enriched with some additions and adjustments as illustrated in the analysis of different modules.
- (b) The centre may give a thought whether the module on “English Language” should be dropped from the SSC.
- (c) Workshops, seminars and interactions with the clientele groups may be organized on developing and designing course curriculum.
- (d) The total course contents (including time allocation & methodologies to be adopted) of the SSC at this moment should be as follows :

SUGGESTED COURSE CONTENTS

A. PUBLIC ADMINISTRATION

Module - 1 : New Public Management and Administrative Reforms

Topic Code	Name of the Topic	Methodologies to be Adopted	Time to be Allocated (in session-hours)	Speaker
PA-01	Democratic Governance : Principles and Practices	Lecture & Discussion	2	

Topic Code	Name of the Topic	Methodologies to be Adopted	Time to be Allocated (in session-hours)	Speaker
PA-02	Development Administration : Goals & Strategies	Group Exercises	1	
PA-03	Transparency and Accountability in Administration	Lecture & Discussion	1	
PA-04	New Public Management	Lecture & Discussion	1	
PA-05	Competency Framework	Lecture & Discussion	2	
PA-06	Strategic Management	Lecture & Discussion	2	
PA-07	Separation of Judiciary from Executive Functions	Lecture & Discussion	1	
PA-08	Parliamentary Procedures and Parliamentary Committee	Lecture & Discussion	1	
PA-09	Civil Service Reforms : Comparative Analysis	Lecture & Discussion	1	
PA-10	Civil Service Reforms in Bangladesh : PARC Recommendations	Group Exercises	1	
PA-11	Political Interfaces in Civil Service : Global Experiences	Lecture & Discussion	1	
PA-12	Ethics in Administration	Group Exercises	1	
PA-13	Open Discussion on the Module	Open Discussion	1	MIC

Module - 2 : Issues of National Concern

Topic Code	Name of the Topic	Methodologies to be Adopted	Time to be Allocated (in session-hours)	Speaker
PA-14	Identification and Prioritization of Major Issues of National Concern	Workshop/Seminar	A Two-Days Workshop/Seminar	
PA-15	Vision for 21 st Century : Identification of Appropriate Policies			
PA-16	Tools and Techniques for Setting Vision			
PA-17	Behaviour with Citizen			
PA-18	Burning National Concerns : Success and Failure			
PA-19	Human Resource Development Strategy for the 21 st Century			
PA-20	Corruption, Law & Order-concerns, Issues, Directions, Solutions			
PA-21	Open Discussion on the Module	Open Discussion	1	MIC

Module - 3 : Globalization and Bangladesh

Topic Code	Name of the Topic	Methodologies to be Adopted	Time to be Allocated (in session-hours)	Speaker
PA-22	Globalization : Concepts and Implications for Bangladesh	Lecture & Discussion	1	
PA-23	New Economic World Order : Northern and Southern Perspectives	Lecture & Discussion	1	
PA-24	World Bank, IMF, IDA etc. and the Changing Role of Nation State	Lecture & Discussion	1	
PA-25	GATT & WTO and the Changing Role of Nation State	Lecture & Discussion	1	
PA-26	Globalization of Industry : Implications for LDCs	Lecture & Discussion	1	
PA-27	Uruguay Round/WTO : Trade Liberalization, Implications for Bangladesh, Policies and Responses of Bangladesh	Workshop	1	
PA-28	Role of SAARC, SAPTA, SAGO, the European Union, NAFTA, ASEAN, APEC, GCB etc.	Lecture & Discussion	1	
PA-29	Role of Multinational Companies in the Internal Affairs of a Country	Group Exercises	1	
PA-30	Trade Diplomacy	Group Exercises	1	
PA-31	Open Discussion on the Module	Open Discussion	1	MIC

Module - 4 : Team Building, Leadership Development and Negotiation Techniques

Topic Code	Name of the Topic	Methodologies to be Adopted	Time to be Allocated (in session-hours)	Speaker
PA-32	Understanding Individual	Lecture & Discussion	1	
PA-33	Group and Team	Lecture & Discussion	1	
PA-34	Team Building	Lecture & Discussion	1	
PA-35	Leadership Style and Leadership Development	Lecture & Discussion & Video Presentation	1	
PA-36	Leadership Role in Team Building	Lecture & Discussion	1	
PA-37	Crisis Management Techniques	Workshop	1	
PA-38	Negotiation Techniques	Case Study	2	
PA-39	Activities of Foreign Missions and their Role in Negotiation	Lecture & Discussion	1	
PA-40	Writing Techniques of Bilateral/ Multilateral Agreement/MOU etc.	Lecture & Discussion	1	
PA-41	Open Discussion on the Module	Open Discussion	1	MIC

Module - 5 : Total Quality Management and Bangladesh Government

Topic Code	Name of the Topic	Methodologies to be Adopted	Time to be Allocated (in session-hours)	Speaker
PA-42	The Concept of Total Quality Management (TQM) & its Implication for Public Sector	Lecture & Discussion	1	
PA-43	Role of Senior Management in Implementing TQM	Lecture & Discussion	1	
PA-44	Management Methods of TQM	Lecture & Discussion	1	
PA-45	Idea Generation Methods of TQM	Lecture & Discussion	1	
PA-46	Analytical Methods of TQM	Lecture & Discussion	1	
PA-47	TQM : Grameen Bank Model or REB Model	Workshop	1	
PA-48	TQM in Public Sector Management	Exercise	1	
PA-49	Adaptation of TQM/ISO 9000 in Public Sector	Case Study	1	
PA-50	Open Discussion on the Module	Open Discussion	1	MIC

B. DEVELOPMENT ECONOMICS

Module - 6 : Understanding Macro Economic Indicators for Policy Analysis

Topic Code	Name of the Topic	Methodologies to be Adopted	Time to be Allocated (in session-hours)	Speaker
DE-51	Understanding Bangladesh Economy : Present Position, Goals and Prospects	Lecture & Discussion	1	
DE-52	Understanding Monetary Policy : Variables, Instruments and Impacts	Lecture & Discussion	1	
DE-53	Macro Variables : Tools for Policy Analysis and Macro Economic Stability	Lecture & Discussion	1	
DE-54	Micro Credit : Growth and Equity Concept	Lecture & Discussion	1	
DE-55	Institutional Capacity for Micro-credit Management : Grameen Bank Approach	Workshop	1	
DE-56	Transition Towards Market Economy	Workshop	1	
DE-57	Development Issues in Changing World : New Lessons, Old Debates, Open Questions	Lecture & Discussion	1	
DE-58	Open Discussion on the Module	Open Discussion	1	MIC

Module - 7 : International Economic Relations

Topic Code	Name of the Topic	Methodologies to be Adopted	Time to be Allocated (in session-hours)	Speaker
DE-59	Evolution of International Monetary System	Lecture & Discussion	1	
DE-60	IMF and Developing Countries	Lecture & Discussion	1	
DE-61	Aid Negotiation : Strategies and Procedures : Case of Bangladesh	Lecture & Discussion	1	
DE-62	Aid Negotiation : Donors' Perspective	Lecture & Discussion	1	
DE-63	WTO and the Bangladesh Economy	Lecture & Discussion	1	
DE-64	SAPTA and Regional Economic Cooperation	Lecture & Discussion	1	
DE-65	Trade Promotion : Role of Bangladesh Mission	Lecture & Discussion	1	
DE-66	International Debt Crisis	Lecture & Discussion	1	
DE-67	Foreign Direct Investment and Role of BOI, EPZ, EPB etc.	Lecture & Discussion	1	
DE-68	Open Discussion on the Module	Open Discussion	1	MIC

Module - 8 : Government Budgeting

Topic Code	Name of the Topic	Methodologies to be Adopted	Time to be Allocated (in session-hours)	Speaker
DE-69	Disaster, Environment and Economic Development	Lecture & Discussion	1	
DE-70	Disaster Management : Assessment and Mitigation	Lecture & Discussion and Exercise	2	
DE-71	Relief and Rehabilitation for Disaster Affected People	Group Discussion	1	
DE-72	Earth Quake, River Erosion & Arsenic Poisoning	Lecture & Discussion	1	
DE-73	Environmental Pollution and Management	Lecture & Discussion	1	
DE-74	Case Study	Group Exercise	1	
DE-75	Open Discussion on the Module	Open Discussion	1	MIC

Module - 9 : Financial Management

Topic Code	Name of the Topic	Methodologies to be Adopted	Time to be Allocated (in session-hours)	Speaker
DE-76	Fundamentals of Share Trade	Lecture & Discussion	1	
DE-77	Tax and Non-Tax Revenues, Income Tax (Importance, Scope, Laws and Regulations)	Lecture & Discussion and Exercise	2	
DE-78	Assessment of Income Tax (Practical Exercise)	Group Discussion	1	

Topic Code	Name of the Topic	Methodologies to be Adopted	Time to be Allocated (in session-hours)	Speaker
DE-79	Customs, Excise, VAT and Non-Tax Revenues	Lecture & Discussion	1	
DE-80	Reforms in Budgeting and Expenditure Control (RIBEC)	Lecture & Discussion	1	
DE-81	Preparation of Pension Paper and Its Problems	Group Exercise	1	
DE-82	Open Discussion on the Module	Open Discussion	1	MIC

Module - 10 : Administrative Reforms in Bangladesh

Topic Code	Name of the Topic	Methodologies to be Adopted	Time to be Allocated (in session-hours)	Speaker
DE-83	Changing Role of the Public Sector and Civil Service Reforms	Lecture & Discussion	1	
DE-84	Civil Service Reforms in Malaysia, Singapore, New Zealand, India and Nepal	Lecture & Discussion	1	
DE-85	A Review of the Public Sector Reforms Reports in Bangladesh : (i) Towards Better Government in Bangladesh (ii) UNDP Public Administration Sector Study (iii) Government That Works : Reforming the Public Sector	Lecture & Discussion	1 1 1	
DE-86	A Possible Reform Strategy for Bangladesh	Syndicate Discussion	1	
DE-87	Reforms in Particular Department/ Corporation e.g. BSCIC/BCIC/LGED etc.	Syndicate discussion	1	
DE-88	Problems of Implementing Reforms' Committee Report	Group Exercise	1	
DE-89	Open Discussion on the Module	Open Discussion	1	MIC

Module - 11 : Children and Women in Development

Topic Code	Name of the Topic	Methodologies to be Adopted	Time to be Allocated (in session-hours)	Speaker
DE-83	Gender Analysis in Development Policy and Planning	Workshop	3	
DE-84	Issues of Children and Women : Bangladesh Perspective	Lecture & Discussion	1	
DE-85	National Action Plan for Children & Women Development	Lecture & Discussion	1	
DE-86	Violence Against Women	Group Exercise	1	

Topic Code	Name of the Topic	Methodologies to be Adopted	Time to be Allocated (in session-hours)	Speaker
DE-87	Reproductive Health	Lecture & Discussion	1	
DE-88	Women Empowerment	Group Exercise	1	
DE-89	Open Discussion on the Module	Open Discussion	1	MIC

Module - 12 : Project Management

Topic Code	Name of the Topic	Methodologies to be Adopted	Time to be Allocated (in session-hours)	Speaker
DE-90	Planning a Project	Lecture & Discussion	1	
DE-91	Tools and Techniques in Project Planning	Lecture & Discussion	2	
DE-92	Logical Framework	Lecture & Discussion	2	
DE-94	Financial Irregularities	Case Studies	1	
DE-95	Project Management : Review of Model Cases	Group Exercise	1	
DE-96	Role of Top Management in Project Management	Lecture & Discussion	1	
DE-97	Project Implementation : Tools, Techniques and Problems	Lecture & Discussion	1	
DE-98	Open Discussion on the Module	Open Discussion	1	MIC

Module - 13 : Sustainable Development

Topic Code	Name of the Topic	Methodologies to be Adopted	Time to be Allocated (in session-hours)	Speaker
DE-99	Sustainable Development : Background, Issues and Concepts	Lecture & Discussion	1	
DE-100	Environment and Development : International Perspectives and Its Problems for Developing Nations	Lecture & Discussion	1	
DE-101	Environmental Degradation and Global Warming : Effects on Bangladesh	Lecture & Discussion	1	
DE-102	Energy Crisis and Bangladesh : Problems & Prospects	Case Studies	1	
DE-103	Bangladesh's Strategy for Sustainable Development and Obligations Towards Related International Agreements	Group Exercise	1	
DE-104	Water Resources Management	Lecture & Discussion	1	
DE-105	Water Sharing with India in Respect of Major Rivers	Lecture & Discussion	1	
DE-106	Environmental Impact Assessment (EIA) : Concepts and Issues	Lecture & Discussion	1	

Topic Code	Name of the Topic	Methodologies to be Adopted	Time to be Allocated (in session-hours)	Speaker
DE-107	EIA : Evaluation Methodology and Exercise	Case Studies	1	
DE-108	Open Discussion on the Module	Open Discussion	1	MIC

C. SPECIAL MODULES

Module - 14 : Experience Sharing in Attaining Administrative Efficiency : Lessons from Life

Topic Code	Name of the Topic	Methodologies to be Adopted	Time to be Allocated (in session-hours)	Speaker
SP-109	Managing Own Work : Planning, Assigning Priorities, Meeting Deadlines, Monitoring Systems and Procedures	Participants' Presentation	1	
SP-110	Managing Resources : Forecasting Requirements, Priorities and Allocating Resources, Monitoring, Accounting for and Reporting on Usage	Participants' Presentation	1	
SP-111	Gender Awareness, Sexual Harassment and Cultural Diversity	Participants' Presentation	1	
SP-112	Performance Management	Participants' Presentation	1	
SP-113	Setting Standards	Participants' Presentation	1	
SP-114	Personnel Management	Participants' Presentation	1	
SP-115	Customer/Supplier Principles : the Citizen as "Customer"	Participants' Presentation	1	
SP-116	Customer Consultation/Market Research	Participants' Presentation	1	
SP-117	Customer Charters	Participants' Presentation	1	
SP-118	Managing Complaints / Dissatisfaction	Participants' Presentation	1	
SP-119	Productivity Improvement Techniques	Participants' Presentation	1	
SP-120	Problem Solving and Innovation Contracting Out	Participants' Presentation	1	
SP-121	Managing the Political-Civil Service interface	Participants' Presentation	1	
SP-122	Analytical Techniques (SWOT, PEST, Stakeholder Analysis etc.)	Participants' Presentation	1	
SP-123	Public Administration as a Tool for Efficiency Development in Organization	Participants' Presentation	1	
SP-124	Privatization	Participants' Presentation	1	
SP-125	Ethical Values in Administration	Participants' Presentation	1	
SP-126	Open Discussion on the Module	Open Discussion	1	MIC

Module : Module - 15 : Computer Skills

Topic Code	Name of the Topic	Methodologies to be Adopted	Time to be Allocated (in session-hours)	Speaker
CS-127	Introduction to Computer	Lecture & Discussion	1	
CS-128	Operating System : Windows	Lecture & Discussion	1	
CS-129	Typing Tutor	Lecture & Practice	8	
CS-130	Word Processing : MS Word	Lecture & Practice	10	
CS-131	MS Excel	Lecture & Practice	8	
CS-132	Power Point	Lecture & Practice	10	
CS-133	Internet	Lecture & Practice	3	
CS-134	Project Management : MS Project	Lecture & Practice	5	
CS-135	Multimedia and GIS	Lecture & Practice	1	
CS-129	Open Discussion on the Module	Open Discussion	1	MIC

4.1.2 Suggestions for Improving Effectiveness of the Course

- (a) The present course objectives should be kept intact.
- (b) Handout/synopsis paper should be should be supplied to the participants for each topic prior to the sessions.
- (c) Arrangement of "Open Discussion" after completion of every module should be made.
- (d) The speakers selected should have sound knowledge on the subject matter and be well prepared before lecture.
- (e) All possible modules of the course should be designed in such a way that it would be much more practical/simulation exercise-oriented rather than theoretical ones.
- (f) For increased effectiveness, suggestions made in the indices for respective modules should be followed strictly.
- (g) Involvement of every participant should be ensured by assigning tasks in any form like home task, group works, individual contribution to session, exercises etc.
- (h) There should be some sorts of incentive package like foreign study tour for making the course more attractive to the participants.
- (i) BPATC should nourish/maintain a systematic approach for bringing about any change in the course curriculum.
- (i) Only the capable Government officials should be brought on deputation. BPATC authority should be strict to this principle.

