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Executive Summary

The public administration or civil service system in Bangladesh bears a long history. It gradually developed to this stage through centuries under various types of political systems, experiencing the stresses and strains in transforming itself from a personalized to a public and protected service. Theoretically, the civil service today closely approximates the Weberian model, but in practice, considerably departs from it. The present criticism to the public administration is that, managing civil service and improving the efficiency of civil servants have become a difficult proposition due to several innate and acquired constraints. Impractical and inappropriate training system in contrary to the present socio-economic context of Bangladesh is one of the notable reasons for this prevailing situation.

Human resource planning is virtually non-existent in the Bangladesh civil service. The methods of monitoring and evaluating the human resources needs of government departments are hardly followed. The Ministry of Establishment (MoE), the central office concerned with civil service management elides the importance of human resource planning. Like promotion training opportunities in the civil service are also scarce and irregular.

Since the late 1970s, emphasis was given on staff training and development. Several training institutions have been established with modern facilities and equipment, and trainers have been trained overseas. But the curricula and syllabuses of training in the country are barely relevant to the proper nation building process. Operationally, the training system is ridden with some basic problems. Foremost, among these is the non-existent of training needs analysis and evaluation of the results. Apart from these, there was no proper initiative to streamline the public administration knowledge towards establishing good governance. In view of the above statement and feeling the dire needs of what to do, we have taken this research initiative in hand. The aims and objectives of this study are also to find out the actual position of the present teaching training system of public administration, what the actual needs, and give some tentative suggestions in order to streamline the public administration education and training and also establish a functional linkage between teaching and training to create and enabling governance of the country. For these findings, interviews of students of concerned department, field level civil servants, practitioners were taken with some unstructured questionnaire as well as available literatures were reviewed and data analysis was made.

For these Study, the team examined the present public administration education arrangements in the major public universities of the country, actually major focus was on the University of

Dhaka. Then it evaluated the applicability of the knowledge learnt in public administration discipline in the context of governance in Bangladesh. The Study Team also evaluated the curricula of public administration in the universities and also in the national training institutions to determine their suitability in running public as well as private organizations. The major recommendations and suggestions emerged out from the Study are as follows: (1) The present educational system and the curricula of the subject are very inferior, so there needs a radical change; (2) More advanced logistic supports for practical session should be introduced in the department of Public Administration; (3) The courses should be more practical rather than mere theoretical; (4) Consultancy of the teachers of Public Administration Department should be stopped. As teachers are getting involved in consultancy in NGOs and teaching in other private universities, they can not fully concentrate on the students; (5) 'Public Administration in Bangladesh Perspective' is very short and very traditional so it should be modernized immediately. (6) Public administration training for the civil servants should be much more job-oriented; (7) The present public administration training system is overtly generalized, so this should be more specific according to the different cadres needs; (8) The training should always reflect the present administration system of Bangladesh; modern concepts and practices should also be included; (9) Speakers with the requisite expertise in the relevant areas should invite to conduct training sessions; (10) The Course designer should be much more familiar with the needs of practical fields of the public servants. (11) Courses and curricula of the subject 'Public Administration' is based on mainly American theory, which can be reviewed immediately in the context of socio-economic perspective of Bangladesh; (12) Public administration training of Bangladesh is not need-oriented rather more theoretical, which should be considered during the course designing; (13) Highly experienced teachers and experts in the department of 'Public Administration' and training institutes should be appointed; (14) There should be more practical session in the training like 'role playing', 'preparing case studies', 'field trips' etc; (15) There should be options for field administration attachment programmes in the course; (16) Courses and curricula must be upgraded regularly according to the current needs; (17) Post out the efficient and highly practically experienced trainers both in the training institutes and universities of Bangladesh.

These suggestions and recommendations on teaching and training emerged out of the study, if applied, would be very effective for establishing an efficient and pro-people and need-oriented administration in Bangladesh as well as good governance in the country.

Chapter 1

Introduction

1.1 Introduction

Proper implementation of government policies, reaching the people with optimum civil services and above all the development of the country largely depend on a trained-up, efficient and active public administration. But, in recent times it has been observed that the capacity of the governance in managing the affairs of the government has been gradually declining in Bangladesh. It is believed that one of the main causes of this poor governance system is the lack of appropriate public administration education in the higher seats of learning and shortcomings of the training sub-systems prevailing in the training institutions of the country. The demand of the new millennium is to develop an appropriate need based public administration education and training package in the country to establish good governance that will be able to satisfy people's development goals. This study will identify the pitfalls of the existing teaching and training system at the same time to suggest the actual needs to done.

1.2 Conceptual framework

The Study Team mainly concentrated on teaching and training public administration as one of the basis for good governance, which is taught in the universities as well as in the training centers in Bangladesh. Since the Public Administration department of the Dhaka University is the oldest department, the Study gave special focus on this department. Besides, the training curricula of selected national training institutions where courses and modules are offered for public or private sector participants were examined. However, special emphasis was given to Bangladesh Public Administration Training Center (BPATC) as an apex organization engaged in governance training.

1.3 Objectives

Followings are the principal objectives of the Study:

- a) To examine the present public administration education arrangements in the major public universities of the country, specially the University of Dhaka;
- b) To evaluate the applicability of the knowledge learnt in public administration discipline in the context of governance in Bangladesh;

- c) To evaluate the curricula of public administration in the universities and also in the national training institutions to determine their suitability in running public as well as private organizations; and
- d) To give some tentative suggestions in order to streamline the public administration education and training and also establish a functional linkage between teaching and training to create an enabling governance of the country.

1.4 Justification

Many researches were done previously in Bangladesh on civil service styled public administration reforms, public administration and good governance, Ethics and morality of public services or like that. But, no in-depth research on public administration teaching and training system was done earlier in Bangladesh. For establish good governance in Bangladesh, enhancement of the civil servants' efficiency and capacity in managing the government works through proper teaching and training is a must. Feeling this urgent need of the present time, this kind of study has been initiated. It can certainly be justified that the recommendations and suggestions emerged out of this study, would immensely contribute to the country in establishing good governance as well as making the civil administration more prompt and people oriented in the following manner:

- (i) helps re-design a need based curriculum for teaching and training public administration;
- (ii) BPATC will be able to revisit its present curricula and identify the gap between theoretical and practical aspects of the governance education;
- (iii) a close linkage would be established between teaching and training public administration and ability to achieve good governance.

1.5 Methodology

The Methodology of the Study was four-fold. Firstly, the Study Team reviewed various literature and avail written documents to assimilate data and information. Secondly, interviews of university students of the Public Administration Departments about their learning process, field level civil servants officers, practitioners and university teachers were taken with both structured and open handed questionnaires. Thirdly, review of the existing syllabuses and courses of the public administration training center specially of BPATC was made. Lastly, consultations of the research were done and report has been finalized.

1.6 Literature Survey

The concept of New Public Management has brought some major changes in traditional public administration. Workers' participation in decision-making is one of these changes. It is said that without the representation of employees in any committee or group, public undertakings can scarcely be achieved. Public service officials and also private sectors workers should know it through training. Because the participation is so important that it needs explanations and consultation on the system's nature, aims and operation. This is where it points to the effectiveness of training program. In a publication of the **International Labor Office** (1981) states that training programs generally comprise an initial phase of information on and explanation of the participation scheme involved, addressed to those who will have to live with it and make it work.

Employees' representation in the management bodies is found in the Public sector of both industrialized and developing countries either in the whole of the public sector, or in certain nationalized undertakings/services such as railways, airlines, posts and telecommunications, gas, water or electricity supply. Introduction to this representation can be given through training public administration as the ILO paper indicates.

The public sector recruitment in Bangladesh still looks for merit based recruitment system. The principle of this system is as follows:

“Only those persons who have meritorious record and have fully convinced the competent authority of his merits and ability should be picked up for political affiliations of the candidate”

However, one of the major disadvantages of this system is that people tend to enjoy an easygoing life. They also become status conscious and misuse their power. Thus training public administration can be used as tool for making service officials more efficient and bring them up to the task, which they are required to handle. **Jayapalan** (2000) in his book on *Public Administration* has clearly stated the aim of training public service officials and the types and methods of training.

Though recruitment system is mainly based on merit, it can be said that all the recruits are able to handle the changing circumstances of public administration. Training plays a vital role to accommodate these recruits. **Jaber** (1984) cited examples from Jordan manpower development in the public sector and says that public enterprises have endeavored to tackle the scarcity of skilled and qualified staff through manpower development schemes.

Furthermore, the Jordanians Public sector has been largest employer in the economy. Human resources are considered as “the objective, as well as the tool of Jordan’s development planning”. Thus HRD is an integral part of development plans where training Public Administration can play an important role.

The concept of New Public Management replaces the traditional administration in many respects. Earlier, people in the public sector had to work towards achievement of goals set by top management. Now the work is being done by a set of organization and agencies interacting among themselves to achieve goals. **Arun Kumar** (2000) says that due to this change, there would be numerous decision-points, several participants and a multiplicity of agencies. Thus administrative activities have become so technical and specialized that mere intelligence and commonsense are not enough to carry them out. Rather public sector officials are constantly trained and retrained on the new concepts of public management. Otherwise their knowledge would soon become obsolete and out of date. Kumar’s book provides strategies for training civil servants.

Attitudes of public service officials have been changing since the end of the colonial rules. Though general administration, maintaining law and order and revenue collection are the major functions, the concept of NPM has brought the changes in structures and process and the context of organizations. Thus the roles played by civil servants also have changed. **Kumar (2000)** calls these officials agents of this change and discussed elaborately in his book on **Public Administration**.

The problem of effective administration and prompt implementation of policies and projects is considered as one of the major problems in the public sector. It involves the building-up of personnel and training of men along with other requirements. **Verman** (1988) mentions that an understanding of purposes of the plan and the means through which they are to be secured and cooperation between different agencies are required at each level of administration from national to local and to international. His book called **Human Resource Development**, the importance of building up administrative personnel has been emphasized for handling administrative job effectively.

