

**A STUDY OF REGIONAL PUBLIC ADMINISTRATION
TRAINING CENTRE (RPATC) PROJECT**

**S.A. SAMAD
MEMBER DIRECTING STAFF
DEVELOPMENT & ECONOMICS**

**ARABINDA KAR
DIRECTOR (PPR)**

**BANGLADESH PUBLIC ADMINISTRATION TRAINING CENTRE
SAVAR, DHAKA**

TABLE OF CONTENTS

CHAPTER-1

	<u>page</u>	<u>No</u>
1. Introduction	...	7
2. Relevance of the study	...	8
3. Objectives of the study	...	9
4. Conceptual framework of the study	...	11
5. Methodology	...	13
6. Plan of presentation	...	13

CHAPTER-2

7. RPATC project	...	14
8. Construction of RPATCs	...	16
9. Physical facilities of RPATC	...	19
10. RPATC, Dhaka	...	24
11. Financial progress	...	29
12. Some observations on the construction work	...	31

CHAPTER-3

13. Implementation of the RPATC project	...	33
14. Project evaluation and monitoring system	...	36
15. Implementation problems of the project	...	39

CHAPTER-4

16. Organisational structure of the RPATC	...	42
17. RPATCs linkage with BPATC	...	43

18. Budgets of RPATC	...	48
19. Co-ordination and monitoring	...	49
20. Training programmes of RPATCs	...	50

CHAPTER-5

21. Curriculum & Training Methodology	...	59
22. Evaluation	...	61
23. Research and Case Studies	...	63
24. Staff Development	...	64
25. Incentives	...	65
26. Recruitment of Trainees	...	66
27. Clientele of RPATCs	...	67

CHAPTER-6

28. Findings and Issues	...	72
-------------------------	-----	----

LIST OF TABLES

<u>1.No</u>	<u>Title of the table</u>	<u>Page No.</u>
1.	Comparative statement of fund allocation in original and revised PP of RPATC.	... 18
2.	Books procured for RPATC under the project	... 19
3.	List of equipment and vehicles	... 21
4.	Dormitory capacity	... 22
5.	Comparative statement of plinth areas of different components of 4 RPATCs	... 25
6.	Monthly progress report of Dhaka RPATC. Month August, 1990	... 27
7.	Expenditure of the RPATC project upto October, 1990	... 30
8.	Implementation Problems of the project	... 39
9.	List of Director of ST & TOT Department	... 45
10.	RPATC staff position in different years	... 47
11.	Budgets of RPATC	... 48
12.	Training programmes conducted by RPATCs	... 51
13.	RPATCs training performance during 1985-90	... 52
13.1	RPATC wise training performance (1985-1990)	... 53
14.	Courses conducted by RPATCs and former STIs for Class-I officers	... 55
14.1	Courses conducted by RPATCs and former STIs for Class-II Officers	... 56
14.2	Courses conducted by RPATCs and former STIs for Class-III employees	... 57
15.	Comparision of RPATCs and STIs training performance	... 59
16.	Training allowances of RPATC trainees	... 66
17.	Clientele of RPATCs	... 68

LIST OF ANNEXURE

1. Management setup for implementation.
2. Powers, responsibilities and staffing of PIO
3. Interagency functional link of the Project Implementation Office.
4. Questionnaire on Project Implementation Problems.
5. Existing organisation of Staff Training Institute, Establishment Division.
6. RPATC Organogram
7. Organogram of Bangladesh Public Administration Training Centre(BPATC)
8. The list of Deputy Directors who worked in different RPATCs
9. The list of the officers who visited RPATCs
10. Recommended course to be run in each Regional Public Administration Training Centre (RPATC)
11. Annual training target of RPATC (Dhaka, Chittagong, Rajshahi and Khulna).

LIST OF RESEARCHERS

1. Mr. A.K.M. Enamul Haque, Assistant Director, BPATC,
Research Associate.
2. Mr. Md. Munir Hossain, Assistant Director, BPATC,
Research Associate.
3. Mr. Nasiruddin Ahmed Chowdhury, Assistant Director,
Data Collector.

CHAPTER -1

1.1 INTRODUCTION

Staff Training received attention for the first time in this country in 1963, when O&M Wing of the then Establishment Division started organising training courses for the supporting staff. In 1966, the Staff Training Institute(STI) was set up and located in the Secretariat as a separate entity. In 1980, three regional STIs were set up at Khulna, Chittagong and Rajshahi. Till that time, the secretariat based STI was responsible for meeting the training needs of a vast pool of subordinate staff. In 1980, a few district staff training institutes were also set up by the Ministry of Establishment under a crash programme to facilitate staff training. The government conducted a major study, entitled "pre-investment study for a Public Administration Training and Management Improvement Project" in 1981 and took up the Public Administration Project for implementation with assistance from IDA for reorganising all types of public administration training, including staff training. The 1982 Martial Law Committee on administrative re-organisational set-up examined the structure of STI and recommended its amalgamation with the Public Administration Training Centre(BPATC). The assumption behind STI's amalgamation with PATC was that an integrated public training centre would be more productive than as isolated entities with little support from the larger governmental set-up.

1.2 BPATC was established in 1984, under Ordinance No. XXVI of 1984. STI was then renamed Regional Public Administration Training Centre (RPATC) and was merged with PATC in 1984. The RPATC project was approved by the Project Evaluation Committee (PEC) in 1983 for implementation by June, 1988, in order to create infrastructure and training facilities for three RPATCs. As usual, the RPATC project could not be completed in time and the project period was extended by two years. There has been a lot of changes in the organisational structures, project management and training area since the initiation of the RPATC project. This study is an attempt to examine if the project objectives have been achieved and attempts on analyse of some of the major issues on staff training.