- (j) Objectives and evaluation methods of each module should be set earlier.
- (k) Speakers and training methodologies to be used should be set prior to release the course brochure.

4.1.3 Suggestions for Improving the Effectiveness of the Course Management System

- (a) The prescribed course requirements like the participants' compulsory stay in the dormitory, punctuality in attendance, at least 95% attendance of the scheduled sessions, undertaking other prescribed activities, the existing evaluation system, dress code of the centre, manners etc. should be strictly followed and maintained.
- (b) BPATC should be more conscious about selecting Guest Speaker. Only competent Guest Speakers should be invited/hired.
- (c) More coordinated efforts need to be made by the course administration and different service providing departments.
- (d) Dormitory facilities should be improved and telephone services (PABX line) should be extended to each dormitory room allotted to the participants.
- (e) In designing course curriculum, emphasis should be given more on Public Administration rather than Development Economics.
- (f) The senior management should devote more time and efforts to increase the effectiveness of course management and ensure better quality training.
- (g) Social events/pleasure trips may be arranged every fortnightly.
- (h) Internal study tour programme should be designed in such a way that it covers the "Central Theme" of the course.

4.2 Conclusion

The SSC is a career development management training programme for the senior-level Government officials. Changes in the society and Government system play a vital role in shaping their responsibilities. On the other hand, curriculum development for a training programme is a continuous process. Curriculum of a training programme should be designed in such a way that it fulfills the demands and needs of the clientele groups. In

view of this the existing curriculum of the SSC is more or less okay. Some changes have been suggested in the course curriculum to make it more effective.

BPATC has its own way of assessing training needs (through its own systems approach : evaluation, refreshers' course, workshops/seminars and interactions with the clientele groups), developing curriculum and designing courses appropriately. Continuous feedback procedures help making the curriculum and management system more and more effective. The present study validates the systems approach maintained by the centre. The centre can go on with the existing curriculum with some additions and adjustments as suggested through this study. Different academic Divisions of the centre may give further efforts in avoiding duplications, if any, and in ensuring better quality training to the participants.

DATA FROM PRIMARY SOURCE

Table-1 : Distribution of Respondents By Cadre & Age-Group

<i>Name of Cadre</i>	<i>Age-Group (in Years) / Distribution in %</i>					
	<i>> 40</i>	<i>40-45</i>	<i>46-50</i>	<i>51-55</i>	<i>55 +</i>	<i>Total</i>
BCS (Administration)			21(21.65)	29(29.90)		50(51.55)
BCS (Railway Eng.)				3(3.09)		3(3.09)
BCS (Economic)				5(5.15)		5(5.15)
BCS (Information)				3(3.09)		3(3.09)
BCS (General Education)				9(9.28)		9(9.28)
BCS (Postal)			3(3.09)			3(3.09)
BCS (Engineering)				4(4.12)		4(4.12)
BCS (Railway Transportation)			4(4.12)			4(4.12)
BCS (Audit & Accounts)				8(8.25)		8(8.25)
Non-Cadre/Trainer		2(2.06)	1(1.03)	1(1.03)	2(2.06)	6(6.19)
Army		2(2.06)				2(2.06)
Total		4(4.12)	8(8.25)	83(85.57)	2(2.06)	97(100.00)

[Note : Figure within parenthesis indicate relative frequency]

Table-2 : Distribution of Respondents By Cadre & Length of Services

<i>Name of Cadre</i>	<i>Length of Services (in Years) / Distribution in %</i>					
	<i>11-15</i>	<i>16-20</i>	<i>21-25</i>	<i>26-30</i>	<i>30 +</i>	<i>Total</i>
BCS (Administration)			4(4.12)	37(38.14)	9(9.28)	50(51.55)
BCS (Railway Eng.)				2(2.06)	1(1.03)	3(3.09)
BCS (Economic)				3(3.09)	2(2.06)	5(5.15)
BCS (Information)				2(2.06)	1(1.03)	3(3.09)
BCS (General Education)				7(7.22)	2(2.06)	9(9.28)
BCS (Postal)				1(1.03)	2(2.06)	3(3.09)
BCS (Engineering)				2(2.06)	2(2.06)	4(4.12)
BCS (Railway Transportation)				1(1.03)	3(3.09)	4(4.12)
BCS (Audit & Accounts)			3(3.09)	5(5.15)		8(8.25)
Non-Cadre/Trainer		2(2.06)	1(1.03)	1(1.03)	2(2.06)	6(6.19)
Army			2(2.06)			2(2.06)
Total		2(2.06)	10(10.31)	61(62.89)	24(24.74)	97(100.00)

[Note : Figure within parenthesis indicate relative frequency]

Table-3 : Distribution of Respondents By Cadre & Last Educational Attainment

Name of Cadre	Last Educational Attainment / Distribution in %				
	BSc/BCom/BA	MSc/MCom/MA	MS/MPhil	PhD	Total
BCS (Administration)	8(8.25)	42(43.30)			50(51.55)
BCS (Railway Eng.)	3(3.09)				3(3.09)
BCS (Economic)		3(3.09)	2(2.06)		5(5.15)
BCS (Information)		3(3.09)			3(3.09)
BCS (General Education)		8(8.25)	1(1.03)		9(9.28)
BCS (Postal)		3(3.09)			3(3.09)
BCS (Engineering)	4(4.12)				4(4.12)
BCS (Railway Transportation)		4(4.12)			4(4.12)
BCS (Audit & Accounts)	4(4.12)	4(4.12)			8(8.25)
Non-Cadre/Trainer		1(1.03)	3(3.09)	2(2.06)	6(6.19)
Army	2(2.06)				2(2.06)
Total	21(21.65)	63(64.95)	6(6.19)	2(2.06)	97(100.00)

[Note : Figure within parenthesis indicate actual number of respondents]

Table-4 : Distribution of Respondents By Types & Duration of Training Received

Types of Training Received	Duration of Training (in Month) / Distribution (%)					
	> 0.5	0.5-1.0	1.1-2.0	2.1-5.0	5.0 +	Total
a. In-Country Training						
Foundation			12(13.19)	4(4.40)	12(13.19)	28(30.77)
Orientation Course	4(4.40)					4(4.40)
Survey and Settlement				25(27.47)		25(27.47)
ACAD				38(41.76)		38(41.76)
SSC				27(29.67)		27(29.67)
Railway Operation/Probation Training					7(7.69)	7(7.69)
Postal Management			3(3.30)	4(4.40)		7(7.69)
Rural Development		3(3.30)		5(5.49)		8(8.79)
Education Management	3(3.30)					3(3.30)
Conduct and Discipline	4(4.40)					4(4.40)
Procurement of Goods & Services under Foreign Assistance	4(4.40)					4(4.40)
Project Planning, Implementation and Monitoring		13(14.29)		4(4.40)		17(18.68)
Industrial Management		3(3.30)			17(18.68)	20(21.98)
Industrial Laws			4(4.40)			4(4.40)
Advanced Law, Accounting & Administration	4(4.40)	22(24.18)	4(4.40)	9(9.89)	11(12.09)	50(54.95)
Administrative Management & Planning	3(3.30)	4(4.40)		4(4.40)		11(12.09)
Local Level Planning		4(4.40)				4(4.40)
Team Building and Leadership	4(4.40)	4(4.40)				8(8.25)
Personnel Management		3(3.30)				3(3.30)

Tables : Primary Data /SSC

<i>Types of Training Received</i>	<i>Duration of Training (in Month) / Distribution in %</i>					
	<i>> 0.5</i>	<i>0.5-1.0</i>	<i>1.1-2.0</i>	<i>2.1-5.0</i>	<i>5.0 +</i>	<i>Total</i>
BMA		2(2.20)				2(2.20)
Planning and Development Management		4(4.40)				4(4.40)
Inf. Need Analysis & Systems Design				2(2.20)		2(2.20)
Programming in BASIC		2(2.20)				2(2.20)
Adv. Appl. Package & Computer Basics				1(1.10)		1(1.10)
Programming in PASCAL			2(2.20)			2(2.20)
Planning and Development Management		4(4.40)				4(4.40)
Sub-Total-a	27(29.67)	68(74.73)	25(27.47)	110(120.88)	47(51.65)	277(304.40)
b. Training Abroad						
Industrial Management				12(13.19)	13(14.29)	25(27.47)
Postal Administration		3(3.30)				3(3.30)
Foundation on Railway				2(2.20)		2(2.20)
Administration and Development		4(4.40)	4(4.40)			8(8.25)
Executive Development Programme			4(4.40)			4(4.40)
Planning and Management				5(5.49)		5(5.49)
Manpower Development				3(3.30)		3(3.30)
On the Job Training				1(1.10)		1(1.10)
Industrial Management					4(4.40)	4(4.40)
Induction Course on Railway Operation				2(2.20)		2(2.20)
European Export Market		4(4.40)				4(4.40)
International Export Market			3(3.30)			3(3.30)
Techniques of Export to Internl. Market			3(3.30)			3(3.30)
Rural Development				12(13.19)		12(13.19)
Marine Vessels and Motors				1(1.10)		1(1.10)
Diesel Electric Locomotives				2(2.20)		2(2.20)
Family Planning Programme		4(4.40)	4(4.40)	4(4.40)		12(13.19)
Disaster Management & Preparedness	4(4.40)					4(4.40)
Trade Development and Promotion	3(3.30)					3(3.30)
Water & Sewerage Management	3(3.30)					3(3.30)
Population Management		3(3.30)				3(3.30)
Economic Management		5(5.49)	4(4.40)			9(9.89)
Financial Management		4(4.40)			4(4.40)	8(8.79)
Appropriate Management of Agriculture Cooperative		4(4.40)				4(4.40)
Community Development		3(3.30)				3(3.30)
Negotiation	5(5.49)					5(5.49)
Structured System Analysis & Design			2(2.20)			2(2.20)
Sr. System Analyst/Designer Course					1(1.10)	1(1.10)
Sub-Total-b	15(16.48)	34(37.36)	24(26.37)	44(48.35)	22(24.18)	139(152.75)
Grand Total	42(46.15)	102(112.09)	49(53.85)	154(169.23)	69(75.82)	516(567.03)

[Note : Figure includes multiple responses. Trainers are not included, Academic degrees like MS, MPhil or PhD. etc are not included.]

Table-5 : Distribution of Respondents By Reasons of Getting Nomination for the SSC Course

Reasons of Getting Nomination	Responses	
	No.	%
i. Nominated by the authority	46	50.55
ii. Nomination wanted by the Ministry of Establishment	54	59.34
iii. This training is mandatory for next promotion	66	72.53
iv. The training course is available at the BPATC	37	40.66
v. Policy of the authority to train officers	50	54.95
vi. For new position with more responsibilities	29	31.87
vii. This training enhance knowledge, skills and attitudes	70	76.92
viii. To improve the existing standard of work in the organisation	46	50.55
ix. To build my Career	54	59.34
x. To develop more confidence in decision making	58	63.74
xi. For better developing, guiding and supervising the sub-ordinates		
xii. To perform my jobs in a better manner	50	54.95
xiii. For quick and efficient disposal of problems	54	59.34
xiv. To develop Leadership & decision making quality.	41	50.05
xv. My own request.	58	63.74
xvi. To know the latest Global situation	4	4.40
	4	4.40

[Note : Figure includes multiple responses. Trainers are not included]

Table-6 : Distribution of Respondents By Cadre & Percentage Benefits Received Through Attending the ACAD Course

Name of Cadre	Benefits in % / (Distribution of Respondents in %)				
	40%	60%	80%	100%	Benefits Average %
BCS (Administration)		29(29.90)	4(4.12)	17(17.53)	75.00
BCS (Railway Eng.)			3(3.09)		80.00
BCS (Economic)				5(5.15)	100.00
BCS (Information)			2(2.06)	1(1.03)	86.67
BCS (General Education)		5(5.15)	2(2.06)	2(2.06)	73.33
BCS (Postal)			3(3.09)		80.00
BCS (Engineering)			4(4.12)		80.00
BCS (Railway Transportation)			4(4.12)		80.00
BCS (Audit & Accounts)			4(4.12)	4(4.12)	90.00
Non-Cadre/Trainer			4(4.12)	2(2.06)	86.67
Army				2(2.06)	100.00
Total/Average		34(35.05)	30(30.93)	33(34.02)	79.70

[Note : Figure within parenthesis indicate relative frequency.]

Table-7 : Distribution of Respondents By Whether They Are More Confident in Doing the Following Works in Accomplishing Their Present Jobs After Completion of the SSC.

Types of Works	Types of Responses / Intensity of Rating in %		
	No	Yes	If Yes, Rating %
Planning		97(100.00)	83.33
Organising		97(100.00)	83.33
Delegating		97(100.00)	73.81
Policy Formulating		97(100.00)	90.48
Motivating		97(100.00)	88.10
Co-ordinating		97(100.00)	85.00
Supervising		97(100.00)	89.68
Communicating		97(100.00)	87.30
Budgeting		97(100.00)	76.52
Negotiating		97(100.00)	83.33
Analysing Problems		97(100.00)	84.92
Managing Problems		97(100.00)	89.68
Decision Making		97(100.00)	89.17
Total Average		97(100.00)	84.97

[Note : Figure includes multiple responses and Figure within parenthesis indicate relative frequency.]

Table-8 : Distribution of Respondents By Their Types of Needs Catered Through Participating the SSC

Types of Needs Catered	Responses	
	No	%
Appropriately Yes	66	72.53
Partly Yes	25	27.47
No		
Total	91	100.00

[Note : Trainers are not included.]

Table-8.1 : Distribution of Respondents By Their Given Reasons Why the Course Partly Catered Their Organizational Needs

Given Reasons	Responses	
	No	%
Curriculum should be more need-based.	13	13.40
The course is primarily geared to the training needs of Joint Secretaries of Ministries — Other participants have not much to learn from it.	8	6.25
Some more related and important subjects like diplomacy, diplomatic negotiation and magisterial procedures and handling etc. are not covered.	3	3.09
Because of the level & ideas of the resource persons.	1	1.03
Total	25	27.47

Table-9.1 : Distribution of Respondents By Relevancy of Module – 1 : Public Administration (including its Topic(s))

Code	Topics of the Module	Relevancy %
PA-01	Democratic Governance : Principles and Practices	85.71
PA-02	Development Administration : Goals & Strategies	88.89
PA-03	Transparency and Accountability	84.92
PA-04	Ethics in Civil Service	81.75
PA-05	New Concepts in Public Sector : New Public Management, Reinventing Government	84.13
PA-06	Local Government System : Regional Experience	72.22
PA-07	Parliamentary Procedures and Parliamentary Committee	69.84
Total Average		81.07

Index-1 : Distribution of Respondents By Their Suggestions for Inclusion of New Topic(s) or Omission of any Existing Topic(s) in the Module – 1 : Public Administration

Name of the Suggested New Topic(s)	Responses	
	No	%
Separation of Judiciary from Executive Functions	9	9.28
Regional and Local Level Planning and Development	2	2.06
Foreign Policy of Bangladesh and Related Matters	8	8.25
Political Interfaces in Civil Service : Global Experiences	13	13.40
Inter-Cadre Cooperation	3	3.09
Total	35	36.08

Index-2 : Distribution of Respondents By Their Suggestions With Regards to Learning Methodology of the Topic(s) of the Module – 1 : Public Administration

Name of the Suggested New Learning Methodology	Responses	
	No	%
Hand-out should be given prior to the session	8	8.25
The speakers should have sound theoretical knowledge on the subjects and they must be well-prepared before lecture.	8	8.25
Presentation should be systematic.	1	1.03
Arrangement of open discussion after completion of each module	15	15.46
Group works may be increased and class lecture may be reduced.	2	2.06
Practical demonstration, field visit	2	2.06
Experience sharing with foreign countries	1	1.03
Total	37	38.14

Table-9.2 : Distribution of Respondents By Relevancy of the Module – 1(b) : Issues of National Concern (including its Topic(s))

