

Increasing Effectiveness of the
Senior Staff Course of BPATC:
A Study of the Curriculum
and Methodology

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PREFACE

The Senior Staff Course (SSC) is a core training programme of the Bangladesh Public Administration Training Centre (BPATC). The clientele of this course are officers of the level of Joint Secretaries to the Government and their equivalents in various departments, autonomous bodies and the armed forces. The three month long SSC is in fact a legacy of a similar course conducted by the erstwhile Bangladesh Administrative Staff College (BASC).

Although BPATC has a built-in evaluation system and every course is modified/improved on the basis of the feedback received from the participants, the BPATC authority, considering the importance of the SSC and its impact on the public sector performance, decided to conduct a research study on increasing the effectiveness of the SSC. A two-member team was entrusted with the responsibility of conducting the research.

The study is expected to make the SSC more need-based and effective through the development of the curriculum and the methodology. As a result, larger number of participants will be motivated to participate in the course and thus help both BPATC and the Government to run the course more confidently and comfortably for achieving the goal of management development.

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The researchers are indebted to the respondents who took the pain of filling in the questionnaire and made valuable suggestions for improving the effectiveness of the Senior Staff Course.

ABBREVIATIONS

BASC	=	Bangladesh Administrative Staff College
BPATC	=	Bangladesh Public Administration Training Centre
DE	=	Development Administration
FST	=	Foreign Study Tour
NTC	=	National Training Council
PA	=	Public Administration
PPR	=	Planning, Programming and Records
SSC	=	Senior Staff Course
WID	=	Women in Development

EXECUTIVE SUMMARY

In the context of economic, political and social changes in global and regional arenas, it is necessary to evaluate the effectiveness of the Senior Staff Course (SSC) conducted by the Bangladesh Public Administration Training Centre (BPATC). The study aims at reviewing the objectives, course contents and methodology of SSC and making recommendations for its improvement. The study is based on both primary and secondary sources of information.

The existing course objectives give an impression that they are too many in number, ambitious, and difficult to achieve. Therefore, SSC should have a precise and focused set of objectives.

According to the respondents, the two broad areas, e.g. Public Administration and Development Economics, are adequate and the size of modules and topics are appropriate. They have, however, suggested some incremental changes in course contents. They also consider the present 90-day duration of the course just right.

Most of the respondents think that SSC should continue to have a central theme. But in-depth analysis is needed to make the central theme effective. The composition of the group should also match with the central theme.

The respondents emphasise case studies and properly guided syndicates as training methodologies. In view of this, BPATC should conduct case studies and use them as training materials. Seminar papers of the participants also need adequate guidance and support. Most of the respondents think that the foreign study tour (FST) should remain an integral part of SSC. This can be implemented from the revenue budget of the Government.

Finally, basing on the observations of the respondents, the researchers recommended immediate action for developing the BPATC faculty, improving the quality of support services and linking SSC with the career development of concerned officers.

PART I

1.0 Introduction :

1.1 Any effort for improving performance in public administration inevitably involves training interventions. The Bangladesh Public Administration Training Centre (BPATC) provides management training to government officials of different levels and cadres. The Centre conducts the Senior Staff Course (SSC) for the Joint Secretaries to the Government and their equivalents in various departments, autonomous bodies and the armed forces.

1.2 The Senior Staff Course is a core training programme of BPATC. It is in fact a legacy of a similar course conducted by the erstwhile Bangladesh Administrative Staff College (BASC) which merged with three other training institutions to form BPATC in 1984. the Centre has so far organized 23 Senior Staff Courses and 382 officers have participated in these programmes.

1.3 The prime objective of the SSC is to provide the participants an opportunity for deeper understanding of the complex and dynamic social, economic, cultural and political environment in which they work. It is also aimed at helping the participants to achieve a higher level of competence, and enable them to cope with the challenging demands of a changing society; and to think and analyze critically on different issues and problems, and to make decisions promptly and unambiguously.

1.4 To achieve these objectives the course contents are designed. This generally includes basic issues of public administration, policy analysis, governmental system, development management, economic development, international economic relations and negotiation techniques. Besides, each course has a specific focus or a central theme like Project Sustainability, Poverty Alleviation, Structural Adjustment, Environmental Development, Women in Development etc.

1.5 The training methodology of the Senior Staff Course includes lecture sessions, reading assignments, library work, case studies, seminars, syndicates, group discussions, film shows, field trips, internal and external study tours etc. The performance of individual participants are evaluated on the basis of the presentation of seminar, syndicate and study tour reports.

1.6 It is necessary to evaluate the effectiveness of the Senior Staff Course in the context of economic, political and social changes in global and regional arenas. The contents and the methodology of the course should be redesigned, if necessary, in such a manner that it can help the participants to respond to the needs of the present-day situation.

2.0 Objectives of the Study

2.1 The objectives of the study are as follows :

- a. to review the objectives of the Senior Staff Course in the present context;
- b. To assess the relevance/effectiveness of different modules and topics in achieving the enunciated course objectives;
- c. To evaluate the appropriateness/effectiveness of the existing training techniques/methodologies of the Course; and
- d. To make specific recommendations for increasing effectiveness of the Senior Staff Course, particularly on its contents and methodology.

