

**BANGLADESH PUBLIC ADMINISTRATION TRAINING CENTRE
PHASE -II PROJECT : AN EVALUATION**



**Bangladesh Public Administration Training Centre
Savar, Dhaka
July, 1990**

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Evaluation Team

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PREFACE

Bangladesh Public Administration Training Centre (BPATC) Phase-II Project which commenced from July 1980 was completed in June 1990. Time has come to find out if the project objectives have been achieved and if the project inputs have produced the desired output.

The report is the outcome of an in-house evaluation of BPATC Phase-II Project undertaken by a team of BPATC faculty. An attempt has been made to review the performance of major components of BPATC Project in terms of the project objectives within the time frame of April 1984-June 1990.

The report deals with various aspects of the project viz, physical facilities, training programmes, research and publications, library, training aid and computer, staff development, manpower, logistics, maintenance and institutional linkages. Some general observations and recommendations have also been made. It is hoped that the findings of the evaluation report would help policy planners and trainers to identify the challenges and issues that have to be addressed for making the public administration training system effective and efficient.

I take this opportunity to express my sincere thanks to Dr. M. Anissuzzaman, MDS (P&S) and Mr. Arabinda Kar, Director (PPR), BPATC for providing guidance to the evaluation team and editing the report. The members of the evaluation team worked round the clock to complete the work within a fortnight. They deserve my sincere thanks. I also thank Mr. Md. Safiullah, Librarian Mr. Mohammad Hossain, Deputy Director, Mr. Ahmedur Rahim, Assistant Director, Mr. Munir Hossain, Assistant Director and Mr. Gour Sundar Banik, Evaluation Officer of the Centre for helping the team in various ways.

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S.A. Alam 20/7/1990
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EXECUTIVE SUMMARY AND RECOMMENDATIONS

The BPATC Phase-II Project was completed on June 30, 1990 at a total cost of Tk. 4209.94 lakh of which GOB fund was Tk. 2400.12 lakh, IDA Credit was Tk. 1759.82^{lakh} and UNDP grant was Tk. 50.00 lakh. Implementation of the project started in 1981 with GOB fund. In May, 1983 Development Credit Agreement (No.1349 BD) was signed between GOB and the World Bank and IDA Credit of 11.1 million SDR was made available under the "Public Administration(Training Personnel & Management) Project" comprising BPATC, RPATCs and PMIS/MSW of the Ministry of Establishment. The BPATC Phase-II Project was based on a survey entitled "Public Administration Training Complex Phase-I (1978-80)".

2. The main objective of the BPATC Phase-II Project was to establish a Public Administration Training Complex to co-locate the erstwhile COTA, NIPA & BASC. The co-location plan was later revised in favour of integrated training institution by complete merger of the faculty staff and programmes of these training institutions. The Bangladesh Public Administration Training Centre was thus created under the BPATC Phase-II Project. Before the creation of all the physical facilities, BPATC started functioning since April 28, 1984 under the Ordinance published under Notification No. SRO 1051-L/84 MR(II)/PATC 8/83 (Part-1) dated 18th April, 1984. The erstwhile STI was also merged with BPATC under this Ordinance. A separate PP was approved for upgrading the STIs into Regional Public Administration Training Centres (RPATCs).

3. The BPATC Phase-II Project aimed at, among other things, creating necessary physical facilities for the three co-located training institutions and providing additional manpower, fellowships, technical assistance and other training facilities, procuring books and journals, equipment and vehicles. The project has been evaluated by a team of in-house faculty. The main observations about the project are noted in the following paragraphs :

4. Execution of the BPATC Phase-II Project initially began with GOB fund of Tk. 1724.76 lakh. IDA Credit was made available later in the middle of the project. The project was thus revised to Tk. 4116.23 lakh. IDA financed some items of the project according to the provisions of the DCA. The project cost was further increased to Tk. 4209.94 lakh. IDA financed 41.80% of the total cost. IDA Credit was

meant for three projects viz. BPATC, RPATC & PMIS/MSW of the Ministry of Establishment. An amount of about 3 million SDR remained unutilized out of the DCA fund of 11.1 million SDR. A separate PP was approved for each of the three projects. The PP allocation for these projects was not sufficient to utilize the DCA fund.

5. A separate office called Project Implementation Office (PIO) was set up in Dhaka under the control of the Ministry of Establishment to implement BPATC and two other component of the TPM Project. PIO was responsible for construction of physical facilities and procurement of training aid and providing other supports, while BPATC was responsible for conducting training programme. A diarchy in administration was experienced by BPATC. PIO was not responsible to BPATC. PIO usually took time to appreciate the needs of BPATC.

6. Before signing the IDA Credit No. 1349 BD, the World Bank prepared the Staff Appraisal Report (SAR) on the TPM Project of which BPATC is a component. The SAR defined some objectives for each of the three projects. The PP of BPATC did not adequately take notice of the SAR objectives. This may be a separate area of study.

7. The BPATC project was not completed by June, 1988 as scheduled. The project period was extended upto June, 1990. The flood of 1988 delayed the implementation of the projects and caused a lot of damages to BPATC. The physical facilities specially dormitory and class room facilities were not adequate for BPATC to meet the foundation training load. The project planners did not take notice of the size of the clientele of foundation training vis- a -vis BPATCs' needs for physical facilities. According to the Ordinance, BPATC is responsible for conducting foundation training for the newly recruited officers of all the 30 cadres. The project did not make any realistic projection about the possible annual recruitment in BCS cadres. The result has been almost disastrous. As of June, 1990 as many as 10,000 entry level officers were awaiting foundation training. As per BCS Recruitment Rules 1981, these officers must successfully participate in foundation training course in order to be confirmed in the service.

8. Despite many bottlenecks in the project management, BPATC consolidated its position fast and started organizing training courses. The services rendered by the faculty and staff at this stage indeed went a long way to strengthen the institutional capacity of BPATC.

9. BPATC achieved the training target as set for it by the Martial Law Committee. The training target as envisaged in the Third Five Year Plan (1985-90) for BPATC has also been almost achieved. Since its inception, BPATC conducted 126 training courses and 25 workshops and seminars and imparted training respectively to 6040 and 1116 officers and executives of different categories. A total of 7156 officers received training at BPATC from 1984 to June, 1990. The performance of BPATC is quite satisfactory in comparison to those of the erstwhile NIPA, COTA and BASC.

10. The investment of the BPATC Project has been cost-effective. Institutional capacity of BPATC is developing despite many constraints. The progress made by the Centre has been appreciated by the Hon'ble President. Regional institution like APDC and international institution like EDI have developed linkage with BPATC. Trainees are happy with the quality of the training. BPATC is emerging as the centre of excellence. But it requires further assistance for its institutional development.

11. Technical assistance earmarked for BPATC was not properly scheduled. Most of the expatriate consultants were hired at a time when BPATC was not fully manned and ready to receive such assistance. Expatriate consultants were also reported to be of low standard.

12. The fellowship programme as envisaged for BPATC in the SAR could not be implemented for want of PP allocation though IDA fund was available. This hindered faculty development.

13. The project did not provide adequate incentives and facilities for the staff. The BPATC school was not sufficiently developed. No club house was constructed for the staff. The clinic was not properly staffed and furnished with medical equipment. There was no ambulance. The wards of the officers and staff were not provided transport facilities for going to Dhaka even for educational purpose. The residential flats were inadequate for the staff.

14. The site of BPATC was wrongly selected. It is situated near the high powered radio transmission centre. But no remedial measures were taken under the project to avert the adverse effects of the high powered radio transmission centre. The transmission centre spews harmful waves in the air and pollutes the environment. The BPATC is situated on the noisy Dhaka-Aricha Highway. The Rector's quarter was constructed in an attractive site.

TABLE OF CONTENTS

	<u>Page</u>
I. Introduction	1
II. Physical Facilities and Their Utilization	7
III. Training Programmes:	20
(a) Foundation Training Programme	22
(b) Advanced Course on Administration and Development(ACAD)	27
(c) Senior Staff Course	32
(d) Short Courses	39
IV. Curriculum Development and Evaluation System	46
V. Research and Publications	55
VI. Library, Training Aid and Computer	60
VII. Staff Development	67
VIII. Manpower and Its Utilization	71
IX. Logistics and Maintenance of Facilities	85
X. Landscape and Environmental Development	91
XI. Institutional Linkage	97
Annexures	
Bibliography	
List of Members of Evaluation Team and Their Contributions	

CHAPTER-I

INTRODUCTION

1.1 Since the liberation of Bangladesh in 1971, the successive Governments evinced a keen interest in the strengthening of the public administration training system. The basic hypothesis is very simple. To do a job efficiently and effectively, one must acquire necessary knowledge, skill and values. Bangladesh inherited three administrative training institutions. The National Institute of Public Administration (NIPA) set up in 1961 to train mid-level civil servants, the Civil Officers Training Academy (COTA) originally set up as Gazetted Officers' Training Academy in 1960 to conduct induction training for newly recruited members of the East Pakistan Civil Service, But later renamed as COTA in 1977 to impart foundation training to newly recruited officers of all BCS cadres and the Staff Training Institutes (STI), created in 1966 for developing skill of support staff of all public organisations. The Bangladesh Administrative Staff College (BASC) was established in 1977 to train Senior Administrators and top executives in the area of policy analysis and public policy.

1.2 With the passage of time, it was realised that the three Public Administration Training Institutes had much in common in respect of curricula and training methodologies. The committee on curricula development and training needs recommended in 1979 that these three institutes be co-located for sharing the common services like library, training aids and faculty. In November 1982, the co-location plan was further revised in favour of a totally integrated apex training institution by a complete merger of the faculty, staff and programmes of the four training institutions. The Bangladesh Public

Administration Training Centre was thus established by amalgamating the erstwhile COTA, NIPA, STI and Staff College under Notification No. SRO 1051-L/84MR(II)/PATC-8/83(Part-I) dated, the 18th April, 1984, which was made effective from the 28th April, 1984. The Centre started its operations at its new location and in integrated form from that date. The Regional STIs situated in four divisional towns were upgraded as Regional Public Administration Training Centre (RPATC) under a separate PP and they also merged with the same management of BPATC.

1.3 In order to assess the actual requirement for the preparation of a comprehensive project for public administration training, a survey entitled "Public Administration Training Complex Phase-I" was implemented during 1978-80. It was a feasibility study for project preparation. In 1980-81, a pre-investment study for public administration training and management was undertaken. The BPATC Phase-II Project was the outcome of this study. The BPATC Phase-II Project originally sought sanction of Tk. 3480 lakh. The project was scheduled to be implemented during 1980-85. PEC suggested some drastic cut to the project component. Accordingly the project size was reduced and it involved a cost of Tk. 1724.76 lakh. It was subsequently approved by the EC/NEC on 19.8.1981.

1.4 The execution of the project started in 1981. Meanwhile at some point of project implementation, IDA agreed to finance some components of the project and a development credit agreement (1349 BD) was signed between IDA and Bangladesh on 16.5.1983 for IDA credit amounting to 11.1 million SDR. IDA credit was meant for three project of Ministry of Establishment, viz, BPATC, RPATC, PMIS & MSW. All these three

projects are the components of Training Personnel and Management (TPM) Project which has been financed by the World Bank under the Credit Agreement (1349 BD). This necessitated revision of the project. The IDA components were included in the PP. The estimated cost of the project stood at Tk. 4306.61 lakh and the project was scheduled to be completed during 1980-81 - 1988-89. The project was, however, approved for Tk. 4116.23 lakh.

1.5 The BPATC project was not completed in 1988. Some items of work, such as , furnishing of library and Multipurpose Hall, procurement of equipment, books and journals and research and case study development programmes could not be completed in time for various unavoidable reasons. The projects period was then extended for another year (June 1989). But execution of some items of work was delayed due to the devastating floods of 1988 when the BPATC campus was under 5 ft. flood water for about a month. The project period was again extended upto June 1990 to execute the incomplete items of works. The project has been completed by June 1990.

1.6 The BPATC Phase-II Project had the following objectives:

- a) to co-locate the former training institutions viz. Civil Officers Training Academy, National Institute of Public Administration and Bangladesh Administrative Staff College in one campus and expand physical capacity of the unified centre through construction of functional building including dormitories etc. With the simultaneous development of teaching capacity with modern teaching equipment and materials;
- b) to upgrade the quality of training of BPATC through improved library facilities and training materials, curricula upgradation, staff development through locally oriented training and overseas training;

- c) to develop a system approach to public administration training, based on periodic assessment of training needs, development of indigenous training materials and methods and evaluation of training effectiveness;
- d) to provide for the requisite personnel required for running the institution efficiently;
- e) to provide for management of services to facilitate functioning of the Centres;
- f) to carry out special studies in selected fields pertaining to training by or in consultation with training institutions, to facilitate implementation of the project;
- g) to establish and develop a Centre of Excellence in the field of public administration training in Bangladesh through collaboration and linkages with training institutions and universities within the country and outside.

1.7 EVALUATION OF THE PROJECT:

The BPATC project Phase-II may now be evaluated to find out if the project objectives have been achieved and if the existing physical facilities and institutional capacities are adequate to meet the increased public administration training needs of the country. This is an ad-interim evaluation of the project, strictly aimed at studying if the project inputs have produced the desired out-puts and if the investment has been cost-effective. This study would examine if the physical infrastructure and institutional development are adequate for BPATC to perform its assigned functions. This evaluation would hopefully help the policy planners and trainers to identify the challenges and issues that have to be addressed for making the public administration system effective and efficient.

1.8 SCOPE OF THE EVALUATION:

This is an in-house evaluation. It should be comprehensive but brief. It would examine the salient issues, based on the project objectives. The agenda include review of the physical facilities and their utilisation, training programmes including curricula, staff development, training methodology and evaluation of training programmes, manpower and its utilisation, service facilities and their maintenance, research and publication, and linkage of BPATC with other training institutions both within and outside the country. The study would also examine the main obstacles experienced during the project implementation, define the inadequacies of the project and delineate the issues and actions for the improvement of public administration training system.

1.9 METHODOLOGY:

The evaluation is based on the project documents of BPATC Phase-II. It culls data and necessary information from the PP of the project, evaluation reports prepared by the Project Implementation Office, Annual Reports of BPATC, Annual Training Calendars, Staff Appraisal Report of the World Bank, development credit agreement, BPATC ordinance, draft National Training Policy, periodic training reports, proceedings of the meeting of the Project Co-ordination Committee, opinions of the trainees and faculty and important correspondences regarding the project. This study compares, among other things, the training facilities and outputs of the erstwhile COTA, NIPA and BASC with those of BPATC. It examines the implementation and monitoring procedures of the project. Some recommendations may be deducted from the observations of the evaluators.

1.10 Format of the Report

The report is divided into II chapters. In chapter I background of the BPATC phase II project, Evaluation of the project, scope and methodology of evaluation of the project have been presented. chapter II deals with physical facilities such as Training and administration building, library, residential buildings etc. and their utilization. In chapter III information of different Training programmes offered by the Centre such as Foundation Training Course , ACAD, Senior Staff Course and other courses have been presented. Chapter IV discusses curriculum development and evaluation system. Research and Publication have been incorporated in Chapter V. In Chapter VI, Library, Training Aid and Computer have been narrated. Chapter VII deals with Staff development. In Chapter VIII manpower of the Centre and its utilization have been discussed in details. Chapter IX discusses logistics and maintenance of facilities, while chapter X deals with landscape and environmental development. In the last Chapter linkages of the BPATC Organisations both at home and abroad have been discussed.

CHAPTER-II

PHYSICAL FACILITIES AND THEIR UTILISATION

2.1 The co-location scheme of three training institutions viz, COTA, NIPA and BASC at the same campus demanded a suitable site and creation of adequate physical facilities for three training institutions. It was decided that the new Public Administration Training Complex would be located at Savar. The BPATC was thus established on an area of 54.26 acres of land lying between the Jahangir Nagar University and Radio Transmission Centre, 25 kilometres north of Dhaka city on the Dhaka Aricha Highway. The project aimed at providing full residential and training facilities for the trainees of all the three institutions, residential accommodation for the employees within the campus and at creating some common facilities for use by trainees and employees.

2.2 COTA had limited residential facility for the trainees and the staff while NIPA and BASC had no such facilities at all. There was little or no sports and games facilities in these three training institutions. BPATC was provided with such physical facilities so that a good training environment could be created. The emphasis was given on dormitory living. The trainees must live in the campus, being physically away from their offices so that they can cultivate their faculties without let or hindrance. The three level of officers, junior, mid-level and senior executives would have to live together in the same campus and develop their skills, knowledge and attitude through exchange of ideas and mutual interactions. In this regard BPATC can claim its distinctiveness.

2.3 The project cost was approved for Tk. 4116.23 lakh out of which IDA credit was sanctioned for Tk. 1063.30 lakh in RPA and Tk. 504.39 lakh in foreign exchange. Implementation of the project started in 1981 and was scheduled to be completed in June 1988. For some unavoidable reasons, the project was not completed in June 1988. The project cost was increased to Tk. 4209.94 lakh in 1989 to facilitate execution of some incomplete items of work. The project period was also extended upto June 1990. The finally approved break up of the project fund indicating GOB and IDA share is shown in the following table :

TABLE-I
Break up of The Project Fund

SL.NO.	Category of Work	PP allocation	GOB in lakh Tk.	IDA in lakh T
1.	Civil Works	2840.61	2182.13	658.4
2.	Furniture	162.02	75.75	86.2
3.	Land	.57	.57	
4.	Telephone	33.14	6.63	26.5
5.	Equipment and Vehicles	160.90	32.18	128.7
6.	Books and Journals	163.87	15.00	148.8
7.	Technical Assistance (local & Foreign)	335.88	-	335.8
8.	Fellowship	165.13	-	165.1
9.	C D S T	6.20	6.20	-
10.	Training needs survey	53.38	-	3.38 +(UNDP Gr
11.	Incremental Staff salary, consumable Training materials PIO Staff salary	288.24 ----- 4209.94	81.66 ----- 2400.12	206.5 ----- 1759.

2.4 The physical facilities, as envisaged in the PP of the BPATC Phase-II have been completed. The list of such physical facilities may be seen at the annexure-I. BPATC, however, started functioning in April 1984 before most of the physical facilities were completed. This had debilitating effects on both training and the morale of the employees at the initial stage of BPATC. The Physical facilities in the Centre may be broadly divided into three categories: Training and Administrative block, Residential block and common facilities.

2.5 TRAINING AND ADMINISTRATIVE BLOCK:

Syndicate Building: This is a two storied structure with a space of 17,900 sq.ft. There are 22 rooms of which only two rooms are big while 4 rooms are of medium size and 16 rooms are of small size. The two big rooms are respectively used for Senior Staff and Foundation Courses. Two medium size rooms are respectively used for ACAD and short courses. Five rooms are used for holding syndicate and group discussions. Seven small room are used for course Directors and course Co-ordinators and four small rooms are used for course secretariat and two rooms are used for tea rooms. The two rooms of the syndicate building is actually suitable for holding classes. The remaining rooms are of rectangular size and these are not suitable for holding sessions. However, two of such rectangular sized rooms are used as class rooms. It is observed that the design and lay outs of the syndicate building did not adequately take notice of the training requirements of BPATC. More class rooms could have been accommodated in the syndicate building if the architect and project personnel could appreciate the requirements of class rooms.

2.6 DORMITORY NO. 1:

The PP provided 30,000 sq.ft. of accommodation in the dormitory No. 1. However, as per drawing actual accommodation of 38,400 sq.ft. has been constructed. An amount of Tk. 92.48 lakh was spent against the provision of Tk. 134.78 lakh. The dormitory was constructed by December, 1985. The dormitory was reportedly built for 200 trainees. It can however, provide accommodation for 168 trainees only. This dormitory is meant for foundation level trainees.