Developing countries emphasize mainly on formal education and technical and professional training. However, **Grey & Martin (1986)** in Haq and Kirdar say that the

need for a learning process centered on the individual in his or her social, economic, cultural and political environment is growing. This approach to HRD looks for the creation of favorable conditions for the transfer of knowledge, the adaptation to change and self-reliance. Improving information flow is important and this concept should be incorporated into teaching and training Public Administration.

Whenever a training program is designed it must analyze the needs and then design the training methods. Whatever the subject is, the needs and training methods should be integrated. **Stanley (1984)** explains this technical part in his research paper on **Evaluation of Training**. Evaluation of training is necessary to analyze the effectiveness of the training. However, the context of public sector organization faces many problems where the evaluation is not possible. Stanley discusses all these problems and points out the most possible training strategy for HRD in the public sector.

Issues of 'governance' achieved much attention during the past two decades. Not only the policy makers or development community, but the researchers also paid significant attention to this in order to find out causes of effective governance and the demerits that hinder the process of successful governance. Governance is the exercise of political, economical and administrative authority in the management of a country's affairs at all levels. It has also been a matter of interest to identify the causes of the failure and success of governance. Naturally, the issue of governing ability also comes into light.

The term governance has been interpreted as the undertaking of activities, management of resources, organization of men and women by groups of people, communities, local government bodies, business organizations and the branches of the state through social, political, administrative and economic arrangement that meet the daily needs of people and ensure sustainable development.¹ Governance is used in connection with several contemporary social sciences including public administration. It originates from the need of economics (as regards corporate governance) and political science (as regards State governance) for an all-embracing concept capable of conveying diverse meanings not covered by the traditional administration, 'governance' embraces action by executive bodies. The concept of governance is currently used in contemporary social sciences with

¹ Hye, H. A., *Governance: South Asian Perspectives*, 2000, p.2

different meaning like corporate governance, new public management and governance.² More elaborately, it also refers to the rules, processes and behavior that affect the way in which powers are exercised [in relation to] openness, participation, accountability, effectiveness and coherence.³

Governance also implies the process of decision-making and the process by which decisions are implemented. Since governance is the process of decision-making and the process by which decisions are implemented, an analysis of governance focuses on the formal and informal actors involved in decision making and implementing the decisions made and the formal and informal structures that have been set in place to arrive at and implement the decision. Government is one of the actors in governance. Formal government structures are one means by which decisions are arrived at and implemented.⁴

Governing typically involves not just singular actions, but is a process in which several actions may participate. When governing is linked to actors, the perspective is selective that implies adaptation, avoidance and counter strategy.⁵ However, the modern concept is not limited to actors only, it is about the action that brings result. Apart from these action and actors, governing also includes the notion of an intention, application of measures to achieve the goal and the relationship between actions and their results.⁶ All these take place in the society, which is highly volatile. Things get more interrelated and there is more to be known and less time in which to react.⁷ The society is also becoming more diverse. The political world is shifting from empires to representative of citizens, responsibilities are from centrality towards devolution, accountability and decentralization. The relationship is important for collaboration and competition.⁸

Thus the qualitative aspects of governance must be ensured through good governance. Good governance addresses the allocation and management of resources to respond to collective problems. It is participatory, consensus oriented, accountable, transparent,

² Governance, on line

³ *ibid.*

⁴ UN ESCAP, on line

⁵ Heytze, R., *Governing Failures and the Problems of Governability: some comments on a theoretical paradigm*, 1993, p. 9

⁶ *ibid.*, p. 12

⁷ Dunshire, A., *Modes of Governance*, p. 21

⁸ *ibid.*, p.2

responsive, effective and efficient, equitable and inclusive and follows the rule of law. It assures that corruption is minimized, the views of minorities are taken into account and that the voices of the most vulnerable in society are heard in decision-making. It is also responsive to the present and future needs of the society.⁹ Thus good governance is not something to be desired by the government delegating some of its powers and functions to the informal organs but as formal outcome of a new configuration of institutions resulting in a new social [context].¹⁰ There exists an interaction between government and society and this new pattern is apparently aimed at discovering different ways of coping with new problems or of creating new possibilities for governing.¹¹ This is where the traditional aspects of public administration are changing.

Good governance has eight major characteristics¹², which have been discussed below:

Participation: Literally, taking part. The question for people concerned with governance issues is whether participation is effective. Effective participation occurs when group members have an adequate and equal opportunity to place questions on the agenda and to express their preferences about the final outcome during decision-making. Participation can occur directly or through legitimate representatives.

Rule of Law: Equal protection and punishment under the law. The rule of law reigns over government, protecting citizens against arbitrary State action, and over society generally, governing relations among private interests. It ensures that all citizens are treated equally and are subject to the law rather than to the whims of the powerful.

Transparency: Sharing information and acting in an open manner. Transparency allows stakeholders to gather information that may be critical to uncovering abuses and defending their interests. Transparent systems have clear procedures for public decision-making open channels of communication between stakeholders and officials, and make a wide range of information accessible.

Responsiveness: Good governance requires that institutions and processes try to serve all stakeholders within a reasonable timeframe.

⁹ *What is good governance?*, on line

¹⁰ Hye, H.A., op. cit., p. 7

¹¹ Kooiman, J., *Modern Governance: new government-society interactions*, 1993, p. 1

¹² *What is good governance?*, and UNDP, *Governance Terminology*, on line

Consensus oriented: There are several actors and as many view points in a given society. Good Governance requires mediation of the different interests in society to reach a broad consensus in society on what is in the best interest of the whole community and how this can be achieved. It also requires a broad and long-term perspective on what is needed for sustainable human development and how to achieve the goals of such development. This can only result from an understanding of the historical, cultural and social contexts of a given society or community.

Equity: Impartial or just treatment, requiring that similar cases be treated in similar ways.

Accountability: The requirement that officials answer to stakeholders on the disposal of their powers and duties, act on criticisms or requirements made of them and accept (some) responsibility for failure, incompetence or deceit.

Effectiveness: The capacity to realize organizational or individual objectives. Effectiveness requires competence; sensitivity and responsiveness to specific, concrete, human concerns, and the ability to articulate these concerns, formulate goals to address them and develop and implement strategies to realize these goals.

The strategy of training public administration needs to be changed because the public service officials will need to reinvent their mission in the complex dynamic environment and be required to operate to ensure good governance.¹³ In the public sector, understanding of these criteria requires intensive training on public administration and all concepts of modern management. To ensure good governance, the concepts and their practical applicability is required on the part of the officials. That is why, the leadership quality, maturity, and self-development will make them able to handle governance system more efficiently.

In the matter of leadership which is becoming increasingly critical not in the sense that it is the exclusive preserve of the senior public administrators but in the sense that leadership skills imply the acknowledgement that people including fellow employees are capital assets. Accordingly, it is necessary to adopt concrete methods and schemes to help colleagues to develop and grow in maturity. To encourage others to develop leaders at

¹³ De. N., *Training for Public Administrators: Methodology, Techniques and Strategies*, 1991, p.65

various hierarchical levels in the government need to cultivate the spirit of self-development themselves. This would naturally be an essential part of training strategy.¹⁴

Training public administration is essential because bright persons in future will have responsible positions in the government system provided the system nurtures personal growth and development. Not only that, their new role will be primarily to coach, teach and nurture their subordinates and the members of the public who come in contact with them.¹⁵

Up to 1970s, public administration required the simple skills of administrators that covered the revenue collection and maintaining law and order situation. Now it has to cope with the whole range of development problems and has therefore administrators require considerable degree of knowledge and skills in development administration. Negotiation for trade agreement, participation in international discussion, export promotion, management of public sector undertakings, planning and management of development programs, family planning programs, and a variety of other tasks which the civil service of today has to discharge are quite new and highly complex demanding great versatility and competence on the part of the officers.¹⁶

The role of public administration in a developing country like [Bangladesh] is to modernize the economy and the society and set them firmly on the path of progress and development. A question naturally arises – “What is the meaning of introducing modernity in public administration and how can it be introduced?” Modernity of course, does not mean introducing modern equipments and machinery in the administration. Rather, it has to come out of minds of men who make the administrative system, their attitudes, outlook and approach to the problems of public administration.¹⁷ The modern concepts of public administration suggest the functional aspects of administration and the reason of it. In modern administration, a position of authority is only an instrument to realize the triumph of reason.¹⁸ This is where lies the need for teaching and training public administration in the light of practicality and modernity.

¹⁴ *ibid.* p. 64

¹⁵ Naisbitt, J. and Abudene, P., *Reinventing the Corporation*, 1985

¹⁶ Alexander, P. C., *The role of civil service – then and now*, 1996, p. 4

¹⁷ Dubashi, P. R., *Administrative Reforms*, 1986, p. 124

¹⁸ *ibid.* p. 128

Chapter 2

An Overview of the Public Administration Teaching in the Selected Public Universities of Bangladesh

2.1 Review of the Syllabus of Public Administration in different Universities

With the independence of Bangladesh, studying of public administration started in university level of the country. Dhaka University is the first and foremost university, which initiated studying of public administration. Though it is a fact that, Public Administration was a part of Political Science during the Pakistan period, Public Administration as an independent department embarked upon its journey since the independence of Bangladesh in 1972. After the University of Dhaka, Chittagong University and Rajshahi University introduced the department respectively in 1980 and 1990. Beside these three universities, studying and teaching of public administration in another name has already been started in Jahangir Nagar University, Islamic University and Shah Jalal Science and Technology University. But, as an integrated department, we can draw an analogy of the studying and teaching technique and syllabus of public administration of three universities- Dhaka, Chittagong and Rajshahi.

2.1.1 Dhaka University Department of Public Administration

Table 2.1: Syllabus for BSS (Honours) Course (Session 1986-87 to 1989-90) and MSS (Session 1986-87 to 1989-90)

BSS (Hons.)