3.0 Scope of the Study :

3.1 Evaluation of a training course is a wide issue. The effectiveness of a course eventually depends on the impact of training on the participant's actual job performance which involves many factors to consider. The participants of the Senior Staff Course are drawn from various sectors of the public service. They have obviously varying training needs. The Senior Staff Course attempts to address the common issues of concern. It tries to identify and fulfil the common needs of policy-makers and senior

executives. This study is also confined to that common area and focuses the contents and methodology aspects of the Senior Staff Course conducted by the BPATC.

4.0 Methodology

4.1 This study explores both primary and secondary sources of information. Responses of some selected ex-participants of different Senior Staff Courses conducted by BPATC were received through structured questionnaires. In addition, opinions/suggestions of selected trainers and high-ranking civil servants were gathered. Questionnaires were pre-tested. Literature/study reports on the training of senior civil servants and relevant papers on Senior Staff Courses available with the Library and the Planning, Programme and Records (PPR) and the Evaluation departments of BPATC were also be consulted.

4.2 The participants of the Twenty-third Senior Staff Course of BPATC presented three syndicate papers on the effectiveness of the Senior Staff Course of BPATC. The participants were divided into three groups for syndicate exercises. The three groups dealt with three separate, but inter-related aspects, e.g., course contents, methodology and management. The syndicate reports have been thoroughly consulted for the purpose of this study.

4.3 The draft report was presented in the faculty seminar. The report has been revised on the basis of the suggestions made by the

participants of the seminar.

5.0 Limitations :

5.1 The study has some limitations. Owing to limited resources and time constraints, there had been inadequacies in the number of respondents. Questionnaires have been distributed to 60 people, but only 20 responded. Those who responded, are predominantly ex-participants of the Senior Staff Course. Adequate responses could not be gathered from the supervisors and the clientele of the trained officers.

PART II

6.0 Objectives of the Senior Staff Course :

6.1 Courses at BPATC are designed with several broad objectives within a framework where attention is also given to meeting the specific needs of particular groups based on the central theme of each course. The broad objectives of BPATC courses are:

6.1.1 to create a healthy atmosphere for academic exercise by bringing diverse groups of participants to BPATC, away from the real job situation;

to provide an open forum for free and frank exchange of knowledge, ideas and experiences for creating a greater appreciation of their roles and the mutuality of departmental actions and programmes;

6.1.2 to orientate the participants with the complex issues of national development, irrespective of their own fields, and enable them to appreciate the nature and value of the work of fellow participants and view their own work in the wider perspective of national development;

6.1.3 to give the participants opportunities for self-analysis or self-appreciation aiming at reinforcement of their knowledge and skill;

6.1.4 to provide them opportunity for deeper appreciation of

the complex and dynamic socio-cultural and politico-economic environment in which they operate;

6.1.5 to acquaint them with the current concepts and issues of national development; to develop their ability to cope with the challenging demands of a changing society; and

6.1.6 to sharpen problem-solving and decision making skills.

6.2 In addition to these general objectives, the Senior Staff Course specifically aims at:

6.2.1 sharpening the leadership qualities to take up current-day organizational challenges;

6.2.2 acquainting the participants with the theoretical framework of development policies and their applicability in the context of Bangladesh;

6.2.3 providing information for better and more in-depth appreciation of the present conceptual thrust on Public Administration and Development Economics; and

6.2.4 enriching the overall analytical abilities of the participants.

6.3 The respondents suggested the exclusion of the following objectives from the above list :

<u>Catch words of objectives</u>	<u>Size of respondents</u>	<u>Percentage</u>
a. Share experience	1	5
b. Self-analysis	2	10
c. Orientate with environment	3	15
d. Acquaint with current concepts	1	5
e. Sharpen leadership quality	3	15
f. Acquaint with development theories	1	5
g. Acquaint with public administration theories	3	15
h. Enrich analytical abilities	3	15
i. Problem-solving and decision-making	1	5

6.4 The respondents have recommended the inclusion of the following objectives. (Only catch words have been mentioned).

<u>Recommended objectives</u>	<u>Size of respondents</u>	<u>Percentage</u>
a. Develop professionalism	2	10
b. Inculcate ethical values	3	15
c. Develop analytical capability	2	10
d. Orientate with participatory approach	5	25
e. Develop problem-solving skills	2	10
f. Orientate with the current political thinking	3	15
g. Increase responsiveness to clientele	2	10

h.	Increase management skill	1	5
i.	Improve efficiency	1	5
j.	Provide opportunities for self-analysis	1	5
k.	Organizational analysis	1	5
l.	Comparative analysis	1	5
m.	Geo-political analysis	1	5