2.7 DORMITORY NO. 2

The total plinth area is 21,252 sq.ft. The dormitory can accommodate 84 participants. The total cost of this dormitory was Tk. 63.27 lakh. It was completed by December 1985. The actual space available is too small and the trainees complain about the design of these rooms. This dormitory is meant for the mid-level participants. The partition walls between six rooms 111-112, 211-212 and 311-312, always remain dampy causing inconvenience to the inmates.

2.8 DORMITORY NO. 3:

This dormitory is meant for the senior level participants. The total plinth area of the dormitory is 17,280 sq.ft. The total cost of the dormitory is Tk. 47.20 lakh as against the provision of Tk. 60.65 lakhs. 50 participants could be accommodated in this dormitory. But some rooms had to be converted for providing kitchen & dining rooms and common room facilities in the dormitory. Now, about 35 participants can be accommodated in dormitory No. 3.

2.9 SOME COMMON COMPLAINTS ABOUT THE DORMITORY:

- i) Room space per trainees is inadequate. Trainees complain about the accommodation facilities.
- ii) Rain-water enters the rooms of dormitory No. 1 & 2 for lack of sun-sheds and door seals.
- iii) Lack of protection against insects cause inconveniences to the inmates. Dormitory No. 1 & 2 have no wire netting. Dormitory No.3 has been furnished with wire netting. But is not quite effective against insects.
- iv) Birds, especially pigeons, and insects enter the bath rooms of all the dormitories through the ventilators and make the bath rooms dirty. The ventilators could be furnished with wire netting.
- v) The cost of the dormitories are smaller than the normal size. This causes serious inconveniences to the participants.
- vi) The fittings of the dormitory bath rooms are not of good quality. They cause inconveniences and require frequent repairs.
- vii) There is no dormitory for women participants. An ad-hoc arrangement has been made in one portion of the 3rd floor of the dormitory No. 1 for the women participants. They complain about the arrangement. About 30 to 40 women officers participate in every foundation course. In future the number of women participants will increase. The lack of separate dormitory for women officers tends to show that the project personnel were not well aware of the actual needs of BPATC.

Most of the above defects could have been removed without involving additional costs. What it had required was proper appreciation of requirements of the trainees.

2.10 LECTURE THEATRE:

The total of the area of the two-unit lecture theatre is 4,400 sq.ft. It has two class rooms. Each room can accommodate 70 to 80 participants. Foundation course are organised in the lecture theatre. It is observed that lecture theatre is more effective than ordinary class rooms for foundation courses. The sitting arrangement in the

lecture theatre ensure better eye-contact between the trainees and trainers. As a result, classes become more effective. The two rooms of lecture theatre can accommodate 160 participants. But BPATC has to accommodate about 225 participants in each foundation course. The training sessions of the remaining participants of the Foundation Course are organized in one of the two big rooms of the syndicate building. It is observed that the requirement of the foundation courses were not well appreciated at the time of project preparation. BPATC actually needs more lecture theatre for the participants of foundation course.

2.11 ADMINISTRATIVE BUILDINGS:

For office accommodation of the officers and staff, three administrative buildings have been constructed. The accommodation available in each building is as follows:

	<u>Area in sq.ft</u>
Administrative building-I	14,300
Administrative building-II	13,300
Administrative building-III	11,300

These three buildings have provided accommodation for officers of all categories, instructors and staff of BPATC. There is no suitable conference room for holding faculty meeting or board meetings. There is no provision for godown/ware house in any one of the three buildings. This defect could have been removed if the requirements of BPATC were well appreciated by the project designer.

2.12 LIBRARY BUILDING:

The three storied library building has been constructed with floor space of 33,753 sq.ft. The library building has been partly financed by IDA. A reproduction centre and a computer unit have been accommodated in the library building. The library has no room for showing films to the participants. The library is one of the attractions for the trainees. A separate write-up on the library and its uses is provided in chapter-VI of the report.

2.13 CAFETERIA AND KITCHEN:

This is a one storied building with 12,708 sq.ft of accommodation. It has four portions viz main dining hall, executive dining hall, tea room and kitchen. The main dining hall can accommodate 250 participants at a time. The executive dining hall can accommodate 50 persons. But this room is used for holding seminars, workshops and class rooms though this is not meant for such purposes. This centre in fact lacks in a suitable room for holding seminars and workshops. The tea-room was used as dining room for the participants of the mid-level courses. This room is now used as cafeteria for staff and guest and this arrangement has temporarily satisfied the long felt needs of the staff and guests. The kitchen is small in size. At the peak period when 3-4 courses are conducted in the Centre, the kitchen can hardly bear the pressure. The washing arrangement in the kitchen is inadequate. This was reflected in (IMED) report date Dec. 2, 1989). The kitchen requires further development.

2.14 RESIDENTIAL BLOCK:

The BPATC project aimed at providing family accommodation to 243 out of 428 employees (i.e. 57% of the employees) at the campus. There are seven types of residential accommodation, A, B-1, B-2, C,D,E,F one residence of A type for Rector, 5 B-1 type units for MDS, 7 B-2 units for Directors. 24 C type units for the Deputy Directors and 48 D type units for the gazetted officers were constructed. For the Class -III and Class-IV employees 72 E type units and 90 F type units respectively were constructed under the project. The following defects are noticed while reviewing the site of residential block, the quality of construction and the design of the flats:

- i) The Rector's quarter has been constructed in a very unattractive site. It is very close to the noisy Dhaka-Aricha Highway.
- ii) The residential flats have been constructed near the high power radio transmission centre, which creates health hazards for the PATC residents by spewing radio harmful waves in the air.
- iii) The design of the flats are defective. There is no proper ventilation system in most of the flats. Bed rooms of B-2 type building are most uncomfortable.
- iv) The toilet meant for servants is located near kitchen of the B type flat. This is not desirable.
- v) The concealed water pipes of the B type buildings are not leak proof. As a result, the wall gets dampy. The wall of the bed room of the D type quarter is also dampy.
- vi) There is a little open varandha in each of the C.D.E. & F type flats. But there was no grill in these varandha. The raised wall of the varandha was inadequate to prevent children from falling from there. As a result, one girl died by falling from 3rd floor on an F type flat. Another child also fall down from the 3rd floor of a C type flat, but she luckily survived the accident. However, the varandahs of these flats were later furnished with grills at the request of BPATC. The provision of furnishing the varandahs with grill should have been there in the project.

2.15 The number of flats constructed for the support staff is not adequate. A good number of Class -III and Class-IV employees have not been provided with residential accommodations.

There is no provision for drainage in the residential block. During the rainy season the whole residential area goes under water, causing much inconveniences to the staff. The lack of drainage system cause water stagnation in the residential area. As a result, plants and trees could not grow normally. The problems have been partially solved by digging kacha drains. There should have been provision for drainage system in the residential area.

2.16 COMMON FACILITIES:

Common facilities such as mosque, shopping centre, bank, post office, club, clinic and multipurpose hall have also been constructed as per provision in the PP for the benefit of the faculty, trainees, guest, and staff. Besides serving their respective purposes, these common facilities provide a meeting ground of faculty trainees and others. But some of these facilities are not adequate for the participants and staff,

2.17 MOSQUE:

It has an area of 6,350 sq.ft. But a good portion of the mosque has no ceiling on it. As a result, during the rains, the vacant portion can not be used. The mosque lacks the following:

- the mehrab is not well decorated;
- there is no suitable place to run a Forkania Madrasha for the wards of the staff;
- there is no Hujrakhana (dormitory) for Imam and Muazzin;
- the mosque can not accommodate increased number of musullis for the Jumma prayer on Fridays.

The overall design of the mosque did not reflect Muslim culture. The defect was later removed by constructing the minaret

2.18 MULTIPURPOSE HALL

The multipurpose hall has an area of 17,000 sq.ft. It is perhaps other biggest Multipurpose Hall/Auditorium among all the training institutions. It can accommodate about 650 persons at a time. The hall has a good stage. Its acoustics is quite good. It is quite useful for organising joint session staff meeting and for organising inaugural and closing session of training course and cultural functions. But the hall is yet to be suitably furnished with flexible partitions and air-conditioners. If the hall is furnished with flexible partition it can be used for holding workshop and group discussions. The multipurpose hall needs to be furnished with air-conditioners, so that VVIPs do not experience discomfort during attending functions at the hall.

2.19 CLUB BUILDING

The officers club has a space of 1,754 sq.ft. But it is not sufficient for the faculty, their spouses and guests. It has three rooms, one TV room, one table tennis room and another small room for playing cards. There is no room for playing caroms. The table tennis room is small. The table has been placed diagonally in the room. But this does not allow easy movement of the table tennis players. There is actually need for at least another table tennis room. The club has no tea-room nor any kitchen. The club has no billiard table. There is no club house for the staff. As a result they feel deprived. A club house could have been constructed for the staff.

2.20 CLINIC:

The clinic has an area of 2,750 sq.ft. It has ten beds. But there is no manpower to give in-door treatment to patients and admit them in the clinic. There is no ambulance for the clinic. Recently, one middle aged assistant Mr. Serajul Haque (50) of BPATC died of heart attack. He died on way to Dhaka. The clinic could be provided with necessary medical equipment, like X-Ray, ECG, pathological equipment and necessary manpower. In one year, this clinic provides services to about 22,000 patients. The clinic has been really useful for Centre. But it should have been equipped with more modern facilities and adequate manpower.

2.21 COVERED CORRIDOR

It connects the functional buildings and dormitories. It is the most widely used facility in the campus. It provides all weather communication between different units of BPATC and helps smooth functioning of the Centre. Its total cost was Tk. 27 lakh. Some of those who come here for one day may find it to be a luxury. But those who live and work here find it very useful. The covered corridor has really been cost-effective.

2.22 TELEPHONE EXCHANGE:

The telephone exchange was set up at a cost of Tk. 33.14 lakhs. This is very old. It is known as cross-bar system. It was originally installed in Comilla Cantonment. The system was discarded by the cantonment in 1982. In 1985 it was again installed at BPATC. The system hardly functions well. It is really difficult to contact Dhaka from Savar because of the telephone system. The telephone exchange is an example of the carelessness shown by PIO to BPATC's needs.

2.23 PATC SCHOOL

PATC school has a total area of 8,580 sq.ft. It was first conceived as a primary school. The school building was not complete in 1984. The wards of the employees of the BPATC who moved to the campus at that time virtually lost one academic year because of the lack of educational facilities in the campus. Under the project there was sanction for the post of 7 teachers for PATC school. These posts were not sanctioned by the Government. This also hampered the development of the school. However, BPATC officials took initiative and upgraded the school into High School. But the school lacks adequate facilities. At present the roll strength of the school is 519. The school has not adequate laboratory facilities. Some important subjects like Home Economics, Computer etc. could not be opened for want of class room facilities and necessary equipment. It appears that proper attention towards the development of the school was not given. A standard school is indeed necessary for BPATC to attract better trainees.

2.24 SOME OBSERVATIONS:

i) It appears that the physical facilities of the Centre were designed and constructed without giving proper attention to the requirements of the integrated Public Administration Training Centre.

ii) The responsibility of implementing all the components of the project was entrusted to a separate project Implementation Office which was located in Dhaka, while BPATC was responsible for conducting training programmes. As a result dual administration was set up. BPATC did not always appreciate the actual needs of the BPATC.

iii) The project did not fully take notice of the training responsibilities of BPATC. The projection made the project planners about annual recruitment in BCS Cadres was wrong.

iv) Dormitory, class room and sports and games facilities were inadequate. There was necessity for Indoor games hall and swimming pool. But these facilities were not created.

v) No separate dormitory was constructed for women,

vi) Safety and security of inmates were not given proper attention. As a result one girl died by falling from an F type flat.

vii) Attention was not given to proper drainage of water.

viii) The clinic was not properly equipped with modern instrument and adequate manpower.

ix) The design of the residential quarters as well as dormitories was not appropriate.

x) Rector's quarter was constructed at an unattractive site,

xi) The architect and project personnel seemed to have in adequate knowledge about the requirements of a Training Centre.

xii) The selection of the BPATC site near the high powered Radio Transmission Centre was perhaps wrong. The location of BPATC on the busy Dhaka-Aricha Highway is also disliked by guest speakers and trainees. A better site could have been found within the greater Dhaka city.

xii) There is no club house for the supporting staff.

CHAPTER- III.

TRAINING PROGRAMMES

3.1 Following the guidelines of the National training policy, 1984, the centre organises mandatory core training courses for the members of the cadre services. It also conducts short courses on specific areas in order to meet the training needs of particular categories of officials. Previously the centre organised law courses for the officers of BCS(Admn) cadre. This course is now organised by BCS(ADMN) Academy. The centre also organised project management course for the mid-level officers. This course is now conducted by Planning Academy.

A. Core Course

- i) Foundation Course
- ii) Advanced Course on Administration and Development
- iii) Senior Staff Course.

B. Short Courses

- i) Conduct & Discipline Course
- ii) Human Relations Course for Police Security Officers
- iii) Team-building courses for field level officers and Public Representatives
- iv) Short Administrative Training Course
- v) Training of Trainers Course(TOT)
- vi) Policy level seminars
- vii) Financial Rules & Management Course
- viii) Computer Orientation Course
- ix) Course on computer Applications.
- x) Research methodology course

2 The year-wise training performance of BPATC may be seen in the following table-2:

TABLE-2

YEARWISE TRAINING PERFORMANCE OF BPATC

YEAR	NO.OF COURSES	NO.OF PARTI-CIPANTS	MAN-MONTH ACHIEVED	EXPECTED NO.OF PARTI-CIPANTS	TRRGET ACHIEVED OF NO.OF PARTI-CIPANTS
1984-85	18	712	1311.75	749	95.00
1985-86	18	724	2057.10	859	84.28
1986-87	23	1007	2093.00	1097	91.79
1987-88	31	1389	2137.75	1602	86.70
1988-89	15	1025	1913.43	1213	84.50
1989-90	21	1183	2066.23	1296	91.28
TOTAL	126	6040	11,529.26	6816	

FOUNDATION TRAINING PROGRAMME

3.3 Although civil service has a long tradition in this country, over the years with changes in development objectives and national perspective, role of civil service has undergone a transformation from a law enforcing agency to the role of a catalyst which is thought to be an indispensable element in the realisation of national objectives. Thus, an active role of the civil servants characterised by dynamic leadership, analytical blend of mind, result oriented managerial competence with cognitive acuity has been envisaged. The Foundation Course has been designed to reflect this in order to construct a common base for the newly entrants with different backgrounds from which to develop professionalism and emerge with credibility in the civil service,

3.4 Previously, civil officers Training Academy COTA, setup in 1977 now merged with BPATC, had been responsible for providing Foundation training to the newly entrants in the civil service. It conducted such Foundation courses each of 6(six) months duration.

On the establishment of BPATC in 1984, the responsibility of conducting Foundation course of the same duration (4 month) was vested to BPATC.

3.5 The objectives of the Foundation course, as followed in the former COTA, took some minor changes in BPATC which are shown below:

OBJECTIVES OF FOUNDATION COURSE

IN COTA	IN BPATC
1. Development a base for civil service Professionalism	1. To help visualise the constitutional and legal role of a civil servant;
2. Development a personality for commitment to people oriented administration;	2. To help enhance their knowledge and skill on development issues, important policies and existing administrative system;
3. Enhance analytical and decision making skills in general administration;	3. Help practise hard manual & mental labour;
4. Develop spontaneous attitude for problem identification and problem solving skills;	4. Create positive outlook and lawabiding attitude;
5. Broaden theoretical and Practical knowledge base among the various sub-cadres of civil service for developing common perception;	5. Development analytical decision making capacity and problem identification & problem solving skill;
6. Encourage effective interpersonal relationship among the members of various cadres of civil services;	6. Encourage effective interpersonal relationship among the members of different cadres;
	7. Encourage participation in different activities out of syllabus activities to sharpen their personality cult.

3.6 With the above objectives in view BPATC developed the course syllabus broadly covering three fields-(i) Bangladesh studies, (ii) Development Economics and (iii) Governmental systems. Each of these fields were transformed into a member of self-contained independent modules. The detailed curricula are shown below:

Curriculum

- Important policies of the Government
- Bangladesh and the world
- Foundation of Public Administration
- Organisation Theory
- Legal and constitutional Framework of Administration
- Financial Administration and Project Management
- Administrative problems of Bangladesh
- Quantitative analysis
- Micro-Economics and Cost Benefit analysis.
- Macro-Economics
- Objectives and strategies of Economic planning
- Planning in Bangladesh
- Office Procedures, Rules and Regulations.
- Techniques of conducting meetings
- Village study and study in Rural Development
- Institutes
- P.T. and Games
- Extra curricular Activities.

3.7 METHODOLOGY:

Training techniques employed in conduct of foundation training include class room lecture, group discussion, panel discussion, seminar, book review, study tour, physical exercise games and sports and cultural activities. This is a live in training course and as a part of the course requirements every trainee is required to stay full time in the dormitory of the centre.

The foundation was always a residential course. COTA had a dormitory facilities for about to participants, since 1977 upto 1983. COTA conducted 6 foundation courses and imparted training to 340 participants, COTA gave training to 55 officers annually on average. BPATC on the other hand, conducted 7 foundation courses of 4 months and 11 special foundation course of 2 months duration and respectively trained 1001 and 2055 officers. In six years BPATC conducted 19 courses and trained a total of 3056 officers. Of them 17 officers were non-cadred mostly coming from PATC. Out of the 3056 participants, 5 participants could not complete the course successively. The course-wise and cadre-wise break-up of BPATCs foundation trainees is shown at annexure - II.

The PATCs yearly average of foundation training is 509 which is much higher than that of COTA. This is also higher than the foundation training targets as set out in the PP of BPATC phase II. It was projected in the BPATC phase II project that BPATC would conducted two foundation course of 4 months duration each and impart training to 200 newly recruited officers in each course. As per the PP of BPATC project II(revised) was supposed to train 400 foundation level officers annually. At the initial stage upto July 1985 BPATC conducted 2 four months long foundation courses each with an average target of about 60 participants. Since september 1985, the target of each foundation course was increased upto 200 participants when training and physical facilities of the centre developed considerably. This sudden increase in the foundation training load had to deterioration in the quality of training. But the taining target of each foundation course was again reduced to 140 participants as per decision of the BOGs 7th meeting dated 3.12.86. BPATC conducted two foundation courses

(7th and 8th foundation course) with such reduced targets. BPATC conducted three special foundation courses for the officers who were above 40 years of age with slightly increased targets (140-190 per course). Since 1988 , BPATC further increased the target of each foundation course upto 220 participants. By then the duration of the course was also reduced to two months. Over a calendar year BPATC started conducting 5 special foundation courses and in each course the number of participants was about 200. The quality of training suffered due to reduction of the course duration.

3.8 Bangladesh Civil service recruitment rules 1981 made foundation training compulsory for all newly recruited officers of 30 BCS cadres and BPATC was entrusted with the responsibilities of conducting foundation training . The project did not take account of the training load of foundation level. Accommodation for only 200 trainees was provided in the PP of BPATC ~~phase~~^{Part} II . During the eighties the average yearly recruitment of officers in the 30 BCS cadres was 930 (annexure III) while the annual recruitment to BCS cadres is projected to be around 1750 during the ninties (annexure IV). But actual accommodation of foundation trainees was for 168 only. As a result a huge back-log has accummulated at the foundation level. Considering the limitations of BPATC, the Ministry of Establishment entrusted 12 training institutions in addition to BPATC with the responsibility of foundation training. Out of the 12 institutions , 9 institutions which are sharing the Foundation training load under the supervision of BPATC may be seen below:

1. BARD, Comilla
2. RDA, Bogra
3. Development Planning Academy, Dhaka
4. NIEAR, Dhaka
5. CERDI, Jaydevpur
6. OTI, Savar, Dhaka
7. Railway Academy, Chittagong
8. Telecom Staff College, Joydevpur
9. Co-operative College, Comilla

Still the situation could not improve. As of June 1990, about 10,000 foundation trainees are reported to be in the back-log list. The position of foundation training backlog may be seen at annexure V. The backlog is indeed a serious problem according to the Ministry of Establishment in a meeting dated 29.4.1989 proposed for extension of the BPATC physical facilities.