PA 201	: Introduction to Public Administration
PA 202	: Quantitative Methods and Research in Administration
PA 203	: Public Administration in Bangladesh
PA 204	: Financial Administration
PA 204	: Public Personnel Management
PA 206A*	: Local Government in Bangladesh
PA 206B*	: Administration of Rural Development
PA 206C*	: Urban Administration in Bangladesh
PA 207	: Comparative Public Administration
PA 208	: Administration Systems Analysis

* Any one of three star-marked courses

MSS

PA 401	: Organization: Theories and Behaviour
PA 402	: Development Administration
PA 403	: Issues and Problems of Public Personnel Management in Bangladesh
PA 404*	: Theories of Development and Underdevelopment
PA 405*	: Public Administration South and South-East Asia
PA 406*	: Contemporary Political Analysis
PA 407*	: Management of Public Enterprises in Bangladesh
PA 408*	: Public Policy
PA 409*	: Women and Development
PA 410*	: Administrative Reform and Change

* Any one of seven star-marked courses

Table 2.2: Courses of the Public Administration at BSS (Hon.) Level in the University of Dhaka, Chittagong and Rajshahi

University of Dhaka (1972)	University of Chittagong (1980)	University of Rajshahi	Remarks
First Year 101:Public Administration& Management. Theories 102: Introduction to Politics & Govt. 103:Principles of Economics 104:Fundamentals of Sociology Second Year 205:Personal Management & Human resources 206:Local Government & Urban Management in Bangladesh 207:Comparative Public Administration 208:Financial Administration in Bangladesh 209:Administration in Bangladesh Third Year 310:Administrative System analysis & computer Application 311:Quantitative Methods & Research in Administration 312:Social Change & Development 313:Rural development in Bangladesh 314: Project management Fourth Year (any five) 315:Introduction to Public Management	First Year (Core Courses) 101:Intro. to Public Admin. 102:Bangladesh Public Administration (Non-core Courses) 103:Intro. to Political Science 104:Constitutional & Admin Laws 105: Principles of Sociology 106:Principles of Microeconomics Optional English Second Year (Core Courses) 201:Public Personnel Admin. 202:Public financial Admin. 203:research methodology 204:Statistics (Non-core Courses) 205: Political Thought 206:Principle of macroeconomics Third Year (Core Courses) 301:Comparative Public Admin. 302:Local Govt. & Rural Development of Bangladesh 303:Society & Pub. Administration in Bangladesh 304:Environment: Policies & Mgt.	First Year 101:Intro. to Public Admin. 102:English reading and Writing 103:Ideas & Issues in Political Science 104:Fundamentals of Economics 105:Public Administration in Bangladesh Second Year 201:Comparative Public Adm 202:Human Resource Development 203:Admin. of rural Development 204:Fundamental of Sociology 205: Financial Admin. 206:Political System in Bangladesh Third Year 301:Quantitative Methods & Research in PA 302: Adm. of Local Govt. 303:Urban Adm. & Planning 304: Public Office Mgt. 305:Application of Computer in pub. Admin. 306:Environmental Management 307: Public Sector Mgt. in Bangladesh	The BSS (Hons) courses are almost identical at all three universalities. The fourth year course at the university of Chittagong is yet to be introduced. * The year before the asterisk indicates the year of establishment of Public Administration Department at these three Universities.

316:Gender Development and	305:Project Analysis & Evaluation	Fourth Year	
317:Environmental Policy & Administration in Bangladesh	(Non-core Courses)	401:Gender in Development	
318:Governance and Development in Bangladesh	306:Public Admin.: Oriental Perspectives	402:Soc. Welfare Admin.	
319:Sociology of Administration	307:Principles and Practices of Accounting	403:Project Mgt.	
320:Development Policy and Management	308:urban Admin & Development	404:NGOs & International Agencies of Development	
Source: University of Dhaka	Fourth Year	405:Business Policy & Admin.	
	See Remarks	406:Industrial & Labour Mgt. Relation	
	Source: University of Chittagong,	Source: University of Rajshahi,	

Table 2.3: Masters Level Courses of Public Administration in the Universities of Dhaka, Chittagong & Rajshahi

University of Dhaka	University of Chittagong	University of Rajshahi
MSS (Final) <u>Compulsory Courses</u> 401:Organization: Theories and Behaviour 402: Development Administration 403: Issues and Problems of Public Personnel Management in Bangladesh Any one of the following 404:Theories of Development and Underdevelopment 405: Public Administration in South and South-East Asia 406: Contemporary Politics Analysis 407: Management of Public Enterprises in Bangladesh 408: Public Policy 409: Women in Development 410: Administration Reforms Change Source: University of Dhaka	MSS (Preliminary) <u>Compulsory Courses</u> 401: Introduction to Public Administration 402:Bangladesh Public Administration 403:Public Personnel and Financial Administration 404: Research Methods in Social Science 405: Statistics MSS (Final) 501: Public Administration: Theories and Problems 502:Public Policy 503: Development Administration 504: Management of Public Enterprise in Bangladesh (Theoretical & Field Study) 505: Public Administration: Islamic Perspective 506: Politics and Administration in South Asia Source: University of Chittagong	MSS (Final) Any four of the following 501:Organization:Theories and Behaviour 502: Development Administration 503:Public Policy Analysis 504: Principles Administrative Law of US, France, UK and Bangladesh 505: Administrative Reforms Source:University of Rajshahi

Table 2.4: Courses of M. Phil in the Universities Dhaka, Chittagong and Rajshahi

University of Dhaka	University of Chittagong	University of Rajshahi
Paper 1: Administrative Theory & Org. Behaviour (Compulsory) And any one of the following Paper II: Public Personal Management Paper III: Development Administration Paper IV: Management of Financial Resources Source: University of Dhaka	601: Social Theories & Public Administration 602: Advanced Research Methods Source: University of Chittagong	601: Administrative Theory and Behaviour 602: Development Administration 603: Administration reforms in Bangladesh: Theory & Practice Source: University of Rajshahi

If we make a comparison among the tables 2.1, 2.2, 2.3 and 2.4, we find that more or less same syllabuses are being followed in three universities. A very few differences exists here.

2.2 Review of the Curriculum, Teaching materials and Teaching techniques

The way these courses of Public Administration are being taught or teaching materials are being used in the universities of Bangladesh, in fact, theoretical. It means introducing of the basic issues are introducing of books only. A recommended book list has been given along with each course by the universities, among which maximum are written by the authors of the United States. In those books only the public administration of the United States has been narrated. Ever and anon, only a brief discussion was made of the western public administration system. The following instances mentioned below would testify these:

In BSS (Hons.) Course of the Dhaka University, the first paper is called 'PA 201: Introduction to Public Administration'. The number of suggested books for this course is 22. All the books of this figure were published in the United States. The number of suggested books for PA 202 is 10. All the books except one are alien. The number of suggested books for the course 'PA 203: Public Administration' is 28. Here, of course, most of the books are of Bangladesh, because the course discusses only on the public administration of Bangladesh. Yet, there are four foreign books that are being widely used. The rest 24 books include 8 public reports, 8 governmental other documents, 2 essays, 2 foreign books and other 6 are on government's Rules of Business etc. Among the 38 books for the course 'PA 204: Financial Administration' there is only a single book of Bangladesh. There are also 2 UN and World Bank report and 4

Indian books. Among the rest 31 books, maximum are foreign books, especially of the United States. There are 43 books for 'PA 205: Public Personnel Management', among which 38 are of United States, 3 public reports and 2 Bangladeshi books. For the course 'PA 206: Local Government in Bangladesh' 22 books were recommended. Among these books, 11 are of the United States, 4 of Bangladesh and another 4 are government memorandum and reports. In 'PA 207: Comparative Public Administration', 14 books were suggested. In the suggested books, 4 are foreign (USA and UK), 5 are Indian and the rest numbers are of Bangladesh. There have been suggested 32 books for the course 'PA 207: Comparative Public Administration.' Among these books, 21 of the United States, 6 British, 2 of United Nations, 1 Indian and 2 Bangladeshi. There is no mentioning of any recommended books for the course 'PA 208: Administrative System Analysis'. It is not necessary to make any comment that among the recommended books, the abundance of United States books are noteworthy.

Same picture also prevails in MSS course. For the Course 'PA 401: Organization: Theories and Behaviour (which is recognized as a core course), the number of suggested books is as many as 72. Among these recommended books, 70 are of USA and only a single book of British and Bangladesh each. Therefore, it is worth mentioning that, in the curricula and syllabus of the Public Administration department, books of USA are dominants. So, it can be concluded that (i) due to abundance of the US books, the students of the BSS and MSS in Public Administration department of Bangladeshi Universities become familiar with only the public administration of the United States. (ii) Naturally in the teaching technique of the teachers, concepts and knowledge of US public administration are prevalent. (iii) In these books the concepts, models/paradigms, systems, theories etc are not discussed in the existing socio-economic perspective of Bangladesh. So the teaching technique of this subject is totally texts dependent.

The only principal teaching technique is lecture in classes. In this regard, knowledge and experience of a teacher are the main essential materials. The only responsibility of a teacher is to complete the syllabus in time. This system is not only too old, rather widely applied. There is no way to know whether the students understand the lesson or not in the class, owing to big size of the classes. Though there is a little chance in the tutorial classes but it get diminished due to huge number of students. The teacher can examine the acquired knowledge of students, but here also number is so high. And therefore, examination is also lackluster as before. The answers of the examination are as much standardized as the questions.

To conclude, we can say that, there is no opportunity to teach the students in hand i.e. more realistic requirement it fulfils. So, guest speakers from the government offices can be invited. They can share the practical knowledge with the students. There is also another effective tool of teaching techniques, which is called internship of the students. In this regard, establishing effective coordination with the government offices by the universities is most essential.