Code	Topics of the Module	Relevancy %
PA-08	Identification and Prioritisation of Major Issues of National Concern	88.89
PA-09	Vision for 21 st Century	88.09
PA-10	Identification of Appropriate Policies for 21 st Century	86.51
PA-11	Corruption, Law & Order-concerns, Issues, Directions, Solutions	90.48
Total Average		88.49

Index-3 : Distribution of Respondents By Their Suggestions for Inclusion of New Topic(s) or Omission of any Existing Topic(s) in the Module - 2 : Issues of National Concern

Name of the Suggested New Topic(s)	Responses	
	No	%
Behaviour with Citizen	9	9.28
Tools and Techniques for Setting Vision	6	6.19
Students' Politics and Students in Politics	3	3.09
Burning National Concerns : Success and Failure	13	13.40
Human Resource Development Strategy for 21 st Century	11	11.34
Sub-Total	42	43.30
Name of the Suggested Existing Topic(s) to be Omitted		
PA-09 and PA-10 may be amalgamated into one topic	12	12.37
Sub-Total	12	12.37
Total	54	55.67

Index-4 : Distribution of Respondents By Their Suggestions With Regards to Learning Methodology of the Topic(s) of the Module - 2 : Issues of National Concern

Name of the Suggested New Learning Methodology	Responses	
	No	%
Seminar/Workshop	25	25.77
More field study, interaction with Ministers, Members of Parliament and different professional groups	3	3.09
Panel discussion : leading politicians along with technocrats may be invited.	2	2.06
More interaction with police force (for PA-11)	1	1.03
Practical exercises	2	2.06
Total	33	34.02

Table-9.3 : Distribution of Respondents By Relevancy of the Module - 3 : Globalization and Bangladesh (including its Topic(s))

Code	Topics of the Module	Relevancy %
PA-12	Globalization : Definition and Implications for Bangladesh	85.71
PA-13	New Economic World Order : Northern and Southern Perspectives	81.75
PA-14	World bank, IMF, IDA, GATT, WTO, etc and the Changing Role of Nation State.	89.68
PA-15	Globalization of Industry : Implications for LDCs	87.30
PA-16	Uruguay Round/WTO : Trade Liberalization, Implications for Bangladesh, Policies and Responses of Bangladesh	89.68
PA-17	Role of SAARC, SAPTA, SAGO, the European Union, NAFTA, ASEAN, APEC, GCB etc.	81.75
Total Average		85.98

Index-5 : Distribution of Respondents By Their Suggestions for Inclusion of New Topic(s) or Omission of any Existing Topic(s) in the Module – 3 : Globalization and Bangladesh

Name of the Suggested New Topic(s)	Responses	
	No	%
European Currency Unit : Implications for Bangladesh	5	5.15
GATT, WTO may be separated from PA-14	14	14.43
Money and Banking	1	1.03
Role of Multinational Companies in the Internal Affairs of a Country	9	9.28
Trade Diplomacy	6	6.19
Total	35	36.08

Index-6 : Distribution of Respondents By Their Suggestions With Regards to Learning Methodology of the Topic(s) of the Module – 3 : Globalization and Bangladesh

Name of the Suggested New Learning Methodology	Responses	
	No	%
Workshop on Trade Liberalization	11	11.34
Balance in lecture and interactions with the participants	14	14.43
Case studies	1	1.03
Total	26	26.80

Table-9.4 : Distribution of Respondents By Relevancy of the Module – 4 : Negotiation Techniques and Conference Techniques (including its Topic(s))

Code	Topics of the Module	Relevancy %
PA-18	Negotiation Techniques	87.30
PA-19	Conference Techniques	86.51
Total Average		86.91

Index-7 : Distribution of Respondents By Their Suggestions for Inclusion of New Topic(s) or Omission of any Existing Topic(s) in the Module – 4 : Negotiation Techniques and Conference Techniques

Name of the Suggested New Topic(s)	Responses	
	No	%
Activities of Foreign Missions and their Role in Negotiation	7	7.22
Crisis Management Techniques	8	8.25
Writing Techniques of Bilateral/Multilateral Agreement/MOU etc.	17	17.53
Total	32	32.99

Index-8 : Distribution of Respondents By Their Suggestions With Regards to Learning Methodology of the Topic(s) of the Module – 4 : Negotiation Techniques and Conference Techniques

Name of the Suggested New Learning Methodology	Responses	
	No	%
Practical exercises (on negotiation techniques) should be incorporated	24	24.74
Theory and exercise on crisis management	1	1.03
Group exercise	1	1.03
Module-4 and Module-5 should be amalgamated into one Module	19	19.59
Case Study on Negotiation Techniques	9	9.28
Total	54	55.67

Table-9.5 : Distribution of Respondents By Relevancy of the Module – 5 : Team Building (including its Topic(s))

Code	Topics of the Module	Relevancy %
PA-20	Understanding individual	86.67
PA-21	Group and Team	82.50
PA-22	Game	69.50
PA-23	Leadership Role in Team Building	87.50
Total Average		81.54

Index-9 : Distribution of Respondents By Their Suggestions for Inclusion of New Topic(s) or Omission of any Existing Topic(s) in the Module - 5 : Team Building

Name of the Suggested New Topic(s)	Responses	
	No	%
Confidence Building	2	2.06
“Real Life Experiences” may be included instead of “Game”	1	1.03
Ethics and Human Values	1	1.03
Tradition and Customs	1	1.03
Team Building	11	11.34
Leadership Style and Leadership Development	13	13.40
Sub-Total-A	29	29.90
Name of the Suggested Existing Topic(s) to be Omitted		
PA-21 : Group and Team	1	1.03
PA-22 : Game	15	15.46
Sub-Total-B	16	16.49
Grand Total (A + B)	45	46.39

Index-10 : Distribution of Respondents By Their Suggestions With Regards to Learning Methodology of the Topic(s) of the Module - 5 : Team Building

Name of the Suggested New Learning Methodology	Responses	
	No	%
Module-4 and Module-5 should be amalgamated into one Module	19	19.59
Video Presentations (for leadership development)	1	1.03
Total	20	20.62

Table-9.6 : Distribution of Respondents By Relevancy of the Module - 6 : Total Quality Management and Bangladesh Government (including its Topic(s))

Code	Topics of the Module	Relevancy %
PA-24	The Concept of Total Quality Management (TQM) & its Implication for Public Sector	83.33
PA-25	Role of Senior Management in Implementing TQM	84.92
PA-26	Management Methods of TQM	82.54
PA-27	Idea Generation Methods of TQM	80.95
PA-28	Analytical Methods of TQM	80.95
Total Average		82.54

Index-11 : Distribution of Respondents By Their Suggestions for Inclusion of New Topic(s) or Omission of any Existing Topic(s) in the Module – 6 : Total Quality Management and Bangladesh Government

Name of the Suggested New Topic(s)	Responses	
	No	%
TQM : Grameen Bank Model or REB Model	9	9.28
Adaptation of TQM/ISO 9000 in Public Sector	8	8.25
TQM in Public Sector Management	10	10.31
Total	37	38.14

Index-12 : Distribution of Respondents By Their Suggestions With Regards to Learning Methodology of the Topic(s) of the Module – 6 : Total Quality Management and Bangladesh Government

Name of the Suggested New Learning Methodology	Responses	
	No	%
Foreign Study Tour	1	1.03
Practical exercises	17	17.53
Total	18	18.56

SUBJECT AREA-B : DEVELOPMENT ECONOMICS**Table-9.7 : Distribution of Respondents By Relevancy of the Module – 7 : Understanding Macro Economic Indicators for Policy Analysis (including its Topic(s))**

Code	Topics of the Module	Relevancy %
DE-29	Understanding Bangladesh Economy : Present Position, Goals and Prospects	84.92
DE-30	Understanding Budget : Impact of Economy, Economic Sectors and the General Public	78.58
DE-31	Understanding Monetary Policy : Variables, Instruments and Impacts	79.37
DE-32	Macro Variables : Tools for Policy Analysis	
DE-33	Micro Credit : Growth and Equity Concept	81.75
DE-34	Transition Towards Market Economy	86.51
DE-35	Development Issues in Changing World : New Lessons, Old Debates, Open Questions	80.16
		85.71
DE-36	Macro Economic Stability	81.75
Total Average		82.34

Index-13 : Distribution of Respondents By Their Suggestions for Inclusion of New Topic(s) or Omission of any Existing Topic(s) in the Module – 7 : Understanding Macro Economic Indicators for Policy Analysis

Name of the Suggested New Topic(s)	Responses	
	No	%
Institutional Capacity for Micro-credit Management : Grameen Bank Approach	19	19.59
Macro-Economic Development and Its Effect on Overall Economic Development of Bangladesh	1	1.03
Financial Management instead of DE-30.	1	1.03
Sub-Total	21	21.69
Name of the Suggested Existing Topic(s) to be Omitted		
DE-36 may be amalgamated with DE-32.	12	12.37
DE-30 may be dropped from this module.	18	18.56
Sub-Total	30	30.93
Total	51	52.58

Index-14 : Distribution of Respondents By Their Suggestions With Regards to Learning Methodology of the Topic(s) of the Module – 7 : Understanding Macro Economic Indicators for Policy Analysis

Name of the Suggested New Learning Methodology	Responses	
	No	%
Group discussion after lecture	8	8.25
Exercise with practical examples	1	1.03
Short study tour	1	1.03
Case studies	3	3.09
More experts should be invited	1	1.03
Workshops on Micro-credit and Market Economy	9	9.28
Total	23	23.71

Table-9.8 : Distribution of Respondents By Relevancy of the Module – 8 : International Economic Relations (including its Topic(s))

Code	Topics of the Module	Relevancy %
DE-37	Evolution of International Monetary System	80.16
DE-38	IMF and Developing Countries	82.54
DE-39	Aid Negotiation : Strategies and Procedures : Case of Bangladesh	88.09
DE-40	Aid Negotiation : Donors' Perspective	88.89
DE-41	WTO and the Bangladesh Economy	84.92
DE-42	SAPTA and Regional Economic Cooperation	86.51
DE-43	Trade Promotion : Role of Bangladesh Mission	86.51
DE-44	International Debt Crisis	82.54
Total Average		85.02

Index-15 : Distribution of Respondents By Their Suggestions for Inclusion of New Topic(s) or Omission of any Existing Topic(s) in the Module - 8 : International Economic Relations

Name of the Suggested New Topic(s)	Responses	
	No	%
Foreign Direct Investment and Role of BOI, EPZ, EPB etc.	15	15.46
Sub-Total	15	15.46
Name of the Suggested Existing Topic(s) to be Omitted		
DE-38 may be amalgamated with PA-14	17	17.53
DE-41 may be amalgamated with PA-16	12	12.37
DE-42 may be amalgamated with PA-17	14	14.43
Sub-Total	43	44.33
Total	58	59.79

Index-16 : Distribution of Respondents By Their Suggestions With Regards to Learning Methodology of the Topic(s) of the Module - 8 : International Economic Relations

Name of the Suggested New Learning Methodology	Responses	
	No	%
Visit to WB, UNDP, IMF Office may be made.	1	1.03
Visit to EPZ may be made.	1	1.03
Total	2	2.06

Table-9.9 : Distribution of Respondents By Relevancy of the Module - 9 : Economic Sector Reforms : Agenda for Action (including its Topic(s))

Code	Topics of the Module	Relevancy %
DE-45	Panel Discussion	69.37
DE-46	Panel Discussion	70.16
DE-47	Panel Discussion	70.16
Total Average		69.90

Index-17 : Distribution of Respondents By Their Suggestions for Inclusion of New Topic(s) or Omission of any Existing Topic(s) in the Module – 9 : Economic Sector Reforms : Agenda for Action

Name of the Suggested New Topic(s)	Responses	
	No	%
Economic Sector Reforms (A Workshop may be Organized)	3	3.09
Sub-Total	3	3.09
Name of the Suggested Existing Topic(s) to be Omitted		
This module can be omitted.	16	16.49
Sub-Total	16	16.49
Total	19	19.59

Index-18 : Distribution of Respondents By Their Suggestions With Regards to Learning Methodology of the Topic(s) of the Module – 9 : Economic Sector Reforms : Agenda for Action

Name of the Suggested New Learning Methodology	Responses	
	No	%
More action and result oriented learning	1	1.03
Experts with international capabilities must be included in the discussion for making it meaningful and lively.	1	1.03
Total	2	2.06

Table-9.10 : Distribution of Respondents By Relevancy of the Module – 10 : Disaster Management (including its Topic(s))

Code	Topics of the Module	Relevancy %
DE-48	Disaster and Development/Environment	83.33
DE-49	Disaster Economics	80.00
DE-50	Disaster Assessment and Mitigation	80.16
DE-51	Flood Management and Environment	81.75
DE-52	Disaster Management in Bangladesh	80.95
DE-53	Simulation/Case Study	81.67
Total Average		81.31

Index-19 : Distribution of Respondents By Their Suggestions for Inclusion of New Topic(s) or Omission of any Existing Topic(s) in the Module – 10 : Disaster Management

Name of the Suggested New Topic(s)	Responses	
	No	%
More classes on Disaster Management should be included.	1	1.03
Relief and Rehabilitation for Disaster Affected People	9	9.28
Earth Quake, River Erosion & Arsenic Poisoning should be included	11	11.34
Water Resources Management	1	1.03
Food Security	1	1.03
Environmental Pollution and Management	13	13.40
Sub-Total	36	37.11
Name of the Suggested Existing Topic(s) to be Omitted		
DE-48 and DE-49 should be amalgamated into one topic	12	12.37
DE-50, DE-51 and DE-52 should be amalgamated into one topic	15	15.46
Classes in the module should be reduced (too many sessions on the same topic/issue).	1	1.03
This module may be omitted.	1	1.03
Sub-Total	29	29.90
Total	65	67.01

Index-20 : Distribution of Respondents By Their Suggestions With Regards to Learning Methodology of the Topic(s) of the Module – 10 : Disaster Management

Name of the Suggested New Learning Methodology	Responses	
	No	%
More exposure to practical aspect.	1	1.03
A small workshop will be helpful	1	1.03
Some case studies should be included.	7	7.22
Syndicate discussion may be more effective	1	1.03
Total	10	10.31

Table-9.11 : Distribution of Respondents By Relevancy of the Module – 11 : Financial Management (including its Topic(s))

Code	Topics of the Module	Relevancy %
DE-54	Fundamentals of Share Trade	76.98
DE-55	Tax and Non-Tax Revenues, Income Tax (Importance, Scope, Laws and Regulations)	83.33
DE-56	Assessment of Income Tax (Practical Exercise)	85.71
DE-57	Customs, Excise, VAT and Non-Tax Revenues	82.54
DE-58	Reforms in Budgeting and Expenditure Control (RIBEC)	81.75
Total Average		83.06

Index-21 : Distribution of Respondents By Their Suggestions for Inclusion of New Topic(s) or Omission of any Existing Topic(s) in the Module – 11 : Financial Management

Name of the Suggested New Topic(s)	Responses	
	No	%
Preparation of Pension Paper and Its Problems	21	21.65
Money Market	1	1.03
Sub-Total	22	22.68
Name of the Suggested Existing Topic(s) to be Omitted		
DE-58 may be omitted.	1	1.03
DE-56 may be omitted.	1	1.03
Sub-Total	2	2.06
Total	24	24.74

Index-22 : Distribution of Respondents By Their Suggestions With Regards to Learning Methodology of the Topic(s) of the Module – 11 : Financial Management

Name of the Suggested New Learning Methodology	Responses	
	No	%
More case studies	1	1.03
Total	1	1.03

Table-9.12 : Distribution of Respondents By Relevancy of the Module – 12 : Central Theme : Administrative Reforms in Bangladesh (including its Topic(s))

Code	Topics of the Module	Relevancy %
DE-59	Changing Role of the Public Sector and Civil Service Reforms	89.68
DE-60	Civil Service Reforms in Malaysia, Singapore, New Zealand, India and Nepal	86.51
DE-61	A Review of the Public Sector Reforms Reports in Bangladesh : (i) Towards Better Government in Bangladesh (ii) UNDP Public Administration Sector Study (iii) Government That Works : Reforming the Public Sector	88.09 84.13 86.51
DE-62	Syndicate Discussion on A Possible Reform Strategy for Bangladesh	87.30
Total Average		87.04

