

CURRICULUM DEVELOPMENT AND EVALUATION OF ACAD

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PREFACE

The “Advanced Course on Administration and Development” (ACAD) is one of the career development training courses conducted by BPATC. The course is meant for the mid-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 NIPA, 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, two faculty members of the centre did the training needs assessment of this course in 1996.

However, the present study has also tried to assess the training needs of the participants of the ACAD 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 ACAD at BPATC in future. The concern trainers, researchers and policy makers may also be benefited out of the study.

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ACRONYMS

ACAD	=	Advanced Course on Administration and Development
ADMC	=	Advanced Management Development Programme
ADMC	=	Annual Development Programme
BCS	=	Bangladesh Civil Service
BPATC	=	Bangladesh Public Administration Training Centre
CPM	=	Critical Path Method
DE	=	Development Economics
EL	=	Extension Lecture
NIPA	=	National Institute of Public Administration
NTC	=	National Training Council
NTC	=	National Training Council
NTP	=	National Training Policy
CEDAW	=	Convention on the Elimination of All Forms of Discrimination Against Women
CRC	=	Convention of the Rights of the Child
Fig.	=	Figure
IMF	=	International Monetary Fund
GO	=	Government Organization
MS	=	Microsoft
NGO	=	Non-Government Organization
PA	=	Public Administration
PCP	=	Project Concept Paper
PERT	=	Project Evaluation and Recording Techniques
PP	=	Project Proforma
RIBEC	=	Reforms in Budgeting and Expenditure Control
SD	=	Skill Development
SSC	=	Senior Staff Course
TAPP	=	Technical Assistance Project Proforma
TNA	=	Training Needs Assessment
TQM	=	Total Quality Management
UN	=	United Nations
WTO	=	World Trade Organization

EXECUTIVE SUMMARY

The "Advanced Course on Administration and Development" (ACAD) is one of the career development training course of Bangladesh Public Administration Training Centre (BPATC). Bangladesh Public Administration Training Centre (BPATC) has a long experience in imparting ACAD. The experiences of the National Institute of Public Administration (NIPA) helped a lot in designing the ACAD 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 ACADs conducted by BPATC. The views of the existing and former ACAD participants have also been taken through a structured questionnaire survey. Training experts and supervising officials of the existing and potential participants have been consulted in assessing the needs of the clientele groups.

The main objective of the study is to develop an appropriate curriculum for the ACAD and to provide necessary suggestions for the improvement of the effectiveness of the course. If it is observed in the study that the existing curriculum, objectives, course requirements of the ACAD 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 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 ACAD participants and eminent trainers were also consulted and their views have been incorporated in developing the curriculum of the course.

The total sample size of the study was 120. The study has used both simple and cross-tabulation for its analyses. Graphical representations like bar diagrams, line graphs 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 and tests 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 ACAD. 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 that most of the respondents (90%) were from BCS (Administration) cadre. The other respondents belong to BCS (Railway Engg.) cadre (2.50%), BCS (Economic) cadre (4.16%), BCS (Information) cadre (1.67%). A very insignificant proportion of the respondents (1.67%) were from Army or non-cadre personnel. By looking into the cadre combination of ACAD courses so far conducted by BPATC, it is observed that majority of the participants of ACAD courses were always from the BCS (Administration) cadre. Most of the respondents (60%) belong to 51-55 years of age-group.

The study reveals that most of the respondents (59.17%) have passed more than 25 years of their service career. And a considerable proportion of the respondents (40%) belong to the group who has passed 21-25 years of their service career. More than one-third (35.83%) of the respondents obtained Bachelors degree, about 58.33% obtained Masters degree and the rest (5.84%) obtained higher degree i.e. MS or M. Phil.. On an average, the respondents underwent more than five different training programmes (Home and Abroad) during their past service tenure. 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 ACAD is very high for the non-technical cadre and non-cadre personnel, whereas it has not been that much high for the technical cadre-personnel. All the respondents opined that after completion of the ACAD, they have become more confident in doing planning, organizing, policy formulating, motivating, coordinating, supervising and negotiating works in accomplishing their present jobs. Moreover, most of the respondents (98.33%) opined that the course catered 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 intact with a minor change or adjustment.

All the respondents opined that the designed objectives of course and the prescribed course requirements are appropriate. Compulsory stay in the dormitory, punctuality in attending prescribed course activities, compulsory attendance of at least 95% of the scheduled sessions, computer skills development, course discipline, interactions amongst the participants, discipline of the officers and staff of BPATC, overall physical environment, overall training environment, library facilities, mosque (facilities for prayer) etc. have been identified as the strengths with 100% importance. Strengths with outstanding importance (where the rate of importance given by

the respondents is more than 90%) have been given to different training methodologies, overall course management, overall course coordination, attention of the course management to the participants' personal problems, course curriculum, faculty speakers, classroom facilities and behaviour of the officers and staff of the centre. Declaring the centre as 'smoke free zone' has been appreciated by the participants.

The respondents have identified 'guest speakers' (98%), telephone facilities (98%) and room services (92%) as the most important weaknesses of the course. The other weaknesses as identified by them are (a) dormitory facilities (88%), (b) social events (87%), (c) transport facilities (79%), (d) food arrangement (69%) and (e) English language as a method of training (67%). All the respondents think that a 15 days foreign study tour programme and a 7 days internal study tour programme should be included in the ACAD.

By looking into the suggestions made by the respondents one might easily understand that the senior officials on deputation at BPATC could not fulfill the demands of the ACAD participants. There should be some sorts of incentive package like foreign study tour for making the course more attractive to the participants. Strengthening of the capabilities of the in-house faculty through foreign training has been suggested as a measure, because the in-house faculties, who have foreign training/exposure have high quality performance in their respective fields.

The training curriculum of a course like the ACAD is always in changes with the increasing complexities and dimension of problems in the society. But the changes in the curriculum of the ACAD 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 autocratic 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 ACAD has increased over the years. The study reveals that the effectiveness of the training methodologies used by the centre has also increased

over the years. The centre has also developed its training management capabilities a lot. Faculty guidance for seminar/syndicate works, reading materials, food arrangement, dormitory facilities, medical facilities, classroom facilities etc. have also improved to a considerable extent.

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.

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 minor addition as illustrated in the analysis of different modules.
- (b) The module on "English Language" should be dropped from the ACAD.
- (c) The present course objectives should be kept intact.
- (d) Handout given should be more exhaustive and be provided on each of the topics under different modules.
- (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, introduction of model test for relevant modules, individual exercises etc.
- (h) More audio-visual aids should be added.
- (i) There should be some sorts of incentive package like foreign study tour for making the course more attractive to the participants.
- (j) BPATC should nourish/maintain a systematic approach for bringing about any change in the course curriculum.
- (k) Only the capable Government officials should be brought on deputation. BPATC authority should be strict to this principle.

- (l) Objectives and evaluation methods of each module should be set earlier.
- (m) Speakers and training methodologies to be used should be set prior to release the course brochure.
- (n) 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.
- (o) Only competent Guest Speakers should be invited/hired.
- (p) More coordinated efforts need to be made by the course administration and different service providing departments.
- (q) For better effectiveness of the group activities, the course administration should ensure that every group comprises of not more than 3-4 officers.
- (r) Social events/pleasure trips may be arranged every fortnightly.
- (s) Internal study tour programme should be designed in such a way that it covers TQM, Local Government and Rural Development, Project Management etc. modules and some specific and significant aspects of development efforts.

ACAD is a career development-training programme for the mid-level Government officials. Changes in the society and Government system play a vital role in shaping their responsibilities. The existing curriculum of the ACAD is quite okay. Some minor 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 and proves that the curriculum developed and designed by the centre is perfectly alright.

CHAPTER – I

1.0 Introduction

The "Advanced Course on Administration and Development" (ACAD) is one of the career development training course of Bangladesh Public Administration Training Centre (BPATC). This course has been designed for the mid-level Government officials i.e. for Deputy 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.

Development administration demands building of a new professionalism by today's civil servants at all levels. Development, both as a goal and as an action programme, has passed through a number of orientations, strategies and methodologies. The goals of development and the means of attaining it, however, remain elusive and the search for an agreed paradigm still continues. The entire process of development administration necessitates acquisition of a set of new skills and internalisation of a cluster of new values in tune with the needs of democratic administration, market economy and globalisation. All these will help in building administrative capability that is in short supply in the developing countries including Bangladesh.

The role of mid-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 issues. In the face of this reality the Advanced Course on Administration and Development (ACAD) is required to be designed to provide the mid-level administrators up to date knowledge on administration and development.

1.1 Brief Historical Evolution of Mid-Level Training Courses in Bangladesh

The history of commencing formal mid-level training course for the Government officials traces back into the early sixties during the Pakistani period. The systematic planning for the country's economic development, started in 1955, could not achieve satisfactory performance during the First Five Year Plan period¹ (1955-1960). The plan was lacking scope for training the civil servants in formulating and implementing Government's plans, which was identified as one of the major failure of the plan². The Government machinery of the then Pakistan felt the need for training for mid-level officials on administration and development. There was also a donor pressure on the issue. Ultimately, the process of institution building started in the 1960's and training for mid-level officials started commencing in 1962 at NIPA (Dhaka).

The ACAD was the principal training programme at the erstwhile NIPA. NIPA started offering the course under the title "Advanced Management Development Programme (AMDP). In 1967, the title AMDP was replaced by ACAD. In the pre-liberation period, the major areas of ACAD were (a) Introduction to Public Administration, (b) Management Process, (c) Management Analysis, (d) Human Relations, (e) Personal Administration, (f) Financial Administration, (g) Social and Economic Development and Administrative Requirements, (h) Structure and Functions of the Government and (i) The Administrators and the Public Interests³. After the emergence of Bangladesh, the areas of training courses were modified and enhanced.

The revised or modified and enhanced course contents at NIPA were as follows :

- (a) Public Administration - Theory and Practice
- (b) Personal Administration
- (c) Management Analysis
- (d) Management in Public Sector

¹ Ali, Shaikh Maksud. : Training for Higher Civil Servants - A NIPA Approach, a research mimeo.

² Haque, Md. Mozammel and Azim, Mrs. Ayesha (1996). : *Assessment of Training Need of Mid-Level Officers : A Research Study on ACAD*, BPATC, Savar, Dhaka, p. 10.

³ Rahman, M. Safiur and Jalil, M.A. (1984). : "Twenty-Tree Years of Training Programmes of the National Institute of Public Administration (NIPA)". in *Administrative Science Review*, Vol. XIV, No. 1 (March, 1984). pp. 108-109, Dhaka.

- (e) Human Relations and Administrative Communications
- (f) Financial Administration
- (g) Development Economics
- (h) Government and Politics
- (i) Research Methodology and Elementary Statistics for Administrators
- (j) Bangladesh Studies and
- (k) Selected Government Rules and Procedures.

The ACAD at NIPA had three basic shortcomings, which are as follows :

- (i) The course was essentially non-residential;
- (ii) Modular approach was not followed; and
- (iii) Foreign Study Tour was not regular.

The major objectives of the NIPA's ACAD were :

- (i) To increase the efficiency of mid-level officers in administrative management and in development activities;
- (ii) To enhance their capabilities with the fundamental issues of Public Administration and Development Economics; and
- (iii) To sharpen their analytical abilities with a view to preparing them for shouldering higher responsibilities for policy making.

BPATC inherited the ACAD from the erstwhile NIPA 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 1980⁴. 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.

The ACAD at BPATC has undergone several changes in terms of its contents and training methodologies. Foreign study tour programme has been dropped since 1985, due to want of fund

⁴ 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.

from the foreign donor agencies. Therefore, the authority have shortened the course duration from 12 weeks to 75 days. Statistics shows that BPATC has made a tremendous improvement of the ACAD both qualitatively and quantitatively. The major objectives of the ACAD, as of now, are :

- (a) To enable the participants to conceptualise the theories and principles of Development Administration;
- (b) To enable them to acquire the techniques of negotiation and organisation development that they can interact effectively with their domestic and foreign counterparts and operate successfully as a team with the members of other services;
- (c) To enhance skills in project planning and implementation;
- (d) To acquaint them with the fundamental issues of economic development, the procedures of public budgeting and financial opinion;
- (e) To sharpen their analytical abilities and prepare them to shoulder higher responsibilities of policy formulation;
- (f) To develop the vision of the participants for capacity building of the poor through Local Government and Rural Development Approaches; and
- (g) To acquaint them with computer based information system

1.2 Objectives of the Study

The main objective of the study is to develop an appropriate curriculum for the ACAD 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 ACAD participants;
- (ii) To analyse and evaluate the existing curriculum of the ACAD and the course management; and
- (iii) To develop a need-based curriculum for the ACAD and provide suggestive measures for further improvement in the effectiveness of the course in future.

1.3 Importance and Rationale of the Study

Bangladesh Public Administration Training Centre (BPATC) is entrusted with the responsibility of imparting ACAD training programme to mid-level Government officials. The Government officials of this level play a very vital role in 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 ACAD, Bangladesh has experienced several changes in its administrative, political, socio-cultural and economic arenas. Many of our old 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 ACAD underwent several changes during the last four 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 ACAD. It is expected that the study will provide an effective, need-based and appropriate curriculum for ACAD. 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 ACAD. 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 ACAD in particular. The study may also be helpful for the concerned trainers, researchers and policy makers.

1.4 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.

Training needs assessment of a particular clientele group can be done in a prescribed methodical procedure. It can also be done through experiences and evaluation of certain designed curriculum and the course management systems. The present study has followed the latter one.

BPATC has a long experience in conducting ACAD. It has inherited the course from the former NIPA. It has a designed curriculum and prescribed course management systems. 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, objectives, course requirements of the ACAD 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 there is any suggestion for further improvement of the course, the centre can incorporate the same in the future ACADs.

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

ACAD is a generic training course on administration and development for the mid-level Government officials. It does not cater the specific/technical training needs of different cadres or clientele groups. The present study has identified the generic training needs of the clientele groups on the basis of the course-end-of evaluation reports, views of the former ACAD participants on the existing curriculum and training/course management issues. The supervising authority of the existing and potential ACAD participants, some eminent trainers, guest speakers and faculty members have been consulted in developing curriculum and analysing the training management issues. But no structured/written questionnaire survey method was followed to collect their views.

The present study has concentrated itself mainly around developing a need-based curriculum for the ACAD 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 potential ACAD participants and sub-ordinate officials of the ACAD 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 ACAD participants and eminent trainers were also 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 ACAD and to develop curriculum of ACAD on the basis of the evaluation. Only the Government officers who have undergone ACAD training 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

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 120. A purposive random sampling technique was adopted to select the samples of the study. Only the former ACAD participants were taken as samples of

the survey. Thereafter, a purposive random sampling procedure was followed to collect data from the target group.