Chapter 3

An Auditing of the Public Administration Training in the Selected Training Institutions of Bangladesh

3.1 Bangladesh Public Administration Training Centre (BPATC)

As per the ordinance of BPATC, the prime task of the Centre is to proffer up-to-date and time-befitting training to all the cadre and non-cadre employees of the Republic. In addition, the Centre organizes seminars/workshops on various national important issues. Since its inception in 1984, BPATC offered training to as many as 17000 officers and organized various kinds of seminars/workshops, in which about 5000 officers participated.

Apart from the training programmes, organizing seminars and workshops, BPATC on request extends expertise services to organize various sorts of course, seminars and workshops to other training institutes of Bangladesh. The training programmes offered by the BPATC can be mainly divided into the following four kinds:

- (a) Career Development Course;
- (b) Short Specialised Course;
- (c) Refresher Training Course;
- (d) Other Courses.

Foundation Training Course, Advanced Course on Administration and Development and Senior Staff Course are worth mentioning parts of the Career Development Course. In these three courses, newly recruited officers in the Civil Services, Deputy Secretary and equivalent officers, and Joint Secretary and equivalent officers participate. Short Specialized Course is conducted for different level officers to develop their efficiency in various specialized fields. The Curricula are improved in light of knowledge achieved from refresher courses and experiences from field. Other courses are organized in request.

3.2 A comparative Study of these three Career Development Courses

Curricula of these three kinds of course- Foundation Course (for fresh officers), Advanced Course on Administration and Development (for mid-level officers) and Senior Staff Course (for senior level officers) conducted by the BPATC are mainly of public

administration and development. Governmental policies and decisions are generally implemented by various types of programmes and projects, which in a nutshell, can also be called public administration. The main subjects pinched in the three courses are followings:

Foundation Course	ACAD Course	Senior Staff Course
Bangladesh Studies Public Administration Management System Development Economic and Other issues	Governmental System Development Economics Management System Public Administration and Other issues	Public Administration Management System Bangladesh Studies Development Economics and Other issues

Here it is noticed that, almost same issues are taught in the three Courses. A total of four focused aspects are noticeable: (a) Bangladesh topic; (b) public administration; (c) development economics and (c) management system. Only difference is placement of the issues in order of priority.

The main issues that are being taught in Bangladesh Topic are: society, state and public administration. Here, in addition, various policies of government are discussed. The constitution of Bangladesh and order of governmental activities, public rules and regulation and development activities of government are parts of this topic. Administrative reforms, local government, different laws of public administration, financial management, development planning, project management etc. are also discussed here. These may also be considered as parts of the developmental economics. In this topic, concept of theoretical economics, budget, banking, market economy, micro and macroeconomics are also taught. In the syllabus of Management System, management theory, total quality management, office management, organizational development, project formulation, supervision and evaluation etc are included. These are also to some extent included in the aforesaid development economics, public administration and Bangladesh studies. Among other issues, globalization and Bangladesh are noteworthy. Here also included the issues on World Bank, donor organizations, NGOs and relationship of Bangladesh with these organizations. All kinds of governmental management, policies and activities in name of public administration are present in these three courses. The basic aspects in all the three courses are same and inseparable. The main objectives of these are to make profound realization of the government officers to the policies, programmes and management of Bangladesh government.

3.3 Research and Publication of BPATC

Research and Publication Division of the BPATC conducts continual research activities for appropriate goals as well as carries out the responsibility of co-ordination. The main objectives of the Research Division are: (a) Develop the professional quality of faculty members, (b) Assist to make realistic and up-to-date the structure, purpose, outline and content of various syllabuses, and (c) Counsel the governments about specific problems to the development of administration. BPATC also publishes some research books and journals as to play the role of supplements to the Foundation, ACAD and Senior Staff Courses. There are also more than 33 publications of the BPATC.

3.4 Public Administration modules and course contents in the training courses and training materials.

3.4.1 28th Foundation Training Course Guidelines

Bangladesh Studies

Module 01: Introducing Bangladesh

<u>Code</u>	<u>Topic</u>
001	History of Bangla Language and Historical Significance of Language movement
002	Liberation War of Bangladesh: Background and Spirit
003	Role of Superpower in the Liberation War
004	Anthropological Background of Bangladesh
005	Cultural Heritage of Bangladesh: In search of National Entity of Bangladesh
006	Geographical Features of Bangladesh: Flora, Fauna and Climate
007	Archaeological Spots of Bangladesh
008	Tourism Spots of Bangladesh
009	Natural Resources of Bangladesh

Module 02: Import Policies of the Government of Bangladesh

<u>Code</u>	<u>Topic</u>
010	Public Policy, Policy Process and Implementation
011	Education Policy of Bangladesh
012	Health Policy of Bangladesh
013	Export-Import Policy of Bangladesh
014	Agriculture Policy of Bangladesh
015	Industrial Policy of Bangladesh
016	Foreign policy of Bangladesh
017	Land Use Policy of Bangladesh

Public Administration

Module 03: Development Administration

<u>Code</u>	<u>Topic</u>
018	Basic Concepts of Public Administration
019	Concepts and Issues of Development Administration with reference to Bangladesh
020	Transparency, Accountability and the Changing Role of Government
021	New Public Management
022	GO-NGO Collaboration in Development
023	Good Governance
024	Deconcentralization, Decentralization & Devolution with reference to Bangladesh
025	People's Participation in Administration with reference to Bangladesh

Module 04: Governmental System

<u>Code</u>	<u>Topic</u>
026	Constitution of Bangladesh: Fundamental Principles, Rights and Amendments
027	Theory of Separation of Power: Executive, Legislative and Judiciary as Enumerated in the Constitution of Bangladesh
028	Executive Power of the Government
029	Rules of Business
030	Judicial System in Bangladesh
031	Parliament and Parliamentary committees
032	Constitutional Provisions Relating to Public Servants and PSC
033	Flag Rules, Emblem Rules and Anthem Rules
034	Warrant of Precedence and Protocol

Module 05: Administrative reforms: Challenge of 21st Century

<u>Code</u>	<u>Topic</u>
035	Changing Rules of the Public Sector and Administrative reforms
036	Labour and Labpur Laws
037	Redefining Accountability to Citizens: Citizens as Customers, Customers' Charter, and Customer Consultation
038	Administrative reforms in Bangladesh with Special Reference to Some Countries
039	Working of the O & M in Bangladesh
040	Overview of Recommendations of Administrative Reforms commission in Bangladesh
041-42	Strategy for Public Sector Reforms in Bangladesh

Module 06: Local government of Bangladesh

<u>Code</u>	<u>Topic</u>
043	Evaluation of the Local Government in Bangladesh: 1870-2000
044	Local Government at Village Level
045	Local Government at Union Level
046	Local government at Upazila level
047	Local Government at District Level
048	Local government at Chittagong Hill Districts
049	Urban Local Government

- 050 Comparative Study of Local government of SAARC countries
 051 Role of Local government in the law and Order Administrative in Bangladesh

Module 7: Total Quality Management in Public Sector

<u>Code</u>	<u>Topic</u>
052	Concept of TQM and its Implications in the Public Sector
053	Management Methods of TQM
054	Productivity Improvements in the Public Sector; Concept, Techniques and Measurement
055	Concept of ISO-901: 1994

Module 8: Team Building and Behavioural Aspects in Administration

<u>Code</u>	<u>Topic</u>
056	Team Building and Team Work in Administration
057	Coordination: Concepts and Mechanisms
058	Problems of Coordination at Field level
059	Motivation & Human Relations in Administration
060	Team Building: case Study - 1
061	Team Building: Case Study - 2
062	Relation Between Government Servants
063	Relation Between government Servants, Politicians & Local Leaders

Management Process

Module 9: Personal Management in Bangladesh

<u>Code</u>	<u>Topic</u>
064	Human Resource Management and Planning
065	Job Analysis, Job Description and Job Specification
066	Introduction to BSR Fundamental Rules and CSP
067	General Conditions of Government Services
068	Methods of Recruitment, Promotion & Role of Training
069	Joining Time
070	Public Servants Retirement Act 1974
071	Seniority Rules
072	Leave Rules
073	Special Provision Ordinance, Dismal on Conviction, Punctual Attendance
074	Conduct Rules
075-77	Discipline and Appeal Rules
078	Discipline and Appeal Rules
079	Administrative Tribunals Act
080	Performance Appraisal Act

Module 10: Office Management

<u>Code</u>	<u>Topic</u>
081	Office Procedure: Filing, Receiving, Referencing, Docketing etc.
082	Records and Archives Management in Bangladesh
083-84	Noting and Drafting
085-87	Forms of Written Communication-1, 2 & 3
088	Office Inspection (Inspection Manual)
089-90	Preparing Working Paper and Writing Resolution - 1 & 2
091	Summary Writing

- 092 Office Security
093 Office Management

Module 11: Important Criminal, Civil and Land Laws

<u>Code</u>	<u>Topic</u>
094	Criminal Judiciary
095	Civil Litigation in Bangladesh
096	Land Laws in Bangladesh
097	Land Scarcity and land Acquisition
098	Public Servant and Anti-corruption Laws
099	Preventive Sections of Cr-PC

Module 12: Financial Management

<u>Code</u>	<u>Topic</u>
100	Budgetary System (Revenue)
101	Budgetary System (ADP)
102	Office Budget Preparation
103	Duties and Responsibilities of Drawing and Disbursing officer
104-105	Delegation of Financial Powers 1-2
106-107	Pay Fixation
108	Pension and Gratuity
109-110	Travel Allowance Rules -12 (BSR-2)
111	Income Tax and VAT Rules
112	Purchase, Sales and Stores management
113	General Provident Fund, Benevolent Fund and Group Insurance Rules
114	Important Provisions of General financial rules
115	Salient Provisions of Treasury Rules
116	Audit Objection, its Mitigation, Preparation of Broad Sheet reply and the Rule of Tiffin Charge