6.5 The respondents identified the following as the core objectives of the SSC:

<u>Objective</u>	<u>Size of respondents</u>	<u>Percentage</u>
<u>First priority</u>		
a. Share experience	5	25
b. Promote mutual understanding	2	10
c. Self-analysis	2	10
d. Orientate with environment	1	5
e. Acquaint with current concepts	1	5
f. Enrich analytical ability	1	5
g. Organizational analysis	1	5
<u>Second priority</u>		
a. Acquaint with current concepts	4	20
b. Promote mutual understanding	3	15
c. Self-analysis	1	5
d. Orientate with environment	1	5
e. Sharing decision making skill	1	5
f. Acquaint with development theories	1	5

			10
g.	Enrich analytical capabilities	1	5
h.	Develop leadership	1	5
<u>Third priority</u>			
a.	Acquaint with development theories	3	15
b.	Acquaint with current concepts	2	10
c.	Sharpen decision-making skills	2	10
d.	Promote mutual understanding	1	5
e.	Orientate with environment	2	10
f.	Acquaint with public administration theories	1	5
g.	Organizational analysis	1	5

7.0 Course Contents :

7.1 At present the course modules and topics are divided into two broad areas, such as, Public Administration and Development Economics. 15 respondents (75%) believe that these two areas are adequate to meet the objectives of the course. Only five (25%) replied in the negative. The following new areas were suggested (Numbers in the parentheses indicate the size of respondents):

- a. Behavioural Science (1)
- b. Basic Science and Technology (1)
- c. Local Level Administration and Poverty Alleviation (1)
- d. Computer Technology (1)
- e. Public Finance and Accounts (1)
- f. Public Policy (1)

- g. Management (1)
- h. International Relations (1)

7.2 The twenty-third Senior Staff Course had the following course contents :

A. PUBLIC ADMINISTRATION

Module 1: POLICY ANALYSIS

- | | |
|-------|--|
| PA-01 | The Conceptual Framework of Policy Analysis |
| PA-02 | Policy Process: Principles and Phases |
| PA-03 | The Political Context of Policy Making |
| PA-04 | The Economic Context of Policy Making |
| PA-05 | Models of Policy Analysis: Relevance and Rationale |
| PA-06 | Challenges of Policy Implementation:
Bangladesh Context |
| PA-07 | Discussion on Selected National Policies
(Panel Discussion) |

Module 2: PUBLIC ADMINISTRATION

- | | |
|-------|---|
| PA-08 | Concepts of Development: Public Administration
Perspective |
| PA-09 | Development Administration: Goals and Strategies |
| PA-10 | Institution Building as a Development Strategy |
| PA-11 | Leadership and Supervision: Changing Concepts |
| PA-12 | Relationship Between Civil Servants and
Public Representatives |
| PA-13 | Democratic Governance: Principles and Practices |
| PA-14 | Transparency and Accountability in Politics and
Administration |

Module 3: GOVERNMENTAL SYSTEM

- PA-15 Concepts of State and Government in Comparative Perspective
- PA-16 Constitution and Constitutional Development: Bangladesh Context
- PA-17 Structure of the Bangladesh Government
- PA-18 Local Government System: Regional Experiences
- PA-19 Parliament Procedures and Parliamentary Committees
- PA-20 Elections in Bangladesh: A Review

Module 4: ETHICS IN ADMINISTRATION

- PA-21 Need and Role of Ethics in Administration
- PA-22 Ethics and Development
- PA-23 Role of Civil Servants in Ethical Development
- PA-24 Corruption: Causes and Remedies

B. DEVELOPMENT ECONOMICS

Module 1: THEORIES OF ECONOMIC DEVELOPMENT

- DE-01 Changing Concepts of Economic Development
- DE-02 Development Issues in a Changing World: New Lessons, Old Debates, Open Questions
- DE-03 Economic Growth and Income Distribution: Bangladesh Perspective
- DE-04 Mobilization of Domestic Resources for Development
- DE-05 Unemployment: Issues and Dimensions
- DE-06 Human Resources Development: Bangladesh Perspective
- DE-07 Transition Towards Market Economy

Module 2: DEVELOPMENT STRATEGIES AND IMPORTANT POLICY ISSUES I. BANGLADESH

- DE-08 Planning Experiences in Bangladesh
- DE-09 Strategies for Agricultural Development with Reference to Bangladesh and Selected Asian Countries
- DE-10 Strategies for Industrial Development in Bangladesh and NICs
- DE-11 Strategies for Flood Control, Irrigation and Water Resources Management in Bangladesh
- DE-12 Monetary Policy and the Role of Bangladesh Bank
- DE-13 Urbanization and Urban Management in Third World Countries with Special Reference to Bangladesh
- DE-14 Education Curricula and Poverty Alleviation
- DE-15 Management of Development Projects in Bangladesh: An Overview

Module 3: INTERNATIONAL ECONOMIC RELATIONS

- DE-16 Evolution of International Monetary System
- DE-17 IMF and the Developing Countries
- DE-18 Structural Adjustment Policy
- DE-19 Aid Negotiations: Strategies and Procedures: Case of Bangladesh
- DE-20 Aid Negotiation: Donors' Views
- DE-21 WTO and the Bangladesh Economy
- DE-22 SAPTA and Regional Economic Cooperation
- DE-23 Trade Promotion: Role of Bangladesh Mission
- DE-24 International Debt Crisis