2.4 Methods of Data Collection

The secondary data were collected by consulting available relevant published and unpublished documents. Two data collectors were recruited to collect primary data through questionnaire survey. They underwent requisite training, briefing and discussions for conducting the survey effectively. The data collectors 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 collectors. There was continuous supervision during field survey. Data collectors also consulted the researcher when problems arose. Moreover, the supervising officials of existing and potential ACAD participants and eminent trainers were also consulted and their views have been incorporated in developing the curriculum of the course.

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 of the study.

2.6 Methods of Analysis

The study has used both simple and cross-tabulation for its analyses. Graphical representations like bar diagrams, line graphs 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 and tests 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 :

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

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 a very brief review of historical evolution of mid-level training courses in Bangladesh, 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 ACAD. 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 ACAD. The experiences of the National Institute of Public Administration (NIPA) helped a lot in designing the ACAD 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 ACADs conducted by BPATC. The views of the existing and former ACAD participants have also been taken through a structured questionnaire survey. Training experts and supervising officials of the existing and potential participants have been consulted in assessing the needs of the clientele groups.

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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 120. Among them, most of the respondents (90%) were from BCS (Administration) cadre. The other respondents belong to BCS (Railway Engg.) cadre (2.50%), BCS (Economic) cadre (4.16%), BCS (Information) cadre (1.67%). A very insignificant proportion of the respondents (1.67%) were from Army or non-cadre personnel. By looking into the cadre combination of ACAD courses so far conducted by BPATC, it is observed that majority of the participants of ACAD courses were always from the BCS (Administration) cadre. Most of the respondents (60%) belong to 51-55 years of age-group. There were about 22.50% respondents who still have more than seven year to serve the Republic. There were only 15.83% respondents who have less than two years more to serve the Republic [Table-1]. The Army personnel who undergo ACAD training are usually much younger than the participants of various cadre services.

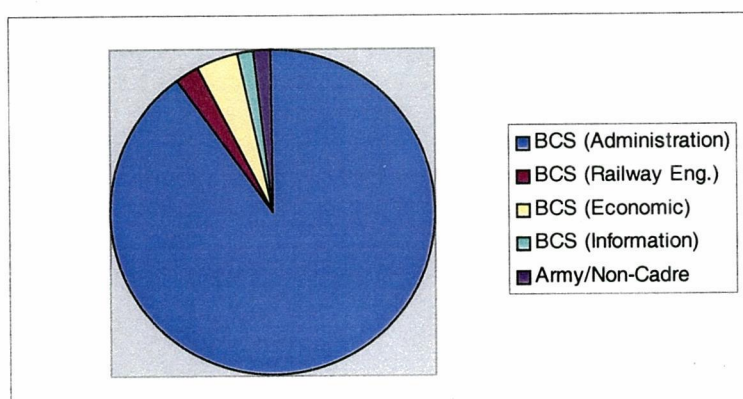


Fig. 1 : Cadre-distribution of the Respondents

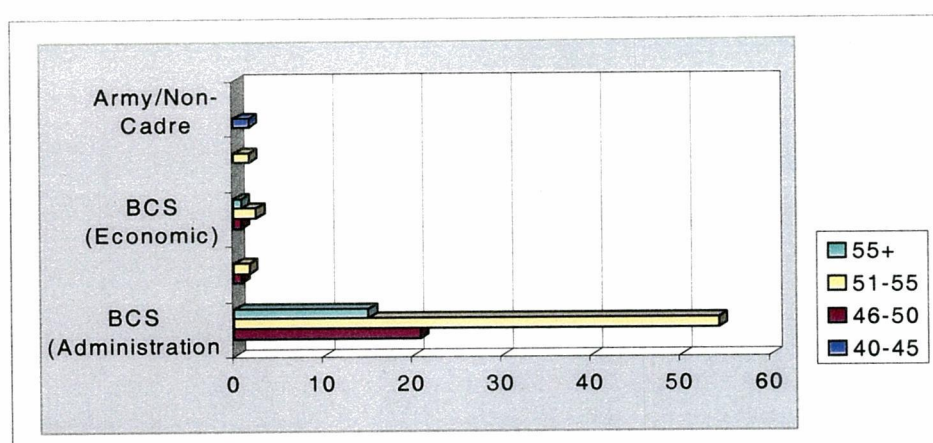


Fig. 2 : Age-distribution of the Respondents

3.1.2 The Respondents' Length of Service and Educational Attainment

The study reveals that most of the respondents (59.17%) have passed more than 25 years of their service career. And a considerable proportion of the respondents (40%) belong to the group who has passed 21-25 years of their service career [Table-2]. It has been observed that more than one-third (35.83%) of the respondents joined the service just after completion of their Bachelors degree, which is the basic requirement of entering into cadre service. About 58.33% of the respondents obtained Masters degree. There were a very few respondents (5.84%) who obtained higher degree i.e. MS or M. Phil. [Table-3].

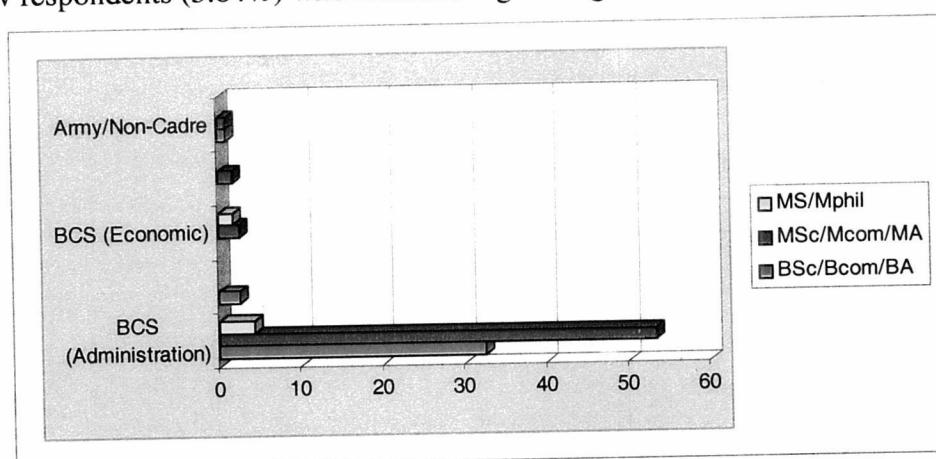


Fig. 3 : Cadre-wise Distribution of Respondents by Educational Attainment

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 less than one month 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 all the respondents of the study underwent ACAD and have long experiences in Government service, their views regarding curriculum development must be very helpful in designing and reshaping the course contents.

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

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responses/reasons to the questions about their ways of getting nomination. Most of the respondents (80%) opined that this training course has been made mandatory for their next promotion [Table-5]. The other most important reasons given by the participants were : (i) the Ministry of Establishment wanted the nomination (72.25%), (ii) the course enhance leadership and decision making quality (61.67%), (iii) the course develop the participants' confidence in decision making (53.33%), (iv) it is the policy of the Government to train officers (52.50%), (v) training enhance knowledge, skills and attitudes (51.67%).

The study reveals that the average rate of benefits received by the participants through attending ACAD is very high for the non-technical cadre and non-cadre personnel, whereas it has not been that much high for the technical cadre-personnel (Table-6). More than half of the respondents (55.83%) opined that they were fully benefited out of their attended ACAD, whereas another considerable proportion of the respondents (39.17%) opined that the rate of benefits received by them is 80 per cent. This means that the existing course fulfill the needs of the respondents.

All the respondents opined that after completion of the ACAD, they have become more confident in doing planning, organizing, policy formulating, motivating, coordinating, supervising 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 achieved in those cases, after completion of the course. According to their viewpoints, their acquired rate of confidence in those cases is very high (Table-7). A very insignificant proportion of the respondents opined that they did not achieve confidence in doing delegating (12.50%), communicating (0.83%) and budgeting (2.50%) works in accomplishing their present jobs. However, one may conclude from the aforesaid observations that the rate of confidence grown in the respondents on various issues is highly satisfactory. Moreover, most of the respondents (98.33%) opined that the course catered their needs appropriately. Only a very insignificant proportion of the respondents (1.67%) opined that it catered their needs partly. But all of them think that this training

should be a compulsory one for all Government officials at their level. The above views of the respondents prove once again that the existing ACAD is capable of catering the needs of the concerned participants appropriately.

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 same⁵.

The existing curriculum of the ACAD includes about 20 different modules and more than 125 topics on various relevant administration and management issues under those modules. The respondents were asked to measure the relevancy of every topic. 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 : Government System and Administrative Reforms

This module includes 7 specific topics, two of which have been divided into 2-3 sub-topics. Most of the respondents identified (a) Rules of Business : Salient Features (95.83%), (b) Bangladesh Constitution : Salient Features with Special Reference to

⁵ 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 ACAD conducted by the National Institute of Public Administration (NIPA) have also been consulted.

Public Servants (81.67%), (c) Changing Role of Public Sector and Administrative Reforms : Concepts and Issues (69.17%) and (d) The Parliament and Parliamentary Procedures (65%) as the “most relevant” topics of the module. Three separate reports are discussed under the topic “Review of Recent Reforms Reports in Bangladesh”. Discussions on these reports have also been identified as “most relevant” by most of the respondents. Statistics shows that although the topics (a) New Public Management : New Ideas in Public Sector and (b) Administrative Reforms : Comparative Perspectives are “relevant” to the respondents, further initiatives by the centre are necessary to improve the scope of and deliberation on those two topics. However, all the topics included in the module are very much relevant to the participants of ACAD [Table-9.1].

The respondents did not suggest any inclusion or omission of topic(s) from the module. But they have given a number of suggestions that might help improve the effectiveness of the module. The most important ones of those are : providing of synopsis paper or hand-out to the participants on each of the topics, ensuring involvement of all participants by assigning tasks like home work, inclusion of more practical/simulation exercises etc. and inclusion of latest development affairs/issues on Public Administration to be conducted by experienced guest speakers [Index-1].

3.3.2 Module-2 : Negotiation and Conference Techniques

The module includes 7 topics, two of which are exercises on conference techniques. Most of the respondents opined that the topics included in the module are “most relevant” to them. But the two exercise sessions on conference techniques were given comparatively less importance by the respondents [Table-9.2]. It appears from the responses that the specific exercises conducted in the session could not draw the attention of the participants appropriately. Therefore, more emphasis needs to be given to increase the effectiveness of the exercise sessions. The respondents did not suggest to include any new topic or exclude or omit any existing topic from this module. They have given a number of specific suggestions that would enrich and increase the effectiveness of the module. [Index-2]. The most important suggestions given by them are :

- more practical/simulation exercise should be included.
- relevant film show on negotiation and conference should be arranged.
- participants can be assigned to study the topics of the module separately and then group discussion should be held on the topics. This will help improve the learning processes a lot.

3.3.3 Module-3 : Teamwork and Coordination

The module includes 9 topics, three of which are exercise sessions on motivation and teamwork. Another two sessions are conducted as syndicate discussion or case study on coordination. Basically this module includes three theoretical sessions and six practical sessions. Most of the respondents (about 71% to 94% against different topics of the module) opined that the topics included in the module are “most relevant” to them. A very insignificant proportion of the respondents (about 1% to 3%) identified those topics as “moderately relevant” to them [Table-9.3].

The respondents have offered some specific suggestions to increase the effectiveness of the module [Index-3]. The most important ones of those are :

- The existing “Group System” should be discontinued; because 50% of the group members do not contribute anything. To ensure participation of all members, group should be smaller in size, preferably 3-4 members in a group.
- Case design is appropriate, but learning process is defective. Speeches in classrooms are not attractive.
- Syndicates are not properly conducted.
- Model test on the module for evaluation may be tried.

The participants of the ACAD always give emphasis on making the sessions much more practical in nature. Most of the sessions included in the current module are of practical types. Still, group size, non-involvement of participants in group activities, defective learning process, non-attractive speeches etc. remains as problems. Therefore, one can easily conclude from this scenario that making the sessions much more practice-oriented

is not the only solution to make the training effective. There are many facets of training that must have to be addressed properly.

3.3.4 Module-4 : Total Quality Management for Improvement in the Public Sector

The module includes 5 topics, out of which only one is exercise. Most of the respondents (about 69% to 83% for different topics) opined that the topics included in the module are “most relevant” to them. The study also reveals that the topics included in the module are “relevant” to about 16.67% to 31.67% respondents [Table-9.4]. This indicates that the module can be kept intact.

The respondents did not suggest to include in or exclude or omit any topic from the module. But they have offered a number of suggestions to increase the effectiveness of the module [Index-4]. The most important ones of those are :

- providing exhaustive handout,
- designing smaller group, preferably with 3-4 members in a group for exercise,
- the module needs to more practical in nature,
- specific case study will help increase the effectiveness of the module,
- and visiting some reputed organizations where practices of TQM is available.

3.3.5 Module-5 : Local Government and Rural Development

The module includes 7 topics, out of which 5 topics are related to Local Government issues. Only one topic is related to Rural Development issues and the rest one is on “Important Land Laws in Bangladesh”. The study reveals that Rural Development has got less emphasis on the module. However, most of the respondents (about 75.83% to 83.33% against different topics) opined that the topics included in the module are “most relevant” to them. The study also reveals that the topics included in the module are “relevant” to about 9.17% to 19.17% respondents and a very insignificant proportion of

the respondents opined that the topics included in the module are “moderately relevant” to them [Table-9.5].

The respondents did not suggest to include in or exclude or omit any topic from the module. But they have offered a number of suggestions to increase the effectiveness of the module [Index-5]. The most important ones of those are :

- handout provided should be exhaustive,
- individual assignment system should be introduced instead of group assignment,
- visit to Zila, Upa-Zila Parishad and Powrasava will help increase the effectiveness of the module,
- and model test on the module should be introduced.

3.3.6 Module-6 : Project Preparation

The module includes 10 topics, out of which 6 topics are practical exercises. Most of the respondents (about 91.67% to 98.33% against different topics) opined that the topics included in the module are “most relevant” to them. A very insignificant proportion of the total respondents marked the topics as “relevant” to them. The study reveals that the module has been identified as one of the most important (relevant) module of the ACAD [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 Logical Framework, CPM/PERT and topics on TAPP etc.[Index-6]. They have also suggested that individual responsibility of preparing PCP and PP would increase the effectiveness of the module [Index-7].