Module 13: Economic Theory: Micro and macro

<u>Code</u>	<u>Topic</u>
117	An Overview: Basic Questions, Concepts of Micro and Macro Economics
118	Characteristics of Market Economy
119	Accounting: GDP, GNP, NNP, with Reference to Bangladesh
120	Demand Analysis: Concept of Elasticity and Application
121	Market Structure
122	Monetary Policy with Reference to Central Bank
123	Fiscal Policy of Bangladesh & Role of NBR
124	Exchange Rate and Devaluation
125	Recent Trends in the Bangladesh Economy

Module 14: Quantitative Analysis

<u>Code</u>	<u>Topic</u>
126	Quantitative Analysis in Decision Making
127	Data Analysis: Measures of Central Tendency
128	Data Analysis: Measures of Variation
129	Data Analysis: Correlation and regression I and II
130	Index Number Analysis (Share Market, Consumer Price Index, Securities and Exchange Commission)

Module 15: Research for Management Practitioners

<u>Code</u>	<u>Topic</u>
131	Research: Definition, Classification, Usage & Idea about Formulation of Hypothesis
132	Methods of Data Collection
133	Techniques of Preparing Questionnaires
134	Population, Sample and Sampling
135	Techniques of Data Analysis and Data Presentation, Classification, Tabulation and Use of Graphs
136	Techniques of Preparing Research Reports
137	Exercise on Preparing Questionnaires and Interviewing

Module 16: Development Planning and Poverty Alleviation

<u>Code</u>	<u>Topic</u>
138	Planning in a Market Economy
139	Policy Planning Commission in Plan Formulation
140	Planning Experience in Bangladesh
141	Poverty: Definition and Measurement
142	Government and NGO Programme in Poverty Alleviation: Role of PKSF, BRAC, BRDB and Grammen Bank
143	Human Resource Development Index: With Special Reference to Human development report
144	poverty & Famine: Amartya Sen's idea

Module 17: Gender in Development

<u>Code</u>	<u>Topic</u>
145	Gender Issues in Bangladesh
146	Convention on the Elimination of All Forms of Discrimination Against Women (CEDAW)
147	Convention on the Rights of Child (CRC) and Child Labour in Bangladesh
148	Social Mobilization for Children and Women Development
149	Economics Empowerment of Women
150	Reproductive Health and HIV/AIDS

Module 18: Globalization and Sustainable Development

<u>Code</u>	<u>Topic</u>
151	Globalization: Concepts and Issues
152	Bangladesh and Development
153-154	World Trade Organization and Bangladesh Economy
155	Sustainable Development: Concept and Issues

Module 19: Environment and Disaster Management

<u>Code</u>	<u>Topic</u>
156	Environment Issues and Policies in Bangladesh
157	Environment Pollution in Bangladesh
158	Disaster, Definition, Concept, Impact and Measures
159	Coping with Disaster/Disaster management Cycle
160-161	Environment Impact Assessment

Module 20: Project Management

<u>Code</u>	<u>Topic</u>
162	Project Definition, Formulation and Approval Process
163	Project Concept Paper (PCP) & Its Preparation
164	Project Selection: Project Appraisal -1
165	Project Selection: Project Appraisal -2
166	Preparation of PCP (Exercise -1)
167	Preparation of PCP (Exercise -2)
168	Fund Release Procedures for Development Projects
169	techniques of Project implementation

Skill Development**Module 21: English Language**

<u>Code</u>	<u>Topic</u>
170-181	Listening Comprehension 1-12 (7 from TOEFL and 3 from IELTS)
182-211	English Language & Patterns
212-216	Writing Skill (1-5)
217-221	Spoken English (1-5)
222-231	Reading Comprehension 1-10 (7 from TOEFL and 3 from IELTS)

Module 22: Computer and Information Technology

<u>Code</u>	<u>Topic</u>
232	Introduction to Computer
233	Operating System: Windows 95/98
234-243	Typing tutor
244-251	MS Word
252-256	MS Power point
257-263	MS Excel
264	Use of Internet, E-mail etc.
265-269	Web page Design
270	Information technology
271-272	computer troubles Shooting

Module 23: Field Study

The participants will be sent to their respective offices. The participants will be expected to identify one problem area of their office/organization and describe its nature and implications, etc. they will collect data on the identified problem, analyses the data, give their findings and recommend ways and means to eradicate the identified problem. Participants will be briefed about data collection and related issues before the programme begins. Economic cadre officers may be assigned to identify problem of development project/projects under their respective ministries. Each individual will have to compile his or her report within stipulated time and will have to present it in a formal session.

Module 24: Ethics and Etiquette

<u>Code</u>	<u>Topic</u>
273	Civil Service Ethics
274	Manner and Etiquette
275	Table Manner & Etiquette

Module 25: Extension Lectures

<u>Code</u>	<u>Topic</u>
	Eminent persons of the country and senior civil servants of the government will be invited to speak before the participants. The sessions will usually be held in the evenings.

Co-Curricula Activities

- A. Introduction of Own Upazila of Participants
- B. Book Review and Oral Presentation Programme
- C. Physical conditioning/Exercise and Games
- D. Car Driving
- E. Film Show

PATC 40th Advanced Course on Administration and Development**Module-1: Government System and Administration reforms**

<u>Code</u>	<u>Topic</u>
PA 1.1	Bangladesh Constitution: Salient features with Special reference to the Public Servants
PA 1.2	The Parliament and the Parliamentary Procedures
PA 1.3	The Rules of Business
PA 1.4	Discipline and Appeal Rules (1985)
PA 1.5-6	Analysis of Disciplinary Cases
PA 1.7	Productivity Improvement in the Public Sector: Concept, Techniques and Measurement
PA 1.8	Exercise
PA 1.9	Redefining Accountability to citizen: citizen as Customer, Customers' Charter, Customer Consultation
PA 1.10	Exercise on Citizen Charter
PA 1.11-13	Regional and Local Administrative Reforms Efforts: Reforms in Malaysia, Singapore, New Zealand, Nepal and India: A Review of Recent Reform Reports in Bangladesh
PA 1.14	Flag Rules, Flag Meeting and Border Disputes
PA 1.15	Transparency and Accountability in Administration

Module 2: Negotiation and Conference Techniques

<u>Code</u>	<u>Topic</u>
PA 2.1.	Negotiation: Basis Concept and Issues
PA 2.2-3.	Case/Role Play on Negotiation
PA 2.4.	Techniques of Preventing Potential Conflicts
PA 2.5.	Conference Techniques
PA 2.6.-7.	Conference Techniques

Module 3: Organization Development

<u>Code</u>	<u>Topic</u>
PA 3.1	Self Analysis
PA 3.2	Coordination
PA 3.3-5.	Problem of Coordination in Administration
PA 3.6.	Motivation
PA 3.7-9.	Team work in Administration Teamwork (Case)

Module 4: Total Quality Management in the Public Sector

<u>Code</u>	<u>Topic</u>
PA 4.1.	The Concept of Total Quality Management (TQM)
PA 4.2.	Principle of Application of TQM in Public Sector
PA 4.3	Method of TQM
PA 4.4.	Exercise
PA 4.5.	ISO Techniques for TQM
PA 4.6.	Changing role of Government and New Public Management
PA 4.7.	Strategic Management
PA 4.8	PEST Analysis
PA 4.9.	Stakeholder Analysis

Module 5: Local Government and Rural Development

<u>Code</u>	<u>Topic</u>
PA 5.1.	Local Government at Union Level with Reference to Gram Prasad
PA 5.2.	Local Government at Thana and District Level : Future Directions
PA 5.3.	An Overview of Urban Local Government
PA 5.4.	Government policies & Programmes in Rural Development
PA 5.5.	Important Land Laws of Bangladesh
PA 5.6.	Land Management System in Bangladesh

Module 6: Financial Management

<u>Code</u>	<u>Topic</u>
PA 6.1-2.	Government Budgeting (Revenue & Development): Preparation, Analysis & Monitoring
PA 6.3.	Stage of Fund Release Procedures (ADP)
PA 6.4-5.	Audit System in Bangladesh
PA 6.6-7.	Reform in Budgeting & Expenditure Control (RIBEC)

Module 7: Development Economics

<u>Code</u>	<u>Topic</u>
DE 7.1.	Economic Development: The Shift in Paradigm
DE 7.2.	Market Economy: Concept & Issues
DE 7.3.	Reinventing Government for Economic Revitalization
DE 7.4-5.	Resource for Investment: Fundamentals for Capital Market
DE 7.6-7.	Limiting the Role of State: Prescription of the World Bank and Bangladesh Economy
DE 7.8-9.	Monetary & Exchange Rate Policy: Bangladesh Context

Module 8: Globalization Bangladesh Perspective

<u>Code</u>	<u>Topic</u>
DE 8.1.	Globalization: Concept & Issues
DE 8.2.	Impact on Globalization on Trade: WTO & UNCTAD
DE 8.3-4.	Evolution of International Monetary System -I,II
DE 8.5.	IMF and Bangladesh Economics
DE 8.6.	Regional Cooperation & Development: SAPTA, D8 & BISTEC
DE 8.7.	International Debt Crisis
DE 8.8.	Economic Diplomacy

Module 9: Gender Issues, Reproductive Health, Children & Woman Development

<u>Code</u>	<u>Topic</u>
DE 9.1.	Gender Analysis in Development Policy Planning
DE 9.2.	Convention on the Right of Child & its Application in Bangladesh
DE 9.3.	Violence Against Woman: Bangladesh Context
DE 9.4.	Gender Issues & Reproductive Health
DE 9.5.	AID & HIV

Module 10: Development Planning & Poverty Alleviation Concept & Approaches

<u>Code</u>	<u>Topic</u>
DE 10.1.	Development Planning in a Market Economy
DE 10.2.	Poverty & Famine: Amartya Sen's Idea
DE: 10.4.	Micro Credit: A Test of Poverty Alleviation
DE 10.5.	Critical Analysis of Go-NGO Approaches to Poverty Alleviation