Module 4: CHILD AND WOMEN DEVELOPMENT

- SP-01 Gender and Development
- SP-02 Issues in Child and Women: Bangladesh Perspective

SP-03 Social Mobilization for Child and Women Development

7.3 10 respondents believe that the size of the modules and topics are just right, while six think that these are too many. None views these as too few. The following modules were suggested to be excluded:

<u>Name of the module</u>	<u>Size of respondents</u>	<u>Percentage</u>
a. Ethics in Administration	8	50
b. Governmental System	3	18.75
c. Theories of Economic Development	2	12.5

7.4 The following topics were suggested to be excluded from the curriculum (Numbers in parentheses indicate the size of respondents) :

PA-5 Models of Policy Analysis (1)

PA-6 Challenges of Policy Implementation and PA-7 Discussion on Selected National Policies should be combined (1)

PA-13 Democratic Governance: Principles and Practices and PA-14 Transparency and Accountability in Politics and Administration to be combined (1)

PA-15 Concepts of State and Development in Comparative Perspective (1)

PA-16 Constitution and Constitutional Development and PA-17 Structure of the Bangladesh Government may be merged (1)

PA-15,16,17 may be merged (1)

PA-20 Elections in Bangladesh: A Review (1)

PA-21 Need and Role of Ethics in Administration (2)

DE-2 Development Issues in a Changing World:
New Lessons, Old Debates, Open Questions (1)

DE-3 Economic Growth and Income Distribution:
Bangladesh Perspective (1).

DE-12 Monetary Policy and the Role of Bangladesh Bank (1)

DE-19 Aid Negotiation: Strategies and Procedures:
Case of Bangladesh (1)

7.5 The following new modules were suggested to be included in the curriculum (Numbers in parentheses indicate the size of respondents) :

- a. Public Finance and Accounts (1)
- b. Organizational Leadership (1)
- c. Comparative Policy Analysis (1)
- d. Global and Regional Issues (2)
- e. A Vision for the 21st Century (1)
- f. Constitution, Political Parties, Devolution, Local Government (1)
- g. Research and Evaluation Methodology (1)
- h. Information Technology (3)
- i. Transition to Market Economy (2)
- j. Behavioural Science (1)
- k. Important National Issues (1)
- l. Local Level Administration (1)
- m. Area Development (1)
- n. Human Resource Development (1)
- o. Marxian Economy (1)
- p. GO-NGO Relations (2)

- q. Primary Health Care (1)
- r. People's Participation in Administration and Development (1)
- s. Ethics and Core Values (2)
- t. Social Module (1)
- u. Basic Science and Technology of the Advanced World (1)
- v. Strategies for Agricultural Development (1)
- w. Defence Policy and Strategy (1)
- x. Foreign Policy and Strategy (1)
- y. Industrial Policy and Strategy (1)
- z. Grassroots Development (3)

7.6 The following new topics were recommended (Numbers in the parentheses indicate the size of respondents):

Module 2 (Development Strategies and Policy Issues) :

- a. Fiscal Policy and the Role of NBR (1)
- b. Development of Special Economic Zones for Industrial Development (1)
- c. Capital Market and the Role of SEC (2)
- d. Trade Policy (1)
- e. Trade Balance (1)

* Module 3 (International Economic Relations):

- a. International Trade: Practice and Procedure (1)
- b. Regional Trade Blocs and the Role of WTO (2)

Behavioural Science

- a. Coaching, Counselling and Monitoring (1)

- b. Transactional Analysis (1)
- c. The Art of Presentation (1)
- d. The Art of Speaking and Listening (1)

Important National Issues :

- a. Violence and Terrorism (2)
- b. Issues of Water Sharing with Neighbouring Countries (1)
- c. The Transit Issue (1)
- d. Decentralization and Privatization (1)

Topics without referring to any module

- a. Global Geo-politics with Reference to Bangladesh Foreign Policy (1)
- b. Defence Policy of Bangladesh (1)
- c. Market Economy: Global and Bangladesh Perspective (1)

8.0 The Central Theme

8.1 Each Senior Staff Course has a central theme. The central themes of the SSCs held so far are as follows:

<u>Course</u>	<u>Theme</u>
First Senior Staff Course	Domestic Resource Mobilization
Second Senior Staff Course	Internal Resource Mobilization
Third Senior Staff Course	Rural Development
Fourth Senior Staff Course	Public Enterprise Management in LDC's
Fifth Senior Staff Course	Project Sustainability
Sixth Senior Staff Course	Education for Development
Seventh Senior Staff Course	Human Resource Development
Eighth Senior Staff Course	Alleviation of Poverty