Advanced Course On Administration and Development (ACAD)

3.9 BPATC organises three-month long Advanced Course on Administration and Development (ACAD) for the career development of mid-level officers of the rank of a Deputy Secretary to the government and its equivalent drawing pay in the scale of pay of Tk. 3700-125-4825 or above. The course is offered twice in a year. This course is mandatory for the mid-level officers. The major objectives of ACAD are as follows:

- i) To increase the efficiency of mid-level officers in administrative management and in developmental activities
- ii) To enhance their capability for quick decision making
- ii) To acquaint the participants with the fundamental issues of Public Administration and Development Economics and
- iv) To sharpen their analytical abilities with a view to preparing them for shouldering higher responsibilities for policy making.

ACAD at NIPA

3.10 ACAD course was the principal training programme at erstwhile National Institute of Public Administration (NIPA) and it was offered twice in a year. Since June 21, 1962 NIPA started offering the course under the title "Advanced Management Development Programme" (AMDP). In 1967 the title AMDP was replaced by ACAD.

1

Major Areas and Syllabus of ACAD Course at NIPA

In pre-liberation period, the major areas of the ACAD were as follows:

1. Introduction to Public Administration
2. Management Process
3. Management Analysis
4. Human Relations
5. Personnel Administration
6. Financial Administration
7. Social and Economic Development and Administrative Requirements
8. Structure and Functions of the Government
9. The Administrator and the Public Interest

-
1. This part is taken from M.Safiur Rahman and M.A. Jalil, "Twenty Three 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.

After the emergence of Bangladesh, the areas of training courses have been modified and enhanced as follows:

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

In short, the NIPA ACAD course had the following shortcomings:

- (1) The course was essentially non-residential
- (2) Modular approach was not followed
- (3) Foreign study tour was not regular

During the period 1962-1983 NIPA conducted as many as 30 courses in which 610 mid-level officers participated. Details of the courses are given of Annexure- VI. For making a comparison between NIPA and BPATC ACAD courses, courses of the period from 1978-79 to 1983-84 have been presented in Table 3. During the last six years of NIPA, 9 ACAD courses were conducted in which 184 mid-level officers participated.

Average no. of courses per FY: 1.5
Average no. of participants : 20.44
per course

TABLE-3

PARTICIPANTS OF ACAD AT NIPA DURING 1978-79 TO 1983-84

FY	No. of course	No. of Participants
1978-79	1	22
1979-80	1	33
1980-81	2	40
1981-82	2	41
1982-83	2	34
1983-84	1	14
Total	9	184

Source: M.Safiur Rahman and M.A. Jalil, op.cit. p.110

Note : Originally the programmes are drawn up in calendar year. Calendar years have been converted into FY. FY in which major/whole part of the course falls have been mentioned.

ACAD at BPATC

3.11 BPATC has inherited ACAD from the erstwhile NIPA. Objectives and contents of present ACAD course are somewhat similar to those of NIPA. ACAD at BPATC is a residential course. Modular approach is strictly followed. Unlike NIPA course, foreign study tour has become a component of BPATC ACAD course.

Course Syllabus

The syllabus of the course contains 11 modules - 6 in Public Administration and 5 in Development Economics. The modules are given below:

Public Administration

- Governmental System
- Secretariat Management & Organization
- Organization Development
- Management Analysis & Decision Making
- Project Management
- Financial Management

Development Economics

- Basic Issues of Economic Development
- Strategies for Economic Development in Bangladesh
- Basic Issues of Economic Planning
- International Economic Relations
- Group Discussions and Development Projects

Training Methodology

The training techniques employed in the conduct of the course include class some lecture, seminar papers, panel discussion, book review, case study exercise, film show, internal study tour and short foreign study tour. Foreign study tour which forms an integral part of the course provides the participants with the opportunities to examine and appreciate the development experiences of the regional countries from a comparative perspective.

Target set in the PP & Achievement of Participants

In the BPATC PP Phase II it is estimated that the Centre would conduct one ACAD course of 12 weeks duration with a target of 34 participants each financial year. With the above target of courses and participants per year, the target for the period from 1984-85 to 1989-90 stands 6 courses and 204 participants. Against this target of courses and participants, BPATC conducted 10 courses and trained 212 participants. Detailed information is presented in Table-4.

TABLE-4

<u>TARGET & ACHIEVEMENT OF PARTICIPANTS OF ACAD</u>				
<u>FY</u>	<u>No. of Courses</u>		<u>No. of Participants</u>	
	<u>Target</u>	<u>Actual</u>	<u>Target</u>	<u>Actual</u>
1984-85	1	1	34	14
1985-86	1	1	34	15
1986-87	1	2	34	39
1987-88	1	2	34	52
1988-89	1	2	34	44
1989-90	1	2	34	48
Total	6	10 (166.67%)	204	212 (103.92%)

Source: (i) BPATC PP Phase II
(ii) PPR Department, BPATC

(Figures in the parentheses indicate actual number of participants as % of target)

The above table shows that both in terms of number of courses and participants, BPATC exceeded the target.

Comparison between NIPA & BPATC ACAD Course

3.12 A comparison between NIPA and BPATC ACAD courses reveals the following:

	<u>NIPA</u>	<u>BPATC</u>
Average no. of course per FY	1.5	1.67
Average no. of participants per course	20.44	21.2

In both respects, BPATC's performance is better than that of NIPA.

Out of 212 participants of ACAD courses, conducted by BPATC about 71% are officers in various cadres and the remaining 29% are non-cadre personnel. The non-cadre officials belong to autonomous bodies and sector corporations. In-service as well as ex-army officers are also included in this category. Detailed breakdown of cadre and non-cadre officers are presented in Table-5.

TABLE-5

CADRE AND NON-CADRE PARTICIPANTS OF ACAD

Sl.No	No. of Cadre Participants	No. of Non-cadre Participants	Total
1st	6	8	14
2nd	12	3	15
3rd	9	1	10
4th	2.3	6	29
5th	18	7	25
6th	21	6	27
7th	15	11	26
8th	14	4	18
9th	16	8	24
10th	14	10	24
Total	150 (70.75%)	62 (29.29%)	212 (100.00)

Source: PPR Department, BPATC

Effectiveness of the ACAD Course

3.13 At the end of each course, participants evaluate the course in all aspects. Evaluation Department of the Centre consolidates the evaluation of the participants and bring out a report titled "Course End Evaluation Report". On the basis of these reports, an attempt is made to judge the effectiveness of the course. The evaluation with respect to-

(i) average achievement of course objectives in terms of course contents and (ii) exposure to new ideas and insights and (iii) average achievement in terms of components of the course have been presented in Table- 6.

TABLE-6

EFFECTIVENESS OF ACAD COURSE

(%)

Effectiveness in terms of:	Courses										
	1st	2nd	3rd	4th	5th	6th	7th	8th	9th	10th	Average
Course Contents	-	85	-	-	74	77	8.15	-	-	79	79.3
Exposure to new ideas and insights	-	-	-	-	-	72	73	-	-	83	79.2
Course management	-	85	-	-	-	78	75	-	-	77	78.1

Source: (i) S.M. Ali Akkas: Issues related to building BPATC as a Centre of Excellence PP.5.6
(ii) Different course- end reports, Evaluation Department, BPATC

It is evident from Table-4 that effectiveness of ACAD course in terms of (i) Course contents, (ii) exposure of participants to new ideas and insights and (iii) course management was good (A).

Senior Staff Course

3.14 Senior Staff Course is meant for the career development of the senior level officers of the rank of Joint Secretaries to the government and equivalent drawing pay in the scale of Tk. 4750-150-5500 or above.

i) To help the participants achieve a higher level of competence enabling them to cope with the challenging demands of a changing society, to think and analyse critically and to decide promptly and unambiguously

ii) To acquaint the participants with theoretical framework of development policies and their applicability in the context of Bangladesh

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

iv) To enrich their overall analytical abilities.

3.15 Regular Training Course on Administration & Management at BASC

Before the creation of BPATC, Bangladesh Administrative Staff College (BASC) used to offer this course under the title "Regular Training Course on Administration and Management". The duration of the course was 2 and a half months.

BASC's course of studies varied slightly from session to session with a view to adjusting to the needs of training and the policy of the Government. However, generally it covered the following aspects.

Part I: Foundation Lectures

I-a: Bangladesh Environment - Land, People, Language and Culture

I-b: Principles and Theories of Development Administration

I-c: Principles and Theories of Development Economics

I-d: Science and Administration

I-e: Sociology, Psychology and Administration

Part II: Administrative Structures and Process (Syndicate)

II-a Organization: Theory and Practice

II-b: Personnel Administration and Human Relations

II-c: Financial Administration and Management

II-d: Planning and Development

Part III: Programme Administration (Syndicate)

III-a: Agriculture

III-b: District Administration

III-c: Education

III-d: Health

III-e: Industry

III-f: Local Government

III-g: Management of Public Corporations

III-h: Population and Family Planning

III-i: Rural Development and Rural Institutions

Part-IV: Senior Administrator-His Role and Responsibilities
(Syndicate)

Part- V: Field Research Study

Part-VI: Seminar Papers on

VI-a:Development Administration

VI-b:Development Economics

Part VII: Short Visit to a Foreign Country (if possible to arrange) for a Comparative Study of Problems and Processes in some specific Fields of Administration and Development.

On analysis, the syllabus of BASC course had the following major limitations:

- i) There was no focus (i.e. central theme) of the course
- ii) Modular approach was not strictly followed
- iii) foreign study tour was not regular.

BASC conducted as many as 14 courses and trained 264 senior officers. Detailed information is given in Table-7.

TABLE-7

PARTICIPANTS OF REGULAR TRAINING COURSE AT BASC 1977-1983

FY	No. of courses	No. of Participants
1977-78	2	35
1978-79	2	33
1979-80	2	34
1980-81	2	37
1981-82	2	47
1982-83	2	42
1983-84	2	36
Total	14	264

Source: Md. Munir Hossain: List of Participants of Regular Training course at the Bangladesh Administrative Staff College (1977-1983), BPATC, July, 1986.

Note: Originally the Programmes are drawn up in calendar year. Calendar years have been converted into FY. FY in which major/whole part of the course falls have been mentioned.

It appears from Table-7 that BASC conducted 14 courses and trained 264 senior officers during 7 years (1977-78 - 1983-84).

Average no. of courses per FY = 2
 Average no. of participants per course = 18.86

Senior Staff Course of BPATC

3.16 Senior Staff Course conducted by BPATC has a remarkable characteristic of having a focus for each course. The central theme of a course is chosen from the contemporary socio-economic policy areas. The participants of the course have to undertake intensive work on the course focus and present syndicate and seminar papers. The study tours of the course both at home and abroad are organized in keeping with the focus of the course. The Centre offers two courses in a year. The central themes of different courses are listed below:

CENTRAL THEMES OF SENIOR STAFF COURSE

Name of the Course	Central Theme
First Senior Staff Course	Internal Resource Mobilization
Second Senior Staff Course	Internal Resource Mobilization
Third Senior Staff Course	Rural Development
Fourth Senior Staff Course	Public Enterprises Management in LDCs
Fifth Senior Staff Course	Project Sustainability
Sixth Senior Staff Course	Education for Development
Seventh Senior Staff Course	Human Resources Development
Eighth Senior Staff Course	Alleviation of Poverty
Ninth Senior Staff Course	Structural Adjustment
Tenth Senior Staff Course	Institutional Capability Building.

Apart from a module on the central theme of the course, the syllabus of the course usually includes six modules- three in Public Administration and three in Development Economics. The modular form of the course contents is a distinguishing feature of the course. The modules are enumerated below:

Public Administration

- Public Administration and Policy Analysis
- Government and Administration
- Rural Development

Development Economics

- Leading Issues in Economic Development
- Development Strategies and Important Policy Issues in Bangladesh
- International Economic Relations

Training Methodology:

The training techniques adopted in the Senior Staff Course include class room lectures, syndicate, seminar, panel discussion and review, internal study and short foreign study tour. Foreign study forms an integral part of the training programme. The Centre has so far organised foreign study tours for the participants of eight courses. On completion of each foreign study tour, the participants present a comprehensive report in the format of a policy paper in a high level seminar. Countries visited by the participants of the courses are given below:

Name of the course	Name of the Country
Third Senior Staff Course	Malaysia
Fourth Senior Staff Course	South Korea
Fifth Senior Staff Course	Indonesia
Sixth Senior Staff Course	Thailand
Seventh Senior Staff Course	Philippines
Eighth Senior Staff Course	Indonesia
Ninth Senior Staff Course	Philippines and South Korea
Tenth Senior Staff course	Malaysia

In the PP (Phase -II) it is estimated that BPATC would run 2 Senior Staff Courses and train 60 (30x2) senior officers per FY. With this target of courses and participants, calculation for the period from 1984-85 to 1989-90 has been made. Detailed information regarding target and achievement of the course is given in Table- 8

TABLE-8
TARGET & ACHIEVEMENT OF PARTICIPANTS OF SENIOR STAFF COURSE

FY	No. of courses		No. of Participants	
	Target	Actual	Target	Actual
1984-85	2	1	60	14
1985-86	2	2	60	34
1986-87	2	1	60	24
1987-88	2	2	60	41
1988-89	2	2	60	33
1989-90	2	2	60	37
Total	12	10 (83.33)	360	183 (50.83)

(Figures in the parentheses indicate actual number of participants as % of target)

It is evident from Table 8 that during the period from 1984-85 to 1989-90, the Centre achieved 83% of the target in terms of the course. But in terms of number of participants, the achievement is just half of the target set. The wide gap between target and actual number of participants may be attributed mainly to reluctance on the part of both Ministries/Divisions and the senior offices especially from Government officers to join the course.

In terms of overage no. of courses per FY and overage no. of participants per course, BPATC figures come close to those of BASC as shown below:

	<u>BASE</u>	<u>BPATC</u>
Average no. of course per FY:	2	1.67
Average No. of participants per course	18.86	18.30

Both cadre and non-cadre officers participated in the course. conducted by BPATC Non-cadre officers belong to autonomous bodies and sector corporations. Retired and in-service army officers also included in this category.

Out of 183 participants, majority (68%) are cadre officers, while 32% are non-cadre officers Detailed breakup of cadre and non - cadre officers is given in Table-9

TABLE-9

CADRE AND NON-CADRE PARTICIPANTS

Sl.No.	No. of Cadre Participants	No. of Non-cadre Participants	Total
1st	11	3	14
2nd	13	5	18
3rd	15	1	16
4th	17	7	24
5th	11	10	21
6th	12	8	20
7th	12	5	17
8th	11	5	16
9th	13	7	20
10th	10	7	17
Total	125	58	183
Percentage	(68.31%)	(31.69%)	(100.00)

Effectiveness of Senior Staff Course

3.17 The effectiveness of Senior Staff Course in attempted to judge on the basis of course- end evaluation report.

TABLE-10

Effectiveness of Senior Staff Course (%)

Effectiveness	Courses										Average
	Ist	2nd	3rd	4th	5th	6th	7th	8th	9th	10th	
Course Contents	-	73.5	72.5	83	74.5	83	72	78	75.5	81	77
Exposure to new ideas and insights		72	78	84	85	88	80	93	78	88	83
Course Management	-	72	75	78	80	97	79	82	66	90	80

Source: (i) S.M.Ali Akkas, op.eit, PP. 5-6
(ii) Different Course-End Reports, Evaluation Department, BPATC

Table 10 shows that effectiveness of course contents or an average is good (A), that of expose to new ideas and insights and course management are very good (A+).

This apart evaluation report of Ist Refresher Course for the Senior Officials (December 20-22 1986) in which participants of Ist and 2nd Senior Staff Course trainees participated shows that 80% of the participants mentioned that the course contributed to the development of their professional skill, helped in effecting changes in their outlook and personality.

3.18 Short Courses

BPATC conducts some short training courses on specific areas of Public Administration in response to the training needs of some particular categories of officers. These courses are run by utilising the training facilities that remain unutilised after organising mandatory courses. The short courses conducted so far by the centre since 1984, may be seen in the following table:

TABLE-11

SHORT COURSES CONDUCTED BY BPATC

SL. No.	Name of Course:	1984-85		1985-86		1986-87		1987-88		1988-89	
		No. of course	No. of Participant	No. of course	No. of participant	No. of course	No. of participant	No. of course	No. of participant	No. of course	No. of participant
1.	Short Admn. Management Course	-	-	1	32	2	53	4	100	1	17
2.	Human Relations course	-	-	-	-	2	48	2	36	-	-
3.	Conduct & Discipline Course	-	-	1	25	2	110	3	155	1	32
4.	TOT Course	-	-	4	47	1	18	1	22	2	34
5.	Financial Rules and Discipline Course	-	-	-	-	-	-	1	45	-	-
6.	Computer Application Course	-	-	-	-	-	-	4	69	-	-
7.	Research Methodology Course	-	-	-	-	-	-	-	-	1	15
8.	Team-Building Course	-	-	-	-	1	36	-	-	2	34
9.	Mid-level Refresher Course	-	-	1	14	2	60	-	-	-	-
10.	Foundation Refresher Course	-	-	-	-	-	-	1	121	-	-
11.	Sr. Officers Refresher Course	-	-	-	-	1	20	3	49	-	-
12.	PATC Faculty Dev. Course	1	25	-	-	-	-	-	-	-	-
13.	Policy Formulation Course	1	9	-	-	-	-	-	-	-	-
14.	Management Dev. Course	1	22	-	-	-	-	-	-	-	-
15.	Curriculum Dev. Course	1	18	-	-	-	-	-	-	-	-
16.	UNO & FPO course	7	353	-	-	-	-	-	-	-	-
17.	Export Dev. Course	-	-	-	-	1	27	-	-	-	-
		11	427	7	118	12	372	19	597	7	132

Total No. of short course: 56

Total number of participants : 1646

Targets of these short courses: 1919

Achievement of training targets in percentage: 85.77

Of these short courses Short Administrative Management course, Human relations course, Team building course, Computer application course, Conduct and Discipline course, Training of Trainers course and Refresher course deserve special mention. The courses mentioned in the serial number 9 to 17 are not now conducted in the centre.

3.19 Short Administrative Management Course

The short administrative Management course is designed and conducted for mid level technocrats like Executive Engineers, Medical officers, Civil Surgeons Agriculture officers. The Centre has so far conducted 8 short Administrative Management course and trained 202 officers.

3.20 Team-building Course

The Team building course organised for the field level officers of different departments and of different levels and public representatives. Based on OD techniques, the course has been effective in helping the participants appreciate the problems of co-ordination and identify alternatives for their solution.

3.21 Human Relations Course

Human Relations Course is conducted for the official engaged in maintenance of law and order. It helps them better understand the humane aspects of law & order problems and tackle them more efficiently. This course is offered over in a year. The duration of the course is two weeks.