3.3.7 Module-7 : Project Appraisal and Implementation

The module includes 6 topics, out of which only one topic is of practical exercises. Most of the respondents (about 93.33% to 100% for different topics) opined that the topics

included in the module are “most relevant” to them. A very insignificant proportion of the total respondents marked some of the topics as “relevant” to them. This module has also been identified as one of the most important (relevant) module of the ACAD [Table-9.7].

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 Techniques and Problems of Project Implementation, Review of Consultants' Reports etc.[Index-8]. They have also suggested that introduction of simulation exercise would increase the effectiveness of the module [Index-9].

3.3.8 Module-8 : Government Budgeting

This module has also been identified as the “most relevant” module of the ACAD by most of the respondents. The module includes 5 topics. All of them are theoretical in nature. Since the topics included in the module are very much relevant to the participants' need in field activities, they have preferred them. A very insignificant proportion of the respondents identified those as “relevant” or “moderately relevant” to them [Table-9.8].

The respondents did not suggest to exclude or omit any topic from the module. But they opined that inclusion of more sessions relevant to the module is necessary. They have also suggested to make the module more practical i.e. exercise-oriented [Index-10]. The participants would prefer exhaustive handout.

3.3.9 Module-9 : Development Economics

The module consists of 7 different topics. 5 of them are purely theoretical and 2 of them are panel discussion. Most of the respondents (about 77.50% to 87.50% against different topics) opined that the topics included in the module are “most relevant” to them. A very few of them identified those topics as “relevant” and a very insignificant proportion of the total respondents (1.67% to 5.00%) marked them as “moderately relevant” to them. This module has also been identified as one of the most important (relevant) module of the ACAD [Table-9.9].

The respondents did not suggest to exclude or omit any topic of the module. To increase the effectiveness of the module, they have made some specific suggestions (Index-11). The most important ones are :

- Handout given should be more exhaustive;
- Arrangements for written examination/practical exercise may be made instead of panel discussion; and
- Only the competent Guest Speakers should be invited and they should illustrate the topic(s) assigned clearly.

3.3.10 Module-10 : Globalization and Bangladesh Perspectives

The module includes 8 topics. All of the topics have been identified as “most relevant” by most of the respondents (about 82.50% to 93.34% against different topics). A very insignificant proportion of the respondents marked the topics as “relevant” or “moderately relevant” [Table-9.10]. The study reveals that this module can be considered as one of the most relevant module of the ACAD.

3.3.11 Module-11 : Children and Women in Development

The module consists of six topics. All of them are theoretical in nature. The module has been identified as the second least relevant module of the course [Table-9.11]. Although about 59% to 65% of the respondents assessed the different topics of the module as “most relevant” ones, there seems to have an ample scope of improving the effectiveness of the module. “Women in Development” is considered to be an important issue of our National Development Plan. Gender issues are getting importance day by day. Therefore the contents of different topics of the module should be reorganized in such a way that it incorporates the national plans, policies and programmes for the issue of “Children and Women in Development”.

3.3.12 Module-12 : Development Planning and Poverty Alleviation : Concepts and Approaches

The module consists of six different topics. All of them are theoretical in nature. Most of the respondents (about 93.33% to 99.17% against different topics) opined that the topics included in the module are “most relevant” to them. Only a few of the respondents marked the topics of the module as “relevant” to them [Table-9.12]. The study reveals that it can be considered as an important and one of the most relevant modules of the ACAD. For further improvement in the effectiveness of the module, the respondents provided the following suggestions [Index-12] :

- the handouts given should be exhaustive;
- written examination/simulation exercise should be introduced;
- only competent Guest Speakers should be hired or invited; and
- field visit related to NGO activities should be incorporated in conducting the module.

3.3.13 Module-13 : Environment, Sustainable Development and Disaster Management

The module consists of 9 different topics. All of them are theoretical in nature. Still, all most all of the participants liked the topics very much and most of them identified the different topics of the module as “most relevant” to them [Table-9.13]. Neither the respondents suggested to include any new topic(s) in nor they suggested to exclude or omit any existing topic(s) from the module.

3.3.14 Module-14 : Computer Training

The module includes two introductory sessions on computer and its operating systems and a series of sessions on typing tutor, e-mail – Internet, word processing, MS Excel and MS PowerPoint. The respondents have enjoyed the different topics of the module very much and most of them marked the topics as “most relevant” to them [Table-9.14]. The sessions related to computer and its applications are conducted throughout the tenure of the course.

3.3.15 Module-15 : English Language

The module has been designed to teach the participants of ACAD English language. The statistical observation shows that the respondents did not like the module very much. This has been marked as the least effective or relevant module of the whole course [Table-9.15]. Many of the respondents suggested to drop the module from the course curriculum.

3.3.16 Module-16 : Extension Lectures

The module consists of six different topics on various burning issues of national development and politics. Eminent Guest Speakers are usually invited to conduct these sorts of sessions. Sometimes, the centre conducts several un-scheduled extension lectures, when the participants ask to arrange them and if the relevant speakers are available. Most of the respondents (about 85% to 98.33% against different issues) opined that the topics included in the module were “most relevant” to them [Table-9.16].

3.3.17 Other Modules of the Course

The curriculum of the ACAD includes some more modules, which are a bit different from the aforesaid ones. These are (a) Departmental Presentation, (b) Seminar Paper Presentation, (c) Study Tour and (d) Physical Exercise and Games. The study reveals that all the participants enjoyed the Departmental Presentation sessions very much. They have also identified the other modules, mentioned above, are as “most relevant” to them [Table-9.17].

3.3.18 Relevant Module(s)/Topic(s) Suggested by the Respondents to Incorporate

The respondents were asked to give specific suggestions about any other module(s) or topic(s), which they think will be appropriate for ACAD that are not included in the course curriculum. They did not suggest to include any separate module but they have identified a number of topics, which they think will be appropriate for ACAD [Table-9.18]. Sessions on many of those topics are conducted for the entry-level officers i.e. for foundation participants. Some of them are included in the curriculum of different

skill-oriented and short courses conducted by the centre. The respondents, who have identified those topics as appropriate for the ACAD are very few in number. Still, the centre can think about it and may incorporate some of them only after proper discussions in a faculty forum.

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 39 ACADs 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 [Table-10]. The participants of different ACADs have also given similar responses at the time of their respective course-end-of evaluation⁶.

3.4.2 Appropriateness of the Course Requirements

The ACAD 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,

⁶ Bangladesh Public Administration Training Centre. : Course-End-of Evaluation Reports of the ACADs, Evaluation Department, BPATC, Savar, Dhaka.

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

3.4.3 Strengths of the Course

The respondents were asked to identify the strengths of the ACAD with assigning rate of importance. Compulsory stay in the dormitory, punctuality in attending prescribed course activities, compulsory attendance of at least 95% of the scheduled sessions, computer skills development, course discipline, interactions amongst the participants, discipline of the officers and staff of BPATC, overall physical environment, overall training environment, library facilities, mosque (facilities for prayer) etc. have been identified as the strengths with 100% importance. Strengths with outstanding importance (where the rate of importance given by the respondents is more than 90%) have been given to different training methodologies, overall course management, overall course coordination, attention of the course management to the participants' personal problems, course curriculum, faculty speakers, classroom facilities and behaviour of the officers and staff of the centre [Table-12]. Declaring the centre as 'smoke free zone' has been appreciated by the participants.

3.4.4 Weakness of the Course

The respondents have identified 'guest speakers' (98%), telephone facilities (98%) and room services (92%) as the most important weaknesses of the course. The other weaknesses as identified by them are (a) dormitory facilities (88%), (b) social events (87%), (c) transport facilities (79%), (d) food arrangement (69%) and (e) English language as a method of training (67%) [Table-13]. It should be mentioned here that the participants themselves make food arrangement. But in every course, they complain about it. As yet they could not sort out how to improve it. Dormitory and telephone facilities are the two major service areas about which the centre always receives complains from the participants⁷.

⁷ Bangladesh Public Administration Training Centre (1996). : Course-End-of Evaluation Report, the 26th ACAD, Evaluation Department, BPATC, Savar, Dhaka, p. 4.

3.4.5 The Respondents' Views about Other Issues

Most of the respondents (65.83%) opined that the course is too theoretical. On the other hand, a considerable proportion of the respondents (34.17%) 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.

The respondents identified five specific reasons of selecting participants for the ACAD. Those are : (a) for career planning (100%), (b) for promotion (100%), (c) for better quality of works (93.69%), (d) for developing better analytical ability (98.17%) and (e) for overcoming deficiencies (93.26%) [Table-15]. The respondents in another study gave more or less same types of opinions regarding this matter⁸. All the respondents think that a 15 days foreign study tour programme and a 7 days internal study tour programme should be included in the ACAD [Table-16].

3.4.6 Suggestions for Improvement of the ACAD in Future

The respondents have offered as many as 11 specific suggestions for further improvement of the ACAD. Among them, the most important ones are : (a) inclusion of foreign study tour (100%), (b) strengthening capabilities of in-house faculty through foreign training (96.67%), (c) inclusion of more computer sessions (94.17%), (d) capable senior officials on deputation to BPATC (85.83%), (e) inclusion of more practical sessions (72.25%), (f) inclusion of expert/competent guest speakers (65.83%), (g) inclusion of written examination system as method of evaluation for all possible modules (60.83%) and (h) inclusion of national and international current affairs (50.83%) [Table-17].

By looking into the suggestions made by the respondents one might easily understand that the senior officials on deputation at BPATC could not fulfill the demands of the ACAD

⁸ Haque, Md. Mozammel and Azim, Mrs. Ayesha (1996). : *Assessment of Training Need of Mid-Level Officers : A Research Study on ACAD*. BPATC, Savar, Dhaka, p. 41.

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The respondents identified five specific reasons of selecting participants for the ACAD. Those are : (a) for career planning (100%), (b) for promotion (100%), (c) for better quality of works (93.69%), (d) for developing better analytical ability (98.17%) and (e) for overcoming deficiencies (93.26%) [Table-15]. The respondents in another study gave more or less same types of opinions regarding this matter⁸. All the respondents think that a 15 days foreign study tour programme and a 7 days internal study tour programme should be included in the ACAD [Table-16].

3.4.6 Suggestions for Improvement of the ACAD in Future

The respondents have offered as many as 11 specific suggestions for further improvement of the ACAD. Among them, the most important ones are : (a) inclusion of foreign study tour (100%), (b) strengthening capabilities of in-house faculty through foreign training (96.67%), (c) inclusion of more computer sessions (94.17%), (d) capable senior officials on deputation to BPATC (85.83%), (e) inclusion of more practical sessions (72.25%), (f) inclusion of expert/competent guest speakers (65.83%), (g) inclusion of written examination system as method of evaluation for all possible modules (60.83%) and (h) inclusion of national and international current affairs (50.83%) [Table-17].

By looking into the suggestions made by the respondents one might easily understand that the senior officials on deputation at BPATC could not fulfill the demands of the ACAD

⁸ Haque, Md. Mozammel and Azim, Mrs. Ayesha (1996). : *Assessment of Training Need of Mid-Level Officers : A Research Study on ACAD, BPATC, Savar, Dhaka*, p. 41.

participants. There should be some sorts of incentive package like foreign study tour for making the course more attractive to the participants. Strengthening of the capabilities of the in-house faculty through foreign training has been suggested as a measure, because the in-house faculties, who have foreign training/exposure have high quality performance in their respective fields⁹.

3.4.7 Time Series Performance of BPATC

The study reveals that the average yearly number of ACAD courses conducted by BPATC is higher than that of NIPA. The yearly average number of ACAD participants has also increased to a considerable extent at BPATC¹⁰ [Table-18]. The proportion of training load shared by the faculty speakers was much higher at the very inception of the centre (during 1985-86 to 1989-90). Afterwards it fell down to about less than 50% because of sudden transfer of all competent senior officials and some of the mid-level faculty members who got higher training abroad. From 1996-97, the centre regained its momentum of sharing instructional load because of the return of some in-house faculty members after receiving their foreign training [Table-19].

The training curriculum of a course like the ACAD is always in changes with the increasing complexities and dimension of problems in the society. But the changes in the curriculum of the ACAD 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 autocratic 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

⁹ Bangladesh Public Administration Training Centre. : Speakers' Evaluation Reports of the ACADs, Evaluation Department, BPATC, Savar, Dhaka.

¹⁰ Halim, A.S.M. Abdul and Imam, Kazi Hasan (1999). : *Sustainability of BPATC Project*, BPATC, Savar, Dhaka, p. 22.

time series data indicates that the rate of effectiveness of the modules included in the course curriculum of the ACAD has increased over the years [Table-20].

Since its inception in 1984, the centre has been using different methodologies in imparting ACAD. The study reveals that the effectiveness of the training methodologies used by the centre has also increased over the years [Table-21]. That means that the training methodologies have improved to a considerable extent. Not only that, the centre has also developed its training management capabilities a lot. Faculty guidance for seminar/syndicate works, reading materials, food arrangement, dormitory facilities, medical facilities, classroom facilities etc. have also improved to a considerable extent [Table-22].