Ninth Senior Staff Course	Structural Adjustment
Tenth Senior Staff Course	Institutional Capability Building
Eleventh Senior Staff Course	External Resource Mobilization
Twelveth Senior Staff Course	Social Cost of Structural Adjustment
Thirteenth Senior Staff Course	Rule of Law and Administrative Responsibility
Fourteenth Senior Staff Course	Administrative Transparency and Accountability in Administration
Fifteenth Senior Staff Course	Social Forestry and Environmental Development
Sixteenth Senior Staff Course	Modernizing the Civil Service
Seventeenth Senior Staff Course	Women in Development (WID)
Eighteenth Senior Staff Course	Child Welfare
Nineteenth Senior Staff Course	Planned Parenthood and Human Development
Twentieth Senior Staff Course	Capacity Building for Sustainability of the Poverty Alleviation Programmes
Twenty-first Senior Staff Course	Changing Role of the State in Development
Twenty-second Senior Staff Course	Development Planning: Model of Village Development
Twenty-third Senior Staff Course	Thana-level Planning and Development

8.2 Apart from offering a module on the central theme, syndicate assignments, field visits, focus on foreign study tour etc. are determined basing on the central theme. Asked whether SSC should continue to have a central theme, 13 respondents (72%) answered in the affirmative and five respondents (18%) in the negative.

8.3 14 respondents (88%) opined that 7-10 sessions generally spent for addressing the various issues of the central theme are adequate. Only two respondents (12%) found it inadequate.

8.4 The respondents made the following suggestions for improving the status of the central theme:

- Field visits and case studies on the central theme;
- The central theme should be finalized in consultation with the participants;
- Central themes should be on policy issues;
- Issues of various ministries related to the central theme may be discussed at great length.

Each of the above points were made by only one respondent.

8.5 A respondent who did not recommend a central theme argued that converging on a central theme narrowed down the vision of a participant to a framework with which he/she might not have been concerned in his/her professional activities. Emphasis should be given on the process, not the theme. Alternatively, preparation of an individual project was recommended. In this approach, a participant could be encouraged to select a theme from his/her own profession, an area where the participant excelled.

9.0 Duration of the Course :

9.1 14 respondents (82%) found the present 90-day duration of the course just right. Only two (12%) considered it too long and to one

(6%) it was too short. Two respondents recommended a duration of 60 days and one was in favour of a 120-day course. Among those two respondents who recommended a 60-day course, one suggested the exclusion of module PA-4 (Ethics in Administration).

10.0 Methodology :

10.1 At present the following training methods are used in the SSC:

- a. Lecture and discussions;
- b. Case studies;
- c. Syndicate work/group discussions;
- d. Reading assignment/Library work;
- e. Study tour/field trip;
- f. Seminar paper presentation;
- g. Film show;
- h. Extension lecture.

10.2 Asked which one(s) of these methods was/were most effective for the SSC participants, the response was as follows:

Training Methods

<u>First Priority</u>	<u>No. of Respondents</u>
Lecture & discussion	9
Case studies	3
Syndicate	2
Seminar	2

	16

<u>Second Priority</u>	<u>No. of respondents</u>
Lecture & discussion	1
Case studies	5
Syndicate work	3
Seminar paper	3
Study tour/Field trip	3
Extension lecture	1

	16

<u>Third Priority</u>	<u>No. of respondents</u>
Lecture & discussion	2
Syndicate	5
Seminar	5
Study tour/Field trip	2
Extension lecture	2

	16

10.3 Asked which method should get more priority, the response was as follows:

<u>Priority 1</u>	<u>No. of respondents</u>	<u>Percentage</u>
Seminar paper	3	20.0%
Lecture	5	33.3%
Case studies	4	26.7%
Study tour	2	13.3%
Film shows	1	6.7%
	-----	-----
	15	100.0%

<u>Priority 2</u>	<u>No. of respondents</u>	<u>Percentage</u>
Case studies	3	27.3%
Syndicate	5	45.4%
Library work with feed back	1	9.1%
Extension lecture	1	9.1%
Comparative analysis	1	9.1%
	-----	-----
	11	100.0%

<u>Priority 3</u>	<u>No. of respondents</u>	<u>Percentage</u>
Syndicate	1	10.0%
Field trips	4	40.0%
Case studies	1	10.0%
Highly selected films	1	10.0%
Seminar paper	2	20.0%
Lecture	1	10.0%
	-----	-----
	10	100.0%

11.0 The Seminar Paper

11.1 Seminar paper writing and presentation is an important requirement of the SSC. Asked what should be the nature of the seminar topics, eight respondents (42%) opined that these should be limited to policy issues while 11 respondents (58%) were in the opinion that it should be open.

11.2 One respondent (5%) opined that the topic for seminar paper should be from his/her own job. Five respondents (25%) were in the

opinion that the participant should be asked to address an area other than own job. 11 respondents (55%) opined that it should be open. One respondent (5%) proposed the seminar paper to be replaced by individual projects.

12.0 The Study Tour

12.1 A foreign study tour (FST) for ten days is organized subject to availability of fund and approval of the Government. At present there is a backlog of the foreign study tour of four Senior Staff Courses owing to non-availability of fund. The participants were asked whether they considered FST should remain an integral part of SSC, 17 respondents (85%) answered in the affirmative and only three respondents (15%) held a negative view of it.