3.22 Computer Application Course

This course is usually attended by the mid-level officers. This course aims at introducing the participants with various uses of computer, hard ware, and soft ware. The participants of this course are given practical training in Disk operating system, Word star, lotus 1-2-3. Some idea is also given about programming. The duration of this course is existing computer facilities are not adequate to meet the demand for this course. The centre can accommodate only 10 participants in each course. The centre has 8 micro computers. There is indeed great demand for this course. The Centre's computer facilities may be increased and skilled manpower may be sanctioned to run it. The Bangladesh Computer council recommended that PATC should develop a full fledged computer centre.

3.23 Conduct and Discipline Course

This course is also in great demand. The course acquaints the participants with the duties and obligations of the government officials, conduct rules, discipline and appeal rules and preparation of charges. In addition to lecture method, case study method is used in this course. Mid level officers usually participate in this course. The duration of conduct and discipline course had been increased to 9 days from 7 days. This course has been proved to be useful for the participants.

3.24 Training of Trainers Course

This course is conducted for both in-house faculty and trainers of other training institutions. This course has been examined in the chapter on staff development.

3.25 Refresher Course

The centre started conducting refresher courses for the foundation, mid-level and senior level in 1985-86 and conducted 8 refresher courses upto 1987-88. Of these 8 refresher courses, 4 were conducted for Senior level, 3 was conducted for mid-level and only one course was conducted for the foundation level.

The objectives of the refresher courses to create a forum for the participants and faculty for exchanging ideas and experiences between them and to evaluate the effectiveness of training. These information and recommendation of such courses were considered as valuable inputs for curriculum development. Refresher courses were stopped since 1988-89. Because the centre had to pay more attention to special foundation courses to reduce the back-log.

3.26 Policy formulation and Policy Analysis course:

This was a one week short course for the senior level officers. This course was organised in June 1984. But the course was not repeated again. Because BPATC started conducting regular senior staff course of 3 months duration in 1985.

3.27 Other Courses:

Management development course and curricula development course were conducted for BPATCs own faculty. The structure of faculty development course was revised later and some of the topics were included in TOT. For curriculum development, special faculty Workshops and meeting were conducted. The UNO and FPO course was shifted to Rural Development Academies. Only one course on export development was conducted in collaboration with Export Promotion Bureau at their request. Through the course could be repeated for the private sector, Export Promotion Bureau did not show further interest to run the course and ensure nominations. Faculty also did not find time. They had to pay more attention to the back-log of foundation training.

It is observed that short course are usually in great demand and these are well attended. About 100% of the training targets was achieved. A total of 1646 officers were trained in 56 short courses. Since 1984, BPATC conducted 126 courses including these short courses and trained a total of 6040 officers. Thus the participants of the short courses came to 27% of the total participants trained.

3.28 Law Course:

This course was conducted by BPATC for the officers of the BCS(Admn) cadre, especially for the Asstt. Commissioners and Magistrates. The objectives of the course were to acquaint Asstt. Commissioner with the laws of the country, judiciary system, Penal code, criminal procedure code, Evidence act, minor acts etc, and functions of Magistrates. The duration of the course was two months. BPATC conducted 8 law courses and trained 342 Asstt. Commissioners. This course was organised at the old COTA building. BPATC stopped conducting law course in 1987 with the establishment of BCS(Admn) Academy at the COTA Building.

3.29 Project Preparation Monitoring and Evaluation Course:

This course was conducted for the mid-level officers like Senior Asstt. Secretary, Addl. Deputy commissioners and their equivalent. The objectives of this course were to acquaint the participants with the planning process and disciplines, project cycles, project management monitoring and evaluation process. BPATC conducted 6 project preparation, monitoring and Evaluation course and trained 289 mid-level officers. BPATC stopped conducting this course as per decision of ECNEC and National Training Council..The responsibility of organising this course was given to the Planning Academy.

3.30 Seminar and Workshop:

In addition to training programmes, BPATC organises seminars and workshop of various issues of national and international importance in order to create opportunities for exploration and cross-fertilization of ideas among trainers, administrators, management practitioners and researchers. BPATC so far conducted 25 seminars/workshop. The list of them may be seen at annexure VII. A total of 1116 officials attended these seminars/workshops. Some of the seminars and workshops were held under the joint sponsorship of BPATC and international or regional organisations. This performance was not, however, included by BPATC in its training performance. Seminar and workshops are after all training activities. If this performance of workshops is included in training achievement. The total training performance of BPATC stands to 7156 trainees.

3.31 Analysis of training performance:

According to the report of the Martial Law committee on organisational setup phase II, BPATC was supposed to train 750 officers annually at the minimum. BPATC trained 1065 annually and achieved that target. The performance of the Centre may also be examine in the light of the training target as envisaged in the Third Five Year Plan(TFYP) for BPATC. According to TFYP, BPATC was supposed to train 5800 officers during the plan period (1985-90). BPATC trained 5328 officers and achieved 91.86% of this target. According to the PP of BPATC phase II the centre was supposed to train

1239 officers annually. BPATC achieved 86% of this target. The achievement of training target as set up in the PP would be better if the refresher courses not stopped by the centre from 1988.

The performance of BPATC may be considered as satisfactory in view of the difficulties it faced. The short fall in target achievement may be ascribed to reasons which are beyond BPATCs control. Reluctance to participate in internal training because of less incentives and non release of nominated officers due to lack of provision for substitutes during the training period are the most important reasons the short fall in training targets. After all supply of training is not every thing. There should be effective demand for it. The following table shows the position of non participation in BPATCs training programmes by different levels of officers.

TABLE 12

Position of non-participation in BPATCs training
by different levels of officers

Level of participants	No. of course	Target No. of participants	Actual No. of participants	No. of non-participants	% of non-participants
Sr. Level	10	230	183	47	20.43
Mid-level (ACAD and other courses)	97	3181	2801	380	11.94
Foundation level	19	3405	3056	349	10.25

It appears that the rate of non participation by senior officers is greater than that of other levels. Even in the case of foundation training which is compulsory for the new entrants the available training facilities were non utilised for non participation of 349 officers.

As per suggestions of the national training policy 1984, BPATC was supposed to conduct a degree course on development Economics. NTC also described this course for the Mid-level officers and asked BPATC to conduct this course. But BPATC could not conduct the course for lack of adequate manpower and also because of paying more attention to foundation training. Of courses the PP of the BPATC phase II did not include this course in the list of training programmes. BPATC may consider opening this course in future.

Observation about training programmes:

- i) Non-utilisation of BPATCs training facilities is a problem ;
- ii) Internal training has less incentives;
- iii) Duration of foundation course had been reduced to two months. It affects quality of training;
- iv) BPATC can not alone handle the foundation training load meant for all the 30 cadres;
- v) BPATCs capacity for foundation training and computer training capacity needs to be increased. BPATC may take necessary steps for opening diploma programme.
- vi) In view of huge recruitment at the entry level of BCS cadres, BPATC may never be able to conduct foundation Training for all the newly recruited officers of 30 BCS cadres in time. The structure of foundation training may be reviewed. It may be considered whether foundation training to some cadres will be conducted in some other training institution like NIEAER, CERDI, BARD and also examine if it is necessary to vary the duration of the course for generalist cadres and specialist cadres;
- vii) BPATC may again start conducting refresher courses to evaluate the effectiveness of training;
- viii) BPATC does not conduct course for the private sectors. BPATC may conduct course for this category of clientele;
- ix) Training is not yet fully linked to carrer development;
- x) Incentive package for trainers as well as trainees may be well defined;
- xi) BPATC may consider opening a new course for the mid-level officers like senior Asstt. Secretaries and their equivalent;
- xii) BPATC may take steps to upgrade the quality of training, and develop case study methods;
- xiii) BPATC may strengthen its linkages with the Ministries and Divisions;
- xiv) BPATC may consider holding of workshops in collaboration with Ministries and field level officers like District Administration.

CHAPTER -IV

4.1 CURRICULUM DEVELOPMENT AND EVALUATION SYSTEM

In keeping with the project objective, BPATC laid due importance on upgradation of training quality and curriculum development. Passing on the objectives of each course and following the curricula of the training programme of the erstwhile training institution. Curricula of the BPATCs training programmes were primary development. Incremental development in the syllabi curriculum and training methodology were effected on the basis of training needs assessment opinions of trainers and clientele organisations, recommendations of training workshops and evaluation of training programmes. BPATC conducted following studies to assess the training needs of different levels of officers:

- Assessment of training, needs of foundation level;
- Assessment of training needs of mid-level officers;
- Assessment of training needs of Senior level officers;
- Training needs identification for effective upazila system;
- A case study on On-the-job training;
- Women in civil service.

BPATC also conducted a number of workshops of curriculum upgradation and case writing workshops. Noticeable qualitative changes in curricula were made in the following areas:

a) **Focus:** Each course was redesigned with a focus. Keeping in view the training needs of the clientele of each category of course, course objectives were reformulated. Course contents were then selected carefully for augmenting the realisation of the set objectives. Thus by the end of the year, the focus of each principal course run at the BPATC was well understood by both the faculty and the participants. The Senior Staff Course was designed with a focus on policy analysis and policy development while the Foundation Course concentrated on creating a basic awareness about the role of a public servant in the process of development.

b) **Modular format:** Each course was developed around several modules. Each module consists of 8-10 sessions having thematic unity. Modules are arranged in order of their logical sequence for conceptual clarity and gradual development of ideas. The delivery of a particular module is entrusted to one instructor for consistency of treatment and presentation. In a few cases, however, guest speakers are invited to take a few sessions where in house capacity is lacking.

c) **Linkage of theory with practice:** Each course is a mix of theoretical lectures and practical exercises. A heavy emphasis is given to field visits, case study survey and classroom exercises to relate theoretical knowledge with the actual happenings in the field. Recently the number of practical exercise have been significantly increased. The number of syndicates and seminars have also been increased.

d) Providing reading materials: For each module, the faculty has developed a prescribed reading list. The Centre arranged photocopying/duplicating the relevant reading materials modulewise and lending these to the participants for the entire duration of a course. Nomination of large number of participants to various courses impelled the Centre to adopt this practice. Existing library resources cannot provide copies of material in original to large number of participants.

TRAINING METHODOLOGY

4.2 Training methodology is an important ingredient of a course design. Learning experience and retention of learned behavior is a function of a number of factors in which training methodology plays a critical role. The BPATC, from the outset, had treated training methodology as an integral part of a course design and took much pain to identify, given the available resources, the techniques suitable for different courses.

Following is a brief resume of training techniques which have been used in the courses imparted during the period under review.

Foundation Courses:

Although there have been substantial changes in the course content between the First Foundation and subsequent Foundation Courses, there have not been many changes in the training techniques. Many of the training techniques used in the First Foundation Course were retained and a few others were added. The job study method used in the First Foundation Course at the BPATC was dropped in subsequent Foundation Courses. This was replaced by office simulation technique.

In the absence of other effective training techniques, lecture techniques still dominates and accounts for a lion's share among other techniques used in the BPATC career development courses. Lecture technique is not a one way traffic and trainees are encouraged to discuss relevant matters.

Besides the above, the Centre has used other techniques where relevant. Among these are book reviews, term papers, homework, exercises, review sessions, film showing, groupwork and visit to places of interest.

Mid-level and Senior Staff Course:

Training techniques used for these courses substantially differed from the Foundation Courses. Background and maturity of the clientele prompted the course designers to give more weightage to discussion and interaction. During lecture sessions, trainees are encouraged to express their viewpoints and to relate the theoretical discussions with their cumulative field experience. For mid-level courses, however, there is a preponderance of lecture discussion method.

Participants of the mid-level courses have to undertake a study tour and each participant has to prepare a paper on assigned topic for presentation before other participants.

For Senior Staff Course, individual seminar and syndicate techniques have long been institutionalised as effective training techniques and the BPATC have borrowed them from the Bangladesh Administration Staff College. The BPATC has, however, added a new dimension to these techniques by asking external resource person, mostly drawn from Government, to preside over Seminar and Syndicate paper presentation sessions. This technique thus had provided an opportunity to link the training outcome with the process of policy formulation and implementation at higher Government levels.

EVALUATION SYSTEM

4.3 Unlike other training programmes and activities of the Centre, the evaluation system had to be developed from the scratch. Previously, evaluation was primarily taken to be the reaction of the trainees in response to a structured questionnaire: the evaluation system as such had not developed. The tone for the forthcoming system was set by the Enam Committee who had made it an integral part of course design and training programme. The National Training Council also underscored the need for and use of a sound evaluation system.

The Centre tried to develop an evaluation system based on project approach. In this approach, training programme is seen as a project which is time bound, specific in its focus and oriented toward achievement of goals.

GENERAL ASPECTS OF THE SYSTEM

National Training Policy for the Government Officials has made it imperative that all participants in a training course are graded on the basis of their performance and reports forwarded to respective administrative Ministry/Division for maintaining these in the officers' dossiers. Training policy has also further emphasised the need for linking training with career progression of officers.

EVALUATION OBJECTIVES

In consonance with the training policy, the Centre has developed an elaborate system of evaluation. It is designed to raise the credibility of the BPATC as a Training Institute by providing result-oriented training to its clientele and by objectively assessing the performance of the participants.

National Training Council (NTC)'s Guidelines

The NTC recommended two standard evaluation forms which have since been adopted by the BPATC. One is used to document the performance of the trainee participant in a course while the other is designed to provide an evaluation of the training on completion of a course. Grading of the participants as prescribed in the first one is based on quantitative assessment and marks obtained during the course. Marks so obtained have to be expressed in percentage to be followed by a letter grade in the following manner:

Percentage	Weightage	Grading
a. 90 and above	10	AA(outstanding)
b. 80 - 89	9	A+(Very good)
c. 70 - 79	8	A (good)
d. 60 - 69	7	B+(High average)
e. 50 - 59	6	B (Average)
f. 40 - 49	5	G (below average)

EVALUATION IN SENIOR COURSE

4.4 As the BPATC is responsible for imparting training to different levels of government officials with varying course inputs and objectives, the evaluation procedure, of necessity had to vary. The evaluation procedure for the participants of the Foundation Course, the freshly recruited first level officers cannot, on principle, be identical with those who had put in 10 - 15 years of service. An effective evaluation system has to be orchestrated to the varying pitch of the course and tuned accordingly.

These factors considerably influence the method of evaluation of the senior administrators. **Firstly**, long exposure to job, maturity, age and position in the career progression/ladder of the senior officers must have relevance in the evaluation procedure. **Secondly**, such an evaluation ought to take advantage of their experiences and maturity. **Thirdly**, evaluation ought to be linked with the design of the course. Each course has its own requirements and uniqueness which should find their reflection in the evaluation system.

Type of Evaluation

There distinct but inseparable types of evaluation are used in the Senior Courses. Types of evaluation along with methods to be employed for collecting information in each type are given below:

Daily Monitoring:

To assess the day to day progression of the course

Method

- a) Faculty-Participant interaction
- b) Course Coordinators interaction
- c) Informal Meeting at the tea room
- d) Occasional Review Sessions
- e) Session/Speaker evaluation by Participants

Individual Evaluation

To assess the performance of participants

Method

- a) Syndicate discussion (For Senior Staff Course)
- b) Seminar presentation (For Senior & Mid level course)
- c) Module examination (For Mid level course only)

Course Evaluation

1. To assess the effect of the course in terms of achievement of the course objectives.
2. Management of Training Programme in terms of facilities provided (class room, dormitory, library social interaction etc.)

Method

- a) Forms for module evaluation
- b) Forms for assessing facilities Provided
- c) End of course evaluation

Participants' Grading

Individual evaluation aims at finally rank-ordering the participants of a course on the basis of marks obtained in various assignments. For Senior Staff Courses, marks are distributed as follows:

Syndicate	40
Seminar	40
Rector's Evaluation	20

	100

Syndicate: This is a group activity requiring maximum interaction and co-operation among group members for the accomplishment of Syndicate task. Each Syndicate normally consists of 4-5 members and each member is, separately and jointly, responsible for the quality of output. Each group presents its report to other groups in a plenary

session. During presentation, two evaluators of the report, one external and other internal, are present for assessing the quality of the report on a standard evaluation sheet.

Seminar: This is basically an individual work on a topic of interest assigned by the Directing Staff. Each participant has to present his paper before the entire course. Like in Syndicate, each paper is evaluated both by an external and an internal evaluator on a standard evaluation sheet.

Rector's Evaluation: This is an impressionistic evaluation made by the Rector on the basis of performance and conduct of each

Criteria of Evaluation

Criteria of evaluating the senior and mid-level seminar/syndicate papers are as follows:

Criteria of Evaluation	Total Marks	Marks Obtained
1. Format of the Report	16	
2. Language and Style	16	
3. Internal Consistency and Analytical Ability	20	
4. New Insights/Ideas	16	
5. Oral Presentation	16	
6. Question- Answer	16	
Total = 100		

Marks obtained are graded according to the following conversion chart and are reflected faithfully in the penpicture written by the Rector in case of the Senior Staff Course and by the concerned Course Directors and Members, Directing Staff, for the mid-level courses.

Conversion Chart for Quantitative Assessment

	Percentage	Grading	Out of 16	Out of 20
a.	90 and above	AA(outstanding	14.4-16	18-20
b.	80-89	A+(Very Good)	12.8-14.3	16-17.8
c.	70-79	A (Good)	11.2-12.7	14-15.8
d.	60-69	B+(High Average)	9.6-11.1	12.-13.8
e.	50-59	B (Average)	8.0-9.5	10.-11.8
f.	40-49	C (Below Average)	6.4-7.9	8-9.8

In addition to this, participants of the mid-level Courses are evaluated through written examinations.

Evaluation in Foundation Courses

4.5 Evaluation Criteria: Keeping in view the overall objectives of the course, following criteria have been used.

Item

1. Written examination
 - Language
 - Overall grasp
 - Relevance
 - Analytical ability
2. Term Papers
 - Presentation & Logical Sequence
 - Language
 - Overall grasp
 - Analytical Ability
3. Quiz-test
 - As per instruction in the quize-test Sheet.
4. Oral Presentation
(Book Review)
 - Adherence to the guidelines to be supplied
 - Time Management
 - Skill in presentation
 - Question and Answer
5. Rural Study Programme
 - Format of the Report
 - Language and style
 - Internal consistency
 - Analytical Ability
 - New insights/ideas
 - oral Presentation
 - Question Answer

6. Panel discussion

- Group interaction and team spirit
- Overall grasp
- Analysis
- Oral presentation
- Conceptual linkage

Games & Sports

- Punctuality, interest
- sportsman spirit
- Learning capacity
- Team spirit
- Leadership
- Seriousness
- Organising Ability

Evaluation Methods:

In the Foundation Courses 120 marks out of 300 have been allotted for academic evaluation. Remaining 180 marks were distributed among extra-academic matters including games and sports and rural study programmes. Trainees were also evaluated through class tests, home-work and class exercises.

Apart from the evaluation of individual performance of the participants, Course is monitored on periodic basis for taking corrective measures. For this a number of instruments have been devised. To assess the reaction of the trainees, an end of course evaluation form with structured and unstructured questions are given to all participants of all the courses. For courses conducted outside the BPATC campus such as Upazila and Magisterial Courses, written examinations were used to evaluate the performances of the participants.

experience, during the period under review, showed that given adequate staff support, evaluation can play a critical role in monitoring the day to progress of the training courses and in evaluating the effect of training on the trainees including evaluating

various facilities provided by the Centre for uninterrupted training. Much data can be generated to improve course administration, to develop the skills of the faculty in delivering effective lectures and also to identify new areas of training intervention. There is also an emerging need to devise techniques for assessing behavioural changes among the participants. More emphasis may be given on behavioural changes.

BPATC also conducted 8 refresher courses to partly evaluate post-training but later these courses were stopped for what as time and because of giving man attention to Foundation Training backlog.