CHAPTER – IV

4.0 Policy Suggestions and Conclusion

Bangladesh Public Administration Training Centre (BPATC) has a long experience in conducting training courses for mid-level officials of the Republic. NIPA-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 minor addition as illustrated in the analysis of different modules.
- (b) The module on “English Language” should be dropped from the ACAD.
- (c) The total curriculum of the ACAD at this moment should be as follows :

SUGGESTED COURSE CONTENTS/CURRICULUM

A. PUBLIC ADMINISTRATION

Module - 1 : Government System & Public Administration

Topic No.	Topic Title	Speaker	Training Method
PA 1.1	Bangladesh Constitution : Salient Features with Special Reference to the Public Servants		
PA 1.2	The Parliament and the Parliamentary Procedures		

Topic No.	Topic Title	Speaker	Training Method
PA 1.3	Rules of Business : Salient Features		
PA 1.4	Changing Role of Public Sector and Administrative Reforms : Concepts and Issues		
PA 1.5	New Public Management : New Ideas in Public Sector		
PA 1.6	Administrative Reforms : Comparative Perspectives a. Reforms in Malaysia and Singapore b. Reforms in India		
PA 1.7	Review of Recent Reforms Reports in Bangladesh a. Report on the Public Administration Sector Study in Bangladesh b. Towards Better Government in Bangladesh c. Government That Works : Reforming the Public Sector		

Module - 2 : Negotiation and Conference Techniques

Topic No.	Topic Title	Speaker	Training Method
PA 2.1	Negotiation : Concepts and Issues		
PA 2.2	Techniques and Styles of Successful Negotiation SWOT and Listening Skills		
PA 2.3	Strategies of Successful Negotiation and Qualities and Skills of an Effective Negotiator		
PA 2.4	Leadership Behaviour in Negotiation and Factors that Cause Failure of Negotiation		
PA 2.5	Cases of Negotiation		

Topic No.	Topic Title	Speaker	Training Method
PA 2.6	Techniques of Preventing Potential Conflicts		
PA 2.7	Conference Techniques-1 (Exercise)		
PA 2.8	Conference Techniques-2 (Exercise)		

Module - 3 : Teamwork and Co-ordination

Topic No.	Topic Title	Speaker	Training Method
PA 3.1	Motivation		
PA 3.2	Motivation (Exercise)		
PA 3.3	Teamwork in Administration		
PA 3.4	Teamwork (Exercise)		
PA 3.5	Teamwork (Exercise)		
PA 3.6	Leadership and Team Building		
PA 3.7	Co-ordination : Concepts and Mechanisms		
PA 3.8	Syndicate/Cases in Co-ordination		
PA 3.9	Syndicate/Cases in Co-ordination		

Module - 4 : Total Quality Management for Improvement in the Public Sector

Topic No.	Topic Title	Speaker	Training Method
PA 4.1	Concept of Total Quality Management (TQM) and its implication for the Public Sector		
PA 4.2	Management Methods of TQM		
PA 4.3	Analytical Methods of TQM		
PA 4.4	Idea Generation Methods of TQM		
PA 4.5	Exercise		

Module - 5 : Local Government and Rural Development

Topic No.	Topic Title	Speaker	Training Method
PA 5.1	Evolution of Local Government in Bangladesh		
PA 5.2	Local Government Acts with special Reference to Local Government Elections		
PA 5.3	Local Government at Union Level with Reference to Gram Sarker		
PA 5.4	Local Government at Thana and District Level : Future Directions		
PA 5.5	An Overview of Urban Local Government		
PA 5.6	Government Policies and Programmes in Rural Development		
PA 5.7	Important Land Laws of Bangladesh		

Module - 6 : Project Preparation

Topic No.	Topic Title	Speaker	Training Method
PA 6.1	Project Concept Paper and Its Preparation		
PA 6.2	Exercise on PCP Preparation		
PA 6.3	Exercise on PCP Preparation		
PA 6.4	Exercise on PCP Preparation		
PA 6.5	PCP Presentation		
PA 6.6	Project Proforma (PP) : Classification and Format		
PA 6.7	Logical Framework		
PA 6.8	CPM/PERT		

Topic No.	Topic Title	Speaker	Training Method
PA 6.9	Project Preparation : Practical Exercise		
PA 6.10	Project Preparation : Practical Exercise		
PA 6.11	Project Preparation : Practical Exercise		
PA 6.12	PP Presentation		
PA 6.13	TAPP and its Format		
PA 6.14	Preparation of TAPP : Exercise		
PA 6.15	Preparation of TAPP : Exercise		
PA 6.16	Presentation of TAPP		

Module - 7 : Project Appraisal and Implementation

Topic No.	Topic Title	Speaker	Training Method
PA 7.1	EIA in Project Appraisal		
PA 7.2	Quantitative Techniques of Project Appraisal-1		
PA 7.3	Quantitative Techniques of Project Appraisal-2		
PA 7.4	Exercise of Project Appraisal		
PA 7.5	Techniques of Project Inclusion in ADP : Role of Programming Division in PC		
PA 7.6	Techniques of Project Implementation		
PA 7.7	Review of Consultants' Report		
PA 7.8	Project Implementation in Bangladesh : A Review of Experiences		

Module - 8 : Government Budgeting

Topic No.	Topic Title	Speaker	Training Method
PA 8.1	Government Budgeting (Revenue) : Preparation, Analysis and Monitoring		
PA 8.2	Government Budgeting (Development) : Preparation, Analysis and Monitoring		
PA 8.3	Stages of Fund Release Procedures (ADP)		
PA 8.4	Audit System in Bangladesh		
PA 8.5	Reforms in Budgeting and Expenditure Control (RIBEC)		

B. DEVELOPMENT ECONOMICS**Module - 9 : Development Economic**

Topic No.	Topic Title	Speaker	Training Method
DE 9.1	Market Economy : Concepts and Issues		
DE 9.2	Market Economy : Analysis of Transition		
DE 9.3	Reinventing Government for Economic Revitalisation		
DE 9.4	Macro Variables : Tools of Policy Analysis		
DE 9.5	Resources for Investment : Fundamentals of Capital Market		
DE 9.6	Bangladesh : An Agenda for Action Current Status (Panel Discussion)		
DE 9.7	Bangladesh : An Agenda for Action Current Status (Panel Discussion)		

Module - 10 : Globalization and Bangladesh Perspectives

Topic No.	Topic Title	Speaker	Training Method
DE 10.1	Globalization : Concepts and Issues		
DE 10.2	Globalization Impact on Trade : WTO and UNCTAD		
DE 10.3	Evolution of international Monetary System		
DE 10.4	World Bank and Bangladesh Economy		
DE 10.5	IMF and Bangladesh Economy		
DE 10.6	Regional Cooperation and Development [SAPTA, D-8 and BISTEC]		
DE 10.7	Structural Adjustment in Bangladesh		
DE 10.8	International Debt Crisis		

Module - 11 : Children and Women in Development

Topic No.	Topic Title	Speaker	Training Method
DE 11.1	Women in Development : Local and Global Perspective		
DE 11.2	Convention of the Elimination of All Forms of Discrimination Against Women (CEDAW)		
DE 11.3	Convention of the Rights of the Child (CRC)		
DE 11.4	An Overview of Child Labour in Bangladesh		
DE 11.5	Social Mobilisation for Children and Women Development		
DE 11.6	Beijing Declaration and Bangladesh		

Module - 12 : Development Planning and Poverty Alleviation : Concepts and Approaches

Topic No.	Topic Title	Speaker	Training Method
DE 12.1	Macro Framework of Economic Planning		
DE 12.2	Poverty : Concepts, Dimensions and Issues		
DE 12.3	Capacity Building of the Poor : Bangladesh Concept		
DE 12.4	Poverty Alleviation : GO and NGO Approaches		
DE 12.5	Micro Credit : A Tool for Poverty Alleviation		
DE 12.6	Plan for the Development of the Poor : Proshika Experiences		

Module - 13 : Environment, Sustainable Development and Disaster Management

Topic No.	Topic Title	Speaker	Training Method
DE 13.1	Sustainable Development : Concepts and Issues		
DE 13.2	Environment and Development : Global Perspective		
DE 13.3	Environment Management : Bangladesh Context		
DE 13.4	Environmental Impact Assessment		
DE 13.5	Environmental Impact Assessment		
DE 13.6	Natural Disaster : Concepts, Types and Background		
DE 13.7	Managing Disaster in Bangladesh		
DE 13.8	Forecasts and Early Warning Systems, Techniques and Technologies used and Disaster preparedness in Bangladesh		
DE 13.9	Information and Public Awareness : Role of Mass Media and NGOs		

C. SKILL DEVELOPMENT

Module - 14 : Computer Training

Topic No.	Topic Title	Speaker	Training Method
SD 14.1	Introduction to Computer		
SD 14.2	Operating Systems : Windows 95		
SD 14.3-22	Typing Tutor		
SD 14.23-32	Word Processing		
SD 14.33-38	Other Application : MS Excel		
SD 14.39-44	Other Application : MS PowerPoint etc.		
SD 14.45-46	e-mail - Internet		
SD 14.47	Test		

Module : Other Important Skill Development Training Modules

Topic No.	Module Title	Speaker	Training Method
	Module-16 : Departmental Presentation		
	Module-17 : Seminar Paper Presentation		
	Module-18: Study Tour		
	Module-19: Physical Exercise & Games		

D. EXTENSION LECTURES

Module - 20 : Extension Lectures on Current Issues

Topic No.	Topic Title	Speaker	Training Method
EL 20.1	Problems and Prospects of Water Resources with Special Reference to "Water Sharing Treaty"		
EL 20.2	Privatisation in Bangladesh		
EL 20.3	Energy Policy including Electricity Generation and Distribution in Private Sector		

Topic No.	Topic Title	Speaker	Training Method
EL 20.4	CHT Peace Accord		
EL 20.5	Ombudsman : Bangladesh Scenario		
EL 20.6	NGOs Role in Development in Developing Countries		

4.1.2 Suggestions for Improving Effectiveness of the Course

- (a) The present course objectives should be kept intact.
- (b) Handout given should be more exhaustive and be provided on each of the topics under different modules.
- (c) 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.
- (d) For increased effectiveness, suggestions made in the indices for respective modules should be followed strictly.
- (e) Involvement of every participant should be ensured by assigning tasks in any form like home task, introduction of model test for relevant modules, individual exercises etc.
- (f) More audio-visual aids should be added.
- (g) There should be some sorts of incentive package like foreign study tour for making the course more attractive to the participants.
- (h) 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) 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) For better effectiveness of the group activities, the course administration should ensure that every group comprises of not more than 3-4 officers.
- (e) Social events/pleasure trips may be arranged every fortnightly.
- (f) Internal study tour programme should be designed in such a way that it covers TQM, Local Government and Rural Development, Project Management etc. modules and some specific and significant aspects of development efforts.

4.2 Conclusion

ACAD is a career development-training programme for the mid-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 ACAD is quite okay. Some minor 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 minor additions and adjustment as suggested through this study.

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>Total</i>
	<i>> 40</i>	<i>40-45</i>	<i>46-50</i>	<i>51-55</i>	<i>55 +</i>	
BCS (Administration)			20.83 (25)	54.17 (65)	15.00 (18)	90.00 (108)
BCS (Railway Eng.)			0.83 (1)	1.67 (2)		2.50 (3)
BCS (Economic)			0.83 (1)	2.50 (3)	0.83 (1)	4.16 (5)
BCS (Information)				1.67 (2)		1.67 (2)
Army/Non-Cadre		1.67 (2)				1.67 (2)
Total		1.67 (2)	22.50 (27)	60.00 (72)	15.83 (19)	100.00 (120)

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

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>Total</i>
	<i>04-10</i>	<i>11-16</i>	<i>17-20</i>	<i>21-25</i>	<i>25 +</i>	
BCS (Administration)				34.17 (41)	55.83 (67)	90.00 (108)
BCS (Railway Eng.)				0.83 (1)	1.67 (2)	2.50 (3)
BCS (Economic)				2.50 (3)	1.66 (2)	4.16 (5)
BCS (Information)				1.67 (2)		1.67 (2)
Army/Non-Cadre			0.83 (1)	0.83 (1)		1.67 (2)
Total			0.83 (1)	40.00 (48)	59.17 (71)	100.00 (120)

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

Annexure-1**Table-3 : Distribution of Respondents By Cadre & Last Educational Attainment**

<i>Name of Cadre</i>	<i>Last Educational Attainment / Distribution in %</i>				
	<i>BSc/BCom/BA</i>	<i>MSc/MCom/MA</i>	<i>MS/MPhil</i>	<i>PhD</i>	<i>Total</i>
BCS (Administration)	32.50 (39)	53.33 (64)	4.17 (5)		90.00 (108)
BCS (Railway Eng.)	2.50 (3)				2.50 (3)
BCS (Economic)		2.50 (3)	1.67 (2)		4.16 (5)
BCS (Information)		1.67 (2)			1.67 (2)
Army/Non-Cadre	0.83 (1)	0.83 (1)			1.67 (2)
Total	35.83 (43)	58.33 (70)	5.84 (7)		100.00 (120)

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

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

<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>
a. In-Country Training						
Foundation		2.50 (3)	28.33 (34)			30.83 (37)
Survey and Settlement				74.17 (89)		74.17 (89)
ACAD				100.00 (120)		100.00 (120)
Discipline and Appeal		10.83 (13)				10.83 (13)
Railway Probationary Training					2.50 (3)	2.50 (3)
Rural Development	4.17 (5)	4.17 (5)	11.67 (14)			20.00 (24)
Management Training	3.33 (4)	5.83 (7)	2.50 (3)		4.17 (5)	15.83 (19)
Higher Law and Administration		6.67 (8)		10.83 (13)		17.50 (21)
Communication Skill Development		9.17 (11)				9.17 (11)
Personnel Development	10.00 (12)	3.33 (4)	10.83 (13)			24.17 (29)

Information/Data from Primary Sources : Curriculum Development and Evaluation of ACAD Course

Annexure-1

Types of Training Received	Duration of Training (in Month) / Distribution in %					
	> 0.5	0.5-1.0	1.1-2.0	2.1-5.0	5.0 +	Total
Project Planning, Implementation and Monitoring	3.33 (4)		27.50 (33)			30.83 (37)
Environmental Management		3.33 (4)		5.83 (7)		9.17 (11)
Industrial Management					18.33 (22)	18.33 (22)
Advanced Law, Accounting & Administration				2.50 (3)		2.50 (3)
Administrative Management & Planning	4.17 (5)					4.17 (5)
Team Building		7.50 (9)				7.50 (9)
Sceretmate Management		4.17 (5)				4.17 (5)
BMA		0.83 (1)				0.83 (1)
Land Administration	7.50 (9)	5.00 (6)	3.33 (4)		6.67 (8)	22.50 (27)
Disaster Management	5.00 (6)					5.00 (6)
Executive Development	3.33 (4)					3.33 (4)
Staff Course					0.83 (1)	0.83 (1)
Equipment Course					0.83 (1)	0.83 (1)
Military Science			0.83 (1)			0.83 (1)
Officers Weapons & Tactics Course					0.83 (1)	0.83 (1)
Army Basic Course					0.83 (1)	0.83 (1)
Upazila Administration	3.33 (4)					3.33 (4)
Sub-Total-a	44.17 (53)	66.33 (76)	85.00 (102)	193.33 (232)	35.00 (42)	420.8 3 (505)
b. Training Abroad						
Public Enterprise Management				13.33 (16)		13.33 (16)
Project Management				2.50 (3)		2.50 (3)

Information/Data from Primary Sources : Curriculum Development and Evaluation of ACAD Course

Annexure-1

<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>
Train Lightening			2.50 (3)			2.50 (3)
Foundation				2.50 (3)		2.50 (3)
Railway Operation					2.50 (3)	2.50 (3)
Industrial Management				7.50 (9)	15.00 (18)	22.50 (27)
International Trade		5.00 (6)				5.00 (6)
GATT Trade Policy				5.83 (7)		5.83 (7)
Rural Development		12.50 (15)				12.50 (15)
Training Methodology	2.50 (3)					2.50 (3)
Fisheries Management			3.33 (4)			3.33 (4)
Repair and Maintenance of Tank					0.83 (1)	0.83 (1)
Repair and Maintenance of ATGM				0.83 (1)		0.83 (1)
Health Management		2.50 (3)				2.50 (3)
Gender Issues	4.17 (5)					4.17 (5)
Family Planning Programme	3.33 (4)				5.83 (7)	9.17 (11)
Post-Graduate Diploma in Management					3.33 (4)	3.33 (4)
International Relations & Development					3.33 (4)	3.33 (4)
Disaster Management & Preparedness				2.50 (3)		2.50 (3)
Sub-Total-b	10.00 (12)	20.00 (24)	5.33 (7)	35.00 (42)	30.83 (37)	101.1 6 (122)
Grand Total	54.17 (63)	83.33 (100)	90.33 (109)	228.33 (274)	65.83 (79)	521.9 9 (627)

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

Annexure-1**Table-5 : Distribution of Respondents By Reasons of Getting Nomination for the ACAD Course**

Reasons of Getting Nomination	Responses	
	No.	%
i. Nominated by the authority	55	45.83
ii. Nomination wanted by the Ministry of Establishment	87	72.25
iii. This training is mandatory for next promotion	96	80.00
iv. The training course is available at the BPATC	35	29.17
v. Policy of the authority to train officers	63	52.50
vi. For new position with more responsibilities	15	12.50
vii. This training enhance knowledge, skills and attitudes	62	51.67
viii. To improve the existing standard of work in the organisation	40	33.33
ix. To build my Career	59	49.17
x. To develop more confidence in decision making	64	53.33
xi. For better developing, guiding and supervising the sub-ordinates	35	29.17
xii. To perform my jobs in a better manner	40	33.33
xiii. For quick and efficient disposal of problems	55	45.83
xiv. To develop Leadership & decision making quality.	74	61.67
Total	780	650.00

[Note : Figure includes multiple responses.]