Index-23 : Distribution of Respondents By Their Suggestions for Inclusion of New Topic(s) or Omission of any Existing Topic(s) in the Module - 12 : Central Theme : Administrative Reforms in Bangladesh

Name of the Suggested New Topic(s)	Responses	
	No	%
Syndicate discussion on particular Department/Corporation e.g. BSCIC/BCIC/LGED may be included.	18	18.56
Problems of Implementing Reforms' Committee Report	13	13.40
Administrative Reforms : Comparative Perspectives	1	1.03
Administrative Reforms : Role of Government	1	1.03
Total	33	34.02

Index-24 : Distribution of Respondents By Their Suggestions With Regards to Learning Methodology of the Topic(s) of the Module - 12 : Central Theme : Administrative Reforms in Bangladesh

Name of the Suggested New Learning Methodology	Responses	
	No	%
Interaction with Reforms Commission	9	9.28
Total	9	9.28

Table-9.13 : Distribution of Respondents By Relevancy of the Module - 13 : Child and Women Development (including its Topic(s))

Code	Topics of the Module	Relevancy %
DE-63	Workshop on Gender Analysis in Development Policy and Planning	89.68
DE-64	Issues of Children and Women : Bangladesh Perspective	91.27
Total Average		90.48

Index-25 : Distribution of Respondents By Their Suggestions for Inclusion of New Topic(s) or Omission of any Existing Topic(s) in the Module - 13 : Child and Women Development

Name of the Suggested New Topic(s)	Responses	
	No	%
National Action Plan for Children & Women Development	17	17.53
Violence Against Women	10	10.31
Reproductive Health	19	19.59
Women Empowerment	24	24.74
Total	70	72.16

Index-26 : Distribution of Respondents By Their Suggestions With Regards to Learning Methodology of the Topic(s) of the Module - 13 : Child and Women Development

Name of the Suggested New Learning Methodology	Responses	
	No	%
Group Discussion	12	12.37
Legal experts should be invited as guest speaker	2	2.06
	14	14.43

Table-9.14 : Distribution of Respondents By Relevancy of the Module - 14 : Project Management (including its Topic(s))

Code	Topics of the Module	Relevancy %
DE-65	Planning a Project	82.54
DE-66	Tools and Techniques in Project Planning	84.13
DE-67	Project Implementation : Tools, Techniques and Problems	85.00
Total Average		83.89

Index-27 : Distribution of Respondents By Their Suggestions for Inclusion of New Topic(s) or Omission of any Existing Topic(s) in the Module - 14 : Project Management

Name of the Suggested New Topic(s)	Responses	
	No	%
Case Studies on Financial Irregularities	20	20.62
Logical Framework	23	23.71
Project Management : Review of Model Cases	16	16.49
More Classes on Project Management	8	8.25
Role of Top Management in Project Management	23	23.71
Total	90	86.00

Index-28 : Distribution of Respondents By Their Suggestions With Regards to Learning Methodology of the Topic(s) of the Module - 14 : Project Management

Name of the Suggested New Learning Methodology	Responses	
	No	%
More practical exercises should be included.	11	11.34
More action and result oriented learning methods	1	1.03
	12	12.37

Table-9.15 : Distribution of Respondents By Relevancy of the Module - 15 : Sustainable Development (including its Topic(s))

Code	Topics of the Module	Relevancy %
DE-68	Sustainable Development : Background, Issues and Concepts	84.13
DE-69	Environment and Development : International Perspectives and Its Problems for Developing Nations	84.13
DE-70	Environmental Degradation and Global Warming : Effects on Bangladesh	84.92
DE-71	Energy Crisis and Bangladesh : Problems & Prospects	85.71
DE-72	Bangladesh's Strategy for Sustainable Development and Obligations Towards Related International Agreements	82.54
DE-73	Water Resources Management	89.68
DE-74	Environmental Impact Assessment (EIA) : Concepts and Issues	80.95
DE-75	EIA : Evaluation Methodology and Exercise	80.95
Total Average		84.13

Index-29 : Distribution of Respondents By Their Suggestions for Inclusion of New Topic(s) or Omission of any Existing Topic(s) in the Module - 15 : Sustainable Development

Name of the Suggested New Topic(s)	Responses	
	No	%
Water Sharing with India in Respect of Major Rivers	18	18.50
Impacts of Massive Afforestation in Bangladesh	3	3.09
Sub-Total	21	21.65
Name of the Suggested Existing Topic(s) to be Omitted		
DE-74 and DE-75 should be amalgamated.	2	2.06
Sub-Total	2	2.06
Total	23	23.71

Index-30 : Distribution of Respondents By Their Suggestions With Regards to Learning Methodology of the Topic(s) of the Module - 15 : Sustainable Development

Name of the Suggested New Learning Methodology	Responses	
	No	%
Relevant field visits	3	3.09
More practical classes/exercises	1	1.03
Total	4	4.12

Table-9.16 : Distribution of Respondents By Relevancy of the Module - 16 : Experience Sharing in Attaining Administrative Efficiency : Lessons from Life (including its Topic(s))

Code	Topics of the Module	Relevancy %
SP-76	Managing Own Work : Planning Own Work, Assigning Work Priorities, Meeting Deadlines	84.13
SP-77	Managing Resources : Forecasting Requirements, Priorities and Allocating Resources, Monitoring, Accounting for and Reporting on Usage	85.71
SP-78	Managing Work Processes : Planning, Controlling and Monitoring Systems and Procedures	85.00
SP-79	Interviewing	74.00
SP-80	Providing Career Management Advice	76.98
SP-81	Dealing with Breaches of Discipline	77.54
SP-82	Gender Awareness, Sexual Harassment and Cultural Diversity	85.71
SP-83	Performance Management	82.37
SP-84	Forecasting, Planning, Controlling and Monitoring Expenditure	75.54
SP-85	Cash and Business Accounting Principles	75.54
SP-86	Setting Standards	81.79
SP-87	Personnel Management	71.32
SP-88	Monitoring, Controlling and Reporting Outcomes	82.93
SP-89	Customer/Supplier Principles : the Citizen as "Customer"	86.75
SP-90	Customer Consultation/Market Research	82.39
SP-91	Customer Charters	85.79
SP-92	Managing Complaints/Dissatisfaction	84.54
SP-93	Productivity Improvement Techniques	83.68
SP-94	Problem Solving and Innovation	83.69
SP-95	Introducing New Work Processes	69.19
SP-96	Contracting Out	85.48
SP-97	Managing the Political-Civil Service interface	87.49
SP-98	Analytical Techniques (SWOT, PEST, Stakeholder Analysis etc.)	84.58
SP-99	Business planning	68.39
Total Average		82.06

Index-31 : Distribution of Respondents By Their Suggestions for Inclusion of New Topic(s) or Omission of any Existing Topic(s) in the Module - 16 : Experience Sharing in Attaining Administrative Efficiency : Lessons from Life

Name of the Suggested New Topic(s)	Responses	
	No	%
Assessing Training Needs : Own Organization	3	3.09
Human Rights : Bangladesh Perspectives	2	2.06
Ethical Values in Administration	9	9.98
Public Relations as a Tool for Efficiency Development in Organization	18	18.56
Leadership Quality Development	1	1.03
Reforming Own Organization	1	1.03
Privatisation	13	13.40
Market Economy	1	1.03
Career Planning	1	1.03
Sub-Total	51	52.58
Name of the Suggested Existing Topic(s) to be Omitted		
SP-79, SP-80, SP-81 and SP-84 should be dropped.	16	16.49
SP-76 should be amalgamated with SP-78	18	18.56
SP-85, SP-88, SP-95 and SP-99 may be dropped.	23	23.71
Sub-Total	57	58.76
Total	108	111.34

Table-9.17 : Distribution of Respondents By Relevancy of the Module - 17 : Computer Skills (including its Topic(s))

Code	Topics of the Module	Relevancy %
CS-100	Introduction to Computer (1)	84.54
CS-101	Operating System : Windows-95 (1)	96.39
CS-102	Typing Tutor (First One Month) (30)	83.58
CS-103	Word Processing MS Word (8)	95.69
CS-104	MS Excel (3)	94.47
CS-105	Other Applications : MS PowerPoint, Internet, Project Management, Multimedia and GIS (13)	92.79
Total Average		91.24

Index-32 : Distribution of Respondents By Their Suggestions for Inclusion of New Topic(s) or Omission of any Existing Topic(s) in the Module - 17 : Computer Skills

Name of the Suggested New Topic(s)	Responses	
	No	%
More classes on "Computer Applications" should be included.	8	8.25
Computer Basics	9	9.28
Sub-Total	17	17.53
Name of the Suggested Existing Topic(s) to be Omitted		
Sessions on "Typing Tutor" should be reduced to 5-10.	30	30.93
Sub-Total	30	30.93
Total	47	48.45

Index-33 : Distribution of Respondents By Their Suggestions With Regards to Learning Methodology of the Topic(s) of the Module - 17 : Computer Skills

Name of the Suggested New Learning Methodology	Responses	
	No	%
Practical tests should be introduced.	8	8.25
Number of speakers should be increased.	1	1.03
	9	9.28

Table-9.18 : Distribution of Respondents By Relevancy of the Module - 18 : English Language Skills (including its Topic(s))

Code	Topics of the Module	Relevancy %
ELS-106	Reading Comprehension (12)	73.76
ELS-107	Listening Comprehension (12)	81.56
ELS-108	English Structure (Grammar, Common Mistakes (12)	75.58
Total Average		76.97

Index-34 : Distribution of Respondents By Their Suggestions for Inclusion of New Topic(s) or Omission of any Existing Topic(s) in the Module - 18 : English Language Skills

Name of the Suggested Existing Topic(s) to be Omitted	Responses	
	No	%
This module should be dropped.	41	42.29
Total	41	42.29

Index-35 : Distribution of Respondents By Their Suggestions With Regards to Learning Methodology of the Topic(s) of the Module - 18 : English Language Skills

Name of the Suggested New Learning Methodology	Responses	
	No	%
English/American language experts should be invited	1	1.03
Tests should be taken after every week	1	1.03
More emphasis should be given on listening comprehension	1	1.03
Total	3	3.09

Table-9.19 : Distribution of Respondents By Relevancy of the Module - 19 : Extension Lectures (including its Topic(s))

Code	Topics of the Module	Relevancy %
EL-109	Subjects to be Selected in Consultation with the Participants	67.03
Total Average		67.03

Index-36 : Distribution of Respondents By Their Suggestions for Inclusion of New Topic(s) or Omission of any Existing Topic(s) in the Module - 19 : Extension Lectures

Name of the Suggested Existing Topic(s) to be Omitted	Responses	
	No	%
This module should be dropped from the course	22	22.68
Total	22	22.68

Table-10 : Distribution of Respondents By Whether the Existing Course Objectives Are Appropriate and if Yes, Rate of Appropriateness

Course Objectives	No	Yes (%)	Appropriateness %
(a) Create a forum of learning from each other's experience by brining in participants with diverse background and service experience;		97 (100.00)	80.83
(b) Give the participants opportunity in terms of time, literature and information and interaction with appropriate resource persons, to acquire the knowledge and skills needed to perform effectively at the policy level of administration;		97 (100.00)	87.30
(c) Arranging discussions on subjects and issues relating to current and future policy concerns with the help of appropriate resource persons; and		97 (100.00)	86.51
(d) In the light of the theme of this course, provide through idea on administrative reforms and its applicability in Bangladesh Administration.		97 (100.00)	85.71

Table-10.1 : The Respondents' Views About Whether the Existing Course Needs to be Omitted.

Whether the Existing Course Needs to be Omitted.	No.	%
Yes		
No	91	100.00
Total	91	100.00

[Note : The trainers are excluded.]

Table-11 : The Respondents' Views About the Appropriateness of the Existing Course Requirements

The Existing Course Requirements	Appropriateness (%)
(a) Compulsory stay in the dormitory room allotted to you at BPATC campus.	80.83
(b) The participants shall have to be very punctual in attending all activities prescribed for the course.	95.24
(c) The participants must have to attend at least 95% of the sessions as per schedule.	85.70
(d) The participants shall have to prepare/undertake field visits, syndicate works, group discussion, workshop, case studies, seminar papers and perform other tasks assigned by the course management.	92.06
(e) According to the Evaluation Policy of the centre, the participants must have to secure a minimum 50% marks in each individual aspects as indicated in the Course Requirements and Evaluation parts of the Course Guidelines. If any participant secure less 50% marks in any of those items, he or she will be deemed to have failed in the course. An unsuccessful participant will get minimum two chances to re-appear in the subjects so failed. On each occasion, he or she will be required to stay at the centre for seven days.	81.75
(f) All the participants shall have to wear formal dresses as prescribed by the centre during academic sessions and official function and follow table manners during formal lunch and dinners.	88.89

Table-12 : The Respondents' Views About the Identified Strengths of the Course with Their Rate of Importance

The Identified Strengths of the Course	Rate of Importance (%)
(a) Compulsory stay in the dormitory room allotted to at BPATC campus.	80.93
(b) Punctuality in attending all activities prescribed for the course.	94.44
(c) The participants must have to attend at least 95% of the sessions as per schedule.	84.87
(d) Training Methodology :	
i. Lecture & Discussion	85.83
ii. Field visits	90.00
iii. Syndicate works	88.03
iv. Group discussion	87.39
v. Workshop	85.67
vi. Case studies	84.39
vii. Preparation & Presentation of seminar paper	94.69
viii. Reading Assignments	81.38
ix. Role play/Simulation	81.68
x. Film show/Videos	84.35
xi. Computer Skills Development	95.89
xii. English Language Skills	65.23
xiii. Extension Lectures	63.75
xiv. Know Each other (KEO)	89.02
xv. Perform other tasks as assigned by the course management.	84.83
(e) Overall Course management	90.54
(f) Overall Course Co-ordination	89.31
(g) Attention of the course management to the participants personal problems	86.59
(h) Discipline of the course.	95.54
(i) Interaction amongst the participants	94.25
(j) Curriculum of the Course	87.54

The Identified Strengths of the Course	Rate of Importance (%)
(k) Guest Speakers	86.07
(l) Faculty Speakers	87.35
(m) Existing Evaluation Systems	85.83
(n) Social Events	65.73
(o) Class room Facilities	89.39
(p) Dormitory Facilities	81.05
(q) Overall quality of training	80.35
(r) Overall physical Environment	94.63
(s) Overall training Environment	93.73
(t) Library facilities	97.89
(u) Transport Facilities	67.09
(v) Telephone Facilities	68.13
(w) Sports & Games Facilities	80.04
(x) Mosque (Facilities for Prayer)	92.75
(y) Behaviour of the officers & staff	95.62
(z) Room Service	92.83
(aa) Food Arrangement	93.01

Table-13 : The Respondents' Views About the Identified Weaknesses of the Course with Their Rate of Importance

The Identified Weaknesses of the Course	Rate of Importance (%)
(a) Compulsory stay in the dormitory room allotted to at BPATC campus.	40.93
(b) Punctuality in attending all activities prescribed for the course.	34.44
(c) The participants must have to attend at least 95% of the sessions as per schedule.	44.59
(d) Training Methodology :	
i. Lecture & Discussion	35.33
ii. Field visits	30.13
iii. Syndicate works	38.36
iv. Group discussion	37.54
v. Workshop	45.17
vi. Case studies	34.23
vii. Preparation & Presentation of seminar paper	30.27
viii. Reading Assignments	44.38
ix. Role play/Simulation	36.72
x. Film show/Videos	33.35
xi. Computer Skills Development	31.43
xii. English Language Skills	88.65
xiii. Extension Lectures	87.75
xiv. Know Each other (KEO)	34.09
xv. Perform other tasks as assigned by the course management.	34.62
(e) Overall Course management	30.41
(f) Overall Course Co-ordination	35.54
(g) Attention of the course management to the participants personal problems	43.23
(h) Discipline of the course.	29.23
(i) Interaction amongst the participants	26.69
(j) Curriculum of the Course	42.05

The Identified Weaknesses of the Course	Rate of Importance (%)
(k) Guest Speakers	46.34
(l) Faculty Speakers	34.27
(m) Existing Evaluation Systems	45.18
(n) Social Events	85.84
(o) Class room Facilities	44.39
(p) Dormitory Facilities	46.18
(q) Overall quality of training	45.35
(r) Overall physical Environment	32.17
(s) Overall training Environment	38.12
(t) Library facilities	30.24
(u) Transport Facilities	89.27
(v) Telephone Facilities	88.62
(w) Sports & Games Facilities	40.72
(x) Mosque (Facilities for Prayer)	31.75
(y) Behaviour of the officers & staff	28.86
(z) Room Service	43.23
(aa) Food Arrangement	36.90

Table-14 : Distribution of the Respondents By Their Opinions About the Theoretical and Practical Aspects of the SSC

Nature of Responses	Distribution of Responses	
	No.	%
a. The course is too theoretical. It should be more practical	64	70
b. The course is too practical. It should be more theoretical.		
c. The course contains a nice combination of both theoretical and practical aspects.	27	29.67
Total	91	100.00

[Trainers are not included.]