12.2 The arguments in favour of the necessity of FST were as follows (Numbers in the parentheses indicate the size of respondents):

- Comparative analysis (2)
- Learning from others (2)
- Advantages of travelling in a group (1)
- Technology transfer (4)
- FST is an incentive (1)
- Strengthening the SAARC (provided limited to SAARC countries) (1)
- Broaden the vision of participants (1)

12.3 The following arguments were put against the FST as an integral part of SSC:

- Few comparative situations in other countries (1)
- Dependence on foreign financing (1)
- 'Shopping visit' is not necessary (1).

12.4 The following suggestions were made to make the internal study tour more effective:

- Tour objectives should be articulated (1)
- Make it more structured and focused (1)

13.0 Other Suggestions of the Respondents

13.1 Other recommendations made by the respondents were as follows:

- a. SSC to be linked up with career development of officers (7);
- b. More attempts towards objective evaluation of individual participants (2);
- c. Full utilization of training capacity (in terms of the number of participants) (1);
- d. Draw participants from other countries (1);
- e. Activating the NTC (1);
- f. Finalizing the National Training Policy (1);
- g. Training need analysis (1);
- h. Strict adherence to residential requirements (2);
- i. Prescribed texts to be provided (1);
- j. Conscientization of the participants (1);

- k. Boosting moral of the participants (1);
- l. Improving the quality of the faculty (6);
- m. Lectures basing on comparative analysis (1);
- n. More field trips (1);
- o. Programme like 'If I would be the Head of Government/
Secretary of my Ministry (1);
- p. Improving the standard of the dormitory (3);
- q. Enrich the library with updated information (2);
- r. English should be the medium of communication (1);
- s. All faculty members should stay on campus (1);
- t. Invite political leaders as speakers (1);
- u. Invite NGO leaders as speakers (1);
- v. Invite grassroots-level people to ventilate their
problems (1);
- w. All speakers should distribute handouts (1);
- x. Special incentives for the faculty (3);
- y. Prifarcation of academic and administrative staff (3);
- z. Commitment to improve the standard of the SSC (1);
- aa. Ensuring the discipline of the course (1).

PART III

14. Major Findings :

14.1 Major findings of the study are as follows:

- a. Elaboration of the course objectives gives an impression that they are too many in number, ambitious and therefore difficult to achieve. The respondents are in favour of more precise objectives. They emphasize the increase of analytical ability through the SSC. Some of them also wish to instil the virtues of courage and honesty through this training. Some respondents also want to develop the values and skills of participatory approach through this course;
- b. According to the respondents, the two broad areas, e.g. Public Administration and Development Economics are adequate to meet the objectives of the course;
- c. The size of the modules and topics are also appropriate according to most of the respondents. They have, however, suggested some incremental changes in the course contents. A reasonable number of respondents are not in favour of retaining 'Ethics in Administration' as a separate module;

- d. Most of the respondents think that the SSC should continue to have a central theme. They also consider 7-10 sessions generally spent for addressing various issues of the central theme are adequate. They have, however, suggested to improve the effectiveness of the central theme through more in-depth analysis;
- e. Most of the respondents think that the present 90-day duration of the SSC is just right;
- f. Majority of the respondents appreciate that lecture-cum-discussions, although a traditional method, is indispensable for the participants of this level. But a good number of respondents are in favour of the use of case studies for in-depth analysis of problems and issues.
- g. The respondents also want the syndicate exercises to be properly guided and done in a more effective manner;
- h. Majority of the respondents think that the nature of seminar topics should be open. A reasonable number of respondents are in favour of restricting those to policy issues. Most of the participants have opined that the area of the seminar papers should also be open, irrespective of the participant's own job or other than

own job. One respondent has proposed the seminar paper to be replaced by individual projects;

- i. All respondents but three think that the foreign study tour (FST) should remain an integral part of the SSC. Main arguments in favour of this opinion include technology transfer comparative analysis and learning from others;
- j. In the section of open suggestions, the respondents have mostly called for developing the BPATC faculty, improving the quality of support services and linking SSC with the career development of concerned officers.

15.0 Recommendations :

On the basis of above findings, the following recommendations are made for increasing effectiveness of the Senior Staff Course:

- a. The Senior Staff Course should have a precise and focused set of objectives to make the participants feel that they, together with BPATC, can achieve these objectives. Recommended course objectives are given at Annexure-I;
- b. Course contents should be revised on a regular basis, as it is done now. A limited number of sessions may be left open, to be determined in consultation with the participants, after their joining the course. Recommended

course contents are given at Annexure-II;

- c. Either participants of the course should be selected on the basis of their relevance to and interest in the central theme or the central theme may be finalized in consultation with the participants after their joining the course. Field trips may be utilized to reinforce the issues of the central theme;
- d. BPATC should conduct and adapt adequate number of case studies which can be used as training materials in SSC and other courses. If these studies cannot be supported from the revenue budget, the Centre can explore financial assistance from other sources;
- e. Syndicate exercises should be properly guided by internal resource persons. Case studies can be used for syndicate exercises;
- f. Adequate guidance and support should be provided for making the seminar papers more professional and fruitful. This endeavour should also be aimed at providing policy input to the Government;
- g. The foreign study tour (FST) should remain an integral part of the SSC. The Government should place necessary

funds at the disposal of BPATC to bear the expenses of FST if external financial assistance is not available;

- h. Adequate and immediate measures should be taken to develop the capability of the BPATC faculty. The quality of support services including the dormitory and secretarial facilities should be improved and streamlined;
- i. SSC, along with other core courses of BPATC, should be linked with the career advancement of officers.
- j. The National Training Council (NTC) should be activated to monitor the effectiveness of different courses and the National Training Policy should be updated.