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

Name of Cadre	Benefits (in %) / Distribution in %				
	40%	60%	80%	100%	Average %
BCS (Administration)		3.33 (4)	34.17 (41)	52.50 (63)	90.93
BCS (Railway Eng.)		1.67 (2)	0.83 (1)		66.67
BCS (Economic)			1.67 (2)	2.50 (3)	92.00
BCS (Information)			1.67 (2)		80.00
Army/Non-Cadre			0.83 (1)	0.83 (1)	90.00
Total/Average		5.00 (6)	39.17 (47)	55.83(67)	83.92

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

Annexure-1

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 ACAD Course.

<i>Types of Works</i>	<i>Types of Responses / Distribution in %</i>		
	<i>No</i>	<i>Yes</i>	<i>If Yes, %</i>
Planning		100.00 (120)	90
Organising		100.00 (120)	89
Delegating	12.50 (5)	87.50 (105)	87
Policy Formulating		100.00 (120)	92
Motivating		100.00 (120)	83
Co-ordinating		100.00 (120)	95
Supervising		100.00 (120)	81
Communicating	0.83 (1)	99.17 (119)	97
Budgeting	2.50 (3)	97.50 (117)	69
Negotiating		100.00 (120)	88
Total/Average			86

[Note : Figure includes multiple responses and Figure within parenthesis indicate actual number of respondents.]

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

Types of Needs Catered	Responses	
	No	%
Appropriately (Yes)	118	98.33
Partly (Yes)	2	1.67
Total	120	100.00

Annexure-1**Table-9.1 : Distribution of Respondents By Relevancy of Module - 1 : Public Administration : Government System & Administrative Reforms (including its Topic(s))**

<i>Name of the Topic(s)</i>	<i>Nature of Responses / Distribution in %</i>			
	<i>Most Relevant</i>	<i>Relevant</i>	<i>Moderately Relevant</i>	<i>Total</i>
Bangladesh Constitution : Salient Features with Special Reference to the Public Servants	81.67(98)	14.17(17)	4.16(5)	100.00(120)
The Parliament and the Parliamentary Procedures	65.00(78)	28.33(34)	6.67(8)	100.00(120)
Rules of Business : Salient Features	95.83(115)		4.17(5)	100.00(120)
Changing Role of Public Sector and Administrative Reforms : Concepts and Issues	69.17(83)	30.83(37)		100.00(120)
New Public Management : New Ideas in Public Sector	55.00(66)	40.00(48)	5.00(6)	100.00(120)
Administrative Reforms : Comparative Perspectives				
a. Reforms in Malaysia and Singapore	37.50(45)	51.67(62)	10.83(13)	100.00(120)
b. Reforms in India	54.17(65)	37.50(45)	8.33(10)	100.00(120)
Review of Recent Reforms Reports in Bangladesh				
a. Report on the Public Administration Sector Study in Bangladesh	80.00(96)	20.00(24)		100.00(120)
b. Towards Better Government in Bangladesh	75.00(90)	25.00(30)		100.00(120)
c. Government That Works : Reforming the Public Sector	70.00(84)	30.00(36)		100.00(120)

[Note : Figure includes multiple responses and Figure within parenthesis indicate actual number of respondents.]

Annexure-1**Index-1 : Respondents' Suggestions with regards to Learning Methodology of Module - 1 : Public Administration**

Sl. No.	Suggestions made by the Participants
1.	• Synopsis paper should be provided on each of the topics.
2.	• More practical/simulation exercise should be included.
3.	• Involvement of every participant should be ensured by assigning tasks in any form, like home task.
4.	• Written evaluation system for the module should be introduced.
5.	• More experienced Government Officers should be selected as Guest Speaker.
6.	• Practical exercise will be much more helpful for learning
7.	• Some sessions about latest development on Public Administration should be conducted by very experienced Guest Speakers.
8.	• A 15 days foreign study tour may be arranged for gaining practical experience on administrative development of the visiting country.

Table-9.2 : Distribution of Respondents By Relevancy of Module - 2 : Negotiation and Conference Techniques [including its Topic(s)]

<i>Name of the Topic(s)</i>	<i>Nature of Responses / Distribution in %</i>			
	<i>Most Relevant</i>	<i>Relevant</i>	<i>Moderately Relevant</i>	<i>Total</i>
Negotiation : Concepts and Issues	88.33(106)	11.67(14)		100.00(120)
Techniques and Styles of Successful Negotiation SWOT and Listening Skills	82.50(99)	17.50(21)		100.00(120)
Strategies of Successful Negotiation and Qualities and Skills of an Effective Negotiator Leadership Behaviour in Negotiation and Factors that Cause Failure of Negotiation	85.00(102)	15.00(18)		100.00(120)
Cases of Negotiation	78.33(94)	16.67(20)	5.00(6)	100.00(120)
Techniques of Preventing Potential Conflicts	73.33(88)	26.67(32)		100.00(120)
Conference Techniques-1 (Exercise)	54.17(65)	45.83(55)		100.00(120)
Conference Techniques-2 (Exercise)	62.50(75)	37.50(45)		100.00(120)

[Note : Figure includes multiple responses and Figure within parenthesis indicate actual number of respondents.]

Annexure-1**Index-2 : Respondents' Suggestions with regards to Learning Methodology of Module - 2 : Negotiation and Conference Techniques**

Sl. No.	Suggestions made by the Participants
1.	• Handout should be more exhaustive.
2.	• More practical/simulation exercise should be included.
3.	• Relevant film show should/may be arranged on negotiation and conference.
4.	• Model test on the module for evaluation may be tried.
5.	• Recent specific case study on the issue may be used.
6.	• Members of negotiation team should be brought as Guest Speaker.
7.	• Film show may be added to the session "Strategies of Successful Negotiation".
8.	• The module needs to be more practice oriented.
9.	• More audio-visual aids/techniques should be added.
10.	• The participants can be assigned to study the topics of the module separately and then group discussion should be held on the topics. This will help improve learning processes.

Table-9.3 : Distribution of Respondents By Relevancy of Module - 3 : Teamwork and Co-ordination [including its Topic(s)]

Name of the Topic(s)	Nature of Responses / Distribution in %			
	Most Relevant	Relevant	Moderately Relevant	Total
Motivation	83.33(100)	13.33(16)	3.33(4)	100.00(120)
Motivation (Exercise)	85.83(103)	11.67(14)	2.50(3)	100.00(120)
Teamwork in Administration	85.83(103)	10.83(13)	3.33(4)	100.00(120)
Teamwork (Exercise)	84.17(101)	12.50(15)	3.33(4)	100.00(120)
Teamwork (Exercise)	87.50(105)	10.00(12)	2.50(3)	100.00(120)
Leadership and Team Building	94.17(113)	4.17(5)	1.67(2)	100.00(120)
Co-ordination : Concepts and Mechanisms	77.50(93)	20.00(24)	2.50(3)	100.00(120)
Syndicate/Cases in Co-ordination	80.83(97)	16.67(20)	2.50(3)	100.00(120)
Syndicate/Cases in Co-ordination	71.67(86)	26.67(32)	1.67(2)	100.00(120)

[Note : Figure includes multiple responses and Figure within parenthesis indicate actual number of respondents.]

Annexure-1**Index-3 : Respondents' Suggestions with regards to Learning Methodology of Module - 3 : Teamwork and Co-ordination**

Sl. No.	Suggestions made by the Participants
1.	• Handout should be more exhaustive.
2.	• Existing "Group System" should be discontinued, because 50% of the group members do not contribute anything. To ensure participation of all members, group should be smaller in size, preferably 3-4 officers in a group.
3.	• Case design is appropriate, but learning process is defective. Speeches in classrooms are not attractive.
4.	• Syndicates are not properly conducted. Participation of all should be ensured in syndicate report preparation by the resource person.
5.	• The module should be more practical.
6.	• More audio-visual aids should be added.
7.	• Inclusion of practical dimension in the field may improve learning process.
8.	• Model test on the module for evaluation may be tried.

Table-9.4 : Distribution of Respondents By Relevancy of Module - 4 : Total Quality Management for Improvement in the Public Sector [including its Topic(s)]

<i>Name of the Topic(s)</i>	<i>Nature of Responses / Distribution in %</i>			
	<i>Most Relevant</i>	<i>Relevant</i>	<i>Moderately Relevant</i>	<i>Total</i>
Concept of Total Quality Management (TQM) and its implication for the Public Sector	83.33(100)	16.67(20)		100.00(120)
Management Methods of TQM	71.67(86)	28.33(34)		100.00(120)
Analytical Methods of TQM	71.67(86)	28.33(34)		100.00(120)
Idea Generation Methods of TQM	70.83(85)	29.17(35)		100.00(120)
Exercise	69.17(83)	31.67(38)		100.00(120)

[Note : Figure includes multiple responses and Figure within parenthesis indicate actual number of respondents.]

Annexure-1**Index-4 : Respondents' Suggestions with regards to Learning Methodology of Module - 4 : Total Quality Management for Improvement in the Public Sector**

Sl. No.	Suggestions made by the Participants
1.	• Handout should be more exhaustive.
2.	• More exercise should be designed for a group of 3-4 participants.
3.	• Specific case study may increase knowledge.
4.	• Exercise should be designed and done on practical situation.
5.	• The module should be more practical.
6.	• Visit to some reputed organisations/factories where TQM is available, should be arranged.
7.	• Model test on the module for evaluation may be tried.

Table-9.5 : Distribution of Respondents By Relevancy of Module - 5 : Local Government and Rural Development [including its Topic(s)]

Name of the Topic(s)	Nature of Responses / Distribution in %			
	Most Relevant	Relevant	Moderately Relevant	Total
Evolution of Local Government in Bangladesh	75.83(91)	19.17(23)	5.00(6)	100.00(120)
Local Government Acts with special Reference to Local Government Elections	80.83(97)	14.17(17)	5.00(6)	100.00(120)
Local Government at Union Level with Reference to Gram Sarker	77.50(93)	16.67(20)	5.83(7)	100.00(120)
Local Government at Thana and District Level : Future Directions	79.17(95)	10.83(13)	10.00(12)	100.00(120)
An Overview of Urban Local Government	80.83(97)	9.17(11)	10.00(12)	100.00(120)
Government Policies and Programmes in Rural Development	83.33(100)	10.83(13)	5.83(7)	100.00(120)
Important Land Laws of Bangladesh	82.50(99)	15.83(19)	1.67(2)	100.00(120)

[Note : Figure includes multiple responses and Figure within parenthesis indicate actual number of respondents.]

Annexure-1**Index-5 : Respondents' Suggestions with regards to Learning Methodology of Module - 5 :
Local Government and Rural Development**

Sl. No.	Suggestions made by the Participants
1.	• Handout should be more exhaustive.
2.	• Individual assignment system should be introduced instead of group assignment.
3.	• All relevant Acts should be supplied to the participants.
4.	• Zila Parishad, Thana Parishad and Powrasava should be visited for practical knowledge.
5.	• Model test on the module for evaluation may be tried.

**Table-9.6 : Distribution of Respondents By Relevancy of Module - 6 : Project Preparation
[including its Topic(s)]**

Name of the Topic(s)	Nature of Responses / Distribution in %			
	Most Relevant	Relevant	Moderately Relevant	Total
Project Concept Paper and Its Preparation	95.83(115)	4.17(5)		100.00(120)
Exercise on PCP Preparation	93.33(112)	6.67(8)		100.00(120)
Exercise on PCP Preparation	98.33(118)	1.67(2)		100.00(120)
Exercise on PCP Preparation	97.50(117)	2.50(3)		100.00(120)
PCP Presentation	91.67(110)	8.33(10)		100.00(120)
Project Proforma (PP) : Classification and Format	94.17(113)	5.83(7)		100.00(120)
Project Preparation : Practical Exercise	95.83(115)	4.17(5)		100.00(120)
Project Preparation : Practical Exercise	95.83(115)	4.17(5)		100.00(120)
Project Preparation : Practical Exercise	95.83(115)	4.17(5)		100.00(120)
PP Presentation	93.33(112)	6.67(8)		100.00(120)

[Note : Figure includes multiple responses and Figure within parenthesis indicate actual number of respondents.]

Annexure-1**Index-6 : Respondents' Suggestions with regards to Inclusion or Omission of topic(s) from Module - 6 : Project Preparation**

Sl. No.	Topics Suggested by the Participants for Inclusion
1.	• Logical Framework
2.	• CPM/PERT
3.	• Sessions on TAPP (format, preparation and exercise).