CHAPTER -V
Research and Publications

5.1 Introduction

Research constitutes one of the important activities of Bangladesh Public Administration Training Centre (BPATC). According to Ordinance (No.XXVI) of April 5, 1984, one of the major functions of the BPATC is to organize research and publications on public administration and development. For making the training programme offered by BPATC need-based and effective, continuous research must be undertaken to study the problems and challenges faced by the trainees and trainers and the clientele organisations. It is pertinent to mention that one of the major objectives of BPATC Project Phase-II is to upgrade the quality of training at BPATC. With this end in view, Studies and Case Development has been included as a component of the project. According to Staff Appraisal Report, "Studies and Case Development would be undertaken by the teaching faculty focussing on the administrative and management problems which affect national, district and local government administration and institutions. Studies would also focus on improving training design, preparation of relevant training materials, evaluation of training and establishing linkages between the training undertaken and the organization, management and procedural improvements carried out by the MSW in line Ministries under the project " (SAR No. 4181-BD,p.21).

The research activities of the Centre include preparation of case studies, research monographs, training needs assessment, curriculum development and preparation of training materials. The PP of BPATC Project Phase II provided an amount of Tk. 50 lakh for studies and case development under Technical Assistance (Local Head). As per provision of Development Credit Agreement (IDA Credit 1349 BD), IDA would reimburse 100% of the fund.

5.2 Classification of Research Activities

Research activities of the Centre are broadly divided into two categories : (a) research relating to curriculum of the training courses and (b) studies on development administration and management.

- (a) Research relating to curriculum of training courses : The Centre conducts three core courses : (i) Foundation Training Course, (ii) Advanced Course on Administration and Development and (iii) Senior Staff Course. Researches pertaining to the curriculum of the courses may lead to the improvement of the curriculum.
- (b) Studies on development administration and management : As per section 6(viii) of BPATC Ordinance, 1984, one of the major functions of the Centre is to advise the Government on any specific problems of administration and development. As such studies are required to be undertaken on different aspects of development administration and management. Findings of studies may help in determination of Government policies and programmes and reforms thereto.

5.3 Institutional Framework and Procedures of Research Activities

In the PP or other project documents there is no mention about the institutional framework for research and procedures of research activities. However, in accordance with the decisions of the 7th meeting of Board of Governors of BPATC held on 3.12.86, a Sub-Committee consisting of Secretary, Ministry of Establishment, Additional Secretary, ERD and one MDS from BPATC was constituted for the purpose of formulating the procedures and identifying the areas for research. In the light of the recommendations of the Sub-Committee, an office order dated 18.4.87 was issued from the Ministry of Establishment detailing out the institutional framework for research, procedures and areas for research.

The institutional framework for research activities of the Centre is the Research Committee comprising the Rector, all MDS, Project Director, Project Implementation Office and Director (Research and Development). The responsibilities of the Committee are to formulate research programme, select and approve research proposals, researchers, evaluation committee, remuneration for researchers, time schedule for research projects etc. Research and Consultancy Division of the Centre provides secretarial service to the Committee.

For sound and planned conducting of research activities, a research policy has been formulated by the Centre. The procedure of selection, approval and completion of research projects have been mentioned in the research policy in details.

5.4 Progress of Work

A. Physical

Although the Centre started functioning since April, 1984, research activities commenced from the middle of 1987 mainly due to the delay in the determination of procedures for utilization of funds for research. After the issuance an Office Order dated 18.4.87 from the Ministry of Establishment determining the procedures and identifying 7 areas of research for 1986-87 and 9 areas of research for 1987-88, BPATC undertook research activities. However, no target was set against which achievement can be measured. A brief resume of the progress of research work is given below:

Upto June 30, 1990, 22 research projects were completed by BPATC faculty members. Of 22 research projects, 8 were completed during FY 1986-87 and the remaining 14 during FY 1987-88. One research report has seen the light of publication. Subjectwise classification of completed research projects is shown below :

TABLE-13

SUBJECTWISE CLASSIFICATION OF COMPLETED RESEARCH PROJECTS	
Subject	No. of completed projects
Public Administration	7
Project Management	2
Public Administration Training	4
Local Government	5
Poverty Alleviation	1
Development Planning	1
Primary Education	1
Information Technology	1
Total	22

List of completed research projects is appended at Annexure-VIII.

Financial

Although Tk. 50.00 lakh was provided in the PP for studies and case development, about 23.00 lakh taka was actually available for the purpose. The remaining amount of money was spent for Fellowship and other purposes.

Yearwise breakdown of allocation and actual expenditure of research projects (upto June 30,1990) is given in Table-14.

TABLE-14

FINANCIAL PROGRESS

Year	Allocation (in lakh taka)	Actual Expenditure (in lakh taka)
1986-87	8.10	8.06
1987-88	14.64	14.59
Total	22.74	22.65

It is evident from Table-2 that 99.60% of the total funds allocated were utilized for research activities.

5.5 Uses of Research Findings

Mention may be made of the following uses of research findings :

1. Assessment of training needs
2. Improvement of curricula of different training courses
3. Evaluation of training programmes
4. Training materials
5. Determination of Government policies and programmes and reforms thereto
6. Organisation and management development of the Centre.

Specifically, findings of 7 research reports are being used as training inputs in Foundation and ACAD courses. Moreover, some of the recommendations have been sent to the Government for consideration.

Publications

5.6 The Centre publishes books, journals research reports and case studies, bibliography, course brochures and training materials. Two bi-annual journals, one in Bengali and the other in English are published by the Centre.

The erstwhile COTA, NIPA, BASC and STI had also some publications. Publication have been divided into four categories: (i) books, (ii) reports, (iii) journals and (iv) others A comparative picture of publications of these organisations is given in Table 15.

TABLE-I5

PUBLICATIONS OF COTA, NIPA, BASC, STI AND BPATC

Category of Publications	No. of Publications by Institutions				
	COTA	NIPA	BASC	STI	BPATC
1. Books	1	20	2	1	9
2. Reports	-	2	-	-	6
3. Journals	1	1	1	1	2
4. Others (Training Calendar)	-	-	-	-	5
Total	2	23	3	2	22

Source: Publication Section, BPATC

It is evident from Table 15 that erstwhile COTA, NIPA, BASC and STI had in total 30 publications of different categories. On the other hand, BPATC alone has 22 publications to its credit during six years since its creation. The achievement of BPATC in this respect is remarkable when compared to that of former 4 training institutions.

Detailed information on publications of NIPA, COTA, BASC, STI and BPATC is given at Annexures IX, X, XI.

The PIO has procured the books lists of which were prepared by PATC. Through international tender Jobbers were selected for books and a jobber for journals. The status of procurement is :

Sl.No.	item	ordered	Received	Price
1.	Books	39870	29015	131.4 lacs
2.	Journals	336	132	25.1 ''
Total Price				156.5 lacs
Unspent -				7.37 lacs
(reappropriated for equipment)				

Percentage:

1. Money spent	...	95.7%
2. Procurement of book	...	72.77%
3. Procurement of journals	...	39.28%

About 80% of books procured is of foreign origin and 20% is of local. A subject wise breakdown(approximate) of newly procured books is :

TABLE-16

<u>Sl.No.</u>	<u>Subject</u>	<u>No. of books</u>	<u>Percentage</u>
1.	Public Administration	1013	3.49
2.	Management	1213	4.18
3.	Training	1753	6.04
4.	Economics	1423	4.90
5.	Sociology	513	1.76
6.	Computers	163	0.56
7.	Philosophy/Psychology	419	1.44
8.	Religion	1403	4.83
9.	Language	1024	3.52
10.	Science/Technology	745	2.56
11.	Arts	1403	4.83
12.	Literature	4123	14.20
13.	History	2610	9.00
14.	General	7923	27.30
15.	Law	1755	6.04
16.	Journals (bound)	2032	7.00

The books procured are the most up-to-date, useful and appropriate for the trainees, and were selected by the faculty members of the Centre from the latest catalogues of different internationally reputed publishers. The World Bank approved the lists. The volume of receiving foreign books was however poor because the single jobber could not supply more than 50% of the books ordered. Many important books were not been supplied on the plea of nonavailability at the market. If the number of jobbers was more than one a competition could be created and supply might be better. Book-procurement is a continuous process.

So provision of fund should be created to purchase important books and journal at any time beyond the project period according to the needs and demands of the clientele. For this Special Account for Foreign Exchange (SAFE) and/or Unesco coupons can be purchased. The procured books have been duly accessioned, catalogued and shelved systematically for users. The main users of the library are : faculty members, guest speakers, trainees and the senior officers of the government.

6.2 Journals:

Journals are often more important than books, PATC has suffered a lot for not getting journals in time. The process of procuring journals started in 1985 and it was settled in selecting jobber and receiving journals in 1990. However, a few sporadic consignments were received meanwhile. This was because of delay in the selection of a right jobber. PIO first tried to procure journals directly from the publishers but failed. Then Educational Consultants (India) Ltd. was selected. They also failed to supply journals and ultimately Abacus Books (London) was selected and journals have started coming in. In case of journals advance payment is always to be made. But this decision came after three years to make advance payment for journals for BPATC. Procurement of books and journals is a technical job and always should be handled by experienced and professional people.

6.3 Audio-visual materials:

According to the PP 18 kinds AV materials(28 items) have been received (Table-28). These materials' cost Tk. 33 lacs only. But, however, PA system for the auditorium is yet to be installed as of

some accessories are yet to be supplied. Supply of training film was minimum. PIO has supplied only 15 video films.

6.4 Computers :

A micro computer system had been provided in the BPATC project phase-II. At the time of preparation of this project, use of computer in official work was not so much demanded as of now. Later on the Government decided to use computer in all government and autonomous bodies for efficient data management. For effective computerization, locally available trained manpower is a prerequisite. But Bangladesh is grossly inadequate in computer field in terms of manpower. The centre could organize computer courses for different levels of officers and could provide computer orientation training to the different course participants and also computer services to their report preparation. Besides, with computer other activities, such as following could be performed :

- Organising computer application courses for different levels of officers
- Providing computer orientation to other course participants
- Providing computer facilities to the different course participants for preparation of reports, handout etc.
- Composing BPATC official works

Considering the above functions, the Centre proposed for procurement of a mini computer system. A meeting was held under the chairmanship of Mr. B. R. Chowdhury, Joint Secretary, M/O. Establishment. Considering the Centre's distance from Dhaka city, manpower and cost, the committee decided that centre should now buy a modern configuration based micro computer system. Later on BPATC

should go for a mini computer system. The Centre proposed for a Local Area Network (LAN) micro computer system with 8 terminals. The computer system was procured by the PIO. Out of these 8 micros 7 is IBM and the rest 1 is Apple Macintosh. The computer system was installed in May, 1989.

Out of these 8 micros, 6 are used for training purposes and the rest 2 is used for the BPATC day to day works. So far the Centre organised 10 computer courses. The participants were from BPATC, 3 armed forces and other Govt. & non-govt. organizations. Besides computer courses, computer orientation sessions has also been arranged for different course participants. The demand for computer training from different organizations is likely to grow and the existing facilities may be too inadequate to cope with this situation. At present the Centre can accommodate only 10 participants in each application course. BPATC could accommodate more participants if more computers are available. Besides training, the Centre has been using the computer for composing the following official works.

- Training course/Seminars brochures
- Training course related works
- Course materials
- Publications
- Letters/Correspondence
- Participant's study reports
- Research reports
- Library management system
- Personnel management system
- Accounting system

As more and more departments of the government will install computers, the number of persons needing computer training, will keep on increasing . In the face of such growing needs for computer training, it is necessary to create more computer training facilities at BPATC. In future, the demand for training in computer will increase because the effectiveness and efficiency of public services will largely depend on this new technology. Hence a minicomputer has to be procured for the centre during the Third Phase of the BPATC.

One faculty member of the centre has done MS in Systems Analysis and another faculty member has done MS in Management Information System, from U.S. A. The manpower is inadequate to run the computers. For enhancing training facilities and performing other computer related tasks, more skilled manpower is needed.

CHAPTER - VII

Staff Development

7.1 One of the major objectives of BPATC Project Phase II is to upgrade the quality of training of BPATC through, inter alia, locally oriented training and overseas training. Staff development programme includes both of these types of training. According to Staff Appraisal Report (SAR) of Public Administration (Training, Personnel and Management) Project, staff development would be the result of two programmes: (i) locally-oriented Training of Trainers(TOT) programme to be organized at BPATC and (ii) overseas training. The objective of staff development programme is to produce more capable trainers.

Locally-oriented Training of Trainers Programme

7.2 In the SAR it is envisaged "TOT programme would be designed to train 120 trainers per year for a total of 700 trainers over the project period. This would cover all of the trainers in BPATC and about 61% of the trainers in the civil service training network. But according to PP, BPATC would have to organize & TOT courses each of 2 weeks duration per year each course accommodating 20 trainers. The main objectives of TOT course are to acquaint the trainers with the recent development in training techniques and methodology and at the same time to develop training modules and films for use in the training programme. The target set in the PP and achievement is presented in Table 17.

TABLE-I7

TARGET AND ACHIEVEMENT OF PARTICIPANTS OF TOT COURSE

FY	No. of courses		Target	No. of Participants		
	Target	Actual		BPATC Faculty	Others	Total
1984-85	2	-	40	-	-	-
1985-86	2	4	40	47	-	47
1986-87	2	1	40	5	13	18
1987-88	2	1	40	6	16	22
1988-89	2	2	40	3	31	34
1989-90	2	3	40	5	43	48
Total	12	11 (91.67%)	240	66	103	169 (70.42%)

Source: PPR Department, BPATC

It is evident from Table -I7 that the Centre organised II TOT course including 2 special courses for trainers of institutes imparting foundation training. The achievement in respect of no. of course and participants are 91.67 and 70.42% of target set in the PP respectively.

Out of 167 participants, 66 (37%) belonged to BPATC, while 103 (61%) came from other training institutes.) The target as set in the PP could not be fulfilled due to a number of constraints such as shortage of capable faculty numbers for running the course at the early stage, non-availability of participants, heavy work load of case courses especially foundation course, etc.

Besides TOT course, the Centre has organised Research Methodology course, Computer course, etc., for the professional development of its faculty members and trainers of other training institutions.

Overseas Training

7.3 With a view to upgrading BPATC teaching staff, SAR provided 366 m m of fellowship for pursuing advanced training in specialized areas of Public Administration, Development Economics, Rural Development, Personnel Administration, Business Education, etc. .

An amount of Tk. 144.22 lakh in foreign exchange was provided in the PP (Phase II) and 100% of this amount was reimbursible by IDA. The actual expenditure for fellowship programme is to the time of Tk. 165.13 lakh. The objective of fellowship programme is professional developments of BPATC faculty members through acquaintance with the recent developments in different areas of Public Administration and Development Economics.

The utilization of fellowship is shown in Table-18

TABLE-18

UTILIZATION OF FELLOWSHIP

Objective	Discipline	No. of Participants	MMs spent.
MS/MPA	Public Administration	4	85
MS	Development Economics	3	54
MS	Project Management	1	18
MS	Organizational Development	1	18
MS	Policy Analysis	1	18
MS	Financial Analysis	1	18
MS	Systems Analysis	1	18
MS	Personnel Administration	1	12
Dissertation & TOT	Dissertation & Training Techniques	1	8
S-T/Mgmt.	Publication and Printing Management	1	3.5
Total		15	252.50

Source: PPR Department, BPATC

It is evident from Table 18 that 15 officers of BPATC were sent under Fellowship Programme to U.S.A of them, 13 officers did Masters under the Programme. Highest number of man-months(mm). (i.e 33.66% mms) were spent for 4 Fellows for doing Masters in Public Administration followed by Development Economics (21.39% mms).

Out of the total target of 366 mms, 252.50 mms were actually utilized, the percentage of utilization being 68.99. The remaining man-months (113.5 mm) could not be utilized for paucity of funds. As a result, faculty development suffered. A TAPP was prepared for utilization of the remaining man-months. But no donor was found.

It appears that fund for fellowship programme, as provided in the PP did not commensurate with the fellowship programme as envisaged in the Staff Appraisal Report of the training personnel and Management (TPM) Project.

CHAPTER- VIII

MANPOWER AND ITS UTILIZATION:

8.1 The manpower requirement of the BPATC was examined by the Enum Committee and on the basis of the recommendations of the committee, the Government vide, Memo No. ME(IT)PATC-3/83(PEI)-271, dated the 25th April, 1984 created 430 posts under the revenue budget. Of these 430 posts. 342 posts were earmarked for the main office of BPATC, Savar and 88 posts were earmarked for four Regional Centres. In addition to these posts, 64 non-gazetted posts were created under the BPATC project for smoothly running the affairs of the Centre. These 64 posts of development budget transferred to the revenue budget vide, ME(Dev-1)/public-2(Sangstha)/26/88(part)-181, dated 11.7.90. Beside these post 34 posts out of 39 PIO personnel is supposed to be merged with the BPATC set up on completion of the project. The list of 342 posts of the revenue budget, 64 posts of development budget (now merged with BPATC) and 34 posts of PIO may be seen at annexure XII, XIII & XIV. The following table shows the comparative position of the sanctioned manpower of COTA, NIPA, BASC, and BPATC.

TABLE-19

Level of manpower	COTA	NIPA	BASC	TOTAL	BPATC
Ist class	21	25	15=	61	73
2nd class	6	4	3=	13	9
3rd class	28	46	38=	112	141
4th class	53	37	59=	149	185
Total	108	112	115=	335	406 **

** This includes the 64 posts of development budget, now merged with the revenue budget of BPATC

Organization structure of BPATC

8.2 The centre is headed by the Rector who is equivalent to the rank and status of a Secretary to the Government and is appointed on deputation. The centre has four divisions namely i) Management and Public Administration, ii) Development and Economics Division, iii) Programme and studies division and iv) Research and consultancy division. Each division is headed by one member directing staff (MDS) who is equivalent in rank of a Joint Secretary to the Government. Each division is divided into wings and each wing is sub-divided into sections. Each wing is headed by one Director who hold the rank of a Deputy Secretary to the Government. A good number of the faculty members are deputed to the centre from cadre service and different disciplines while the remaining of them are the centre's own staff. The two categories of faculty form a balanced team of trainers providing a mix of professionals and practioners and a synthesis of theoretical wisdom and practical experience.

In terms of sections 17(i) (e) of the BPATC ordinance, 1984 , every person serving in the merged institutions stood transferred to the centre. Thus BPATC inherited a total of 257 officers and staff including officers and staff on deputation . Table- 20 gives a break down of these 257 officers and staff showing the merged institutions they come from.

TABLE -20
**Transferred Officers and Staff to the
 Centre on April 28, 1984**

Name of Institution herefrom transferred	Class I		Class II		Class III		Class IV		Total
	Own	Deputed	Own	Deputed	Own	Deputed	Own	Deputed	
ASC	2	3	-	-	21	1	34	-	61
IPA	5	5	-	2	33	-	28	1	74
OTA	7	2	1	-	21	-	46	-	77
TI	6	5	-	-	16	-	18	-	45
Grand Total	20	15	1	2	91	1	126	1	257

Source: Annual Report of BPATC Research section, Research & Consultancy
 Division, June, 1987

The 64 development posts- were created in 1986, Vide the Ministry of Establishment, Memo No. ME/MSW-I/II(Part) 273 dated 21/10/86. At the initial stage PATC experienced shortage of manpower. The officers level is the most crucial in a professional institution like BPATC. Unfortunately the shortage was most acute at this level. This will be evident from Table:

TABLE-21
Faculty and Staff Position of the
Centre on 28.4.84.

Level of Manpower	Sanction Strength	Actual Strength	Vacancy	
			No.	Percent
Class I	85	35	50	58.82
Class II	13	3	10	92.31
Class III	166	92	74	44.48
Class IV	166	127	39	23.49
Total	430	257	173	40.70

Source: Annual Report of BPATC, 1987.