Module 11: Environment, Sustainable Development & Disaster Management

<u>Code</u>	<u>Topic</u>
DE 11.1.	Sustainable Development: Concept & Issues
DE 11.2.	Environment & Development
DE 11.3.	Environment Management: Bangladesh Perspective
DE 11.4.	Conservation of Bio-diversity
DE 11.5.	Natural Disaster: Concept, Types & Background & Overview of Disaster Management Disaster Management Cycle
DE 11.6.	Disaster Preparedness: Contingency Plan & Mitigation Analysis
DE 11.7.	Community-based Approaches & Public Awareness for Disaster Reduction
DE 11.8.	Disaster Management in Bangladesh

Skill Development**Module 12: Project Preparation**

<u>Code</u>	<u>Topic</u>
SD 12.1.	Project Concept Paper & Its Preparation
SD 12.2-3.	Exercise on PCP Preparation
SD 12.4.	Project Proforma (PP): Classification & Format
SD 12.5.	Preparation of PP
SD 12.6.	Project Preparation: Practical Exercise

Module 13: Project Appraisal & Implementation

<u>Code</u>	<u>Topic</u>
SD 13.1-2	Quantitative Techniques of Project Appraisal
SD 13.3	Exercise on Project Appraisal

SD 13.4	Project Evaluation, Monitoring & Reporting
SD 13.5	Environmental Impact Assessment
SD 13.6	Techniques of Evaluation on Consultants' Report & Review of Work Plan of Consultants
SD 13.7	Techniques of Project Inclusion in ADP: Role of Programming Division on PC
SD 13.8	Project Implementation in Bangladesh: A review of Experience

Module-14: Computer and Information Technology

<u>Code</u>	<u>Topic</u>
SD 14.1	Introduction to Computer & operating system
SD 14.2-11	MS Word
SD 14.12-15	MS Excel
SD 14.26-27	MS Access
SD 14.28	Internet & E-mail
SD 14.29	Information System
SD 14.30	Test

Module-15: English Language Program (ELP)

<u>Code</u>	<u>Topic</u>
ELP 15.1-8	Grammar Review and Style: a) Noun Patterns b) Verbs and Verbs Patterns c) Adjective Patterns d) Adverb and Adverbial e) Spelling Rules
ELP 15.9-12	Listening Comprehension
ELP15.13-15	Reading Comprehension

Module-16: Seminar paper: Preparation and Presentation

Module- 17: Study Tour: Visit & report Writing

Module-18: Physical Exercise & Games

Module-19: Extension Lectures

<u>Code</u>	<u>Topic</u>
EL 19.1	Industrial Policy of Bangladesh
EL 19.2	Health Policy of Bangladesh
EL 19.3	Vision 202
EL 19.4	Land Use Policy
EL 19.5	Ethics in Administration
EL 19.6	Law and Order Affairs
EL 19.7	E-Commerce
EL 19.8	Change Management
EL 19.9	Water Management policy and Bangladesh
EL 19.10	Energy & Mineral Resources of Bangladesh

Chapter 4

Relevance and applicability of Public Administration Teaching and Training to good governance

4.1 Scope of application of Public Administration teaching in the job market

In the study, a significant gap has been found between application and the existing teaching system of public administration in Bangladesh. The situation also appears too difficult to implement the knowledge gained due to various reasons such as, inappropriate posting and placements of employees, political pressure, unwillingness of officials in administration to work outside Dhaka, etc. Apart from these, officials have to discharge duties beyond defined rules and regulations, which can not be achieved during training or from academic attainment in the university. Public administration is directly involved in formulation and implementation of governmental policy. All the policies are not incorporated in legal terms, but beyond these public administrators have to perform many activities. The communication takes place between government and administration, which can not always be defined by law. In the process of taking decisions and implementations officers may get involved in politics. As long the governmental works expand, gap widens between government and administration. In Encyclopedia Britannica, it is stated that, "----- public administration is determining what the policies and programmes of government should be, as well as in executing them.' Goodnow said, " Politics is determining of government's will and administration is execution of that will." But these are now not two separable fields rather very much inter-winked. The teaching method of public administration in Bangladesh is basically very much theoretical. And most of the teaching materials and reference books are alien (this has been detailed in Chapter II). So, the trainees become adept in foreign training rather than own country. In view of this it can be remarked that the scope of applying the present public administration training is very frustrating in Bangladesh.

4.2 Appropriateness of the Public Administration training in professional and career development

There is no alternative to training in building up efficient human resources in a developing country like Bangladesh. Trained up officials and employees can accelerate and ensure development of the country through proper utilization of its domestic and external

resources. Not only that, to make effective the desired services of people, providing training is considered to be the best tool. In the present era of free market economy, in order to reach the people with positive result of public administration and management, service-oriented training to the administration and managers for expanding their minds and intellectual capacity are felt badly. Considering the training as an inevitable part of the development, the government of Bangladesh has taken some initiatives.

In the post independence of Bangladesh, it has inherited four training institutes on Public Administration, which are Gazetted Officer Training Academy (GOTA) for freshly appointed officers, National Institute of Public Administration (NIPA) for mid-level officers, Administration Staff College for Senior officers and Staff Training Institutes for employees. After independence, in the perspective of socio-economic and administrative changes, in the first five year plan (1973-78) emphasis was given on uninterrupted public administration training and a proposal was given to form National Training Council – NTC for making an integrated training policy and conducting training programmes. Subsequently, BPATC was established. But the designing of public administration training in the context of socio-economic structure of Bangladesh was not very appropriate.

For the appropriateness of the public administration training in professional and career development in the context of Bangladesh emphasis has to be given on for training in professional and career developments with a view to proper implementation.

According to Wilson, “Public Administration is the detailed and systematic execution of public law.....” . For making the public administration appropriate with the socio-economic structure of Bangladesh, more and more people-oriented courses should be incorporated in the training programme.

4.3 Building a coherence between teaching and training system for good governance

Coherence between teaching and training of public administrators is tremendously necessary for establishing good governance and democracy in a country. For establishing coherent training system, understanding the own society is a must. The famous sociologist Prof. Nazmul Karim said, “ To understand our society two aspects should be kept in our minds - (1) our culture is based on agriculture i.e. our maximum people are farmers so

their betterment should be considered, (2) our bureaucrats are unwilling to perceive the society deeply. For this reason, its dismal impact is discernible in government's policy formulation and implementations. These two aspects are needed to think profoundly. A few planning and pragmatic steps have been started.

Beside these, how is the present relationship between administration and democracy should be analysed. It is not quite necessary to mention but may be relevant the definition of Abraham Lincoln - "Government of the people, for the people and by the people." So, People's participation in the governance is a must. In this regard, the Constitution of Bangladesh has strongly emphasized this issue, it stated "the Republic shall be democratic, where basic rights and freedom shall be ensured; respect to dignity and values of human lives shall also be ensured. Effective participation in all administrative levels of the country should be ensured through the elected representatives of people. Today or tomorrow these basic principles must see the face of implementation, should the public administrators are become aware of it through proper learning and training.

In Bangladesh most of the people can not participate in the administration due to poverty, illiteracy and lack of opportunity. Thirty years have already elapsed Bangladesh achieved its independence. Lots of novel thoughts, methodologies and studies have taken place with regard to public administration. The slogan 'administration towards development in the place of British style colonial administration is being chanted', resulting in changes in the administration structure of Bangladesh. Administrative power deregulation is taking place. The question of transparency and accountability in the administration is being strongly raised from the civil society. These perceptions also should be clearly put in tune in teaching and training system of the administrators, so that they can reflect these in the society.

Formation of Public Administration Reform Commission (PARC) by the government is very meaningful and very much relevant to mention here. There is to a small extent compatibility of PARC recommendations with the syllabus of Dhaka University BSS Public Administration Department's courses- Administration in Bangladesh, Social Changes and Development, Governance and Development in Bangladesh, Development Policy and Management. There is also small congruity of the PARC recommendations with the MSS Public Administration Department courses – Public Policy, Contemporary

political Analysis, Administrative Reform and Changes etc. The commission was formed in 1997, which main objective was to ensure good governance. The PARC stated “ the administration would be performance based and result oriented with outsourcing and contracting out wherever possible and upholding the citizen’s rights for better and cheaper services.” But, People’s rights will be prioritized before all other issues. This has been emphasized. All possible public services will be easy and cheap at the same time to achieve. These would be meaningful if its reflection is seen in the society. But to what extent these words are ornamental and how much pragmatic is subject to prove. But, the call across the world for new public administration is taking place. In seventies, some young professors and researchers of the United States of America raised the questions for social rights. For this reason, they wanted changes in the existing structure of the public administration. They want to emphasize the public part of public administration. This is also included in the constitution of Bangladesh i.e. public participation in every sphere of administration should be ensured through elected representatives. In line with this PARC also echoed, “Citizen’s Charter should be introduced in all service-rendering public organizations to citizens enable to know their rights and to ensure the commitment of organizations to their service delivery and ensure value for money.” And therefore, improving transparency, efficiency, accountability, effectiveness and dynamism are the main principles for the good governance. These should be reflected in the teaching and training system of Public Administrations of Bangladesh.

Chapter 5

Summary, Recommendations and Conclusion

5.1 Summary of Findings of the Study

For the study on Public Administration Teaching and Training, the study group took interviews of university students of the relevant department, field level officers of the administration service cadre, university teachers and practitioners with some unstructured questionnaires. In this chapter, first we have analyzed the opinion of the university students i.e. what they think about the teaching of Public Administration as a subject or, whether it is necessary to upgrade the existing courses and curricula of the subject in conformity with the changing needs of the governance, and is there any practical session or field visit in the course. And is there any opportunity to apply their knowledge in the practical field.

Secondly, we have made analysis of the comments of field level officers of different BCS Cadres, and finally the university teachers and practitioners.