Index-7 : Respondents' Suggestions with regards to Learning Methodology of Module - 6 : Project Preparation

Sl. No.	Suggestions made by the Participants
1.	• Each individual participants may be entrusted with the responsibility of preparing PCP and PP.
2.	• Visit to some on going projects may be undertaken.
3.	• Subjects on which PCP/PP will be prepared, should be supplied by BPATC.

Table-9.7 : Distribution of Respondents By Relevancy of Module - 7 : Project Appraisal and Implementation [including its Topic(s)]

Name of the Topic(s)	Nature of Responses / Distribution in %			
	Most Relevant	Relevant	Moderately Relevant	Total
EIA in Project Appraisal	97.50(117)	2.50(3)		100.00(120)
Quantitative Techniques of Project Appraisal-1	93.33(112)	6.67(8)		100.00(120)
Quantitative Techniques of Project Appraisal-2	93.33(112)	6.67(8)		100.00(120)
Exercise of Project Appraisal	98.33(118)	1.67(2)		100.00(120)
Techniques of Project Inclusion in ADP : Role of Programming Division in PC	100.00(120)			100.00(120)
Project Implementation in Bangladesh : A Review of Experiences	100.00(120)			100.00(120)

[Note : Figure includes multiple responses and Figure within parenthesis indicate actual number of respondents.]

Annexure-1**Index-8 : Respondents' Suggestions with regards to Inclusion or Omission of topic(s) from Module - 7 : Project Appraisal and Implementation**

Sl. No.	Topics Suggested by the Participants for Inclusion
1.	• Techniques of Project Implementation
2.	• Review of Consultants' Report
3.	• Exercise Sessions on Consultants' Reports

Index-9 : Respondents' Suggestions with regards to Learning Methodology of Module - 7 : Project Appraisal and Implementation

Sl. No.	Suggestions made by the Participants
1.	• Simulation exercise may be introduced for groups consisting of not more than 3-4 participants.
2.	• Sessions should be more practical in nature.

Table-9.8 : Distribution of Respondents By Relevancy of Module - 8 : Government Budgeting [including its Topic(s)]

Name of the Topic(s)	Nature of Responses / Distribution in %			
	Most Relevant	Relevant	Moderately Relevant	Total
Government Budgeting (Revenue) : Preparation, Analysis and Monitoring	95.83(115)	2.50(3)	1.67(2)	100.00(120)
Government Budgeting (Development) : Preparation, Analysis and Monitoring	93.33(112)	4.17(5)	2.50(3)	100.00(120)
Stages of Fund Release Procedures (ADP)	93.33(112)	3.33(4)	3.33(4)	100.00(120)
Audit System in Bangladesh	94.17(113)	4.17(5)	1.67(2)	100.00(120)
Reforms in Budgeting and Expenditure Control (RIBEC)	95.00(114)	3.33(4)	1.67(2)	100.00(120)

[Note : Figure includes multiple responses and Figure within parenthesis indicate actual number of respondents.]

Annexure-1**Index-10 : Respondents' Suggestions with regards to Learning Methodology of Module - 8 : Government Budgeting**

Sl. No.	Suggestions made by the Participants
1.	• Handouts should be exhaustive.
2.	• There should be practical exercise for every participants.
3.	• More sessions which are relevant should be added to the module.
4.	• Practice sessions on budgeting (both revenue and development) should be introduced.

Table-9.9 : Distribution of Respondents By Relevancy of Module - 9 : Development Economic [including its Topic(s)]

<i>Name of the Topic(s)</i>	<i>Nature of Responses / Distribution in %</i>			
	<i>Most Relevant</i>	<i>Relevant</i>	<i>Moderately Relevant</i>	<i>Total</i>
Market Economy : Concepts and Issues	79.17(95)	16.67(20)	4.16(5)	100.00(120)
Market Economy : Analysis of Transition	87.50(105)	10.83(13)	1.67(2)	100.00(120)
Reinventing Government for Economic Revitalisation	87.50(105)	10.00(12)	2.50(3)	100.00(120)
Macro Variables : Tools of Policy Analysis	78.33(94)	16.67(20)	5.00(6)	100.00(120)
Resources for Investment : Fundamentals of Capital Market	77.50(93)	20.00(24)	2.50(3)	100.00(120)
Bangladesh : An Agenda for Action Current Status (Panel Discussion)	79.17(95)	15.83(19)	5.00(6)	100.00(120)
Bangladesh : An Agenda for Action Current Status (Panel Discussion)	80.83(97)	15.00(18)	4.17(5)	100.00(120)

[Note : Figure includes multiple responses and Figure within parenthesis indicate actual number of respondents.]

Annexure-1**Index-11 : Respondents' Suggestions with regards to Learning Methodology of Module - 9 : Development Economic**

Sl. No.	Suggestions made by the Participants
1.	• Handouts should be exhaustive.
2.	• Arrangements for written examination/practical exercise may be made instead of panel discussion.
3.	• Discussions on the topics included in the module should be more elaborate, specific and comprehensive.
4.	• Speakers should illustrate the topics of the module clearly.
5.	• Only competent Guest Speakers should be hired.
6.	• Written examination system for evaluation should be introduced.

Table-9.10 : Distribution of Respondents By Relevancy of Module - 10 : Globalisation and Bangladesh Perspectives [including its Topic(s)]

Name of the Topic(s)	Nature of Responses / Distribution in %			
	Most Relevant	Relevant	Moderately Relevant	Total
Globalisation : Concepts and Issues	90.84(109)	8.33(10)	0.83(1)	100.00(120)
Globalisation Impact on Trade : WTO and UNCTAD	91.67(110)	7.50(9)	0.83(1)	100.00(120)
Evolution of international Monetary System	93.34(112)	5.83(7)	0.83(1)	100.00(120)
World Bank and Bangladesh Economy	90.00(108)	7.50(9)	2.50(3)	100.00(120)
IMF and Bangladesh Economy	90.84(109)	5.83(7)	3.33(4)	100.00(120)
Regional Co-operation and Development [SAPTA, D-8 and BISTEC]	92.50(111)	5.83(7)	1.67(2)	100.00(120)
Structural Adjustment in Bangladesh	91.67(110)	5.00(6)	3.33(4)	100.00(120)
International Debt Crisis	82.50(99)	16.67(20)	0.83(1)	100.00(120)

[Note : Figure includes multiple responses and Figure within parenthesis indicate actual number of respondents.]

Annexure-1**Table-9.11 : Distribution of Respondents By Relevancy of Module - 11 : Children and Women in Development [including its Topic(s)]**

<i>Name of the Topic(s)</i>	<i>Nature of Responses / Distribution in %</i>			
	<i>Most Relevant</i>	<i>Relevant</i>	<i>Moderately Relevant</i>	<i>Total</i>
Women in Development : Local and Global Perspective	64.17(77)	32.50(39)	3.33(4)	100.00(120)
Convention of the Elimination of All Forms of Discrimination Against Women (CEDAW)	65.83(79)	31.67(38)	2.50(3)	100.00(120)
Convention of the Rights of the Child (CRC)	63.34(76)	33.33(40)	3.33(4)	100.00(120)
An Overview of Child Labour in Bangladesh	65.00(78)	32.50(39)	2.50(3)	100.00(120)
Social Mobilisation for Children and Women Development	60.00(72)	30.00(36)	10.00(12)	100.00(120)
Beijing Declaration and Bangladesh	59.17(71)	30.83(37)	10.00(12)	100.00(120)

[Note : Figure includes multiple responses and Figure within parenthesis indicate actual number of respondents.]

Table-9.12 : Distribution of Respondents By Relevancy of Module - 12 : Development Planning and Poverty Alleviation : Concepts and Approaches [including its Topic(s)]

<i>Name of the Topic(s)</i>	<i>Nature of Responses / Distribution in %</i>			
	<i>Most Relevant</i>	<i>Relevant</i>	<i>Moderately Relevant</i>	<i>Total</i>
Macro Framework of Economic Planning	97.50(117)	2.50(3)		100.00(120)
Poverty : Concepts, Dimensions and Issues	99.17(119)	0.83(1)		100.00(120)
Capacity Building of the Poor : Bangladesh Concept	96.67(116)	3.33(4)		100.00(120)
Poverty Alleviation : GO and NGO Approaches	95.83(115)	4.17(5)		100.00(120)
Micro Credit : A Tool for Poverty Alleviation	93.33(112)	6.67(8)		100.00(120)
Plan for the Development of the Poor : Proshika Experiences	97.50(117)	2.50(3)		100.00(120)

[Note : Figure includes multiple responses and Figure within parenthesis indicate actual number of respondents.]

Annexure-1**Index-12 : Respondents' Suggestions with regards to Learning Methodology of Module - 12 : Development Planning and Poverty Alleviation : Concepts and Approaches**

Sl. No.	Suggestions made by the Participants
1.	• Handouts should be exhaustive.
2.	• Written examination for the module should be introduced.
3.	• Simulation should be introduced.
4.	• More audio-visual aids should be added.
5.	• Only competent Guest Speakers should be hired.
6.	• Field visit related to NGO activities may be added.

Table-9.13 : Distribution of Respondents By Relevancy of Module - 13 : Environment, Sustainable Development and Disaster Management [including its Topic(s)]

<i>Name of the Topic(s)</i>	<i>Nature of Responses / Distribution in %</i>			
	<i>Most Relevant</i>	<i>Relevant</i>	<i>Moderately Relevant</i>	<i>Total</i>
Sustainable Development : Concepts and Issues	90.00(108)	10.00(12)		100.00(120)
Environment and Development : Global Perspective	92.50(111)	7.50(9)		100.00(120)
Environment Management : Bangladesh Context	84.17(101)	15.83(19)		100.00(120)
Environmental Impact Assessment	87.50(105)	12.50(15)		100.00(120)
Environmental Impact Assessment	86.67(104)	13.33(16)		100.00(120)
Natural Disaster : Concepts, Types and Background	94.17(113)	5.83(7)		100.00(120)
Managing Disaster in Bangladesh	95.00(114)	5.00(6)		100.00(120)
Forecasts and Early Warning Systems, Techniques and Technologies used and Disaster preparedness in Bangladesh	96.83(116)	3.33(4)		100.00(120)
Information and Public Awareness : Role of Mass Media and NGOs	98.33(118)	1.67(2)		100.00(120)

[Note : Figure includes multiple responses and Figure within parenthesis indicate actual number of respondents.]

Annexure-1**Table-9.14 : Distribution of Respondents By Relevancy of Module - 14 : Computer Training [including its Topic(s)]**

<i>Name of the Topic(s)</i>	<i>Nature of Responses / Distribution in %</i>			
	<i>Most Relevant</i>	<i>Relevant</i>	<i>Moderately Relevant</i>	<i>Total</i>
Introduction to Computer	98.33(118)	1.67(2)		100.00(120)
Operating Systems : Windows 95	99.17(119)	0.83(1)		100.00(120)
Typing Tutor	85.00(102)	15.00(18)		100.00(120)
e-mail - Internet	100.00(120)			100.00(120)
Word Processing	99.17(119)	0.83(1)		100.00(120)
Other Application : MS Excel	98.33(118)	1.67(2)		100.00(120)
Other Application : MS PowerPoint etc.	95.83(115)	4.17(5)		100.00(120)

[Note : Figure includes multiple responses and Figure within parenthesis indicate actual number of respondents.]

Annexure-1**Table-9.15 : Distribution of Respondents By Relevancy of Module - 15 : English Language
[including its Topic(s)]**

<i>Name of the Topic(s)</i>	<i>Nature of Responses / Distribution in %</i>			
	<i>Most Relevant</i>	<i>Relevant</i>	<i>Moderately Relevant</i>	<i>Total</i>
Meeting and Greeting People	50.00(60)	43.33(52)	6.67(8)	100.00(120)
Giving and Finding out Personal Information : Talking about Jobs and Responsibilities	45.83(55)	29.17(35)	25.00(30)	100.00(120)
Getting Information, Indirect Requests/ Questions	54.17(65)	28.33(34)	17.50(21)	100.00(120)
Agreeing and Disagreeing : Giving Opinions	49.17(59)	35.00(42)	15.83(19)	100.00(120)
Giving Advice and Suggestions	45.00(54)	44.17(53)	10.83(13)	100.00(120)
Talking about Past Experiences	47.50(57)	43.33(52)	9.17(11)	100.00(120)
Dealing with Problems and Complaints	46.67(56)	50.00(60)	3.33(4)	100.00(120)
Explaining and Describing Operations-giving Instructions	32.50(39)	62.50(75)	5.00(6)	100.00(120)
Making Comparisons and Evaluations	37.50(45)	43.33(52)	19.17(23)	100.00(120)
Talking about Future Plans and Intentions	44.17(53)	49.17(59)	6.66(8)	100.00(120)
Review	43.33(52)	51.67(62)	5.00(6)	100.00(120)

[Note : Figure includes multiple responses and Figure within parenthesis indicate actual number of respondents.]

N. B. : Many of the participants opined that this module should be dropped from the course curriculum, because the media of instruction of the course is English.

Annexure-1**Table-9.16 : Distribution of Respondents By Relevancy of Module - 16 : Extension Lectures [including its Topic(s)]**

<i>Name of the Topic(s)</i>	<i>Nature of Responses / Distribution in %</i>			
	<i>Most Relevant</i>	<i>Relevant</i>	<i>Moderately Relevant</i>	<i>Total</i>
Problems and Prospects of Water Resources with Special Reference to "Water Sharing Treaty"	95.83(115)	4.17(5)		100.00(120)
Privatisation in Bangladesh	98.33(118)	1.67(2)		100.00(120)
Energy Policy including Electricity Generation and Distribution in Private Sector	98.33(118)	1.67(2)		100.00(120)
CHT Peace Accord	97.50(117)	2.50(3)		100.00(120)
Ombudsman : Bangladesh Scenario	96.67(116)	3.33(4)		100.00(120)
NGOs Role in Development in Developing Countries	85.00(102)	15.00(18)		100.00(120)

[Note : Figure includes multiple responses and Figure within parenthesis indicate actual number of respondents.]

Table-9.17 : Distribution of Respondents By Relevancy of Other Modules [including its Topic(s)]

<i>Name of the Topic(s)</i>	<i>Nature of Responses / Distribution in %</i>			
	<i>Most Relevant</i>	<i>Relevant</i>	<i>Moderately Relevant</i>	<i>Total</i>
Module-17 : Departmental Presentation	100.00(120)			100.00(120)
Module-18 : Seminar Paper Presentation	98.33(118)	1.67(2)		100.00(120)
Module-19: Study Tour	95.00(114)	5.00(6)		100.00(120)
Module-20: Physical Exercise & Games	90.83(109)	5.00(6)	4.17(4)	100.00(120)

[Note : Figure includes multiple responses and Figure within parenthesis indicate actual number of respondents.]