BPATC has sanctioned strength of 73 class I officers who are broadly defined as faculty of centre. Of the 73 class I posts 12 officers of the Administrative department, 4 officers of programming and planning department, 6 officers of evaluation department, 6 officers of Library and 3 Physical Instructors are treated as non-teaching faculty. The officers of Research division are considered as part time teaching faculty. The officers of the ST & TOT sections are also part time trainers. Actually 20 officers of management & Public Administration and Development Economics division are full time trainers. The broad classification of faculty on the basis of sharing instructional load may be seen in the following table.

TABLE-22

Broad classification of class I manpower of BPATC on the basis of sharing Instructional load.

A. Purely Instructional post

1)	M & PA Division (AD.2, DD.4, Dir.4, MDS.1)	11
2.	D & Division (AD.2, DD.3, Dir.3 MDS.1)	9

		20

B. partly instructional post

1.	Research Deptt. (including Publication Branch) 6 Research officer, 2 Senior Research officer, 1 DD, 1MDS)	11

		11

C. Administrative post

1.	Rector	1
2.	P.S. to Rector	1
3.	P & S Division	11
4.	Administration Deptt.	12
5.	Library deptt.	6
6.	Publication Branch	2
7.	Physical Branch	3

	Sub-total	42

The centre gave due importance an organisational development and full utilisation of its manpower. Accordingly the work of the centre was distributed amongst its officers and staff in keeping with the organogram of the BPATC. A detailed job description was worked out for each official of the centre. The administrative set-up (below the Rector) was divided into appropriate units and sub-units and each of them was assigned to a particular level of officers.

The following table shows such break-down of the set up :

Table-23

Name of the Unit	Designation of officers in charge
Division	Member, Directing Staff
Department	Director
Branch	Deputy Director/Librarian/Medical Officer
Section	Assistant Director/Research Officer/Chief Physical Instructor/Evaluation Officer/Publication Officer.
Unit	Asstt. Librarian/ Asstt. Publication Officer/Office Supervisor/Accounts Officer/Estate Officer/Purchase Officer/Comptroller/Budget Officer
Sub-Unit	Copying and Duplication Supervisor/Transport Supervisor/Technical Supervisor/Store Keeper.

Rector and MDS work as course advisers in addition to their normal functions, while the officers of every department excepting one or two, work in the course management as Directors, Co-ordinators by turn in addition to other duties. The centre usually organises 3-4 course at a given time and as many as 17 faculty members remain occupied with the management of the training programmes. In addition to their normal duties some of the faculty had to give a lot of attention to the implementation of different components of the project construction of buildings furnishing of class rooms procurement of equipment and furniture, recruitment of manpower, staff development, etc. The additional works of faculty included among other things co-ordination with PIO, PWD, Ministry of Establishment, and other organisations for implementation of the project. The senior faculty like MDS remained busy with the organisational development. A lot of attention had to be given to the construction and furnishing of RPATCs also.

BPATC never experienced full manpower support. Moreover, the head of the centre was frequently transferred and on average, the service rendered by each Rector was about only one year. The following table shows the Rectors and their service period in the centre.

Table -24

<u>Name of the Rector</u>	<u>Duration of services in the centre</u>
1. Dr. SK. Maqsood Ali	28.04.84-10.8.85
2. Mr. A. K. M. Hedayetul Huq	09.10.85-25.01.88
3. Mr. A. M. Anisuzzaman	07.02.88-02.07.89
4. Dr. Nazrul Islam	05.07.89-15.08.89
5. Muhammad Siddiquer Rahman	16.08.89-09.01.90
6. A. Z. M. Shamsul Alam	11.01.90- under order of transfer

The shortage of manpower hampered the smooth functioning of the centre. Faculty and staff position of BPATC in different years may be seen in the following table:

Table -25

Faculty and staff position of BPATC in different years.

	1984-85		1985-86		1986-87		1987-88	
	Sanctioned	Present	Sanc.	Pre.	Sanc.	Pre.	Sanc.	Pre
BPATC	342	257(75%)	406	355(87%)	406	383(94%)	406	391(96%)

Source : Annual Reports, BPATC.

Despite all these limitations the faculty performance of BPATC are quite comparable with those of the merged institutions. The following is a comparative break-down of instructional load between faculty speakers and guest speakers of the erstwhile COTA, NIPA, BASC and BPATC.

Instructional Load shared by the faculty of COTA, NIPA & BASC.

Former Institutes (1)	Faculty	Guest Speakers
COTA	35%	65%
NIPA	67%	33%
BASC	53%	47%
Average	52%	48%

Following figures, separated in three levels, show the comparative status of BPATC with the three former institutes which used to cater three different levels.

Levels	Faculty	Guest Speakers
Foundation Course	75%	25%
Mid level	60%	40%
Senior Level	58%	42%
Average	64%	36%

Following Points emerge :

1. Faculty instructional load has increased except in Mid level Course.
2. On an average, however, faculty instructional load has increased from 52% to 64% in BPATC.

Source : M. Anisuzzaman, Towards a more meaningful training in Public Administration, Public Administration Training Centre, inauguration Brochure, 1984

The trend of sharing instructional load by the faculty over time is shown below in the following table:

TABLE-26

Sl. Level of Training	Yearwise Comparative Instructional Load (in percent)											
	Inhouse Faculty						Guest Speaker					
	Year						Year					
	1985 Jan-June	85-86	86-87	87-88	88-89	Average	1985 Jan-June	85-86	86-87	87-88	88-89	Average
1. Foundation	75	76	78	81	76	77.2	25	24	22	19	24	22.8
2. Mid level	60	85	66	61	76	69.6	40	15	34	39	24	30.4
3. Senior Level	58	59	60	60	33	54	42	41	40	40	67	46
4. Other	-	53	69	66	52	61.5	41	31	34	48	38.5	
Average	64.33	69.75	68.25	67	59.25	65.6	35.66	30.25	31.75	33	40.75	34.4

Source : Annual Reports of BPATC

8.3 Instructional Load :

Average instructional load between in house and outside speakers from 1985 (Jan-June 1985) to 1988-89 varies steadily. In house faculties began with 64.33% involvement during 1985 with slight increase (69.75%) during 1985-86 followed by steady declining trend (68.25%) in 1986-87. 67% in 1987-88 and 59.25% in 1988-89. This statistics does not confirm any improvement of in house faculties with regard to sharing of instructional load. This picture is gloomy in case of senior level training programmes where faculty involvement was only 33% (in 1988-89). With the passage of time, faculty involvement should have been increased. Instead the trend is declining specially in the case of senior staff course. This had happened because of frequent transfer and withdrawal of officers from BPATC. This creates instability and impedes professional growth.

BPATC experienced a lot of difficulties at the initial stage when its efforts were mostly devoted to the merger and consolidation of three institutions into one institution. Some of the experienced trainers who were working in the merged institutions were transferred. Most of the staff moved to savor against their will. The position of BPATC settled down and improved a lot since the beginning 1986 because of the hard work of the senior faculty and support staff and with the joining of the IPA trained seven fellows. But the centre suffered loss and damages because of the devastating floods of 1988. The faculty and staff had to work for taking up rehabilitation measures considering all these the faculty performance and utilisation may be considered as satisfactory. This regard comparison of training performances of the merged institutions with those of BPATC may be worth while. The following table shows the comparative training performances of these institutions.

TABLE - 27

COMPARATIVE AVERAGE TRAINING PERFORMANCE OF NIPA, COTA, BASC & BPATC

	NIPA	COTA	BASC	TOTAL	BPATC
i) Year	(1961-83): 23 Yrs	(1977-81): 5 Yrs	(1977-83): 7 Yrs		(1985-90): 5 Yrs
ii) Total No. of Participants	3984	1068	893	-	5328
iii) Average annual no. of participants	173	213	127	513	1065
iv) Total manpower	112	108	115	406	-
v) Average no. of participants per year per man month power	1.54	1.97	1.10	1.54	2.62
vi) Class I Officers	25	21	15	61	73
vii) Average no. of participants per year per Class I Officer	6.92	10	8	8	14

Source : PPR Department, BPATC.

It transpired that the sanctioned manpower of some sections of BPATC was not sufficient to carry out their respective duties. In this regard, the work load and shortage of manpower of some of these sections may be examined.

8.4 Clinic

BPATC has got a clinic with 10 beds. No post of nurse was sanctioned. The clinic has sanction for one Doctor, two compounders, one LDA and one MLSS. The clinic renders services to about 80 out-door patients per working day. The manpower of the clinic is not enough to give services to the increased number of trainees, staff and their courses.

8.5 Gardener and Guard

Green space at BPATC is about 35 acres. As per normal standard of arboriculture department one Mali/Gardener is required per acre. The Centre has only 10 posts of gardener. It is hardly possible to keep the campus green and keep up with the tree plantation programme with this limited number of gardeners. Same is the case with the guards. The centre has only 19 sanctioned posts of guards. It is very much inconvenient to guard various units of PATC 24 hours round the clock with this strength of guard.

8.6 The Centre usually runs 3 to 4 courses, namely, Senior Staff Course, ACAD, Foundation Course and a short course simultaneously. Then the total number of participants exceeds 250. The cafeteria has sanction of the following manpower :

1.	Cook	2
2.	Asstt. Cook	2
3.	Waiter	12
4.	Manager	1
5.	Accounts Asstt.	1
6.	Cashier	1
7.	Supervisor	2
8.	Procurement Asstt.	1

Total 22

There is no post of dish washer for the cafeteria. The number of cooks and waiters is not sufficient to bear the load of cafeteria and kitchen. The problem has been solved by withdrawing some MLSS's from other branches and deputing them in the cafeteria.

8.7 Telephone Exchange

The present 15+180 line PABX telephone exchange was installed in 1985. The telephone exchange has sanction for two operators. The working hour of the exchange is 6 a.m. to 12 p.m. The operators work in 2 shifts. It is hardly possible on the part of the 2 operators to give satisfactory service. The Centre has to get the job of the operators done by other employees like receptionist, MLSS, etc.

8.8 Observation about manpower of BPATC

- 1) Frequent transfer of senior officers, specially Rector, hindered institutional development. In 6 years (1984 May to July 1990), 6 Rector were transferred.
- 2) BPATC has not experienced full manpower support specially at the Director level. Out of 13 posts at this level at no time more than 10 posts were filled up. In July 1990 8 post of Directors were vacant.
- 3) BPATC is a professional institution. It is desirable that BPATC be consulted at the time of selection of officers on transfer on deputation to the centre. But BPATC is not always consulted.
- 4) The project had a programme of faculty development through which some of the faculty members received training outside. During their deputation for higher studies no training vacancy post was created. This has caused some dislocation of works and affected the performance of the Centre.

- 5) RPATCs are headed by officers of the level of Deputy Directors and they are centrally supervised by the Director ST&TOT of BPATC. It is observed that RPATC should have been headed by officers of the level of Director and a post of MDS could be created to supervise the management of RPATCs.
- 6) Number of Physical Instructors are not sufficient. Number of trainees increased enormously compared to the original estimates. As such the Centre had to hire guest physical instructors.
- 7) The clinic had 10 beds. But there was no sanction for the posts of nurses for the clinic.
- 8) Green space of the BPATC campus is about 30 acres. Number of malies are insufficient to maintain such huge area by cutting grass and growing plants and flowers.
- 9) The number of guards are also insufficient to watch over different units of the campus.
- 10) The number of trainees who participated in the courses of BPATC at a time was higher than the projected number of the BPATC project. As such the cooks, waiters had to bear additional load for giving services to trainees.. There is need for additional manpower for cafeteria and Kitchen.
- 11) Although a telephone exchange was installed in the centre, adequate provision for manpower was not created to run the exchange.

CHAPTER-IX

Logistics and maintenance of facilities

One of the project objectives was to provide BPATC with necessary trip, training aids, consumable training materials and vehicles and other services facilities. These list of equipment received from BASC, NIPA, COTA and PIO is furnished in the following table-28.

TABLE-28

List of equipment received from ex-BASC, ex-NIPA, ex-COTA and ex-STI

Name of equipment	Received from BASC	Received from NIPA	Received from COTA	Received from STI	Received from Caretaker Comptroller	Received from PIO	Source Not mentioned
Franking Machine	-	1	-	-	-	-	-
Wall Clock	4	-	-	-	1	2	-
T.V.	2	-	-	-	2	4	-
Air Cooler	16	5	4	-	-	1	-
Tel. Set							
Type Writer	24	12	6	-	-	-	15
Calculator	-	-	-	-	-	1	-
Electric Type Writer	-	4	-	-	-	3	-
Deep Freeze	-	-	-	-	-	2	-
Freeze	3	4	-	-	-	2	-
Land speaker (Mike)	-	-	-	-	-	1 set	-
Water Cooler	-	-	-	-	-	10	-
Electric Water heater	-	-	-	-	-	4	-

Source: Asstt. Director (Store)

TABLE-29

Sl. No.	Description of the Equipment	Receiving date	Price	Quantity	Remarks
1.	Overhead projector Brand new superfax	22.10.87	Tk. 84,000.00	3	Working
2.	16 m m Movie Projector Brand EIKI	22.10.87 & 11.1.88	Tk. 2,16,678.00	3	"
3.	35 m m Portable projector Brand -TOWKIA	19.12.87	Tk. 5,93,939.00	1	"
4.	Plain Paper Copier Brand-SHARP	9.1.88	Tk. 3,39,878.00	2	"
5.	Opaque projector Brand-EIKI	27.2.88	Tk. 87,000.00	1	"
6.	Projection Screen Brand-Veratoll	28.4.88	Tk. 49,000.00	5	"
7.	Cassette Tape-Recorder Brand -National Panasonic	26.11.88	Tk. 10,000.00	1	"
8.	P.A. System Amplifier and Microphone Brand-TOA	8.2.88	Tk. 2,89,600.00	4	"
9.	F.M. Receiver Brand -TOA	8.2.88			
10.	F.M. Transmitter Brand-TOA	8.2.88			
11.	Conference system with chairman Unit ST-71 and Deligate Unit ST-72	8.2.88	Tk. 3,77,000.00	1 (One set)	"
12.	Electric stencil cutter Brand-Supperfax	5.2.89	Tk. 97,000.00	1	"
13.	DUPLO Stencil Duplicator	1.7.89	Tk. 49,000.00	1	"
14.	AUTO Printer and Master Maker Brand -New-Supperfax	9.1.88	Tk. 3,93,000.00	1	"
15.	VIDEO Unit Brand -JVC	24.9.89	Tk. 5,13,983.00	1	"
16.	35 m m Movie Projection screen not officially received		Tk. 70,000.00	1 (One) set	"
17.	P.A. System for Multi-purpose Hall	13.11.88 (Not officially received)	Tk.	1 (One) set	"
18.	Plain paper copier Minolta	11.7.90	Tk. 1,48,000.00	1 (One) set	"

The list of vehicles received from BASC, NIPA COTA and PIO may be seen at the following table:

TABLE-30
LIST OF TRANSPORTS

SL.NO. Items of Vehicles:		RECEIVED				FROM		REMARKS
		COTA	NIPA	BASC	STI	PIO	TOTAL	
1.	BUS	-	-	-	-	PIO 1 PATC 1	2	PATC Purchased 1 bus out of revenue budget
2.	Micor-Bus	3 (Three)	- (Three)	3	-	-	6	Waiting for Condeem
3.	Car	1	1	-	-	4	6	-
4.	Pic-up		-	-	-	1	1	
5.	Garbage	-	-	-	-	1	1	-
6.	Jeep	-	-	-	-	1	1	
7.	Motor cycle	-	-	-	-	1 PIO 3 (PATC)		

These conditions of the vehicles which were received from the BASC, NIPA, COTA are not satisfactory. These vehicles need frequent repair. Most of these vehicles may be replaced without delay. The conditions of the vehicles may be seen in the following table :

TABLE-31

TRANSPORT AND VEHICLES OF BPATC

EXISTING		PRESENT CONDITION		
Name	Total	Good	Bad	Condemmed
Superior Coach	2	1	1	-
Microbus	8	2	5	1
Car	7	4	2	1
Pick-up Van	1	1	-	-
Garbage Truck	1	1	-	-
Jeep	1	1	-	-
Motor Cycle	4	4	-	-
Minibus	-	-	-	-
Ambulance	-	-	-	-
Total	24	14	8	2

MAINTENANCE OF THE FACILITIES:

9.2 The BPATC project was implemented by PIO. The physical infrastructures of the Centre were constructed by PIO. The construction of the Centre started in 1981. Some of the buildings needed maintenance from 1985. But allotment of fund for maintaining BPATCs physical facilities had been allotted in the revenue budget since 1987-88. The year-wise allocation of fund for maintenance of BPATCs physical facilities and the revenue budget of the respective years are shown in the following table:

TABLE-32

STATEMENT OF YEARWISE BUDGET ALLOTMENT FOR BPATC

SL.NO.	Particulars	1987-88	1988-89	1989-90	1990-91
1.	Total budget allotment for BPATC	2,47,000.00	3,27,69,000	3,71,230.00	3.65,390.00
2.	Allotment for maintaince (BPATC ** Building)	3,000.00	10,000.00	22,000.00	6,000.00

Source: Budget section , BPATC

** This amount is included the total budget amount for BPATC (SL.NO.1)

The total construction cost of the physical infrastructure and related facilities is estimated be about 30 lakhs Taka. It means that BPATC requires about Tk. 60 Lakhs at the minumum annually, assuming that 2% of the constructions cost is necessary to the physical facilities and sustain the beneth of the project. But the maintenance fund had been very megre.

The physical facilities of the centre were damaged by the floods of 1988. The whole campus was under about 5-6 ft. of flood water for more than three weeks. A statement on 1988 flood water level af different points of the BPATC campus may be seen at Annexure- XV. Through flood damage was quite heavy, no fund was allocated under the revenue bedget. A separate PP was approved at a cost of Tk. 80.15 lakhs in April, 1990.

The project period would end by June 1990. So long PWD maintained the physical facilities of the centre and the fund was

reimburs by BPATC. Day to day maintenance of the service facilities are looked after by BPATCs technical staff . The number of technical staff may be seen at the following table:

TABLE-33
LIST OF TECHNICAL STAFF OF BPATC

Sl.No.	Category of technical staff	Number of technical
1.	Copying/Duplicating Supervisor	1
2.	Transport Supervisor	1
3.	Technical Supervisor	2
4.	Electrician	1
5.	Garage Machanic	1
6.	Garage helper	1
7.	Asstt. Electrician	1
8.	Plumber	2
9.	Carpenter	2

Source: Administration Department of BPATC

The number of technical staff is considered inadequate for the Centre. BPATC experiences inconvenience because of its dependence on PWD for maintaining its facilities. BPATC thus wants to have an engineering set up of its own to look after the maintenance works. Accordingly, a proposal for creation of Engineering set-up had been submitted to the Government. It was reported to be under consideration of the Government.

CHAPTER- X

LANDSCAPE AND ENVIRONMENTAL DEVELOPMENT

10.1 One of the project objectives was to develop the landscape BPATC campus by earth work, turfing and tree plantation. To this end the project provided an amount of Tk. 143 lakhs. The site was developed, to make the construction of the building possible. But neither the landscape nor the environment of the campus changed much for lack of trees, hedges and green spots.