Table-15 : Distribution of the Respondents By Expected Reasons & Its Rate of Importance of Selecting Participants for the SSC

The Expected Reasons of Selecting Participants	Rate of Importance
(a) For Career Planning.	84.87
(b) For Promotion.	78.15
(c) For better quality of works.	85.71
(d) For developing better analytical ability.	86.84
(e) For overcoming deficiencies	83.75
(f) For developing better negotiation skills	92.58

Table-16 : Distribution of the Respondents By Their Suggestions for Further Improvement of the SSC in Future

Nature of Suggestions	Distribution of Responses	
	No.	%
Arrangement social events should be incorporated within the course activity.	54	55.67
More practice oriented learning methodology.	34	35.05
Dormitory facilities should be improved.	23	23.71
Emphasis should be given more Public Administration rather than Development Economics	19	19.59
Compulsory stay in the dormitory for officers at this level should be omitted	12	12.37
BPATC should be more cautious about selecting guest speakers	32	32.99
Foreign study tour must be included in the course for different development exposures.	55	56.70
Reading materials or hand-out should be given earlier.	9	9.28
Evening classes should be avoided.	3	3.09
Telephone services should be extended to dormitory rooms	21	21.65
Duplication in delivering lectures should be avoided.	14	14.43
Time for data collection should be increased.	8	8.25
Those who will stand first in the course should get special weightage at the time of promotion	7	7.22

DATA FROM SECONDARY SOURCE

Table-17 : Comparative Training Performance of Senior Staff Course Conducted at BASC-BPATC

<i>Information About Conducted SSC</i>	<i>Training Performance</i>		
	<i>At the BASC</i>	<i>At the BPATC</i>	
		<i>Upto June '90</i>	<i>Upto May '02</i>
Average Yearly Number of Courses Conducted	2.00	1.67	2.18
Average Yearly Number of Participants Trained	37.71	30.50	38.94

Source : Halim, A. S. M. Abdul & Imam, Kazi Hasan. : *Sustainability of BPATC Project*. BPATC, Dhaka, 1997, p.23. and PPR Department, BPATC.

Table-18 : Yearwise Rate of Sharing Training Load of Senior Staff Course By Faculty and Guest Speakers from 1985-86 to 2000-2001

<i>Year</i>	<i>Rate of Sharing Training Load (%)</i>	
	<i>Faculty Speaker</i>	<i>Guest Speaker</i>
1985-86	59	41
1986-87	60	40
1987-88	60	40
1988-89	33	67
1989-90	17	83
1990-91	33	67
1991-92	34	66
1992-93	24	76
1993-94	32	68
1994-95	17	83
1995-96	58	42
1996-97	37	63
1997-98	42	58
1998-99	49	51
1999-2000	48	52
2000-2001	59	41
<i>Total/Average</i>	<i>41.38</i>	<i>58.62</i>

Source : Bangladesh Public Administration Training Centre. : *The Annual Report 1989-90*, p.59; *1995-96*, p. 37, *1997-98*, p.41; *1998-99*, p. 58, *1999-2000*, p 63 and the Evaluation Department, BPATC, Dhaka.

Table-19 : Effectiveness of Modules of Sampled Senior Staff Course Conducted At the BPATC

<i>Name of the Module of Senior Staff Course</i>	<i>Effectiveness (%) of Modules of Sampled Senior Staff Course</i>		
	<i>At the Beginning (4th Course)</i>	<i>At the Middle (19th Course)</i>	<i>At the End (37th Course)</i>
New Public Management and Administrative Reforms	-	79	67
Policy Formulation, Policy Analysis, Development Partners and Issues of National Concern	-	76	74
Globalization and Bangladesh	-	-	82
Leadership Development and Negotiation Techniques	-	-	77
Total Quality Management and Bangladesh Government	-	-	67
Understanding Macro Economic Indicators for Policy Analysis	-	-	70
Disaster Management and Sustainable Development	-	-	68
Financial Management	-	-	67
Project Management	-	-	67
Computer Skills	-	-	85
English Language Skills	-	-	57
Extension Lectures	-	-	70
Government System	-	72	-
Development Administration	-	82	-
Leading Issues of Economic Development	-	81	-
International Economic Relations	-	82	-
Planned Parenthood and Human Development	-	89	-
Know-Each-Other (KEO) Sessions	-	88	-
Public Administration & Policy Analysis	84	-	-
Reforms in Economic Sector : Agenda for Action	88	-	-
Rural Development & Decentralization	90	-	-
Public Enterprise Management Issues in the Third World	86	-	-
Strategies for Planning & Important Issues in Bangladesh	92	-	-
Leading Issues of Economic Development	93	-	-

Source : Bangladesh Public Administration Training Centre. : The Evaluation Department, BPATC, Dhaka.

Table-20 : Effectiveness of Training Methodologies Used in Sampled Senior Staff Course Conducted At the BPATC

<i>Training Methodologies Used</i>	<i>Effectiveness (%) of Training Methodologies Used in Sampled Senior Staff Course</i>		
	<i>At the Beginning (4th Course)</i>	<i>At the Middle (19th Course)</i>	<i>At the End (37th Course)</i>
Lecture and Discussion	90	83	73
Seminar Paper Presentation	94	92	89
Syndicate Work/Group Discussion/Workshop	94	81	86
Study Tour/Field Visit	85	88	88
Library Work/facilities	80	90	99
Departmental Presentation	83	85	-
Know-Each-Other Sessions	88	88	-
Case Study	91	-	80
Role Play/Simulation/Brain Storming	-	-	80
Film Show/Videos	-	-	64

Source : Bangladesh Public Administration Training Centre. : The Evaluation Department, BPATC, Dhaka.

Table-21 : Effectiveness of Management Performance of Sampled Senior Staff Course Conducted At the BPATC

<i>Areas of Management</i>	<i>Effectiveness (%) of Management Performance of Sampled Senior Staff Course</i>		
	<i>At the Beginning (4th Course)</i>	<i>At the Middle (19th Course)</i>	<i>At the End (37th Course)</i>
Overall Course Direction	91	83	85
Overall Course Coordination	85	94	85
Overall Course Management	92	89	77
Seminar Activities	88	89	89
Syndicate Works	85	88	86
Faculty Guidance for Seminar/Syndicate Works	88	-	-
Reading Materials	85	-	-
Food Arrangements	76	-	-
Dormitory Facilities	70	-	79
Games and Sports	72	-	-
Evaluation System	73	-	-
Medical Facilities	59	-	79
Class Room Facilities	-	-	95
Course Contents	-	-	72
Library Facilities	72	-	99
Training Methodologies	-	-	72
Cafeteria Facilities	76	-	75

Source : Bangladesh Public Administration Training Centre. : The Evaluation Department, BPATC, Dhaka.

BANGLADESH PUBLIC ADMINISTRATION TRAINING CENTRE
Savar, Dhaka.

Questionnaire

For the Research Project on
"Curriculum Development and Evaluation of Senior Staff Course".
[For the Incumbent]

[Note : All data and information collected through this questionnaire will be kept confidential and will only be used for research purposes.]

PART-A : General Information/Personal Data

1.0 Name of the Respondent :

1.1 Age : Years

1.2 Last Educational Attainment :
(Please put √ mark)

☐ B.Sc/B.Com/B.A.

☐ M.Sc/M.Com/M.A

☐ MS/M.Phil

☐ Ph.D.

1.3 Designation :

1.4 Name of Cadre :

Non-Cadre (Pl. Specify) :

1.5 Official Address & Tel. :

.....

1.6 Length of Service : 10-15 Years ☐
(Please put √ mark)

16-20 Years ☐

21-25 Years ☐

26-30 Years ☐

30 + Years ☐

1.7 In-Country Training Experiences :

Sl. No.	Institution	Name/Nature of Training Course	Duration

1.8 Training Experiences in Abroad :

Sl. No.	Country	Institution	Name/Nature of Training Course	Duration

PART-B : Nomination Related Aspects & Benefits of the Course

2.0 Give reasons for which your Ministry/Organization nominated you for this course. (Please tick more than one as appropriate).

- i. Nominated by the authority
- ii. Nomination wanted by the Ministry of Establishment
- iii. This training is mandatory for next promotion
- iv. The training course is available at the BPATC
- v. Policy of the authority to train officers
- vi. For new position with more responsibilities
- vii. This training enhance knowledge, skills and attitudes
- viii. To improve the existing standard of work in the organization
- ix. To build my Career
- x. To develop more confidence in decision making
- xi. For better developing, guiding and supervising the sub-ordinates

☐
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xii. To perform my jobs in a better manner

xiii. For quick and efficient disposal of problems

xiv. To develop Leadership & decision making quality.

xv. My own request.

xvi. Others (pl. specify)

2.1 How much have you been benefited from Senior Staff Course ? (Please put $\sqrt{\quad}$ mark).

Less than 40%

40%

60%

80%

100%

2.2 After completion of the course are you more confident in doing the following works in accomplishing your present jobs ? If yes, please circle your rating (Pl. give rating in scale from 1 to 6, where, 1=least confident, 6=most confident).

	No	Yes					
Planning		1	2	3	4	5	6
Organizing		1	2	3	4	5	6
Delegating		1	2	3	4	5	6
Policy Formulating		1	2	3	4	5	6
Motivating		1	2	3	4	5	6
Co-ordinating		1	2	3	4	5	6
Supervising		1	2	3	4	5	6
Communicating		1	2	3	4	5	6
Budgeting		1	2	3	4	5	6
Negotiating		1	2	3	4	5	6
Analysing Problems		1	2	3	4	5	6
Managing Problems		1	2	3	4	5	6
Decision Making		1	2	3	4	5	6
		1	2	3	4	5	6

2.3 Should this training course be a compulsory one ? (Please put $\sqrt$ mark)

Yes

No

☐☐

2.4 Do you feel that the training course could cater the needs of the participants of different organization at your level ? (Please put $\sqrt$ mark)

Appropriately Yes

Partly Yes

No

☐☐☐

2.5 If No or Partly, Please give the reasons, why.

1.
2.
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PART-C : Curriculum Development & Evaluation

3.0 The following are the Modules and topics included in the curriculum of Senior Staff Course. Please circle your rating in terms of their relevancy following the scale 1 to 6, where 1=least relevant, 6=most relevant.

SUBJECT AREA-A : PUBLIC ADMINISTRATION

Module - 1 : Public Administration

Code	Topics of the Module	Selected Rating					
PA-01	Democratic Governance : Principles and Practices	1	2	3	4	5	6
PA-02	Development Administration : Goals & Strategies	1	2	3	4	5	6
PA-03	Transparency and Accountability	1	2	3	4	5	6
PA-04	Ethics in Civil Service	1	2	3	4	5	6
PA-05	New Concepts in Public Sector : New Public Management, Reinventing Government	1	2	3	4	5	6
PA-06	Local Government System : Regional Experience	1	2	3	4	5	6
PA-07	Parliamentary Procedures and Parliamentary Committee	1	2	3	4	5	6

A.3.1.0 Please give specific suggestions (if any) in case of inclusion of any new topic(s) or omission of any existing topic(s).

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A.3.1.1 Please give specific suggestions (if any) with regards to learning methodology of the topic(s) of the module.

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Module - 2 : Issues of national Concern

Code	Topics of the Module	Selected Rating					
PA-08	Identification and Prioritisation of Major Issues of National Concern	1	2	3	4	5	6
PA-09	Vision for 21st Century	1	2	3	4	5	6
PA-10	Identification of Appropriate Policies for 21st Century	1	2	3	4	5	6
PA-11	Corruption, Law & Order-concerns, Issues, Directions, Solutions	1	2	3	4	5	6

A.3.2.0 Please give specific suggestions (if any) in case of inclusion of any new topic(s) or omission of any existing topic(s).

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A.3.2.1 Please give specific suggestions (if any) with regards to learning methodology of the topic(s) of the module.

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Module - 3 : Globalization and Bangladesh

Code	Topics of the Module	Selected Rating					
PA-12	Globalization : Definition and Implications for Bangladesh	1	2	3	4	5	6
PA-13	New Economic World Order : Northern and Southern Perspectives	1	2	3	4	5	6
PA-14	World bank, IMF, IDA, GATT, WTO, etc and the Changing Role of Nation State.	1	2	3	4	5	6
PA-15	Globalization of Industry : Implications for LDCs	1	2	3	4	5	6
PA-16	Uruguay Round/WTO : Trade Liberalization, Implications for Bangladesh, Policies and Responses of Bangladesh	1	2	3	4	5	6
PA-17	Role of SAARC, SAPTA, SAGO, the European Union, NAFTA, ASEAN, APEC, GCB etc.	1	2	3	4	5	6

A.3.3.0 Please give specific suggestions (if any) in case of inclusion of any new topic(s) or omission of any existing topic(s).

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A.3.3.1 Please give specific suggestions (if any) with regards to learning methodology of the topic(s) of the module.

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Module - 4 : Negotiation Techniques and Conference Techniques

Code	Topics of the Module	Selected Rating					
PA-18	Negotiation Techniques	1	2	3	4	5	6
PA-19	Conference Techniques	1	2	3	4	5	6

A.3.4.0 Please give specific suggestions (if any) in case of inclusion of any new topic(s) or omission of any existing topic(s).

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A.3.4.1 Please give specific suggestions (if any) with regards to learning methodology of the topic(s) of the module.

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Module - 5 : Team Building

Code	Topics of the Module	Selected Rating					
PA-20	Understanding individual	1	2	3	4	5	6
PA-21	Group and Team	1	2	3	4	5	6
PA-22	Game	1	2	3	4	5	6
PA-23	Leadership Role in Team Building	1	2	3	4	5	6

A.3.5.0 Please give specific suggestions (if any) in case of inclusion of any new topic(s) or omission of any existing topic(s).

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A.3.5.1 Please give specific suggestions (if any) with regards to learning methodology of the topic(s) of the module.

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Module - 6 : Total Quality Management and Bangladesh Government

Code	Topics of the Module	Selected Rating					
PA-24	The Concept of Total Quality Management (TQM) & its Implication for Public Sector	1	2	3	4	5	6
PA-25	Role of Senior Management in Implementing TQM	1	2	3	4	5	6
PA-26	Management Methods of TQM	1	2	3	4	5	6
PA-27	Idea Generation Methods of TQM	1	2	3	4	5	6
PA-28	Analytical Methods of TQM	1	2	3	4	5	6

A.3.6.0 Please give specific suggestions (if any) in case of inclusion of any new topic(s) or omission of any existing topic(s).

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A.3.6.1 Please give specific suggestions (if any) with regards to learning methodology of the topic(s) of the module.

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SUBJECT AREA-B : DEVELOPMENT ECONOMICS**Module - 1 : Understanding Macro Economic Indicators for Policy Analysis**

Code	Topics of the Module	Selected Rating					
DE-29	Understanding Bangladesh Economy : Present Position, Goals and Prospects	1	2	3	4	5	6
DE-30	Understanding Budget : Impact of Economy, Economic Sectors and the General Public	1	2	3	4	5	6
DE-31	Understanding Monetary Policy : Variables, Instruments and Impacts	1	2	3	4	5	6

DE-32	Macro Variables : Tools for Policy Analysis	1	2	3	4	5	6
DE-33	Micro Credit : Growth and Equity Concept	1	2	3	4	5	6
DE-34	Transition Towards Market Economy	1	2	3	4	5	6
DE-35	Development Issues in Changing World : New Lessons, Old Debates, Open Questions	1	2	3	4	5	6
DE-36	Macro Economic Stability	1	2	3	4	5	6

B.3.1.0 Please give specific suggestions (if any) in case of inclusion of any new topic(s) or omission of any existing topic(s).