Annexure-1**Table-9.18 : Distribution of Respondents By Relevancy & Modulewise Suggested Topic(s)**

<i>Name of the Module(s) & Topic(s)</i>	<i>Distribution of Responses (in %)</i>	
	<i>No.</i>	<i>%</i>
ACR Writing	6	5.00
Conduct Rules	7	5.83
Other Basic Rules	5	4.17
Behavioural Pattern	3	2.50
Elimination of Corruption	8	6.67
Role of Police in Bangladesh	1	0.83
Industrialisation for Rapid Economic Growth	2	1.67
Means of increasing Export-Earnings	3	2.50
Taxation Policy and Reforms	2	1.67
Customs & VAT Systems in Bangladesh	5	4.17
Role City Corporation in keeping the City Clean	1	0.83
Exploration of Mineral Resources in Bangladesh	9	7.50
Land Reforms	14	11.67
Paperless Office Through Introduction of Computer	13	10.83
Current National & International Affairs	11	9.17
Land Laws	3	2.50
Agricultural Reforms	2	1.67
Muslim Family Law	1	0.83

[Note : Figure includes multiple responses and Figure within parenthesis indicate actual number of respondents.]

Annexure-1**Table-10 : Distribution of Respondents By Whether the Existing Course Objectives Are Appropriate**

<i>The Objectives of the ACAD Course</i>	<i>Nature of Responses</i>		
	<i>Yes</i>	<i>No</i>	<i>Total</i>
(a) To enable the participants to conceptualise the theories and principles of Development Administration;	100.00(120)		100.00(120)
(b) To enable them to acquire the techniques of negotiation and organisation development that they can interact effectively with their domestic and foreign counterparts and operate successfully as a team with the members of other services;	100.00(120)		100.00(120)
(c) To enhance skills in project planning and implementation;	100.00(120)		100.00(120)
(d) To acquaint them with the fundamental issues of economic development, the procedures of public budgeting and financial opinion;	100.00(120)		100.00(120)
(e) To sharpen their analytical abilities and prepare them to shoulder higher responsibilities of policy formulation;	100.00(120)		100.00(120)
(f) To develop the vision of the participants for capacity building of the poor through Local Government and Rural Development Approaches; and	100.00(120)		100.00(120)
(g) To acquaint them with computer based information system	100.00(120)		100.00(120)

[Note : Figure includes multiple responses and Figure within parenthesis indicate actual number of respondents.]

Annexure-1**Table-11 : Distribution of Respondents By Whether the Prescribed Course Requirements Are Appropriate**

<i>The Prescribed Course Requirements</i>	<i>Nature of Responses</i>		
	<i>Yes</i>	<i>No</i>	<i>Total</i>
(a) Compulsory stay in the dormitory room allotted to you at BPATC campus.	100.00(120)		100.00(120)
(b) The participants shall have to be very punctual in attending all activities prescribed for the course.	100.00(120)		100.00(120)
(c) The participants must have to attend at least 95% of the sessions as per schedule.	100.00(120)		100.00(120)
(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.	100.00(120)		100.00(120)
(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.	100.00(120)		100.00(120)
(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.	100.00(120)		100.00(120)

[Note : Figure includes multiple responses and Figure within parenthesis indicate actual number of respondents.]

Annexure-1**Table-12 : Distribution of Respondents By the Identified Strengths of ACAD Course and Their Rate of Importance**

<i>The identified Strengths of the ACAD Course</i>	<i>Rate of Importance (%)</i>
(a) Compulsory stay in the dormitory room allotted to at BPATC campus.	100.00
(b) Punctuality in attending all activities prescribed for the course.	100.00
(c) Compulsory attendance of at least 95% of the sessions by the participants as per schedule.	100.00
(d) Training Methodology :	
i. Lecture & Discussion	
ii. Field visits	91.00
iii. Syndicate works	94.00
iv. Group discussion	96.00
v. Workshop	86.00
vi. Case studies	97.00
vii. Preparation & Presentation of seminar paper	98.00
viii. Reading Assignments	89.00
ix. Role play/Simulation	93.00
x. Film show/Videos	97.00
xi. Computer Skills Development	100.00
xii. Extension Lectures	92.00
(e) Overall Course management	98.00
(f) Overall Course Co-ordination	99.00
(g) Attention of the course management to the participants personal problems	98.00
(h) Discipline of the course.	100.00
(i) Interaction amongst the participants	100.00
(j) Curriculum of the Course	93.00

[Table-12 Continued..]

Annexure-1
[Table-12 Continued]

<i>The identified Strengths of the ACAD Course</i>	<i>Rate of Importance (%)</i>
(k) Faculty Speakers	97.00
(l) Existing Evaluation Systems	78.00
(m) Declaring the Centre as Smoke Free Zone	65.00
(n) Class room Facilities	93.00
(o) Discipline of the Staff & Others	100.00
(p) Overall quality of training	89.00
(q) Overall physical Environment	100.00
(r) Overall training Environment	100.00
(s) Library facilities	100.00
(t) Sports & Games Facilities	72.00
(u) Mosque (Facilities for Prayer)	100.00
(v) Behaviour of the officers & staff	94.00
Average	91.00

Annexure-1**Table-13 : Distribution of Respondents By the Identified Weaknesses of ACAD Course and Their Rate of Importance**

<i>The identified Weaknesses of the ACAD Course</i>	<i>Rate of Importance (%)</i>
(a) Training Methodology : i. English Language Skills	67
(b) Guest Speakers	98
(c) Social Events	87
(d) Dormitory Facilities	88
(e) Transport Facilities	79
(f) Telephone Facilities	98
(g) Room Service	92
(h) Food Arrangement	69
<i>Average</i>	89

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

<i>Nature of Responses</i>	<i>Distribution of Responses</i>	
	<i>No.</i>	<i>%</i>
a. The course is too theoretical. It should be more practical	79	65.83
b. The course is too practical. It should be more theoretical.		
c. The course contains a nice combination of both theoretical and practical aspects.	41	34.17
Total	120	100.00

Annexure-1**Table-15 : Distribution of Respondents By Expected Reasons & Its Rate of Importance of Selecting Participants for the ACAD Course**

<i>The Expected Reasons of Selecting Participants for the ACAD Course</i>	<i>Rate of Importance (%)</i>
(a) For Career Planning.	100.00
(b) For Promotion.	100.00
(c) For better quality of works.	93.69
(d) For developing better analytical ability.	98.17
(e) For overcoming deficiencies	93.26
<i>Average</i>	97.02

Table-16 : Distribution of Respondents By Their Nature of Opinion About Study Tour Programme for the ACAD Course

<i>Nature of Opinions of the Participants</i>	<i>Nature of Responses</i>		
	<i>Yes</i>	<i>No</i>	<i>Total</i>
A 15 days Foreign Study Tour Programme Should be Included in the ACAD Course.	100.00 (120)		100.00 (120)
A 7 days Internal Study Tour (within the Country) Programme Should be Included in the ACAD Course.	100.00 (120)		100.00 (120)
<i>Total</i>	200.00 (240)		200.00 (240)

[Note : Figure includes multiple responses and Figure within parenthesis indicate actual number of respondents.]

Annexure-1**Table-17 : Distribution of Respondents By Their Suggestions for Improvement of the ACAD Course in Future**

<i>Nature of Suggestion</i>	<i>Distribution of Responses</i>	
	<i>No.</i>	<i>%</i>
Separate bathroom for each participant.	39	32.50
Dinning arrangement inside the dormitory	25	20.83
Inclusion of expert/competent Guest Speakers	79	65.83
Action research may be practised	1	0.83
More practical sessions should be included	87	72.25
Written examination system as evaluation method should be introduced for all possible modules	73	60.83
National & International Current Affairs should be included	67	50.83
Capable senior officials should be deputed to BPATC	103	85.83
More computer sessions should be included	113	94.17
Inclusion of Foreign Study Tour should be a must for the course	120	100.00
Capabilities of in-house faculty should be strengthen through foreign training	116	96.67

[Note : Figure includes multiple responses.]

Table-18 : Comparative Training Performance of ACAD Course Conducted at NIPA-BPATC

<i>Information About Conducted ACAD Course</i>	<i>Training Performance</i>		
	<i>At the NIPA</i>	<i>At the BPATC</i>	
		<i>Upto June '90</i>	<i>Upto June '99</i>
Average Yearly Number of Courses Conducted	1.50	1.67	2.2
Average Yearly Number of Participants Trained	30.66	34.00	43.00

Source : Halim, A. S. M. Abdul & Imam, Kazi Hasan. : *Sustainability of BPATC Project*. BPATC, Dhaka, 1997, p.22. and PPR Department, BPATC.

Table-19 : Yearwise Rate of Sharing Training Load of ACAD Course By Faculty and Guest Speakers from 1985-86 to 1998-99

<i>Year</i>	<i>Rate of Sharing Training Load (%)</i>	
	<i>Faculty Speaker</i>	<i>Guest Speaker</i>
1985-86	85	15
1986-87	66	34
1987-88	61	39
1988-89	76	24
1989-90	70	30
1990-91	59	41
1991-92	46	54
1992-93	57	43
1993-94	53	47
1994-95	58	42
1995-96	54	46
1996-97	45	55
1997-98	67	33
1998-99	71	29
1999-2000	77	23
<i>Total/Average</i>	<i>62.93</i>	<i>37.07</i>

Source : Bangladesh Public Administration Training Centre. : *The Annual Report 1989-90*, p.25; 1995-96, p. 37, 1997-98, p.41; 1998-99, p. 58 & 1999-2000, p 62 and the Evaluation Department, BPATC, Dhaka.

Table-20 : Effectiveness of Modules of Sampled ACAD Course Conducted At the BPATC

<i>Name of the Module of ACAD Course</i>	<i>Effectiveness (%) of Modules of Sampled ACAD Course</i>		
	<i>At the Beginning (4th Course)</i>	<i>At the Middle (18th Course)</i>	<i>At the End (32nd Course)</i>
Governmental System and Administrative Reforms	74	82	95
Negotiation and Conference Techniques	73	-	95
Organization Development	-	75	86
TQM in the Public Sector	-	-	91
Local Government and Rural Development	77	81	96
Project preparation	80	81	94
Project Appraisal and Implementation	-	-	93
Government Budgeting	90	-	95
Development Economics	-	-	93
Globalization and Bangladesh Perspective	-	-	94
Children & Women Development	-	-	88
Development Planning & Poverty Alleviation	-	-	90
Environment, Sustainable Development & Disaster Management	-	-	90
Computer Training	-	-	91
Re-inventing the Government System	-	-	95
TOEFL	-	-	90
Seminar Paper Presentation	-	85	96
Study Tour	-	87	96
Physical Exercise	-	-	95
Extension Lecture	-	-	93
International Economic Relations	75	82	-
Strategies for Development in Bangladesh	72	-	-
Secretariat Management	73	79	-
Administrative Communication	75	-	-
Administrative Decision Making	64	79	-
Financial & Personnel Management	72	72	-
Fundamentals of Economic Planning	73	82	-
Ethics in Administration	-	81	-
Book Review	-	86	-
Case Study	-	73	-
Use of Cases & Reports in Devt. Economics	-	78	-

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

Information/Data from Secondary Source : Curriculum Development and Evaluation of ACAD Course

Annexure-2**Table-21 : Effectiveness of Training Methodologies Used in Sampled ACAD Course Conducted At the BPATC**

<i>Training Methodologies Used</i>	<i>Effectiveness (%) of Training Methodologies Used in Sampled ACAD Course</i>		
	<i>At the Beginning (4th Course)</i>	<i>At the Middle (18th Course)</i>	<i>At the End (32nd Course)</i>
Lecture and Discussion	80	90	93
Seminar	82	88	98
Syndicate Work	84	88	94
Study Tour/Field Trip	85	82	93
Library Work	79	89	97
Film Show	87	-	94
Departmental Presentation	88	-	-
Case Study	85	73	-

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

Annexure-2**Table-22 : Effectiveness of Management Performance of Sampled ACAD Course Conducted At the BPATC**

<i>Areas of Management</i>	<i>Effectiveness (%) of Management Performance of Sampled ACAD Course</i>		
	<i>At the Beginning (4th Course)</i>	<i>At the Middle (18th Course)</i>	<i>At the End (32nd Course)</i>
Overall Course Direction	95	-	97
Overall Course Coordination	82	-	97
Overall Course Management	88	84	96
Seminar Activities	84	81	94
Syndicate Works	83	88	94
Faculty Guidance for Seminar/Syndicate Works	85	81	88
Reading Materials	82	-	95
Food Arrangements	58	73	91
Dormitory Facilities	54	78	85
Games and Sports	70	79	70
Evaluation System	72	-	82
Medical Facilities	45	-	79
Class Room Facilities	81	76	96

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

Information/Data from Secondary Source : Curriculum Development and Evaluation of ACAD Course

BANGLADESH PUBLIC ADMINISTRATION TRAINING CENTRE
Savar, Dhaka.

Questionnaire

For the Research Project on
"Curriculum Development and Evaluation of ACAD Course".

[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 : B.Sc/B.Com/B.A.
(Please put √ mark) 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 : 04-10 Years

(Please put √ mark)

11-16 Years

17-20 Years

21-25 Years

25 + Years

Annexure-3**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

☐
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Annexure-3

- xi. For better developing, guiding and supervising the sub-ordinates
- xii. To perform my jobs in a better manner
- xiii. For quick and efficient disposal of problems
- xiv. To develop Leadership & decision making quality.

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

Less than	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 indicate percentage.

	<u>No</u>	<u>Yes</u>	<u>%</u>
Planning			
Organizing			
Delegating			
Policy Formulating			
Motivating			
Co-ordinating			
Supervising			
Communicating			
Budgeting			
Negotiating			

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

Yes	No

Annexure-3

- 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.

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PART-C : Curriculum Development & Evaluation

- 3.0 The following are the Modules and topics included in the curriculum of ACAD Course. Please give your opinion on it indicating most relevant, relevant and moderately relevant for the course.