The BPATC campus is situated in a relatively low land, covering an area of 54.26 acres. Originally the site was high and low here and there. It had to be levelled suitably. The soil of the site is of erosional type. The top soil was not suitable for growing trees and shrubs. Some important area like children park, green space in front of the dormitories were developed by sand filling and turfing. The overall quality of site improvement was not however satisfactory. The front of the campus was not levelled suitably. The area in and around the multipurpose hall is not suitably developed. It required more sandfilling turfing was not satisfactory. The turfs grew undesirable long grass instead of quality grass, Plantation of trees hedges and their maintenance was for less than satisfactory. Arboriculture department reportedly planted about 8000 saplings of various trees and hedges. The flood of 1988 damaged a major portion of these trees. In

December, 1989 the number of existing trees was 3,678. More than 50% of the saplings planted under the project did not survive.

As a result, the campus looked almost barren and unattractive. The only exception was the main approach road along which a row of trees grew well. The reasons for non-survival of trees may not be far to seek. The soil was not treated and prepared well. Had arboriculture recognised that the soil of BPATC was quite different, they would perhaps have taken adequate care. The roots of the saplings could not spread and enter deeply in the soil because of water logging. If the soil was prepared well, the survival rate might have increased for trees despite the floods of 1988,

Plantation of trees was stopped before the 1988 floods. Floods water caused damages to growing plants and herbs. About 3000 plants and 710 rose plants were totally damaged during the floods of 1988 and about 2000 trees did not survive the effects of the flood. A rehabilitation programme was taken immediately after the flood for tree plantation. But the programme could not be executed for want of fund and necessary approval.

BPATC laid emphasis on tree plantation. However, BPATC took up the matter seriously when it was clear that there would be no more plantation under the project. BPATC staff launched a new plantation programme and started planting trees with all seriousness since January 1990 of the BPATC project. Since January upto 9th July, 1990 BPATC planted a good number of trees. The following table shows the number of trees planted by Arboriculture Department and BPATC before August 1988 (before the 1988 floods), the number of surviving trees

and the number of trees planted by BPATC since January, 1990 till 9th July 1990. During the period between October, 1988 (after the 1988 floods) and December, 1989, the plantation programme suspended.

TABLE-34

STATEMENT OF PLANTATION IN BPATC CAMPUS

PERIOD	PLANTED BY	NUMBER OF TREES OF PLANTED	NO.OF PLANTS TOTALLY DAMA- GED 1988 FLOOD	NO.OF PLANT NOW SURVIVING
April 1984 to August '88**	i) Arbori- culture	5,199	2578	3,678
	ii) BPATC	1,057	-	-
Jan. 1990 to 9th July 1990	BPATC	6,067	-	6,067

Source: Services branch, BPATC.

* During the September 1988 - 1989 the plantation programme suspended

Under the new plantation programme (Jan. 1990), BPATC took adequate care of the peculiarities and deficiencies of the soil of the site. Opinions of the plantation experts were sought. The soil was properly treated to help the growth of saplings. The ditches were dug sufficiently and these were filled up with carried earth of good quality and recommended doses of fertilisers. The per-unit cost of the saplings planted under the new plantation programme was reported to be lower than that of the trees planted by the Arboriculture Department.

10.2 Environmental development:

The BPATC campus is situated in a relatively low land. To the

north of the centre lies the Jahangirnagar University the topography of which is higher than that BPATC site in relation to the sea level. The Dhaka Aricha Highway runs by east of BPATC is also higher than the river Bangsai flows by the west of the centre. On the southern side of BPATC there lies on stretch of low land lying area, locally called but which is connected with the river Bangshai. The southern portion of the capus is lower than the other parts of the centre. The interior of the campus is lower than the boundary walls and this turns the campus into a kind of basin. During the monsoon, the low lying area (Bait), situated in the southern site of the capus is inundated with deterioration of the flood situation, water pours into the campus through the southern lower protion and submerges the area.

The project did not take any measure to fill up the lower portion lying under the boundary wall of the southern side. There was also no provision of drainage of water. As a result, the capus always experienced water logging. The situation diteriorated during the rainy season. The environment was sometimes unhygenic and unfavourable to training. The worst victims of water logging was perhaps the trees experts opined that the trees of the capus did not grow mainly because of water logging.

It was reported that the project designer experiment the effectiveness of drainage of water by lowering the suthern of the protion campus than the northern portion. The experiment had failed.

BPATC learnt by the end of 1989 that there would be no further work under the project for environmental development . BPATC them

prurchased 200 spades and started digging drains for drainage of water and diteches for plantation of trees mostly on voluntary basis. During the first six months of 1990, water logging was hardly experienced.

BPATC also included a scheme for improvement of its southern site in the PP of "Repair of 1988-flood damages at Bangladesh Public Administration Training Centre (BPATC)". The Planning Commission aporoved the inclusion of the scheme in the PP . Which involved a cost of Tk. 80.15 lakhs. Accordingly, the lower portion of the southern side was developed by carried earth and the lower portion of the southern and western side boundary walls were strengthened by palasiting and necessary filling work. This scheme would protect soil erosion, and might work as temporary flood protection measures. It would thus help environmental development and improve the security situation. Previously, anybody could enter the campus through the lower portion of the southern boundary wall. But environmental hazards were still there despite this improvement of work.

The high powered Radio transmission centre lies just on the southern side of the residential block of BPATC. It was reported that Radio transmission centre spews harmful waves in the air and causes environmental pollution. It was also reported that such pollution could cause career to a person if he lived within such polluted area for about 10/12 years. Obviously, some of the conscious employees were scared . One of the remedies to reduce such pollution was to grow plants on a large scale. BPATC had initiated this remedial programme on its own.

The most beautiful and useful thing in BPATC is perhaps the lake.

It was indeed a good decision to excavate a lake in the centre. It absorbs the rain water and drains out the excess water on the other side of the campus through a point especially constructed for this purpose. Two bathing steps (ghat in Bengali) were constructed in two sides of the lake to help its easy use. But no measures were taken to ensure safety of children. As a result, one child recently died by drowning. A foot path was also constructed along the bank of the lake excepting the northern portion of the lake. An artificial hill was constructed on the western bank of the lake. This added beauty to the lake as well to the site. However, much was yet to be done about the landscape and environmental development of the campus.

CHAPTER-XI

INSTITUTIONAL LINKAGE

11.1 One of the major objectives of Bangladesh Public Administration Training Centre, Phase-II Project was "to establish and develop a centre of excellence in the field of public administration training in Bangladesh through collaboration and linkages with training institutions and universities within the country and outside". BPATC has made progress in this respect to a great extent.

11.2 BPATC-American University

Technical Assistance to this project was extended by a consortium of the Institute of Public Administration, USA, and The American University, USA. 9(Nine) fellows from BPATC participated in different graduate courses in the American University. Under the fellowship programme of the project, senior faculty members of the American University-Professor Robert Paul Boynton, Professor Coralie Bryant, Professor Anne Ferren, Ms Pru Hoppin visited the centre and conducted different courses in the Centre. As a result a sustainable relationship among these two institutes has grown.

11.3 BPATC-EDI Collaboration

EDI of the World Bank had been collaborating with BPATC from the

administrative staff college period . EDI continued its activities with BPATC in the of implementation of modules, arrangement of resource persons for delivering lectures, and preparation of case studies for the senior staff courses of BPATC. It also extended help for arrangement of seminars and workshops. The following list will show the collaboration activities so far undertaken.

**Year/Course
Seminar/Workshop**

Input given by EDI

1985

Ist Senior Staff Course
(24.3.85-16.6.85)

Implementation of a module on National Economic Management: International Resource Mobilization in Ist Senior Staff Course (8.4.85-21.4.85) The following resources persons delivered lectures:

1. Mr. A.H.M. Bennet
2. Mr. Anne Booth
3. Mr. I.S. Gullati
4. Mr. A. Ben Niemenn
5. Mr. M.S.B. Yun

1986

4th Senior Staff Course
(2.8.86-30.10.86)

Implementation of a module on management of Public Enterprises in the LDCs. The following resource persons delivered lectures:

1. Mr. H.M. Bennet
2. Prof. Leroy Piglous
3. Mr. Praxis Fernandes
4. Prof. Mart Nagtarel
5. Prof. Song Dai Hi

The following case studies were prepared and presented in the course.

1. Role of Public Enterprises in a post colonial society.
2. Physiology of public sector enterprise management
3. Public enterprise and the financial system in Bangladesh
4. Public Enterprises in Bangladesh: a survey
5. Performance conducting: a case study of a public

enterprise in Bangladesh

1987

5th Senior Staff Course
(4.7.87-5.10.87)

A seminar was arranged by EDI on "Project Sustainability". The following resource persons delivered lectures in the seminar:

1. Mr. Michael Bamberger
2. Mr. Surider deol
3. Mr. Abhaya Attanayake
4. Mr. Hon chan Chai
5. Mr. Shabbir cheema

The following case studies were prepared with the assistance of EDI and were presented in the seminar:

1. First Education Project
2. Universal Primary Education Project
3. Rural Development -I Project.

1988

7th Senior Staff Course
(30.7.88-27.10.88)

A seminar organized on Human Resource Development (24.9.88-28.9.88). The following resource persons of EDI delivered lectures in the seminar:

1. Mr. S. Heyneman
2. Mr. T. Schmidt
3. Mr. Pannenburg
4. Mr. P.Vadad
5. Mr. F. Ahmed.

Development Management
Seminar

Dr. Ragga Makharita of EDI with the help of BPATC arranged this national seminar in BPATC where policy planner, project managers, and senior officers of planning, finance and other related ministries participated. These case studies were prepared and presented in the seminar. These were :-

1. Meghna Dhonagoda Irrigation project.
2. Polash Urea Fertilizer Project
3. 2nd Extension project case

BAPTC -EDI collaborative activities have been extremely beneficial for BPATC

11.4 BPATC-APDC

Asia Pacific Development Centre (Malaysia) and BPATC have collaborated in some research activities. In 1986 two senior faculty members of the Centre- Dr. Akbar Ali Khan and Dr. A.T.M. Shamsul Huda prepared two case studies namely "Decentralization for Rural Development in Bangladesh and " Gonosaystha Kendra " respectively with the assistance from APDC . BPATC has also entered into an agreement with APDC in 1988 to work as a focal point in the research project on "Poverty Alleviation Programme-Delivery Systems . Some cases have been prepared by PATC faculty in connection with this programmes. A country report was prepared and Training needs assement was conducted for the functioneries of BPATC. Dr. S.A. Samad was the principal researcher. Faculty members including Rector participated in the regional seminar related to this.

11.5 BPATC & Other International Organization

BPATC also maintains liaison with some international organizations like EROPA(Eastern Regional Organization of Public Administration) Kualalampur, ADIPA (Association of Development Research and Training Institutes of Asia and the Pacific) Kualalampur, Malaysia, International Association of Institutions and Schools of Administration (IAISA), Brussels . BPATC has formal membership with these organization.

11.6 Linkages with the Institutes inside the country

BPATC as the apex training institute in the country maintains close liaison with other training institutes and conduct activities in cooperation with them. Notable among them are Graduate Training Institute(GTI) Mymenshingh, BCS(Admn) Academy, Bangladesh Academy for Rural Development (BARD), Comilla , Rural Development Academy,(RDA) Bogra. The Centre has formal collaborative agreement with GTI. Intense linkages have also been established with other training institutes of the country in relation with the conduct of foundation training. These institutes are Planning and Development Academy, National Institute of Education Extension and Research(NIEER), CERDI,OTI Railway Academy. BPATC also maintains close connection with Universities and other research institutions.

For establishment of the linkages BPATC did not recieve any assistance from the Project. For making BPATC a centre of excellence in Public Administration intensens linkage with development and training institutions at home and abroad need to be made. BPATC also need greter authority in the respect.

Statement showing progress of construction

Annexure-1

Sl. No.	Main Components	As per P.P.	
		Area (sft.)	Physical Progress
1	2	3	4
1.	Administration Building-I	14,300	100 %
2.	Administration Building-II	13,300	100 %
3.	Administration Building-III	11,400	100%
4.	Dormitory - I	30,000	100 %
5.	Dormitory - II	12,750	100 %
6.	Dormitory - III	13,900	100%
7.	Guest House	3,900	100%
8.	Cafeteria & Kitchen	12,700	100 %
9.	Syndicate Building	17,900	100 %
10.	Library Building	22,100	100%
11.	Lecture Theatre	4,400	100%
12.	Multipurpose Hall	16,250	100%
13.	Bank, Post Office etc.	6,900	100%
14.	Clinic	2,750	100%
15.	Club	8,500	100 %
16.	Primary School	1,754	100%

1	2	3	4
17.	Shopping Centre	3,100	100%
18.	Mosque	7,439	100%
19.	Garage		20 %
20.	Covered Corridor	25,000	100%
21.	Res. Building 'A' Type Bldg. I Flat - 1	1,800	100 %
	Res. Building 'B' Type Bldg.- 4 Flat - 12	18,000	100%
	Res. Building 'C' Type Bldg.- 4 Flat. - 24	30,000	100 %
	Res. Building 'D' Type Bldg. - 3 Flat.- 48	40,800	100%
	Res. Building 'E' Type Bldg. -3 Flat.- 72	39,600	100%
	Res. Building 'F' Type Bldg. -3 Flat.- 90	45,000	100%
22.	Land Development		100%
23.	Boundary Wall		100 %
24.	Ext. Water Supply		100%
25.	Ext. Electric Supply		100%
26.	Gas distribution		
27.	Internal Road		100%
28.	Furniture		100%
29.	Equipments		100%
30.	Nursery		100%
31.	Footpath		50%

Bangladesh Public Administration Training Centre
Savar, Dhaka
Evaluation Department
Cadre-wise Statistics of Foundation Training
(15-7-84 to 30/6/90)

Annexure II

CADRE	1ST	2ND	3RD	4TH	5TH	6TH	7TH	8TH	1ST	2ND	3RD	4TH	5TH	6TH	7TH	8TH	9TH	10TH	11TH	TOTAL
COURSE	COURSE	COURSE	COURSE	COURSE	COURSE	COURSE	COURSE	COURSE	SPCL	SPCL	SPCL	SPCL	SPCL	SPCL	SPCL	SPCL	SPCL	SPCL	SPCL	
ADMIN.	14	13	28	97	58	65	57	95	98	87	110	114	168	110	150	123	180	124	103	1794
SECT.	1	-	-	42	38	17	16	2	8	-	-	4	2	1	18	15	7	2	-	174
FOREIGN	5	-	-	-	-	-	5	4	-	-	-	-	17	-	-	-	-	-	-	31
FOOD	5	-	4	-	11	4	8	1	14	4	14	-	13	-	-	-	6	-	2	87
INFORMA	6	11	7	3	-	11	5	4	-	6	3	17	10	22	9	4	5	-	1	124
RAILWAY	4	4	-	20	-	-	-	3	-	-	-	-	-	-	-	-	-	-	-	31
ENGG.																				
TAX	5	4	11	-	24	2	-	1	1	11	1	10	-	-	5	17	5	-	3	98
CUSTOMS	5	2	3	-	-	-	-	-	-	-	-	-	2	-	3	5	2	4	1	28
& EXCISE																				
AUDIT & ACCOUNTS	4	18	-	-	19	-	-	-	-	-	-	2	-	-	-	17	-	-	-	60
POSTAL	4	9	-	10	-	1	-	-	-	5	2	6	-	-	-	-	-	13	-	50
PUBLIC WORKS	2	-	-	-	-	-	7	1	-	-	-	-	-	-	-	-	-	-	-	10
ENGG.																				
TELECOM.	-	2	15	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	17
AGRI.	-	-	-	-	-	16	-	5	-	-	8	-	-	-	-	-	-	-	-	29
ECONOM.	-	-	-	6	-	3	-	1	2	-	-	1	1	39	11	20	13	9	6	112
TRADE	-	-	-	-	3	1	7	-	-	5	-	2	-	-	-	10	-	-	1	29
CO-OP.	-	-	-	-	-	8	6	-	-	2	3	-	-	-	1	1	2	-	-	23
PUBLIC HEALTH	-	-	-	-	-	10	-	-	-	-	-	-	-	-	-	-	-	-	4	14
ROADS & HIGHWAYS	-	-	-	-	-	16	-	4	-	-	-	-	-	-	-	-	-	-	-	20
FOREST	-	-	-	-	-	-	-	1	-	-	-	-	-	-	-	-	-	-	-	1
JUDICIAL	-	-	-	-	-	4	4	-	-	-	-	-	-	-	20	5	5	5	18	61
POLICE	-	-	-	-	32	-	-	-	-	-	-	-	-	-	-	-	-	45	-	77
ANSER	-	-	-	-	-	-	11	-	1	-	-	10	-	-	-	-	-	-	-	22
STATIS.	-	-	-	-	-	-	-	1	-	6	-	-	19	7	17	4	-	-	-	54
HEALTH	-	-	-	-	-	4	2	-	-	-	-	-	-	-	-	-	-	-	-	62
FISHERIES	-	-	-	-	-	19	-	7	-	-	-	-	-	-	-	-	-	-	-	26
LIVESTOCK	-	-	-	-	-	-	-	3	-	-	-	-	-	-	-	-	-	-	-	3
TOTAL	55	63	98	178	185	181	128	133	124	126	141	185	220	190	221	206	235	202	195	3036
NON-CADRE	-	-	-	-	-	-	-	-	-	-	3	2	2	2	2	1	2	-	1	15

Recruitment in BCS cadre during 1981-89

Year	No. of Recruitment.
1982	765
1983	727
1984	795
1985	648
1986	2397
1987	2397
1988	53
1989	2057
	7442

Source :- Ministry of Establishment and ME/NR/Reg-
3/84/1e0 Dated: 2-8-87 Govt. Gazette and the
training statistics of Centre

Average annual recruitment : 930

Annexure - IV.

Annual Recruitment in BCS cadre in Nineties

No.	Cadre	Rate of recruitment
1.	BCS(Taxation)	19
2.	BCS(Information)	13
3.	BCS(Food)	4
4.	BCS(Cooperative)	7
5.	BCS(Agriculture)	216
6.	BCS(Livestock)	150
7.	BCS(Judicial)	25
8.	BCS(Audit & Accounts)	30
9.	BCS(Postal)	15
10.	BCS(Economic)	14
11.	BCS(Custom & Excise)	6.1
12.	BCS(Public works)	42
13.	BCS(Railway transpor- tation & commercial	2
14.	BCS(Telecom)	12
15.	BCS(Trade)	12
16.	BCS(Railway Engineering)	6
17.	BCS(Ansar)	6.2
18.	BCS(Forest)	19
19.	BCS(Public health Engineering)	22
20.	BCS(Secretariat)	30
21.	BCS(Statistics)	4
22.	BCS(Fisheries)	12
23.	BCS(Police)	14

<u>Information not found</u>	<u>5% of sanctioned post</u>	<u>Sanctioned post</u>
24. BCS(Administration)	165.05	3301
25. BCS(Foreign Service)	9.6	192
26. BCS(General Education)	388.40	7768
27. BCS(Health)	415.60	8312
28. BCS(Roads & Highway)	16.80	337
29. BCS(Family Planning)	16.10	322
30. BCS(Tech. Education)	37.45	709
	1746.35	

Source: Ministry of Establishment, 22/6/89.