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B.3.1.1 Please give specific suggestions (if any) with regards to learning methodology of the topic(s) of the module.

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Module - 2 : International Economic Relations

Code	Topics of the Module	Selected Rating					
DE-37	Evolution of International Monetary System	1	2	3	4	5	6
DE-38	IMF and Developing Countries	1	2	3	4	5	6
DE-39	Aid Negotiation : Strategies and Procedures : Case of Bangladesh	1	2	3	4	5	6
DE-40	Aid Negotiation : Donors' Perspective	1	2	3	4	5	6
DE-41	WTO and the Bangladesh Economy	1	2	3	4	5	6
DE-42	SAPTA and Regional Economic Cooperation	1	2	3	4	5	6

DE-43	Trade Promotion : Role of Bangladesh Mission	1	2	3	4	5	6
DE-44	International Debt Crisis	1	2	3	4	5	6

B.3.2.0 Please give specific suggestions (if any) in case of inclusion of any new topic(s) or omission of any existing topic(s).

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B.3.2.1 Please give specific suggestions (if any) with regards to learning methodology of the topic(s) of the module.

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Module - 3: Economic Sector Reforms : Agenda for Action

Code	Topics of the Module	Selected Rating					
DE-45	Panel Discussion	1	2	3	4	5	6
DE-46	Panel Discussion	1	2	3	4	5	6
DE-47	Panel Discussion	1	2	3	4	5	6

B.3.3.0 Please give specific suggestions (if any) in case of inclusion of any new topic(s) or omission of any existing topic(s).

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B.3.3.1 Please give specific suggestions (if any) with regards to learning methodology of the topic(s) of the module.

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Module - 4 : Understanding Macro Economic Indicators for Policy Analysis

Code	Topics of the Module	Selected Rating					
DE-48	Disaster and Development/Environment	1	2	3	4	5	6
DE-49	Disaster Economics	1	2	3	4	5	6
DE-50	Disaster Assessment and Mitigation	1	2	3	4	5	6
DE-51	Flood Management and Environment	1	2	3	4	5	6
DE-52	Disaster Management in Bangladesh	1	2	3	4	5	6
DE-53	Simulation/Case Study	1	2	3	4	5	6

B.3.4.0 Please give specific suggestions (if any) in case of inclusion of any new topic(s) or omission of any existing topic(s).

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B.3.4.1 Please give specific suggestions (if any) with regards to learning methodology of the topic(s) of the module.

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Module - 5 : Financial Management

Code	Topics of the Module	Selected Rating					
DE-54	Fundamentals of Share Trade	1	2	3	4	5	6
DE-55	Tax and Non-Tax Revenues, Income Tax (Importance, Scope, Laws and Regulations)	1	2	3	4	5	6
DE-56	Assessment of Income Tax (Practical Exercise)	1	2	3	4	5	6
DE-57	Customs, Excise, VAT and Non-Tax Revenues	1	2	3	4	5	6
DE-58	Reforms in Budgeting and Expenditure Control (RIBEC)	1	2	3	4	5	6

B.3.5.0 Please give specific suggestions (if any) in case of inclusion of any new topic(s) or omission of any existing topic(s).

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B.3.5.1 Please give specific suggestions (if any) with regards to learning methodology of the topic(s) of the module.

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Module - 6 : Central Theme : Administrative Reforms in Bangladesh

Code	Topics of the Module	Selected Rating					
DE-59	Changing Role of the Public Sector and Civil Service Reforms	1	2	3	4	5	6
DE-60	Civil Service Reforms in Malaysia, Singapore, New Zealand, India and Nepal	1	2	3	4	5	6
DE-61	A Review of the Public Sector Reforms Reports in Bangladesh :						
	(i) Towards Better Government in Bangladesh	1	2	3	4	5	6
	(ii) UNDP Public Administration Sector Study	1	2	3	4	5	6
	(iii) Government That Works : Reforming the Public Sector	1	2	3	4	5	6
DE-62	Syndicate Discussion on A Possible Reform Strategy for Bangladesh	1	2	3	4	5	6

B.3.6.0 Please give specific suggestions (if any) in case of inclusion of any new topic(s) or omission of any existing topic(s).

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B.3.6.1 Please give specific suggestions (if any) with regards to learning methodology of the topic(s) of the module.

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Module - 7 : Child and Women Development

Code	Topics of the Module	Selected Rating					
DE-63	Workshop on Gender Analysis in Development Policy and Planning	1	2	3	4	5	6
DE-64	Issues of Children and Women : Bangladesh Perspective	1	2	3	4	5	6

B.3.7.0 Please give specific suggestions (if any) in case of inclusion of any new topic(s) or omission of any existing topic(s).

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B.3.7.1 Please give specific suggestions (if any) with regards to learning methodology of the topic(s) of the module.

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Module - 8 : Project Management

Code	Topics of the Module	Selected Rating					
DE-65	Planning a Project	1	2	3	4	5	6
DE-66	Tools and Techniques in Project Planning	1	2	3	4	5	6
DE-67	Project implementation : Tools, Techniques and Problems	1	2	3	4	5	6

B.3.8.0 Please give specific suggestions (if any) in case of inclusion of any new topic(s) or omission of any existing topic(s).

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B.3.8.1 Please give specific suggestions (if any) with regards to learning methodology of the topic(s) of the module.

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Module - 9 : Sustainable Development

Code	Topics of the Module	Selected Rating					
DE-68	Sustainable Development : Background, Issues and Concepts	1	2	3	4	5	6
DE-69	Environment and Development : International Perspectives and Its Problems for Developing Nations	1	2	3	4	5	6
DE-70	Environmental Degradation and Global Warming : Effects on Bangladesh	1	2	3	4	5	6
DE-71	Energy Crisis and Bangladesh : Problems & Prospects	1	2	3	4	5	6
DE-72	Bangladesh's Strategy for Sustainable Development and Obligations Towards Related International Agreements	1	2	3	4	5	6
DE-73	Water Resources Management	1	2	3	4	5	6
DE-74	Environmental Impact Assessment (EIA) : Concepts and Issues	1	2	3	4	5	6
DE-75	EIA : Evaluation Methodology and Exercise	1	2	3	4	5	6

B.3.9.0 Please give specific suggestions (if any) in case of inclusion of any new topic(s) or omission of any existing topic(s).

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B.3.9.1 Please give specific suggestions (if any) with regards to learning methodology of the topic(s) of the module.

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SUBJECT AREA-C : SPECIAL MODULES

Module - 1 : Experience Sharing in Attaining Administrative Efficiency : Lessons from Life

Code	Topics of the Module	Selected Rating					
SP-76	Managing Own Work : Planning Own Work, Assigning Work Priorities, Meeting Deadlines	1	2	3	4	5	6
SP-77	Managing Resources : Forecasting Requirements, Priorities and Allocating Resources, Monitoring, Accounting for and Reporting on Usage	1	2	3	4	5	6
SP-78	Managing Work Processes : Planning, Controlling and Monitoring Systems and Procedures	1	2	3	4	5	6
SP-79	Interviewing	1	2	3	4	5	6
SP-80	Providing Career Management Advice	1	2	3	4	5	6
SP-81	Dealing with Breaches of Discipline	1					
SP-82	Gender Awareness, Sexual Harassment and Cultural Diversity	1	2	3	4	5	6
SP-83	Performance Management	1	2	3	4	5	6
SP-84	Forecasting, Planning, Controlling and Monitoring Expenditure	1	2	3	4	5	6

SP-85	Cash and Business Accounting Principles	1	2	3	4	5	6
SP-86	Setting Standards	1	2	3	4	5	6
SP-87	Personnel Management	1	2	3	4	5	6
SP-88	Monitoring, Controlling and Reporting Outcomes	1	2	3	4	5	6
SP-89	Customer/Supplier Principles : the Citizen as "Customer"	1	2	3	4	5	6
SP-90	Customer Consultation/Market Research	1	2	3	4	5	6
SP-91	Customer Charters	1	2	3	4	5	6
SP-92	Managing Complaints/Dissatisfaction	1	2	3	4	5	6
SP-93	Productivity Improvement Techniques	1	2	3	4	5	6
SP-94	Problem solving and Innovation	1	2	3	4	5	6
SP-95	Introducing New Work Processes	1	2	3	4	5	6
SP-96	Contracting Out	1	2	3	4	5	6
SP-97	Managing the Political-Civil Service interface	1	2	3	4	5	6
SP-98	Analytical Techniques (SWOT, PEST, Stakeholder Analysis etc.)	1	2	3	4	5	6
SP-99	Business planning	1	2	3	4	5	6

C.3.1.0 Please give specific suggestions (if any) in case of inclusion of any new topic(s) or omission of any existing topic(s).

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C.3.1.1 Please give specific suggestions (if any) with regards to learning methodology of the topic(s) of the module.

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Module - 2: Computer Skills

Code	Topics of the Module	Selected Rating					
CS-100	Introduction to Computer (1)	1	2	3	4	5	6
CS-101	Operating System : Windows-95 (1)	1	2	3	4	5	6
CS-102	Typing Tutor (First One Month) (30)	1	2	3	4	5	6
CS-103	Word Processing MS Word (8)	1	2	3	4	5	6
CS-104	MS Excel (3)	1	2	3	4	5	6
CS-105	Other Applications : MS PowerPoint, Internet, Project Management, Multimedia and GIS (13)	1	2	3	4	5	6

C.3.2.0 Please give specific suggestions (if any) in case of inclusion of any new topic(s) or omission of any existing topic(s).

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C.3.2.1 Please give specific suggestions (if any) with regards to learning methodology of the topic(s) of the module.

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Module - 3: English Language Skills

Code	Topics of the Module	Selected Rating					
ELS-106	Reading Comprehension (12)	1	2	3	4	5	6
ELS-107	Listening Comprehension (12)	1	2	3	4	5	6
ELS-108	English Structure (Grammar, Common Mistakes (12)	1	2	3	4	5	6

C.3.3.0 Please give specific suggestions (if any) in case of inclusion of any new topic(s) or omission of any existing topic(s).

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C.3.3.1 Please give specific suggestions (if any) with regards to learning methodology of the topic(s) of the module.

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Module - 4: Extended Lectures

Code	Topics of the Module	Selected Rating					
		1	2	3	4	5	6
EL-109	Subjects to be Selected in Consultation with the Participants						

C.3.4.0 Please give specific suggestions (if any) in case of inclusion of any new topic(s) or omission of any existing topic(s).

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C.3.4.1 Please give specific suggestions (if any) with regards to learning methodology of the topic(s) of the module.

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PART-D : Course Evaluation

4.0 Following are the objectives of the Senior Staff Course. Do you think that these objectives are appropriate ? If yes, please circle your rating of appropriateness. (in scale from 1 to 6, where, 1=least appropriate, 6=most appropriate).

NoYes

- | | | | | | | | |
|--|--------------------------|---|---|---|---|---|---|
| (a) Create a forum of learning from each other's experience by bringing in participants with diverse background and service experience; | ☐ | 1 | 2 | 3 | 4 | 5 | 6 |
| (b) Give the participants opportunity in terms of time, literature and information and interaction with appropriate resource persons, to acquire the knowledge and skills needed to perform effectively at the policy level of administration; | ☐ | 1 | 2 | 3 | 4 | 5 | 6 |
| (c) Arranging discussions on subjects and issues relating to current and future policy concerns with the help of appropriate resource persons; and | ☐ | 1 | 2 | 3 | 4 | 5 | 6 |
| (d) In the light of the theme of this course, provide through idea on administrative reforms and its applicability in Bangladesh Administration. | ☐ | 1 | 2 | 3 | 4 | 5 | 6 |

4.1 As per your opinion what are the other objectives those needed to be included in the current objectives of Senior Staff Course ? (If any, please write).

1.
2.
3.

4.2 Do you think any of the current objectives stated in 4.0 is to be omitted ? If yes, please indicate.

4.3 Please give your opinion about the following requirements those are to be fulfilled in Senior Staff Course by the participants. Please circle your rating in each case following the scale of rating from 1 to 6, where, 1=unnecessary, 6=most necessary.

(a) Compulsory stay in the dormitory room allotted to you at BPATC campus. 1 2 3 4 5 6

(b) The participants shall have to be very punctual in attending all activities prescribed for the course. 1 2 3 4 5 6

(c) The participants must have to attend at least 95% of the sessions as per schedule. 1 2 3 4 5 6

(d) The participants shall have to prepare/undertake field visits, syndicate works, group discussion, workshop, case studies, seminar papers and perform other tasks assigned by the course management. 1 2 3 4 5 6

(e) According to the Evaluation Policy of the centre, the participants must have to secure a minimum 50% marks in each individual aspects as indicated in the Course Requirements and Evaluation parts of the Course Guidelines. If any participant secure less 50% marks in any of those items, he or she will be deemed to have failed in the course. An unsuccessful participant will get minimum two chances to re-appear in the subjects so failed. On each occasion, he or she will be required to stay at the centre for seven days. 1 2 3 4 5 6

(f) All the participants shall have to wear formal dresses as prescribed by the centre during academic sessions and official function and follow table manners during formal lunch and dinners. 1 2 3 4 5 6

4.4 What are the strengths of Senior Staff Course ? Please circle your rating in terms of the following and give your rating only against those you consider as the strengths of the course : (scale 1 to 6 indicate the intensity of strengths, where 1=least important, 6=most important).

(a) Compulsory stay in the dormitory room allotted to at BPATC campus. 1 2 3 4 5 6

(b) Punctuality in attending all activities prescribed for the course.	1	2	3	4	5	6
(c) The participants must have to attend at least 95% of the sessions as per schedule.	1	2	3	4	5	6
(d) Training Methodology :						
i. Lecture & Discussion	1	2	3	4	5	6
ii. Field visits	1	2	3	4	5	6
iii. Syndicate works	1	2	3	4	5	6
iv. Group discussion	1	2	3	4	5	6
v. Workshop	1	2	3	4	5	6
vi. Case studies	1	2	3	4	5	6
vii. Preparation & Presentation of seminar paper	1	2	3	4	5	6
viii. Reading Assignments	1	2	3	4	5	6
ix. Role play/Simulation	1	2	3	4	5	6
x. Film show/Videos	1	2	3	4	5	6
xi. Computer Skills Development	1	2	3	4	5	6
xii. English Language Skills	1	2	3	4	5	6
xiii. Extension Lectures	1	2	3	4	5	6
xiv. Know Each other (KEO)	1	2	3	4	5	6
xv. Perform other tasks as assigned by the course management.	1	2	3	4	5	6
(e) Overall Course management	1	2	3	4	5	6
(f) Overall Course Co-ordination	1	2	3	4	5	6
(g) Attention of the course management to the participants personal problems	1	2	3	4	5	6
(h) Discipline of the course.	1	2	3	4	5	6
(i) Interaction amongst the participants	1	2	3	4	5	6
(j) Curriculum of the Course	1	2	3	4	5	6
(k) Guest Speakers	1	2	3	4	5	6
(l) Faculty Speakers	1	2	3	4	5	6
(m) Existing Evaluation Systems	1	2	3	4	5	6
(n) Social Events	1	2	3	4	5	6

(o) Class room Facilities	1	2	3	4	5	6
(p) Dormitory Facilities	1	2	3	4	5	6
(q) Overall quality of training	1	2	3	4	5	6
(r) Overall physical Environment	1	2	3	4	5	6
(s) Overall training Environment	1	2	3	4	5	6
(t) Library facilities	1	2	3	4	5	6
(u) Transport Facilities	1	2	3	4	5	6
(v) Telephone Facilities	1	2	3	4	5	6
(w) Sports & Games Facilities	1	2	3	4	5	6
(x) Mosque (Facilities for Prayer)	1	2	3	4	5	6
(y) Behaviour of the officers & staff	1	2	3	4	5	6
(z) Room Service	1	2	3	4	5	6
(aa) Food Arrangement	1	2	3	4	5	6
(bb) Others (Pl. specify)	1	2	3	4	5	6

4.5 What are the weaknesses of Senior Staff Course ? Please circle your rating in terms of the following and your rating only against those you consider as the weaknesses of the course: (scale 1 to 6 indicate the intensity of weaknesses, where 1=least important, 6=most important).