16.0 Conclusion :

16.1 The Senior Staff Course is one of the core and vital courses of BPATC. This course is designed to provide the senior managers/administrators of Bangladesh the opportunity for deeper appreciation of the complex and dynamic politico-economic and socio-cultural environment in which they work. It is widely believed that increased efficiency and commitment of the top level officers has positive correlation with administrative capacity building and national development. Therefore, SSC needs to be handled with creative thoughts, efficiency and care.

16.2 Improvement of training should be seen as a continuous process. Like all other courses there is enough room for modifying and improving the contents and methodology of the SSC. The study on increasing the effectiveness of the Senior Staff Course of BPATC was undertaken to find ways and means to improve the SSC. BPATC can undertake the following measures to improve the quality of the SSC.

16.2.1 Basing on the suggestions of the respondents a modified course curriculum is recommended by the researchers. The modified course curriculum can be put into operation and adapted over time to meet the demands of an ever-changing environment.

16.2.2 The course can be made more participative. Some sessions, the central theme of the course, field trips etc. may be finalized in consultation with the participants.

16.2.3 Faculty members may be encouraged to select/develop case studies in accordance with the topics of the SSC. The case-study method on one hand will bring realism to the class-room, encourage self-learning and active involvement of the participants. On the other hand, as the case-study method requires considerable knowledge on the subject, (both practical and theoretical), understanding individual and group behaviour and excellent communication skills the faculty members will be able to upgrade their knowledge as well as enrich their technical skills while developing and using the case-study method.

16.2.3 BPATC should be manned by competent and hard working faculty members. In order to attract and retain bright people with excellent academic background, service conditions including promotion prospects may be revised in line with other academic institutions like universities. On the other hand, government officers having excellent academic background, good communication skills and aptitude in training may be sent to BPATC on deputation with an adequate incentive package. For continuous development of the faculty members ample opportunities for both in-country and overseas training need to be created and sustained. Alongside the quality of support services including the dormitory and secretarial facilities should be improved and streamlined.

RECOMMENDED OBJECTIVES OF THE COURSE

After attending the course, the participants will be able to

- * make deeper appreciation of the complex and dynamic socio-cultural and politico-economic environment in which they operate;
- * understand the current concepts and issues of national development and know how to use them to cope with the challenging demands of a changing society; and
- * develop leadership qualities to take up current-day organisational challenges.

Annexure-II**RECOMMENDED COURSE CONTENTS****A. PUBLIC ADMINISTRATION****Module 1: POLICY ANALYSIS**

- PA-01 The Conceptual Framework of Policy Analysis
- PA-02 Policy Process: Principles and Phases
- PA-03 The Political Context of Policy Making
- PA-04 The Economic Context of Policy Making
- PA-06 Challenges of Policy Implementation:
Bangladesh Context
- PA-07 Panel Discussion on Selected National Policies (e.g.
Defence, Foreign Affairs, Law and Order, Health,
Education, Industrial Policy).

Module 2: DEVELOPMENT ADMINISTRATION

- PA-09 Development Administration: Goals and Strategies
- PA-10 Institutional Capacity Building
- PA-11 Leadership, Management and Supervision: Changing Concepts
- PA-12 Relations Between Civil Servants and Public
Representatives
- PA-13 Good Governance: Bangladesh Context
- PA-14 Transparency and Accountability in Administration

Module 3: GOVERNMENTAL SYSTEM

- PA-15 Concepts of State and Government in Comparative
Perspective
- PA-16 Constitution and Constitutional Development:
Bangladesh Context
- PA-18 Local Government System: Comparative Analysis
- PA-19 Parliament Procedures and Parliamentary Committees
- PA-20 Elections in Bangladesh Past Experiences, Future
Directions
- PA-21 Ethics, Morality and Administration
- PA-22 Corruption: Causes and Remedies

B. DEVELOPMENT ECONOMICS**Module 1: CONCEPTS OF ECONOMIC DEVELOPMENT**

- DE-01 The Changing Concept of Economic Development
- DE-02 Economic Growth and Income Distribution:
Bangladesh Perspective
- DE-03 Mobilization of Domestic Resources for Development
- DE-04 Unemployment: Issues and Dimensions
- DE-05 Human Development: Bangladesh Perspective