5.1.1 Opinion of the Students

A total of 25 students of the 'Public Administration Department' were asked for opinion with a set of unstructured questionnaires (pl. see annexure A). We have found various interesting opinions and suggestions from the respondents, which are shown below along with the statistics:

Regarding the question no 3 that, why they decided to study Public Administration, 27% replied that the subject is more important and prestigious than others. Besides, there is chance to build up a good career. And 19% commented that they chose to study this subject to be a good administrator and to contribute to the society in an effective manner. Another 20% frankly said that they did not get chance in other subject to study. Another 15% replied, they chose to study this subject to acquire more administrative knowledge of higher and lower tiers of Bangladesh and serve the people. While other 12% answered that they wanted to join in public services to help a corruption free administration. And last 7% were reluctant to make any comment.

In Reply to question no 4 that, how they evaluate the present educational system of the subject – mixed comments were found. Among the respondents, 16% replied the present

educational system and the curricula of the subject are very inferior and needs a radical change here. 28% answered that, the educational system is very traditional and it lacks advanced logistic support for practical session. The system should be up-graded and more modernized with latest ideas. 12% answered that through the existing system, proper practical knowledge and information can not be acquired. Among which, 4% commented studying Public Administration system, job cannot be managed. 20% thinks the present educational system of the subject fits to the modern system. 12% were reluctant to make any comment in this regard. 8% said the educational system should be taught in the light of Bangladesh's present administrative perspective.

With regard to the question no 5 whether the present courses and curricula of the department are appropriate and sufficient to suit the modern system, 16% replied that the maximum courses and curricula of the subject are traditional and have lacking. It needs immediate changes. The courses should be more practical rather than mere theoretical. 28% said the courses are partially appropriate to suit the modern system. It requires further improvement. 36% replied the course and curricula of the department are not appropriate and less sufficient to be congruent with modern public administration system, because the present course and curricula are very old, whereas the administration system is changing gradually. 20% commented the courses and curricula are appropriate.

Regarding the question no 6 that, if there is any limitation of teachers of the department in teaching the subject 'Public Administration' – among the respondents 36% commented they found some notable limitations. Teachers are getting involved in consultancy, teaching in other private universities, so they can not fully concentrate on the students. Some teachers could not deliver lecture in easy manner and thus fail to make the students understand any topic properly. Some teachers use back-dated notes and provide these to students. Teachers should be more efficient and equipped with latest information. 8% alleged most of the teachers deliver lecture in Bengali. They also commented most of the teachers have no access to modern administrative activities. Had they have access, these sorts of limitations could have been overcome. 24% students are unwilling to make any comment. 8% replied others that, there are limited courses and so limited knowledge. They blame the big size of class; the students can not communicate the lectures of the teachers. 24% found no limitations of the teachers. They commented most of the teachers of the department are supportive, cordial and learned.

In response to the question no 7 whether there is an ample opportunity to apply the learning and knowledge of the public administration after the completion of university study, 52% of the respondents replied in negative. They pointed out that there are no sufficient job opportunities. In Bangladesh perspective, the experience and knowledge can't be utilized. Moreover, the subject related jobs are not available. Other 32% responded in affirmative. They said the subject Public Administration has multidimensional approach and its application is everywhere. 8% of them opined, there is chance to apply in many national and international organizations considering the importance of the subject but getting a good job totally depends on required experience and expertise. They also commented that in the university, studying of the subject Public Administration, they have no chance to get expertise like MBA. And the last 8% of the respondents were reluctant to make any comment on the question.

While asked for comments on the question no- 8 that, the course 'Public Administration in Bangladesh Perspective' is very short and how much it conforms to modern necessity - 72% agreed with it. They opined that the course is very short as well as very traditional. It does not conform to the modern necessity at all. This course should be modernized and syllabus should be upgraded in the socio-economic perspective of Bangladesh. Only 4% commented that it is partially true. Another 16% of the respondents were reluctant to make any comment. 8% commented in different manner with some suggestions that public administration should be replaced by the non-public management administration, as public administration is an ever-changing issue. It requires various other issues to be incorporated.

On question no-9 that, whether, there is any practical session, discussion or present administration system and any field visit - 56% of the respondents commented there is field visit but very little. This does not suffice anyhow the present needs. 20% replied in the negative and 24% of the respondents said they are yet to have any practical session, they are hopeful of having practical session and field visit in future.

Regarding the last question no 10, whether they have any idea about the activities/training modules of civil service training institutions/academics of the country 32% of the respondents replied they are to some extent conceptually familiar with the training modules like Bangladesh Development Administration, Civil Service Structure and

Reform, Budget Practice, Job Evaluation, Performance Appraisal etc. On the contrary, 68% replied that they know nothing about it.

Suggestions Emerged out from the Opinion of the Students

1. The present educational system and the curricula of the subject are very inferior, so there needs a radical change;
2. More advanced logistic supports for practical session should be introduced in the department;
3. The courses should be more practical rather than mere theoretical;
4. Consultancy of the teachers should be stopped. As teachers are getting involved in consultancy in NGOs and teaching in other private universities, they cannot fully concentrate on the students;
5. Some teachers could not deliver lecture in easy manner and thus fail to make the students understand any topic properly. Teacher should deliver lecture in classes lucidly.
6. Teachers should stop practice providing students old notes;
7. Teachers should be more efficient and equipped with latest information;
8. Teachers should have access to modern administrative activities;
9. Public Administration in Bangladesh Perspective' is very short and very traditional so it should be modernized immediately.

5.1.2 Opinion of the field level officers of different BCS Cadres

A total number of 07 (seven) field level officers working in different fields of the government were interviewed with the unstructured questionnaires (pl. see annexure B). They were very much spontaneous to respond the questionnaires. The main relevant questions started from number 5.

When asked this question no-5 whether they have any in-service training, Cent percent (100%) replied in the affirmative. And in question no -6 they were asked to mention the major topics, they mentioned in general the topics relevant to their individual cadres.

In response to the question no 7 what topics/lessons they can apply in the practical job situation, all of respondents (Cent percent) mentioned that very few of lessons relevant to the cadres could be applied.

While asked the question no 8, how they evaluate the present public administration training system, 80% of the respondents said the existing training has no connection with the system of administration in their offices. They also opined public administration training should be much more job-oriented. The present public administration training system is overtly generalized. Very often it fails to focus on the topics relevant to the same jobs. The training curricula do not keep pace with the technical and management advancement. The respondents of this percentage also said PATC cannot think globally. The rest 20% commented the training is totally based on western theoretical concepts. In addition of this question, when asked for identifying the areas that need improvement, cent percent (100%) said the training should always reflect the present administration system of Bangladesh; modern concepts and practices should also be included. Quality training should be provided and also new concepts in the training syllabuses have to be incorporated. Speakers with the requisite expertise in the relevant areas should invite to conduct training sessions.

In response to question no 9 whether there is any relevance of their foundation and other in-service training with the jobs they are doing in the field now, 80% of them answered that they found very little. They commented training and lessons are very much different to the working field. They also added that only rules and regulations were applicable. 20% replied that the departmental training was more relevant than the foundations training.

Regarding the question no-10 what types of gap they found between their jobs and training and how the gap may be bridged, 75% commented everything is good that is being taught in training but the scenario is totally reverse in practical field. There prevails a gulf distance between theory and practices. Training should be made at par the practical needs. The authority should consider deeply the need of learners and he should think of the appropriate learning method. Respondents of the same percentage also commented, course designer should know clearly about the need of trainers. And the rest 25% said, problem-solving techniques should be focused in training.

When asked in question no 11 to make comments (any three) regarding the present job situation and its relation to public administration training, 35% suggested (a) focus on quality service; (b) good governance; (c) resource management. And the 45% said (a) political pressure minimization; (b) lengthy process of decision-making and (c) technological advancement is poor here that should be considered on an urgent basis. The rest 25% commented (a) bossing is a problem for which knowledge cannot be applied; (b) public sector is more customer focused now, so skill development is essential; (c) optimum utilization of Human resources and change bureaucratic attitude are needed.

What should be focused in the training of public administration in the training of public administration, when asked this in question no12, 50% replied the focused should be on 'ensure justice and service to the people' and 'proper resource management' and 30% on 'positive change in attitude of civil servants' and 'human resources management' and 20% suggested to focus on the 'proper role of government'.

When asked in question 13 for their comments whether the training of public administration in relation to the present situation would help reducing the gap between training and real job situation, 80% replied in the affirmative and only 20% opined that first of all organizational structure, process and administration system should be changed.

Suggestions Emerged out from the Field Level Officers

1. Public administration training should be much more job-oriented;
2. The present public administration training system is overtly generalized, so this should be more specific according to the different cadres needs;
3. The training curricula must keep pace with the technical and management advancement;
4. The training should always reflect the present administration system of Bangladesh; modern concepts and practices should also be included;
5. Speakers with the requisite expertise in the relevant areas should invite to conduct training sessions;
6. The authority should consider deeply the need of learners and he should think of the appropriate learning method;
7. The Course designer should be much more familiar with the practical fields of the public servants.

5.1.3 Opinion of the Practitioners

A total number of 06 (six) public administration practitioners working in various government offices were interviewed with the unstructured questionnaire (pl. see annexure C), which has been analyzed below.

When asked the question no 1 whether they agree there is no proper and effective utilization of the knowledge of the subject 'Public Administration' in Bangladesh, 80% of the respondents agreed this point. In addition, these respondents commented Public Administration is still there from where it started during the colonial period. Traditional bureaucratic norms and attitudes are still prevailing in the country. It is only rules and process oriented not result oriented. They also said the curriculum of the subject 'Public Administration' is based on mainly American theory. Apart from these, as they commented, a large number of people are appointed in the civil administration who are not from the 'Public Administration' subject background. And the rest 20% did not agree.

In response to the question no 2 whether they think the present public administration education system in Bangladesh is very unplanned and faulty and what measures can be taken, 80% of the respondents agreed and commented that the content of the educational system should be made more updated by incorporating new concepts. And highly experienced teachers and experts in the department of this subject and training institutes should be appointed. Besides, the courses and curricula of the subjects should be interdisciplinary and much modern with the present need, as they commented. And the rest 20% disagreed this point.