- (a) Compulsory stay in the dormitory room allotted to at BPATC campus. 1 2 3 4 5 6
- (b) Punctuality in attending all activities prescribed for the course. 1 2 3 4 5 6
- (c) The participants must have to attend at least 95% of the sessions as per schedule. 1 2 3 4 5 6

(d) Training Methodology :						
i. Lecture & Discussion	1	2	3	4	5	6
ii. Field visits	1	2	3	4	5	6
iii. Syndicate works	1	2	3	4	5	6
iv. Group discussion	1	2	3	4	5	6
v. Workshop	1	2	3	4	5	6
vi. Case studies	1	2	3	4	5	6
vii. Preparation & Presentation of seminar paper	1	2	3	4	5	6
viii. Reading Assignments	1	2	3	4	5	6
ix. Role play/Simulation	1	2	3	4	5	6
x. Film show/Videos	1	2	3	4	5	6
xi. Computer Skills Development	1	2	3	4	5	6
xii. English Language Skills	1	2	3	4	5	6
xiii. Extension Lectures	1	2	3	4	5	6
xiv. Know Each other (KEO)	1	2	3	4	5	6
xv. Perform other tasks as assigned by the course management.	1	2	3	4	5	6
(e) Overall Course management	1	2	3	4	5	6
(f) Overall Course Co-ordination	1	2	3	4	5	6
(g) Attention of the course management to the participants personal problems	1	2	3	4	5	6
(h) Discipline of the course.	1	2	3	4	5	6
(i) Interaction amongst the participants	1	2	3	4	5	6
(j) Curriculum of the Course	1	2	3	4	5	6
(k) Guest Speakers	1	2	3	4	5	6
(l) Faculty Speakers	1	2	3	4	5	6
(m) Existing Evaluation Systems	1	2	3	4	5	6
(n) Social Events	1	2	3	4	5	6
(o) Class room Facilities	1	2	3	4	5	6
(p) Dormitory Facilities	1	2	3	4	5	6
(q) Overall quality of training	1	2	3	4	5	6

(r) Overall physical Environment	1	2	3	4	5	6
(s) Overall training Environment	1	2	3	4	5	6
(t) Library facilities	1	2	3	4	5	6
(u) Transport Facilities	1	2	3	4	5	6
(v) Telephone Facilities	1	2	3	4	5	6
(w) Sports & Games Facilities	1	2	3	4	5	6
(x) Mosque (Facilities for Prayer)	1	2	3	4	5	6
(y) Behaviour of the officers & staff	1	2	3	4	5	6
(z) Room Service	1	2	3	4	5	6
(aa) Food Arrangement	1	2	3	4	5	6
(bb) Others (Pl. specify)	1	2	3	4	5	6

4.6 Give opinion about the theoretical & practical aspects of the course (Please put $\sqrt{\quad}$ mark).

- a. The course is too theoretical. It should be more practical
- b. The course is too practical. It should be more theoretical.
- c. The course contains a nice combination of both theoretical and practical aspects.

☐☐☐

4.7 What should be the reasons for selecting the participants for Senior Staff Course ? Please give rating of your choices, where 1 = Least Important, 6 = Most Important.

(a) For Career Planning.	1	2	3	4	5	6
(b) For Promotion.	1	2	3	4	5	6
(c) For better quality of works.	1	2	3	4	5	6
(d) For developing better analytical ability.	1	2	3	4	5	6

- (e) For overcoming deficiencies 1 2 3 4 5 6
- (f) For developing better negotiation skills 1 2 3 4 5 6
- (g) For others (Pl. specify) 1 2 3 4 5 6

4.8 The duration of Senior Staff Course is 2.5 months. Give opinion about the duration of the course (Please put $\sqrt$ mark).

- a. The course duration is sufficient enough
- b. The course duration should be increased to months.
- c. The course duration should be decreased to months.

4.9 Please give your valuable suggestions (if any), on Senior Staff Course so that it can be improved and conducted in a better way in future.

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Signature of the respondent (optional)

[Thanks for your kind cooperation.]

1.7 Length of Service/Experiences in terms of the following (Please put $\sqrt{\quad}$ marks) :

<u>Lengths of Service</u>	<u>As Supervisor</u>	<u>As Trainer</u>	<u>As Guest Speaker</u>	<u>As Training Experts</u>
00 - 05 Years	☐	☐	☐	☐
06 - 10 Years	☐	☐	☐	☐
11 - 15 Years	☐	☐	☐	☐
16 - 20 Years	☐	☐	☐	☐
21 - 25 Years	☐	☐	☐	☐
26 - 30 Years	☐	☐	☐	☐
30 + Years	☐	☐	☐	☐

PART-B : Nomination Related Aspects & Benefits of the Course

2.0 Give reasons for which the participants of Senior Staff Course get nominated in this course. (Please tick more than one as appropriate).

- | | |
|--|--------------------------|
| i. Nominated by the participants' authority | ☐ |
| ii. Nomination wanted by the Ministry of Establishment | ☐ |
| iii. This training is mandatory for next promotion | ☐ |
| iv. The training course is available at the BPATC | ☐ |
| v. Policy of the authority to train officers | ☐ |
| vi. For new position with more responsibilities | ☐ |
| vii. This training enhance knowledge, skills and attitudes | ☐ |
| viii. To improve the existing standard of work in the organization | ☐ |
| ix. To build the participants' Career | ☐ |
| x. To develop more confidence in decision making | ☐ |
| xi. For better developing, guiding and supervising the sub-ordinates | ☐ |
| xii. To perform their jobs in a better manner | ☐ |
| xiii. For quick and efficient disposal of problems | ☐ |
| xiv. To develop Leadership & decision making quality. | ☐ |
| xv. Participants' own request. | ☐ |
| xvi. Others (pl. specify) | ☐ |

BANGLADESH PUBLIC ADMINISTRATION TRAINING CENTRE
Savar, Dhaka.

Questionnaire

For the Research Project on
"Curriculum Development and Evaluation of Senior Staff Course".
[For the Supervisors/Trainers/Training Experts]

[Note : All data and information collected through this questionnaire will be kept confidential and will only be used for research purposes.]

PART-A : General Information/Personal Data

1.0 Name of the Respondent :

1.1 Age : Years

1.2 Last Educational Attainment :
(Please put ✓ mark)

☐ B.Sc/B.Com/B.A.

☐ M.Sc/M.Com/M.A

☐ MS/M.Phil

☐ Ph.D.

1.3 Designation :

1.4 Name of Cadre :

Non-Cadre (Pl. Specify) :

1.5 Official Address & Tel. :

.....

1.6 Length of Service : 10-15 Years ☐
(Please put ✓ mark)

16-20 Years ☐

21-25 Years ☐

26-30 Years ☐

30 + Years ☐

- 2.1 How much can the participants be benefited from Senior Staff Course ? (Please put $\checkmark$ mark).

Less than	40%	☐
	40%	☐
	60%	☐
	80%	☐
	100%	☐

- 2.2 After completion of the course do you think that the participants will become more confident in doing the following works in accomplishing your present jobs ? If yes, please circle your rating (Pl. give rating in scale from 1 to 6, where, 1=least confident, 6=most confident).

	<u>No</u>				<u>Yes</u>		
Planning	☐	1	2	3	4	5	6
Organizing	☐	1	2	3	4	5	6
Delegating	☐	1	2	3	4	5	6
Policy Formulating	☐	1	2	3	4	5	6
Motivating	☐	1	2	3	4	5	6
Co-ordinating	☐	1	2	3	4	5	6
Supervising	☐	1	2	3	4	5	6
Communicating	☐	1	2	3	4	5	6
Budgeting	☐	1	2	3	4	5	6
Negotiating	☐	1	2	3	4	5	6
Analysing Problems	☐	1	2	3	4	5	6
Managing Problems	☐	1	2	3	4	5	6
Decision Making	☐	1	2	3	4	5	6

- 2.3 Should this training course be a compulsory one for all Government officials of the level of Joint Secretary or equivalent ? (Please put $\sqrt$ mark)

Yes	No
☐	☐

- 2.4 Do you feel that the training course could cater the needs of the participants of different organization at targeted level ? (Please put $\sqrt$ mark)

Appropriately Yes	Partly Yes	No
☐	☐	☐

- 2.5 If No or Partly, Please give the reasons, why.

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PART-C : Curriculum Development & Evaluation

- 3.0 The following are the Modules and topics included in the curriculum of Senior Staff Course. Please circle your rating in terms of their relevancy for the targeted level of participants following the scale 1 to 6, where 1=least relevant, 6=most relevant.

SUBJECT AREA-A : PUBLIC ADMINISTRATION

Module - 1 : Public Administration

Code	Topics of the Module	Selected Rating					
PA-01	Democratic Governance : Principles and Practices	1	2	3	4	5	6
PA-02	Development Administration : Goals & Strategies	1	2	3	4	5	6
PA-03	Transparency and Accountability	1	2	3	4	5	6
PA-04	Ethics in Civil Service	1	2	3	4	5	6
PA-05	New Concepts in Public Sector : New Public Management, Reinventing Government	1	2	3	4	5	6
PA-06	Local Government System : Regional Experience	1	2	3	4	5	6
PA-07	Parliamentary Procedures and Parliamentary Committee	1	2	3	4	5	6

A.3.1.0 Please give specific suggestions (if any) in case of inclusion of any new topic(s) or omission of any existing topic(s).

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Module - 2 : Issues of national Concern

Code	Topics of the Module	Selected Rating					
PA-08	Identification and Prioritisation of Major Issues of National Concern	1	2	3	4	5	6
PA-09	Vision for 21st Century	1	2	3	4	5	6
PA-10	Identification of Appropriate Policies for 21st Century	1	2	3	4	5	6
PA-11	Corruption, Law & Order-concerns, Issues, Directions, Solutions	1	2	3	4	5	6

A.3.2.0 Please give specific suggestions (if any) in case of inclusion of any new topic(s) or omission of any existing topic(s).

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Module - 3 : Globalization and Bangladesh

Code	Topics of the Module	Selected Rating					
PA-12	Globalization : Definition and Implications for Bangladesh	1	2	3	4	5	6
PA-13	New Economic World Order : Northern and Southern Perspectives	1	2	3	4	5	6
PA-14	World bank, IMF, IDA, GATT, WTO, etc and the Changing Role of Nation State.	1	2	3	4	5	6

PA-15	Globalization of Industry : Implications for LDCs	1	2	3	4	5	6
PA-16	Uruguay Round/WTO : Trade Liberalization, Implications for Bangladesh, Policies and Responses of Bangladesh	1	2	3	4	5	6
PA-17	Role of SAARC, SAPTA, SAGO, the European Union, NAFTA, ASEAN, APEC, GCB etc.	1	2	3	4	5	6

A.3.3.0 Please give specific suggestions (if any) in case of inclusion of any new topic(s) or omission of any existing topic(s).

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Module - 4 : Negotiation Techniques and Conference Techniques

Code	Topics of the Module	Selected Rating					
PA-18	Negotiation Techniques	1	2	3	4	5	6
PA-19	Conference Techniques	1	2	3	4	5	6

A.3.4.0 Please give specific suggestions (if any) in case of inclusion of any new topic(s) or omission of any existing topic(s).

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Module - 5 : Team Building

Code	Topics of the Module	Selected Rating					
PA-20	Understanding individual	1	2	3	4	5	6
PA-21	Group and Team	1	2	3	4	5	6
PA-22	Game	1	2	3	4	5	6
PA-23	Leadership Role in Team Building	1	2	3	4	5	6

A.3.5.0 Please give specific suggestions (if any) in case of inclusion of any new topic(s) or omission of any existing topic(s).

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Module - 6 : Total Quality Management and Bangladesh Government

Code	Topics of the Module	Selected Rating					
PA-24	The Concept of Total Quality Management (TQM) & its Implication for Public Sector	1	2	3	4	5	6
PA-25	Role of Senior Management in Implementing TQM	1	2	3	4	5	6
PA-26	Management Methods of TQM	1	2	3	4	5	6
PA-27	Idea Generation Methods of TQM	1	2	3	4	5	6
PA-28	Analytical Methods of TQM	1	2	3	4	5	6

A.3.6.0 Please give specific suggestions (if any) in case of inclusion of any new topic(s) or omission of any existing topic(s).

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SUBJECT AREA-B : DEVELOPMENT ECONOMICS

Module - 1 : Understanding Macro Economic Indicators for Policy Analysis

Code	Topics of the Module	Selected Rating					
DE-29	Understanding Bangladesh Economy : Present Position, Goals and Prospects	1	2	3	4	5	6
DE-30	Understanding Budget : Impact of Economy, Economic Sectors and the General Public	1	2	3	4	5	6

DE-31	Understanding Monetary Policy : Variables, Instruments and Impacts	1	2	3	4	5	6	113
DE-32	Macro Variables : Tools for Policy Analysis	1	2	3	4	5	6	
	Micro Credit : Growth and Equity Concept	1	2	3	4	5	6	
DE-33	Transition Towards Market Economy	1	2	3	4	5	6	
DE-34	Development Issues in Changing World : New	1	2	3	4	5	6	
DE-35	Lessons, Old Debates, Open Questions							
	Macro Economic Stability	1	2	3	4	5	6	
DE-36								

B.3.1.0 Please give specific suggestions (if any) in case of inclusion of any new topic(s) or omission of any existing topic(s).

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Module - 2 : International Economic Relations

Code	Topics of the Module	Selected Rating					
DE-37	Evolution of International Monetary System	1	2	3	4	5	6
DE-38	IMF and Developing Countries	1	2	3	4	5	6
DE-39	Aid Negotiation : Strategies and Procedures : Case of Bangladesh	1	2	3	4	5	6
DE-40	Aid Negotiation : Donors' Perspective	1	2	3	4	5	6
DE-41	WTO and the Bangladesh Economy	1	2	3	4	5	6
DE-42	SAPTA and Regional Economic Cooperation	1	2	3	4	5	6
DE-43	Trade Promotion : Role of Bangladesh Mission	1	2	3	4	5	6
DE-44	International Debt Crisis	1	2	3	4	5	6

B.3.2.0 Please give specific suggestions (if any) in case of inclusion of any new topic(s) or omission of any existing topic(s).

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Module - 3: Economic Sector Reforms : Agenda for Action

Code	Topics of the Module	Selected Rating					
DE-45	Panel Discussion	1	2	3	4	5	6
DE-46	Panel Discussion	1	2	3	4	5	6
DE-47	Panel Discussion	1	2	3	4	5	6

B.3.3.0 Please give specific suggestions (if any) in case of inclusion of any new topic(s) or omission of any existing topic(s).

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Module - 4 : Understanding Macro Economic Indicators for Policy Analysis

Code	Topics of the Module	Selected Rating					
DE-48	Disaster and Development/Environment	1	2	3	4	5	6
DE-49	Disaster Economics	1	2	3	4	5	6
DE-50	Disaster Assessment and Mitigation	1	2	3	4	5	6
DE-51	Flood Management and Environment	1	2	3	4	5	6
DE-52	Disaster Management in Bangladesh	1	2	3	4	5	6
DE-53	Simulation/Case Study	1	2	3	4	5	6

B.3.4.0 Please give specific suggestions (if any) in case of inclusion of any new topic(s) or omission of any existing topic(s).

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Module - 5 : Financial Management

Code	Topics of the Module	Selected Rating					
DE-54	Fundamentals of Share Trade	1	2	3	4	5	6
DE-55	Tax and Non-Tax Revenues, Income Tax (Importance, Scope, Laws and Regulations)	1	2	3	4	5	6
DE-56	Assessment of Income Tax (Practical Exercise)	1	2	3	4	5	6
DE-57	Customs, Excise, VAT and Non-Tax Revenues	1	2	3	4	5	6
DE-58	Reforms in Budgeting and Expenditure Control (RIBEC)	1	2	3	4	5	6

B.3.5.0 Please give specific suggestions (if any) in case of inclusion of any new topic(s) or omission of any existing topic(s).