Annexure V

POSITION OF FOUNDATION TRAINING BACKLOG

1.	Backlog position in 30 cadres on 16.10.88	1,941
	BPATC portion (in 16 cadres)	2,624
	Other training institute (14 cadres)	9,117
2.	i) Training imparted by BPATC (upto June '90)	1,805
	ii) Other Training Institutes (upto June '90)	2,073
3.	Backlog as in June '90	
	i) BPATC portion	1,019
	ii) Other Training Institutes	7,044
	iii) New Recruitment on 20.12.89	2,057
4.	Yearly capacity of the Training Institutes	
	BPATC	1,000
	Other Training Institute	3,150
		4,150
5.	Time required for clearing the backlog-2 years 6 months By December, 1993, the present backlog of 10,000 trainees may be cleared.	
6.	Projected Yearly Recruitment in 30 cadres	1,750
7.	BPATC capacity after the completion of 3rd phase	
	i) 2000 (in two months long course)	
	ii) 1000 (in 4 months long course)	

PARTICIPANTS OF AMDP & ACAD AT NIPA FROM 1962-1983

Name of AMDP & ACAD	Duration of the course		Total No. of Participants
1st AMDP	21.6.62	- 15.11.62	17
2nd AMDP	7.1.63	- 9.4.63	18
3rd AMDP	29.7.63	- 26.10.63	26
4th AMDP	15.1.64	- 18.4.64	22
5th AMDP	13.7.64	- 10.10.64	22
6th AMDP	4.1.65	- 7.4.65	18
7th AMDP	5.7.65	- 25.9.65	24
8th AMDP	3.1.66	- 26.3.66	23
9th AMDP	4.1.66	- 21.9.66	20
10th ACAD	16.1.67	- 15.4.67	19
11th ACAD	3.7.67	- 30.9.67	24
12th ACAD	9.1.68	- 19.4.68	18
13th ACAD	2.7.68	- 27.9.68	22
14th ACAD	6.1.69	- 5.4.69	23
15th ACAD	7.7.69	- 7.10.69	20
16th ACAD	5.5.70	- 6.4.70	23
17th ACAD	6.7.70	- 3.10.70	17
18th ACAD	15.2.71	- 15.5.71	24
19th ACAD	15.10.75	- 10.12.75	15
20th ACAD	15.4.77	- 20.6.77	6
21st ACAD	10.11.77	- 9.2.78	25
22nd ACAD	20.3.79	- 4.7.79	22
23nd ACAD	4.12.79	- 20.3.80	33
24th ACAD	22.9.80	- 8.1.81	25
25th ACAD	17.4.81	- 16.7.81	15
26th ACAD	20.11.81	- 20.2.82	20
27th ACAD	9.4.82	- 10.7.82	21
28th ACAD	6.9.82	- 15.12.82	20
29th ACAD	9.1.83	- 7.4.83	14
30th ACAD	30.5.83	- 30.8.83	14
Total-			610

Average no. of participants per course= 20.33

Source: M.Safiur Rahman and M.A. Jalil, "Twenty Three Years of Training Programmes of the National Institute of Public Administration (NIPA)" in Administrative Science Review, Vol. XIV No. I (March 1984), PP. 109-110.

BANGLADESH PUBLIC ADMINISTRATION TRAINING CENTRE
SAVAR, DHAKA

SEMINAR/WORKSHOP (1984-June, 1990)

Sl.No	Topics of the Seminar/ workshop	No.of parti- cipants	Man days	Duration	Date of commencement & closing
1.	Seminar on People Centred Development	27	27	1 day	22.9.94
2.	Workshop Training of Trainers	21	63	3 days	17.12.84 to 19.12.84
3.	Seminar on Domestic Resources Mobilisation	58	116	2 "	24.6.85 to 25.6.85
4.	Workshop on Role of Training Institutions in Post Entry Training BCS Probationers.	30	60	2 "	30.12.85 to 31.12.85
5.	Seminar on Career Planning in Bangladesh	118	236	2 "	21.12.85 to 22.12.85
6.	Seminar on Public Enterprises in Bangladesh	89	178	2 "	16.3.86 to 17.3.86
7.	Workshop on Organisation Development(Job Description)	65	65	1 "	6.4.86
8.	Workshop on Management of Foundation Training Course	49	49	1 "	14.7.86
9.	Seminar on Co-ordination in public administration in Bangladesh.	25	50	2 "	22.11.86 to 23.11.86
10.	South Asian Demonstration workshop on Administrative Improvements	57	57	1 "	14.1.87
11.	Workshop on Implementation of BPATC Training Programme	49	49	1 "	18.1.87
12.	Case Study Workshop on Project Sustainability.	17	85	5 "	25.1.87 to 29.1.87
13.	Seminar on Rural Development and Decentralisation.	89	178	2 "	15.2.87 to 16.2.87
14.	Second Workshop on Role of Training Institutions in Post entry training of BCS(probationers)	33	66	2 "	10.6.87 to 11.6.87
15.	Workshop on Preparation of Training Calender	27	27	1 "	27.8.87
16.	Second Seminar on Career Planning in Bangladesh	67	67	1 "	29.9.87
17.	Workshop on Case Study Writing	20	40	2 "	20.7.87 to 21.7.87
18.	BPATC,Staff Seminar on Data Collection Technique for research case studies	15	15	1 "	23.7.87
19.	Workshop on the Role of the Local Government in Development	48	144	3 "	26.12.87 to 28.12.87
20.	Workshop on post entry Foundation Training of BCS Cadre	43	43	1 "	31.1.88

21.	Workshop on Implementation of BPATC Training Programme	48	48	1 Day	24.1.88
22.	Preparatory Workshop on Development Management. Training Seminar in Collaboration with EDI World Bank.	15	60	4 Days	11.7.88 to 14.7.88
23.	Development Management Training Seminar in Collaboration with EDI, World Bank.	39	234	6 "	25-30 Nov. 1989.
24.	Workshop on how to build BPATC as a Centre of Excellence	36	36	5 "	28-31 May, 6th June, '90
25.	Pre-workshop seminar on Law	31	31	1 "	20.6.90
TOTAL		1116			

List of Research Projects Completed under BPATC Project Phase II

FY 1986-87

1. Performance Appraisal System for Class I Officers in Bangladesh
2. Training Needs Identification for Effective Upazila Administration
3. Intensive Rabi Crop Cultivation Programme 1986-87: Analysis of Vertical Coordination in Project Management
4. Delay in the Disposal of Cases: A Structural Analysis of the Bangladesh Secretariat
5. The Employment Aspect of the Third Five Year Plan (1985-90): The Case of Handloom and Powerloom Sector
6. Women in Bangladesh Civil Service (in Bengali)
7. A Case Study of the Career Development Programme in the Bangladesh Civil Service
8. The Problem of Coordination in Upazila Administration: A Case Study of Two Upazilas

FY 1987-88

9. Targeted Poverty Alleviation Programme in the Third Plan
10. A Study on the System of Inspection and their Follow-up in Government Offices(in Bengali)
11. A Case Study of the procedure for Adjudication of Grievances of Public Employees
12. Education in Bangladesh: A Case Study of Policy Planning in Primary Education
13. Case Study of Constraints and Potentials in Domestic Resource Mobilization: Resource Mobilization at Upazila Level
14. Assesment of Training Needs of Foundation Level (in Bengali)
15. Assessment of Training Needs of Mid-level Officers
16. Assessment of Training Needs of Senior Civil Servants
17. Disposal of Criminal Cases: A Case Study of Upazila Magistrate's Court (in Bengali)
18. A Case Study on the Job Training for Officers in BCS (Admn.) and BCS (Sectt.) Cadres
19. A Study of Delay in Implementation of Development Projects
20. Public Administration Computer Centre: A Case Study
21. Delegation of Authority to Public Enterprises in Bangladesh: A Case Study of Bangladesh Steel and Engineering Corporation
22. Upazila system and Agricultural Development in Bangladesh: A Case Study of Dhamrai Upazila.

Publications of NIPA

- A. Books
1. The Process of Economic Growth (in Bengali)(1964)
 2. Public Administration for a Welfare State (in Bengali) (1964)
 3. Administrative Policy of the Government of Bengal (1870-1890) (1965)
 4. An Examination of the Criticisms Against the Bureaucracy (1965)
 5. Personality Profile (1965)
 6. Famine Manual (1941, Reprint 1967)
 7. Problems of Municipal Administration (1968)
 8. The Deputy Commissioner in East Pakistan (1968)
 9. Survey of In-Service Training Institutions in East Pakistan (1969)
 10. Hospital Administration (1969)
 11. The Civil Service in Pakistan (1969)
 12. Perspectives on Administration (in Bengali) (1970)
 13. The Revenue Administration of Northern Bengal (1970)
 14. Administrative Reforms in Pakistan (1970)
 15. Our Cities & Towns (1970)
 16. The Functions of the Executive (in Bengali) (1971)
 17. Social and Administrative Research in Bangladesh - An Annotated Bibliography (1973)
 18. Social Change and Development Administration in South Asia (1978)
 19. District Administration in Bangladesh (1978)
 20. Decentralization and People's Participation in Bangladesh (1983)

B Reports

21. Chapman's Report (1938, Reprint, 1964)
22. Bengal District Administration Committee (1913-1914) Report (1915-Reprint 1966)

C. Journals

23. Administrative Science Review

Publications of COTA

A. Books

1. Reminiscence: Experience of Senior Administrators (1984)

B. Journals

2. COTA Bulletin

Publications of BASC

A. Books

1. Agrarian Reform for Bangladesh (1982)
2. Bangladesh Public Administration and Senior Civil Servants (1984)

B. Journals

3. BASC Journal

Publications of STI

A. Books

1. A Handbook of Important Laws, Rules & Orders on Personnel and Office Administration in Bangladesh (1984)

B. Journals

2. Staff Development Review

Publications of BPATC

A. Books

1. Handbook for the Magistrates (1985)
2. Distribution of Business Amongst the Officers and Staff of the BPATC (1986)
3. Post -entry Training in Bangladesh Civil Service: The Challenge and Response (1986)
4. Co-ordination in Public Administration in Bangladesh (1987)
5. Women in Bangladesh Civil Service (in Bengali) (1988)
6. Sustainability of Rural Development Projects: A Case Study of Rural Development I Project Bangladesh (1988)
7. Sustainability of Projects for Higher Agricultural Education: A Case Study of Bangladesh Agricultural University (1988)
8. Approaches to Rural Health Care: A Case Study of Gonoshasthaya Kendra (1988)
9. Sustainability of Primary Education Projects: A Case Study of Universal Primary Education in Bangladesh (1989)

B. Reports

10. Career Planning in Bangladesh (1986)
11. Annual Report 1984-85
12. Annual Report 1985-86
13. Annual Report 1986-87
14. Annual Report 1987-88
15. Annual Report 1988-89

C. Journals

16. Proshashan Sammikkha (in Bengali)
17. Bangladesh Journal of Public Administration

D. Others (Training Calendar)

18. Training Calendar 1986
19. Training Calendar 1987

Conf

20. Training Calendar 1988
21. Training Calendar 1989
22. Bi-annual Training Calendar
(January - June, 1990)

ANNEXURE XII

SANCTIONED STRENGTH FOR THE MAIN OFFICE
OF THE CENTRE UNDER THE REVENUE BUDGET

Sl. No.	Name of the post	No. of Post	Scale of Pay
1	2	3	4
1.	Rector	1	Tk. 3,000/- Fixed
2.	Member Directing Staff (MDS)	4	Tk. 2350-2750 Tk. 2850/- Fi
3.	Director	13	Tk. 1850-2375/- Tk. 2100-2600/-
4.	Deputy Director	16	Tk. 1400-2225/-
5.	Librarian	2	Tk. 1400-2225/- Tk. 1850-2375/-
6.	Medical Officer	1	Tk. 1400-2225/- Tk. 1850-2375/-
7.	Senior Research Officer	2	Tk. 1150-1800/- Tk. 1400-2225/-
8.	Chief Physical Instructor	1	Tk. 1150-1800/-
9.	Assistant Director	19	Tk. 750-1470/-
10.	Evaluation Officer	4	Tk. 750-1470/-
11.	Research Officer	6	Tk. 750-1470/-
12.	Physical Instructor	2	Tk. 750-1470
13.	Publication Officer	1	Tk. 750-1470
14.	P.S to Rector	1	Tk. 750-1470/-
15.	Assistant Librarian	2	Tk. 625-1315/-
16.	Assistant Publication Officer	1	Tk. 625-1315/-
17.	Office Supervisor	1	Tk. 625-1315/-

1	2	3	4
18.	Accounts Officer	1	Tk. 625-1315/-
19.	Estate Officer	1	Tk. 625-1315/-
20.	Purchase Officer	1	Tk. 625-1315/-
21.	Comptroller	1	Tk. 625-1315/-
22.	Budget Officer	1	Tk. 625-1315/-
23.	Copying and Duplicating Supervisor	1	Tk. 470-1135/-
24.	Transport Supervisor	1	Tk. 470-1135/-
25.	Technical Supervisor	2	Tk. 470-1135/-
26.	Store Keeper	1	Tk. 470-1135/-
27.	P.A. to Rector/Stenographer	5	Tk. 470-1135/-
28.	Steno-typist	13	Tk. 370-745/- Tk. 400-825/-
29.	U.D.A.	19	Tk. 370-745/-
30.	Compounder	2	Tk. 370-745/-
31.	Electrician	1	Tk. 370-745/-
32.	Photographer	1	Tk. 370-745/-
33.	Caretaker	2	Tk. 370-745/-
34.	L.D. Assistant	25	Tk. 300-540/-
35.	Typist/L.D.A.	1	Tk. 300-540/-
36.	Typist	27	Tk. 300-540/-
37.	Receptionist	2	Tk. 300-540/-
38.	Dark-room Attendant	1	Tk. 300-540/-
39.	Telephone Operator	2	Tk. 300-540/-

1	2	3	4
40.	Driver	15	Tk. 300-540/-
41.	Cook	1	Tk. 300-540/-
42.	Binder	1	Tk. 275-480/-
43.	Assistant Cook	2	Tk. 225-315/-
44.	Sweeper	10	Tk. 225-315/-
45.	Mali	6	Tk. 225-315/-
46.	Guard	10	Tk. 225-315/-
47.	Sports Peon	3	Tk. 225-315/-
48.	Messenger	6	Tk. 225/315/-
49.	Room Bearer	8	Tk. 225-315/-
50.	M.L.S.S.	71	Tk. 225-315/-
51.	Despatch Rider	4	Tk. 225-315/-
52.	Class Room Attendant	6	Tk. 225-315/-
53.	Sports & Common Room Assistant	1	Tk. 225-315/-
54.	Duplicating Machine Operator	6	Tk. 225-315/-
55.	Lubrary Attendant	4	Tk. 225-315/-

Total = 342

LIST OF 64 DEVELOPMENT POSTS NOW MERGED WITH THE REVENUE BUDGET

Sl no.	place of requirement	Name of post	No of post	Class of post
1.	Mosque	Imam	1	III
2.	"	Mjazzin	1	III
3.	Club	Attendant	1	III
4.	Cafeteria	Manager	1	III
5.	"	Accounts Asstt.	1	III
6.	"	Cashier	1	III
7.	"	supervisor	2	III
8.	"	Procurement Asstt	1	III
9.	"	Head cook	1	III
10.	"	Cook/Waiter	12	IV
11.	Guest House	Supervisor	1	III
12.	"	Attendent	2	IV
13.	Garage	Machine	1	III
14.	"	Helper	1	IV
15.	Three Dormitories	Supervisors	3	III

Sub-total 30

16.	Campus /Building	Guard	9	IV
17.	"	Asstt Elect.	1	IV
18.	"	Sweeper	12	IV
19.	"	Mali	4	IV
20.	"	Plumber	2	IV
21.	"	Carpenter	2	IV
22.	Lubrary	Cataloguer	4	III

Sub total 34

Grand Total 64

Present Posts of PIO and number of transferable posts to PATC after completion of the project

Sl.No	Existing post in PIO	No.of Posts	Scale of Pay	Transferable to PATC
1.	Project Director	1	5700(Fixed)	As MDS-1
2.	Dy.Project Director	2	2800-4425/-	2
3.	Project Engineer	1	-do-	-
4.	Evaluation Officer	1	1650-3020/-	1
5.	Technical Co-operation Officer.	1	-do-	1
6.	Procurement Officer	1	-do-	-
7.	Accounts Officer	1	-do-	-
8.	Administrative Officer	1	1350-2750/-	-
9.	P.A.	1	850-1750/-	1
10.	Stenographer	1	-do-	1
11.	UDA	2	800-1630/-	2
12.	Accountant	1	-do-	1
13.	Steno-Typist	1	-do-	1
14.	Typist	2	700-1415/-	2
15.	LDA	2	-do-	2
6.	Accounts Assistant	1	-do-	1
7.	Messenger	8	500-860/-	8
8.	Despatch Rider	2	-do-	2
9.	Driver	4	700-1415/-	4
0.	Darwan	3	500-860/-	3
1.	Sweeper	2	-do-	1
		<u>39</u>		<u>34</u>

Flood damage in MATC, Saver in 1988

Sl.No.	Location and name of work	Highest level of flood
1	2	3
<u>MATC Saver, Dhaka.</u>		
1.	Multipurpose Hall	3ft. from plinth level.
2.	Lecture Theatre	5ft. from ground
3.	Reception Centre	- do -
4.	Guest House	- do -
5.	Road	- do -
6.	Drain repair and cleaning	
7.	A - Type staff quarter (4 Bldg.)	1ft. from floor
8.	C - -do- -do-	-do-
9.	D - -do- (3 Bldg.)	6 in. from floor
10.	E - -do-	1ft. 6 in. from floor
11.	F.- -do-	6 in. from floor
12.	Pump House (2 nos.)	6 in. and 2ft.
13.	School	6 in. from floor
14.	Site office & Godawn	2 ft. from floor
15.	Dressing, levelling	
16.	Garage (1-Bldg.)	3 ft. from floor
17.	Boundary wall	

Sl.No.	Location and name of work	Highest level of flood
1	2	3
1.	Site office & Godown	from 1'-6" to 3'-0"
2.	shopping Centre	3'-9" above floor
3.	Administration Building - I	2'-6" above floor
4.	Syndicate Building	from 3'-6" to 3'-9"
5.	Library	
6.	Cafeteria	
7.	Guest House	
8.	Dormitory - 3	
9.	Common facility	
10.	Dormitory - 2	2'-6" above floor
11.	Dormitory - 3	
12.	Corridor	from 3'-9" to 4'-0"
13.	Road	
	a) From main gate corridor	under 4'-6" deep water
	b) In front of M.P.H. Car parking	- do -
	c) Room M.P.H. to Dormitory	from 4'-6" to 2'-6"
	around play ground.	

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By IPA and TAU consortium, July 1986.
13. Distribution of Business amongst the officers and staff of BPATC,
Administrative department, BPATC, Savar, Dhaka, August 1986.
14. Quaterly Report Public Administration (Training, Personnel & Management)
Project (IDA Credit No. 1349 BD) from April, 87 to June 87, PIO, M/E.
15. Technical Assistance Under Public Administration Project (IDA credit
No. 1349 BD) Oct. 1987.

LIST OF MEMBERS OF EVALUATION TEAM AND THEIR CONTRIBUTIONS

<u>Chapters</u>	<u>Contributors</u>
Executive Summary and Recommendations	Dr. M. Anisuzzaman & Arabinda Kar
I. Introduction	Arabinda Kar
II. Physical Facilities and Their Utilization	Arabinda Kar
III. Training Programmes:	
(a) Foundation Training Course	Md. Mozammel Haque & Arabinda Kar
(b) Advanced Course on Administration and Development(ACAD)	Nasiruddin Ahmed
(c) Senior Staff Course	Nasiruddin Ahmed
(d) Short Course	Arabinda Kar & Md. Shirajul Islam
IV. Curriculum Development and Evaluation System	Md. Mozammel Haque & Arabinda Kar
V. Research and Publications	Nasiruddin Ahmed
VI. Library, Training Aid and Computer	Md. Abdul Matin
VII. Staff Development	Nasiruddin Ahmed
VIII. Manpower and Its Utilization	Arabinda Kar & Muhd. Abdus Salam
IX. Logistics and Maintenance of Facilities	Arabinda Kar
X. Landscape and Environmental Development	Arabinda Kar
XI. Institutional Linkages	Md. Aminul Islam Bhuiyan