Module - 1 : Public Administration : Government System & Administrative Reforms

Sl. No.	Topics of the Module	Most Relevant	Relevant	Moderately Relevant
01	Bangladesh Constitution : Salient Features with Special Reference to the Public Servants	☐	☐	☐
02	The Parliament and the Parliamentary Procedures	☐	☐	☐
03	Rules of Business : Salient Features	☐	☐	☐
04	Changing Role of Public Sector and Administrative Reforms : Concepts and Issues	☐	☐	☐
05	New Public Management : New Ideas in Public Sector	☐	☐	☐
06	Administrative Reforms : Comparative Perspectives			
	a. Reforms in Malaysia and Singapore	☐	☐	☐
	b. Reforms in India	☐	☐	☐
07	Review of Recent Reforms Reports in Bangladesh			
	a. Report on the Public Administration Sector Study in Bangladesh	☐	☐	☐
	b. Towards Better Government in Bangladesh	☐	☐	☐
	c. Government That Works : Reforming the Public Sector	☐	☐	☐

- 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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Annexure-3

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 : Negotiation and Conference Techniques

Sl. No.	Topics of the Module	Most Relevant	Relevant	Moderately Relevant
08	Negotiation : Concepts and Issues	☐	☐	☐
09	Techniques and Styles of Successful Negotiation SWOT and Listening Skills	☐	☐	☐
10	Strategies of Successful Negotiation and Qualities and Skills of an Effective Negotiator Leadership Behaviour in Negotiation and Factors that Cause Failure of Negotiation	☐	☐	☐
11	Cases of Negotiation	☐	☐	☐
12	Techniques of Preventing Potential Conflicts	☐	☐	☐
13	Conference Techniques-1 (Exercise)	☐	☐	☐
14	Conference Techniques-2 (Exercise)	☐	☐	☐

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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Annexure-3

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 : Teamwork and Coordination

Sl. No.	Topics of the Module	Most Relevant	Relevant	Moderately Relevant
15	Motivation	☐	☐	☐
16	Motivation (Exercise)	☐	☐	☐
17	Teamwork in Administration	☐	☐	☐
18	Teamwork (Exercise)	☐	☐	☐
19	Teamwork (Exercise)	☐	☐	☐
20	Leadership and Team Building	☐	☐	☐
21	Coordination : Concepts and Mechanisms	☐	☐	☐
22	Syndicate/Cases in Coordination	☐	☐	☐
23	Syndicate/Cases in Coordination	☐	☐	☐

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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Annexure-3

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 : Total Quality Management for Improvement in the Public Sector

Sl. No.	Topics of the Module	Most Relevant	Relevant	Moderately Relevant
24	Concept of Total Quality Management (TQM) and its implication for the Public Sector	☐	☐	☐
25	Management Methods of TQM	☐	☐	☐
26	Analytical Methods of TQM	☐	☐	☐
27	Idea Generation Methods of TQM	☐	☐	☐
28	Exercise	☐	☐	☐

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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Annexure-3**Module - 5 : Local Government and Rural Development**

Sl. No.	Topics of the Module	Most Relevant	Relevant	Moderately Relevant
29	Evolution of Local Government in Bangladesh	☐	☐	☐
30	Local Government Acts with special Reference to Local Government Elections	☐	☐	☐
31	Local Government at Union Level with Reference to Gram Sarker	☐	☐	☐
32	Local Government at Thana and District Level : Future Directions	☐	☐	☐
33	An Overview of Urban Local Government	☐	☐	☐
34	Government Policies and Programmes in Rural Development	☐	☐	☐
35	Important Land Laws of Bangladesh	☐	☐	☐

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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Annexure-3**Module - 6 : Project Preparation**

Sl. No.	Topics of the Module	Most Relevant	Relevant	Moderately Relevant
36	Project Concept Paper and Its Preparation	☐	☐	☐
37	Exercise on PCP Preparation	☐	☐	☐
38	Exercise on PCP Preparation	☐	☐	☐
39	Exercise on PCP Preparation	☐	☐	☐
40	PCP Presentation	☐	☐	☐
41	Project Proforma (PP) : Classification and Format	☐	☐	☐
42	Project Preparation : Practical Exercise	☐	☐	☐
43	Project Preparation : Practical Exercise	☐	☐	☐
44	Project Preparation : Practical Exercise	☐	☐	☐
45	PP Presentation	☐	☐	☐

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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Annexure-3**Module - 7 : Project Appraisal and implementation**

Sl. No.	Topics of the Module	Most Relevant	Relevant	Moderately Relevant
46	EIA in Project Appraisal	☐	☐	☐
47	Quantitative Techniques of Project Appraisal-1	☐	☐	☐
48	Quantitative Techniques of Project Appraisal-2	☐	☐	☐
49	Exercise of Project Appraisal	☐	☐	☐
50	Techniques of Project Inclusion in ADP : Role of Programming Division in PC	☐	☐	☐
51	Project Implementation in Bangladesh : A Review of Experiences	☐	☐	☐

A.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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A.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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Annexure-3**Module - 8 : Government Budgeting**

Sl. No.	Topics of the Module	Most Relevant	Relevant	Moderately Relevant
52	Government Budgeting (Revenue) : Preparation, Analysis and Monitoring	☐	☐	☐
53	Government Budgeting (Development) : Preparation, Analysis and Monitoring	☐	☐	☐
54	Stages of Fund Release Procedures (ADP)	☐	☐	☐
55	Audit System in Bangladesh	☐	☐	☐
56	Reforms in Budgeting and Expenditure Control (RIBEC)	☐	☐	☐

A.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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A.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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Annexure-3**Module - 9: Development Economic**

Sl. No.	Topics of the Module	Most Relevant	Relevant	Moderately Relevant
57	Market Economy : Concepts and Issues	☐	☐	☐
58	Market Economy : Analysis of Transition	☐	☐	☐
59	Reinventing Government for Economic Revitalization	☐	☐	☐
60	Macro Variables : Tools of Policy Analysis	☐	☐	☐
61	Resources for Investment : Fundamentals of Capital Market	☐	☐	☐
62	Bangladesh : An Agenda for Action Current Status (Panel Discussion)	☐	☐	☐
63	Bangladesh : An Agenda for Action Current Status (Panel Discussion)	☐	☐	☐

A.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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A.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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Annexure-3**Module - 10 : Globalization and Bangladesh Perspectives**

Sl. No.	Topics of the Module	Most Relevant	Relevant	Moderately Relevant
64	Globalization : Concepts and Issues	☐	☐	☐
65	Globalization Impact on Trade : WTO and UNCTAD	☐	☐	☐
66	Evolution of international Monetary System	☐	☐	☐
67	World Bank and Bangladesh Economy	☐	☐	☐
68	IMF and Bangladesh Economy	☐	☐	☐
69	Regional Cooperation and Development [SAPTA, D-8 and BISTEC]	☐	☐	☐
70	Structural Adjustment in Bangladesh	☐	☐	☐
71	International Debt Crisis	☐	☐	☐

A.3.10.0 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.3.10.1 Please give specific suggestions (if any) with regards to learning methodology of the topic(s) of the module.

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Annexure-3**Module - 11 : Children and Women in Development**

Sl. No.	Topics of the Module	Most Relevant	Relevant	Moderately Relevant
72	Women in Development : Local and Global Perspective	☐	☐	☐
73	Convention of the Elimination of All Forms of Discrimination Against Women (CEDAW)	☐	☐	☐
74	Convention of the Rights of the Child (CRC)	☐	☐	☐
75	An Overview of Child Labour in Bangladesh	☐	☐	☐
76	Social Mobilization for Children and Women Development	☐	☐	☐
77	Beijing Declaration and Bangladesh	☐	☐	☐

A.3.11.0 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.3.11.1 Please give specific suggestions (if any) with regards to learning methodology of the topic(s) of the module.

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Annexure-3**Module - 12 : Development Planning and Poverty Alleviation : Concepts and Approaches**

Sl. No.	Topics of the Module	Most Relevant	Relevant	Moderately Relevant
78	Macro Framework of Economic Planning	☐	☐	☐
79	Poverty : Concepts, Dimensions and Issues	☐	☐	☐
80	Capacity Building of the Poor : Bangladesh Concept	☐	☐	☐
81	Poverty Alleviation : GO and NGO Approaches	☐	☐	☐
82	Micro Credit : A Tool for Poverty Alleviation	☐	☐	☐
83	Plan for the Development of the Poor : Proshika Experiences	☐	☐	☐

A.3.12.0 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.3.12.1 Please give specific suggestions (if any) with regards to learning methodology of the topic(s) of the module.

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Annexure-3**Module - 13 : Environment, Sustainable Development and Disaster Management**

Sl. No.	Topics of the Module	Most Relevant	Relevant	Moderately Relevant
84	Sustainable Development : Concepts and Issues	☐	☐	☐
85	Environment and Development : Global Perspective	☐	☐	☐
86	Environment Management : Bangladesh Context	☐	☐	☐
87	Environmental Impact Assessment	☐	☐	☐
88	Environmental Impact Assessment	☐	☐	☐
89	Natural Disaster : Concepts, Types and Background	☐	☐	☐
90	Managing Disaster in Bangladesh	☐	☐	☐
91	Forecasts and Early Warning Systems, Techniques and Technologies used and Disaster preparedness in Bangladesh	☐	☐	☐
92	Information and Public Awareness : Role of Mass Media and NGOs	☐	☐	☐

A.3.13.0 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.3.13.1 Please give specific suggestions (if any) with regards to learning methodology of the topic(s) of the module.

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Annexure-3**Module - 14 : Computer Training**

Sl. No.	Topics of the Module	Most Relevant	Relevant	Moderately Relevant
93	Introduction to Computer	☐	☐	☐
94	Operating Systems : Windows 95	☐	☐	☐
95	Typing Tutor	☐	☐	☐
96	e-mail - Internet	☐	☐	☐
97	Word Processing	☐	☐	☐
98	Other Application : MS Excel	☐	☐	☐
99	Other Application : MS PowerPoint etc.	☐	☐	☐

A.3.14.0 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.3.14.1 Please give specific suggestions (if any) with regards to learning methodology of the topic(s) of the module.

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Annexure-3**Module - 15 : English Language**

Sl. No.	Topics of the Module	Most Relevant	Relevant	Moderately Relevant
100	Meeting and Greeting People	☐	☐	☐
101	Giving and Finding out Personal Information : Talking about Jobs and Responsibilities	☐	☐	☐
102	Getting Information, Indirect Requests/ Questions	☐	☐	☐
103	Agreeing and Disagreeing : Giving Opinions	☐	☐	☐
104	Giving Advice and Suggestions	☐	☐	☐
105	Talking about Past Experiences	☐	☐	☐
106	Dealing with Problems and Complaints	☐	☐	☐
107	Explaining and Describing Operations- giving Instructions	☐	☐	☐
108	Making Comparisons and Evaluations	☐	☐	☐
109	Talking about Future Plans and Intentions	☐	☐	☐
110	Review	☐	☐	☐

A.3.15.0 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.3.15.1 Please give specific suggestions (if any) with regards to learning methodology of the topic(s) of the module.

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Annexure-3**Module - 16 : Extension Lectures**

Sl. No.	Topics of the Module	Most Relevant	Relevant	Moderately Relevant
111	Problems and Prospects of Water Resources with Special Reference to "Water Sharing Treaty"	☐	☐	☐
112	Privatization in Bangladesh	☐	☐	☐
113	Energy Policy including Electricity Generation and Distribution in Private Sector	☐	☐	☐
114	CHT Peace Accord	☐	☐	☐
115	Ombudsman : Bangladesh Scenario	☐	☐	☐
116	NGOs Role in Development in Developing Countries	☐	☐	☐

A.3.16.0 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.3.16.1 Please give specific suggestions (if any) with regards to learning methodology of the topic(s) of the module.

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Annexure-3**Other Modules**

Sl. No.	Topics of the Module	Most Relevant	Relevant	Moderately Relevant
	<u>Module-17 : Departmental Presentation</u>	☐	☐	☐
	<u>Module-18 : Seminar Paper Presentation</u>	☐	☐	☐
	<u>Module-19: Study Tour</u>	☐	☐	☐
	<u>Module-20: Physical Exercise & Games</u>	☐	☐	☐

3.1 Please give specific suggestions if any other Module(s) or Topic(s) which you think will be appropriate for ACAD that are not included in the Course Schedule.

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PART-D : Course Evaluation

4.0 Following are the objectives of ACAD Course. Do you think that these objectives are appropriate ? (Please put $\sqrt$ mark as appropriate).

<u>Objectives</u>	<u>No</u>	<u>Yes</u>
(a) To enable the participants to conceptualize the theories and principles of Development Administration;	☐	☐
(b) To enable them to acquire the techniques of negotiation and organization development that they can interact effectively with their domestic and foreign counterparts and operate successfully as a team with the members of other services;	☐	☐

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<u>Objectives</u>	<u>No</u>	<u>Yes</u>
(c) To enhance skills in project planning and implementation;	☐	☐
(d) To acquaint them with the fundamental issues of economic development, the procedures of public budgeting and financial opinion;	☐	☐
(e) To sharpen their analytical abilities and prepare them to shoulder higher responsibilities of policy formulation;	☐	☐
(f) To develop the vision of the participants for capacity building of the poor through Local Government and Rural Development Approaches; and	☐	☐
(g) To acquaint them with computer based information system	☐	☐
4.1 As per your opinion what are the other objectives those needed to be included in the current objectives of ACAD Course ? (If any, please write).		
1.		
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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 ACAD Course by the participants. Please put $\sqrt{\quad}$ mark as appropriate.		
	<u>Yes</u>	<u>No</u>
(a) Compulsory stay in the dormitory room allotted to you at BPATC campus.	☐	☐
(b) The participants shall have to be very punctual in attending all activities prescribed for the course.	☐	☐
(c) The participants must have to attend at least 95% of the		

Annexure-3

sessions as per schedule.

- | | <u>Yes</u> | <u>No</u> |
|---|--------------------------|--------------------------|
| (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. | ☐ | ☐ |
| (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. | ☐ | ☐ |
| (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. | ☐ | ☐ |

4.4 What are the strengths of ACAD 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 |

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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						

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

4.5 What are the weaknesses of ACAD 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

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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

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(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 ACAD 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 ACAD Course is 2.5 months. Give opinion about the duration of the course (Please put $\sqrt{\quad}$ 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.

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- 4.9 Please give your valuable suggestions (if any), about the study tour programmes for the ACAD Course. Please put $\sqrt{\quad}$ mark as appropriate.

	<u>Yes</u>	<u>No</u>
a. Inclusion of 15 days Foreign Study Tour.	☐	☐
b. 7 days Internal Study Tour within the Country.	☐	☐

- 4.10 Please give your valuable suggestions (if any), on ACAD 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.]

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