DE-06 Transition Towards Market Economy

Module 2: DEVELOPMENT ISSUES AND STRATEGIES IN BANGLADESH

- DE-07 Planning Experiences in Bangladesh
- DE-08 Management of Development Projects in Bangladesh:
An Overview
- DE-09 Strategies of Agricultural Development with Reference
to Bangladesh and Selected Asian Countries
- DE-10 Strategies for Industrial Development in Bangladesh
and NICs
- DE-11 Strategies for Flood Control, Irrigation and Water
Resources Management in Bangladesh
- DE-12 Monetary Policy and the Role of Bangladesh Bank
- DE-13 Capital Market and the Role of SEC
- DE-14 Urbanization and Urban Management in the Third World
Countries with Special Reference to Bangladesh
- DE-15 Education, Productivity and Poverty Alleviation
- DE-16 Gender and Development : Global Perspective
- DE-17 Issues in Child and Women: Bangladesh Perspective
Collaboration of GOs and NGOs for Development Pol

Module 3: INTERNATIONAL ECONOMIC RELATIONS

- DE-18 IMF and the Developing Countries
- DE-19 Structural Adjustment Policy
- DE-20 Aid Negotiations: Strategies and Procedures
- DE-21 WTO and the Bangladesh Economy
- DE-22 SAPTA and Regional Economic Cooperation
- DE-23 Trade Promotion: Role of Bangladesh Missions
- DE-24 International Debt Crisis
- DE-25 Effective Participation in Regional and Global
Conferences

(Module on Central Theme is to be developed in consultation with the participants)

Annexure-III

Questionnaire

Name (optional)

Designation

Organization for which you are working

Cadre (if any)

1. Annexure-I shows the objectives of the current (Twenty-third) Senior Staff Course (SSC). If you think the objectives are too many which one(s) should be excluded ? Please mention the number(s) below.

2. If you think more objectives are required, please write them down.

a.

b.

c.

d.

- *3. What, according to you, should be the core objectives of the SSC ? (You can select three objectives from Annexure-I or write your own objectives and arrange in order of priority, 1 being the first priority, 2 being the second and so on).

1.

2.

3.

4. The course modules and topics are enumerated in Annexure-II. Do you think that the two broad areas such as, Public Administration and Development Economics are adequate to meet the objectives of the course ?

☐

Yes

☐

No

5. If no, please suggest other area(s) requiring inclusion and arrange in order of priority (1, 2, 3 etc.):

1.

2.

3.

6. What are your views about the size of modules/topics included in the course ?

☐

Too Many

☐

Too Few

☐

Just Right

7. If you think that the modules are too many which one(s) should be excluded ?

-

-

-

8. If you think the topics are too many which one(s) should be excluded ?

-

-

-

9. Please suggest the name(s) of new module (s) that should be included in the Course (Please mention topics of your new module. Please use extra sheet, if necessary).
- a.
- b.
- c.
- d.
10. Please suggest the new topic(s) (if any) that should be included in the existing modules (Please mention the module as well as the new topic. Please use extra sheet, if necessary).
11. Each SSC has a central theme. The central themes of the SSCs held so far are shown in Annexure-III. Apart from offering a module on the central theme, syndicate assignments, field visits, focus of the foreign study tour etc. are determined basing on the central theme. Do you think, SSC should continue to have a central theme ?
- ☐ Yes ☐ No
12. Do you think 7-10 sessions generally spent for addressing the various issues of the central theme are adequate ?
- ☐ Yes ☐ No
13. If you are not satisfied with the present status of the central theme, please suggest some measures to improve it.
14. Do you think the present 90-day duration of the course is
- ☐ Too Long ☐ Too Short ☐ Just Right

15. If you think the duration is too long or too short then what, according to you, should be the right duration ?

☐ 120 days ☐ 60 days ☐ 30 days ☐ Any other
(Please mention)

16. Depending on your above response, how would you determine the size of the curriculum ? (Please refer to Questions 6-10)

17. At present the following training methods are used in the SSC.

- a. Lecture and Discussions
- b. Case Studies
- c. Syndicate Work/Group Discussion
- d. Reading Assignment/Library Work
- e. Study Tour/Field Trip
- f. Seminar Paper Presentation
- g. Film Show
- h. Extension Lecture

Which of the method(s) mentioned above to you is/are most effective for the SSC participants ? (Please arrange in order of priority, i.e. 1, 2, 3 etc.)

1.

2.

3.

18. Please mention the method(s), to your consideration, deserve more practice and arrange in order of priority, i.e. 1, 2, 3 etc.).

1.

2.

3.

19. Seminar paper writing and presentation is an important requirement of SSC. What should be, to you, the nature of the seminar topics ?

☐ Policy ☐ Administration ☐ Open

20. Which area should the participant be asked to address in writing seminar papers ?

☐ Own job ☐ Other than own job ☐ Open

21. Foreign Study Tour (FST) is organized subject to availability of fund and approval of the Government. Do you think FST should remain an integral part of SSC ?

☐ Yes ☐ No

22. Why do (not) you consider FST an integral part of the SSC ?

23. Please give specific recommendation(s)/suggestion(s) (if any) for increasing the effectiveness of the SSC.

a.

b.

c.

d.

e.

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