While asked to give opinion on the matter that due to lack of proper learning and training on public administration there exists dearth of efficient public administrators, among the respondents 80% agreed this issue. They also opined that due to this reason in Bangladesh there is acute lack of efficient and patriotic civil servants and political interference in the administration is gradually increasing. These respondents added, owing to this it becomes difficult to bring any qualitative change in the process and structure of administration and in the attitude public servants. They also commented due to dearth of proper learning and training there prevails misconception on proper role public administration among the public servants. The rest 15% commented, actually it depends on the persons who execute the governments order and laws. Every officer specially the servant is given foundation course training, which is very affluent. But they are unpatriotic.

When asked the question no 4 whether they think the public administration training is not need-oriented rather more theoretical, 70% agreed this and mentioned that officers always reacted on the existing training concepts that never matched their practical working environment. These respondents also suggested that there should be more practical session in the training like 'role playing', 'preparing case studies', field trips' etc. And other 30% disagreed. They opined there is blended learning system of public administration both theories and practices.

Various types of suggestions were found here when asked the question no 5 to suggest what steps should be taken by universities and the government training centers to make the subject more modern and time honoured. Their suggestions are like these - (a) the courses and curricula should be inter-disciplinary and the universities and training centers should focus on job-oriented issues; (b) there should be options for field administration attachment programmes in the course; (c) courses and curricula must be upgraded regularly according to the current needs.

In response to question no 6 for making comments or giving suggestions/recommendations on the streamlining of public administration teaching and training for establishing good governance in Bangladesh, 85% of the respondents said emphasis should be given on contemporary pro-people and need-oriented issues. There should be, as they suggested, indicators of good governance should be highlighted in the courses. They also added, a strong network among the existing training institutes of public administration in Bangladesh should be established. And trainees should also be given up-to-date technological knowledge to apply in the field. They also suggested posting out the efficient and highly practically experienced trainers both in the training institutes and universities of Bangladesh. And education programme like 'train the trainers' should be initiated. Besides, competitive incentives for the trainers should be introduced. The rest 15% were reluctant to make any comment in this regard.

Suggestions Emerged out from the Practitioners:

1. Courses and curricula of the subject 'Public Administration' is based on mainly American theory, which can be reviewed immediately in the context of socio-economic perspective of Bangladesh;
2. Public administration training of Bangladesh is not need-oriented rather more theoretical which should be considered during the course designing;

3. Highly experienced teachers and experts in the department of 'Public Administration' and training institutes should be appointed;
4. The courses and curricula of the subjects should be interdisciplinary and much modern with the present need;
5. There should be more practical session in the training like 'role playing', 'preparing case studies', field trips' etc;
6. There should be options for field administration attachment programmes in the course;
7. Courses and curricula must be upgraded regularly according to the current needs;
8. Post out the efficient and highly practically experienced trainers both in the training institutes and universities of Bangladesh.

5.2 Suggestions and Recommendations

According to the opinions and suggestions of the students of Public demonstration Department, Field Level officers of BCS cadres and public administration practitioners, and also as per the findings of the selected literature review, this Study suggest the following recommendations for establishing an efficient and pro-people and need-oriented administration in Bangladesh as well as good governance in the country:

- (1) The present educational system and the curricula of the subject are very inferior, so there needs a radical change; (2) More advanced logistic supports for practical session should be introduced in the department of Public Administration; (3) The courses should be more practical rather than mere theoretical; (4) Consultancy of the teachers of Public Administration Department should be stopped. As teachers are getting involved in consultancy in NGOs and teaching in other private universities, they can not fully concentrate on the students; (5) 'Public Administration in Bangladesh Perspective' is very short and very traditional so it should be modernized immediately. (6) Public administration training for the civil servants should be much more job-oriented; (7) The present public administration training system is overtly generalized, so this should be more specific according to the different cadres needs; (8) The training should always reflect the present administration system of Bangladesh; modern concepts and practices should also be included; (9) Speakers with the requisite expertise in the relevant areas should invite to

conduct training sessions; (10) The Course designer should be much more familiar with the needs of practical fields of the public servants. (11) Courses and curricula of the subject 'Public Administration' is based on mainly American theory, which can be reviewed immediately in the context of socio-economic perspective of Bangladesh; (12) Public administration training of Bangladesh is not need-oriented rather more theoretical, which should be considered during the course designing; (13) Highly experienced teachers and experts in the department of 'Public Administration' and training institutes should be appointed; (14) There should be more practical session in the training like 'role playing', 'preparing case studies', field trips' etc; (15) There should be options for field administration attachment programmes in the course; (16) Courses and curricula must be upgraded regularly according to the current needs; (17) Post out the efficient and highly practically experienced trainers both in the training institutes and universities of Bangladesh.

5.3 Conclusion

Though the public administration or civil service system in Bangladesh bears a long tradition and have many notable instances, it comes under heavy criticism from every nook and corner at home and abroad since after a few years of the independence of Bangladesh. The present criticism to the public administration is that, managing civil service and improving the efficiency of civil servants have become a difficult proposition due to several innate and acquired constraints. Impractical and inappropriate training system in contrary to the present socio-economic context of Bangladesh is one of the notable reasons for this prevailing situation. This issue also came out very clearly from this Study.

Human resource planning is virtually non-existent in the Bangladesh civil service. The methods of monitoring and evaluating the human resources needs of government departments are hardly followed. The Ministry of Establishment (MoE), the central office concerned with civil service management elides the importance of human resource planning. Like promotion training opportunities in the civil service are also scarce and irregular.

Since the late 1970s, emphasis was given on staff training and development. Several training institutions have been established with modern facilities and equipment, and trainers have been trained overseas. But the curricula and syllabuses of training in the

country are barely relevant to the proper nation building process. Operationally, the training system is ridden with some basics problems. Foremost, among these is the non-existent of training needs analysis and evaluation of the results. Apart from these, there was no proper initiative to streamline the public administration knowledge towards establishing good governance. In view of the above statement and feeling the dire needs of what to do, we have taken this research initiative in hand. The aims and objectives of this study are also to find out the actual position of the present teaching training system of public administration, what the actual needs, and give some tentative suggestions in order to streamline the public administration education and training and also establish a functional linkage between teaching and training to create and enabling governance of the country. For these findings, interviews of students of concerned department, field level civil servants, practitioners were taken with some unstructured questionnaire as well as available literatures were reviewed and data analysis was made.

For these Study, the team examined the present public administration education arrangements in the major public universities of the country, actually major focused was on the University of Dhaka. Then it evaluated the applicability of the knowledge learnt in public administration discipline in the context of governance in Bangladesh. The Study Team also evaluated the curricula of public administration in the universities and also in the national training institutions to determine their suitability in running public as well as private organizations. The Study Team tried heart and soul to exactly reflect the present poor system of teaching and training system of public administration in Bangladesh through making proper survey and review of literature, collecting data and the exact findings of the field. There is nothing imposition, which can be witnessed in the analysis. To conclude, it can be stated that the tentative suggestions and recommendations given here, hopefully, would be very effective recommendations for establishing an efficient and pro-people and need-oriented administration in Bangladesh as well as good governance in the country. The harsh criticism on the civil servants would also come to an end.

Bangladesh Public Administration Training Centre (BPATC)

A Study on Administration Teaching and Training in Bangladesh

Questionnaire for the Students of Public Administration Department

1.
Name.....
2.
Year.....
3. Why do you decide to study Public Administration?
Ans:.....
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.....
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4. How do you evaluate the educational system of Public Administration as a subject?
Ans:.....
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5. Do you think that the courses and curriculum of the department are appropriate and sufficient to suit the modern administration system?
Ans:.....
.....
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.....
.....
6. Do you find any limitation of teachers of your department in teaching the Public Administration? If yes, what types of, pl. state?
Ans:.....
.....
.....

.....

 7. Do you think there is ample opportunity to apply the learning and knowledge of the Public Administration after the completion of university study? If yes, pl. state.

Ans:.....

8. The course 'Public Administration in Bangladesh Perspective' is very short, how much does it conform to the modern necessity?

Ans:.....

9. Is there any practical session, discussion on present administration system? Is there any field visit? (If yes, where?)

Ans:.....

10. Do you have any idea about the activities/training modules of civil service training institutions/academics of the country? If you please, elaborate?

Ans:.....

Pl. identify the area that need improvement

.....

9. Is there any relevance of your foundation and other in-service training with the job you are doing in the field now?

Yes

If yes, to what extent?

.....

10. What types of gap do you find between your job and your training? How the gap may be bridged, suggest?

i)

ii)

iii)

iv)

11. Please put down your comments (any three) regarding the present job situation and its relation to public administration?

i)

ii)

iii)

12. What should be focused in the training of public administration?

i)

ii)

iii)

13. Do you think that training of public administration in relation to the present situation would help reducing the gap between training and real job situation?

.....

Thank you very much

Bangladesh Public Administration Training Centre (BPATC)

A Study on Administration Teaching and Training in Bangladesh

Questionnaire for Teachers and Practitioners

1. There is no proper and effective utilization of the knowledge of the subjects 'Public Administration' in Bangladesh, would you agree? Pl. justify your reply.

Ans:.....

2. Do you think the present public administration education system in Bangladesh is very unplanned and faulty? What measures could be taken for up-gradation?

Ans:.....

3. Due to lack of proper learning and training on public administration, there exists dearth of efficient public administrators, what is your opinion in this regard?

Ans:.....

4. Do you think that Public Administration training is not need-oriented, rather more theoretical? Pl. elaborate.

Ans:.....

5. To make the subject more modern and time-honoured, what steps should be taken by universities and the Govt. training centers?

Ans:.....
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.....

6. Your overall comment/recommendation/suggestions on the streamlining of public administration teaching and training for establishing good governance in Bangladesh.

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Thank you very much

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