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Module - 6 : Central Theme : Administrative Reforms in Bangladesh

Code	Topics of the Module	Selected Rating					
DE-59	Changing Role of the Public Sector and Civil Service Reforms	1	2	3	4	5	6
DE-60	Civil Service Reforms in Malaysia, Singapore, New Zealand, India and Nepal	1	2	3	4	5	6
DE-61	A Review of the Public Sector Reforms Reports in Bangladesh :						

	(i) Towards Better Government in Bangladesh	1	2	3	4	5	6
	(ii) UNDP Public Administration Sector Study	1	2	3	4	5	6
	(iii) Government That Works : Reforming the Public Sector	1	2	3	4	5	6
DE-62	Syndicate Discussion on A Possible Reform Strategy for Bangladesh	1	2	3	4	5	6

B.3.6.0 Please give specific suggestions (if any) in case of inclusion of any new topic(s) or omission of any existing topic(s).

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Module - 7 : Child and Women Development

Code	Topics of the Module	Selected Rating					
DE-63	Workshop on Gender Analysis in Development Policy and Planning	1	2	3	4	5	6
DE-64	Issues of Children and Women : Bangladesh Perspective	1	2	3	4	5	6

B.3.7.0 Please give specific suggestions (if any) in case of inclusion of any new topic(s) or omission of any existing topic(s).

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Module - 8 : Project Management

Code	Topics of the Module	Selected Rating					
DE-65	Planning a Project	1	2	3	4	5	6
DE-66	Tools and Techniques in Project Planning	1	2	3	4	5	6
DE-67	Project implementation : Tools, Techniques and Problems	1	2	3	4	5	6

B.3.8.0 Please give specific suggestions (if any) in case of inclusion of any new topic(s) or omission of any existing topic(s).

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Module - 9 : Sustainable Development

Code	Topics of the Module	Selected Rating					
DE-68	Sustainable Development : Background, Issues and Concepts	1	2	3	4	5	6
DE-69	Environment and Development : International Perspectives and Its Problems for Developing Nations	1	2	3	4	5	6
DE-70	Environmental Degradation and Global Warming : Effects on Bangladesh	1	2	3	4	5	6
DE-71	Energy Crisis and Bangladesh : Problems & Prospects	1	2	3	4	5	6
DE-72	Bangladesh's Strategy for Sustainable Development and Obligations Towards Related International Agreements	1	2	3	4	5	6
DE-73	Water Resources Management	1	2	3	4	5	6
DE-74	Environmental Impact Assessment (EIA) : Concepts and Issues	1	2	3	4	5	6
DE-75	EIA : Evaluation Methodology and Exercise	1	2	3	4	5	6

B.3.9.0 Please give specific suggestions (if any) in case of inclusion of any new topic(s) or omission of any existing topic(s).

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SUBJECT AREA-C : SPECIAL MODULES

Module - 1 : Experience Sharing in Attaining Administrative Efficiency : Lessons from Life

Code	Topics of the Module	Selected Rating					
SP-76	Managing Own Work : Planning Own Work, Assigning Work Priorities, Meeting Deadlines	1	2	3	4	5	6
SP-77	Managing Resources : Forecasting Requirements, Priorities and Allocating Resources, Monitoring, Accounting for and Reporting on Usage	1	2	3	4	5	6
SP-78	Managing Work Processes : Planning, Controlling and Monitoring Systems and Procedures	1	2	3	4	5	6
SP-79	Interviewing	1	2	3	4	5	6
SP-80	Providing Career Management Advice	1	2	3	4	5	6
SP-81	Dealing with Breaches of Discipline	1					
SP-82	Gender Awareness, Sexual Harassment and Cultural Diversity	1	2	3	4	5	6
SP-83	Performance Management	1	2	3	4	5	6
SP-84	Forecasting, Planning, Controlling and Monitoring Expenditure	1	2	3	4	5	6
SP-85	Cash and Business Accounting Principles	1	2	3	4	5	6
SP-86	Setting Standards	1	2	3	4	5	6
SP-87	Personnel Management						
SP-88	Monitoring, Controlling and Reporting Outcomes	1	2	3	4	5	6
SP-89	Customer/Supplier Principles : the Citizen as "Customer"	1	2	3	4	5	6
SP-90	Customer Consultation/Market Research	1	2	3	4	5	6
SP-91	Customer Charters	1	2	3	4	5	6
SP-92	Managing Complaints/Dissatisfaction	1	2	3	4	5	6
SP-93	Productivity Improvement Techniques	1	2	3	4	5	6
SP-94	Problem solving and Innovation	1	2	3	4	5	6
SP-95							

SP-96	Introducing New Work Processes	1	2	3	4	5	6
SP-97	Contracting Out	1	2	3	4	5	6
SP-98	Managing the Political-Civil Service interface	1	2	3	4	5	6
	Analytical Techniques (SWOT, PEST, Stakeholder Analysis etc.)	1	2	3	4	5	6
		1	2	3	4	5	6
SP-99	Business planning	1	2	3	4	5	6

C.3.1.0 Please give specific suggestions (if any) in case of inclusion of any new topic(s) or omission of any existing topic(s).

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Module - 2: Computer Skills

Code	Topics of the Module	Selected Rating					
		1	2	3	4	5	6
CS-100	Introduction to Computer (1)	1	2	3	4	5	6
CS-101	Operating System : Windows-95 (1)	1	2	3	4	5	6
CS-102	Typing Tutor (First One Month) (30)	1	2	3	4	5	6
CS-103	Word Processing MS Word (8)	1	2	3	4	5	6
CS-104	MS Excel (3)	1	2	3	4	5	6
CS-105	Other Applications : MS PowerPoint, Internet, Project Management, Multimedia and GIS (13)	1	2	3	4	5	6

C.3.2.0 Please give specific suggestions (if any) in case of inclusion of any new topic(s) or omission of any existing topic(s).

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Module - 3: English Language Skills

Code	Topics of the Module	Selected Rating					
		1	2	3	4	5	6
ELS-106	Reading Comprehension (12)	1	2	3	4	5	6
ELS-107	Listening Comprehension (12)	1	2	3	4	5	6
ELS-108	English Structure (Grammar, Common Mistakes (12)	1	2	3	4	5	6

C.3.3.0 Please give specific suggestions (if any) in case of inclusion of any new topic(s) or omission of any existing topic(s).

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Module - 4: Extended Lectures

Code	Topics of the Module	Selected Rating					
		1	2	3	4	5	6
EL-109	Subjects to be Selected in Consultation with the Participants						

C.3.4.0 Please give specific suggestions (if any) in case of inclusion of any new topic(s) or omission of any existing topic(s).

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PART-D : Course Evaluation

- 4.0 Following are the objectives of the Senior Staff Course. Do you think that these objectives are appropriate ? If yes, please circle your rating of appropriateness. (in scale from 1 to 6, where, 1=least appropriate, 6=most appropriate).

NoYes

- | | | |
|--|--------------------------|-----------------------|
| (a) Create a forum of learning from each other's experience by brining in participants with diverse background and service experience; | ☐ | 1 2 3 4 5 6 |
| (b) Give the participants opportunity in terms of time, literature and information and interaction with appropriate resource persons, to acquire the knowledge and skills needed to perform effectively at the policy level of administration; | ☐ | 1 2 3 4 5 6 |
| (c) Arranging discussions on subjects and issues relating to current and future policy concerns with the help of appropriate resource persons; and | ☐ | 1 2 3 4 5 6 |
| (d) In the light of the theme of this course, provide through idea on administrative reforms and its applicability in Bangladesh Administration. | ☐ | 1 2 3 4 5 6 |

- 4.1 As per your opinion what are the other objectives those needed to be included in the current objectives of Senior Staff Course ? (If any, please write).

1.
2.
3.

- 4.2 Do you think any of the current objectives stated in 4.0 is to be omitted ? If yes, please indicate.

4.3 Please give your opinion about the following requirements those are to be fulfilled in Senior Staff Course by the participants. Please circle your rating in each case following the scale of rating from 1 to 6, where, 1=unnecessary, 6=most necessary.

- (a) Compulsory stay in the dormitory room allotted to them at BPATC campus. 1 2 3 4 5 6
- (b) The participants shall have to be very punctual in attending all activities prescribed for the course. 1 2 3 4 5 6
- (c) The participants must have to attend at least 95% of the sessions as per schedule. 1 2 3 4 5 6
- (d) The participants shall have to prepare/undertake field visits, syndicate works, group discussion, workshop, case studies, seminar papers and perform other tasks assigned by the course management. 1 2 3 4 5 6
- (e) According to the Evaluation Policy of the centre, the participants must have to secure a minimum 50% marks in each individual aspects as indicated in the Course Requirements and Evaluation parts of the Course Guidelines. If any participant secure less 50% marks in any of those items, he or she will be deemed to have failed in the course. An unsuccessful participant will get minimum two chances to re-appear in the subjects so failed. On each occasion, he or she will be required to stay at the centre for seven days. 1 2 3 4 5 6
- (f) All the participants shall have to wear formal dresses as prescribed by the centre during academic sessions and official function and follow table manners during formal lunch and dinners. 1 2 3 4 5 6

4.4 What are the strengths of Senior Staff Course ? Please circle your rating in terms of the following and give your rating only against those you consider as the strengths of the course : (scale 1 to 6 indicate the intensity of strengths, where 1=least important, 6=most important).

- (a) Compulsory stay in the dormitory room allotted to them at BPATC campus. 1 2 3 4 5 6
- (b) Punctuality in attending all activities prescribed for the course. 1 2 3 4 5 6

(c) The participants must have to attend at least 95% of the sessions as per schedule.	1	2	3	4	5	6
(d) Training Methodology :						
i. Lecture & Discussion	1	2	3	4	5	6
ii. Field visits	1	2	3	4	5	6
iii. Syndicate works	1	2	3	4	5	6
iv. Group discussion	1	2	3	4	5	6
v. Workshop	1	2	3	4	5	6
vi. Case studies	1	2	3	4	5	6
vii. Preparation & Presentation of seminar paper	1	2	3	4	5	6
viii. Reading Assignments	1	2	3	4	5	6
ix. Role play/Simulation	1	2	3	4	5	6
x. Film show/Videos	1	2	3	4	5	6
xi. Computer Skills Development	1	2	3	4	5	6
xii. English Language Skills	1	2	3	4	5	6
xiii. Extension Lectures	1	2	3	4	5	6
xiv. Know Each other (KEO)	1	2	3	4	5	6
xv. Perform other tasks as assigned by the course management.	1	2	3	4	5	6
(e) Overall Course management	1	2	3	4	5	6
(f) Overall Course Co-ordination	1	2	3	4	5	6
(g) Attention of the course management to the participants personal problems	1	2	3	4	5	6
(h) Discipline of the course.	1	2	3	4	5	6
(i) Interaction amongst the participants	1	2	3	4	5	6
(j) Curriculum of the Course	1	2	3	4	5	6
(k) Guest Speakers	1	2	3	4	5	6
(l) Faculty Speakers	1	2	3	4	5	6
(m) Existing Evaluation Systems	1	2	3	4	5	6
(n) Social Events	1	2	3	4	5	6
(o) Class room Facilities	1	2	3	4	5	6

(p) Dormitory Facilities	1	2	3	4	5	6
(q) Overall quality of training	1	2	3	4	5	6
(r) Overall physical Environment	1	2	3	4	5	6
(s) Overall training Environment	1	2	3	4	5	6
(t) Library facilities	1	2	3	4	5	6
(u) Transport Facilities	1	2	3	4	5	6
(v) Telephone Facilities	1	2	3	4	5	6
(w) Sports & Games Facilities	1	2	3	4	5	6
(x) Mosque (Facilities for Prayer)	1	2	3	4	5	6
(y) Behaviour of the officers & staff	1	2	3	4	5	6
(z) Room Service	1	2	3	4	5	6
(aa) Food Arrangement	1	2	3	4	5	6
(bb) Others (Pl. specify)	1	2	3	4	5	6

4.5 What are the weaknesses of Senior Staff Course ? Please circle your rating in terms of the following and your rating only against those you consider as the weaknesses of the course: (scale 1 to 6 indicate the intensity of weaknesses, where 1=least important, 6=most important).

- | | | | | | | |
|--|---|---|---|---|---|---|
| (a) Compulsory stay in the dormitory room allotted to them at BPATC campus. | 1 | 2 | 3 | 4 | 5 | 6 |
| (b) Punctuality in attending all activities prescribed for the course. | 1 | 2 | 3 | 4 | 5 | 6 |
| (c) The participants must have to attend at least 95% of the sessions as per schedule. | 1 | 2 | 3 | 4 | 5 | 6 |
| (d) Training Methodology : | | | | | | |
| i. Lecture & Discussion | 1 | 2 | 3 | 4 | 5 | 6 |
| ii. Field visits | 1 | 2 | 3 | 4 | 5 | 6 |
| iii. Syndicate works | 1 | 2 | 3 | 4 | 5 | 6 |
| iv. Group discussion | 1 | 2 | 3 | 4 | 5 | 6 |

v. Workshop	1	2	3	4	5	6
vi. Case studies	1	2	3	4	5	6
vii. Preparation & Presentation of seminar paper	1	2	3	4	5	6
viii. Reading Assignments	1	2	3	4	5	6
ix. Role play/Simulation	1	2	3	4	5	6
x. Film show/Videos	1	2	3	4	5	6
xi. Computer Skills Development	1	2	3	4	5	6
xii. English Language Skills	1	2	3	4	5	6
xiii. Extension Lectures	1	2	3	4	5	6
xiv. Know Each other (KEO)	1	2	3	4	5	6
xv. Perform other tasks as assigned by the course management.	1	2	3	4	5	6
(e) Overall Course management	1	2	3	4	5	6
(f) Overall Course Co-ordination	1	2	3	4	5	6
(g) Attention of the course management to the participants personal problems	1	2	3	4	5	6
(h) Discipline of the course.	1	2	3	4	5	6
(i) Interaction amongst the participants	1	2	3	4	5	6
(j) Curriculum of the Course	1	2	3	4	5	6
(k) Guest Speakers	1	2	3	4	5	6
(l) Faculty Speakers	1	2	3	4	5	6
(m) Existing Evaluation Systems	1	2	3	4	5	6
(n) Social Events	1	2	3	4	5	6
(o) Class room Facilities	1	2	3	4	5	6
(p) Dormitory Facilities	1	2	3	4	5	6
(q) Overall quality of training	1	2	3	4	5	6
(r) Overall physical Environment	1	2	3	4	5	6
(s) Overall training Environment	1	2	3	4	5	6

(t) Library facilities	1	2	3	4	5	6
(u) Transport Facilities	1	2	3	4	5	6
(v) Telephone Facilities	1	2	3	4	5	6
(w) Sports & Games Facilities	1	2	3	4	5	6
(x) Mosque (Facilities for Prayer)	1	2	3	4	5	6
(y) Behaviour of the officers & staff	1	2	3	4	5	6
(z) Room Service	1	2	3	4	5	6
(aa) Food Arrangement	1	2	3	4	5	6
(bb) Others (Pl. specify)	1	2	3	4	5	6

4.6 Give opinion about the theoretical & practical aspects of the course (Please put $\sqrt{\quad}$ mark).

- | | |
|--|--------------------------|
| a. The course is too theoretical. It should be more practical | ☐ |
| b. The course is too practical. It should be more theoretical. | ☐ |
| c. The course contains a nice combination of both theoretical and practical aspects. | ☐ |

4.7 What should be the reasons for selecting the participants for Senior Staff Course ? Please give rating of your choices, where 1 = Least Important, 6 = Most Important.

(a) For Career Planning.	1	2	3	4	5	6
(b) For Promotion.	1	2	3	4	5	6
(c) For better quality of works.	1	2	3	4	5	6
(d) For developing better analytical ability.	1	2	3	4	5	6
(e) For overcoming deficiencies	1	2	3	4	5	6
(f) For developing better negotiation skills	1	2	3	4	5	6
(g) For others (Pl. specify)	1	2	3	4	5	6

4.8 The duration of Senior Staff Course is 2.5 months. Give opinion about the duration of the course (Please put ✓ mark).

a. The course duration is sufficient enough

☐

b. The course duration should be increased to months.

☐

c. The course duration should be decreased to months.

☐

4.9 Please give your valuable suggestions (if any), on Senior Staff Course so that it can be improved and conducted in a better way in future.

1.

2.

3.

4.

5.

6.

Signature of the respondent (optional)

[Thanks for your kind cooperation.]

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