1. 2. RELEVANCE OF THE STUDY

Staff training has been a neglected area. With the approval of the RPATC project, it presumably received some attention. Scarce resources were allocated for capacity expansion of STIs and their upgrading into RPATCs. The project has been monitored regularly by the project manager. IDA mission has also submitted a number of supervision reports on the project implementation status. Physical infrastructure and training facilities have been almost completed. But a probe is yet to be made to examine the status of RPATCs and analyse the challenges and issues that are yet to be addressed for improvement of staff training.

1.3 OBJECTIVES OF THE STUDY

This study aims at conducting a kind of post mortem of the project, and examine some of the issues that emerge out of the present status of staff training and call for policy intervention. The study would:

- (i) examine if the stated project goals and objectives have been achieved;
- (ii) identify the problems encountered during project implementation;
- (iii) delineate some of the issues that involve policy options; and actions that may be taken by the staff training management in pursuance of them.

1.4 RATIONALE FOR PROJECT CHOICE

1.4.1 Regional Public Administration Training Centres (RPATCs) were created to remove the inadequacies of staff training and improve it both qualitatively and quantitatively. With the functioning of RPATCs, supply of staff training courses has increased. But evidence shows that there is not much effective demand for it. As a result training targets are hardly fulfilled. Some of the questions which jam around staff training are:

- (i) What are the bottleneck of RPATCs?
- (ii) Are not the Training courses properly designed?
- (iii) Do they take care of the training needs?
- (iv) Are there sufficient incentives for the trainers as well as trainees?
- (v) How are the training courses evaluated?

- (vi) Is the curriculum updated regularly?
- (vii) Have the programmes been effective in changing attitudes of the participants?
- (viii) Were the training programmes designed to disseminate information only?
- (ix) Were they routinised merely to go through an act without convincing evidence in support of its utility?

There could be a number of studies to examine such queries.

Priority, however, demands that the project itself should be studied first.

1. 4.2 RPATC Project is a major event in the history of staff training. The project aimed at causing observable improvement in the area of staff training. How far have this objective been achieved? The project has definitely brought about some changes in staff training. The thrust of administration is now more on development than on regulatory functions. As part and parcel of administration, supporting staff are also agents of the delivery systems. Officials must appreciate their tasks and respond to the citizens' demands for services. The need for reorientation of bureaucracy and supporting staff has increased substantially with the shift of emphasis toward development. The staff may be development oriented and innovative, not tradition-bound and slaves of rules. RPATCs are charged with the responsibility of organising appropriate training for the supporting staff. Have they been able to do it? If not, what are the loopholes? What steps may be taken to improve staff training and strengthen RPATCs? Such questions may be answered better if the project is studied analytically. The study would help the policy planners and trainers appreciate the challenges faced by staff training.

The findings would hopefully provide inputs for development of staff training and RPATCs.

1. 5 CONCEPTUAL FRAMEWORK OF THE STUDY

1. 5.1 The strength of a chain lies in its weakest link. Effectiveness and efficiency in public services would remain a fond dream if the supporting staff are not well educated and trained. Training is widely accepted as a good intervention to raise the level of staff performance and ensure adequate support for line functions. The need for staff training was first appreciated during the early sixties. But steps for its development were taken only after the independence of Bangladesh.

1. 5.2 Staff training denotes training of all categories of non-gazetted staff, such as, Administrative Officers, Superintendents, Stenographers, Steno-typists, Assistants, Accountants, etc. Four RPATCs and Five DSTIs have been offering training courses for the same categories of staff. Nonetheless, the number of clientele of staff training being too large, RPATCs & DSTIs could hardly handle 8000 trainees in a year. Around half a million staff require some training, though it is not compulsory for them. The load of RPATCs has increased further with the recent abolition of the District Staff Training Institutes (DSTIs).

1. 5.3 RPATCs training courses are designed following the guidelines of National Training Policy, 1984. Some of their courses have been recommended by the committee set up by the

government to review and suggest activities of STIs/RPATCs (June, 1982). The recommendations appear to have been influenced more by sheer anxiety to initiate something for the vast clientele than by a serious concern for quality of training. The committee expected that staff training status would improve also in terms of quality with the integration of STIs with PATC. But RPATCs have been repeating almost the same courses which had been conducted by the STIs. Quality improvement and assessment of course content appear to be far away from staff training agenda even after the integration of STIs with PATC. Does it indicate the staff training cannot develop unless it has its own set-up with more autonomy? The logic behind integration of STI with PATC is not, however, far to seek.

1. 5.4 Though apparently different, staff training and officers training ultimately benefit the same administrative system, and, therefore, should be organised, and monitored by one organisation according to the same set of principles. But staff training cannot benefit much from ordinary monitoring or policing. For its development, staff training requires closer linkage with research. Integration of STI with PATC should strengthen staff training under the professional guidance of PATC. Staff Training development is a continuous process and it must proceed toward clearly defined goals. An examination of the RPATC project would help identify the problems of staff training and redefine the goals. Based on it, strategies may be pursued to upgrade the quality of staff training.

1. 6 METHODOLOGY

The study is primarily based on secondary data available from project documents. Data used in these study were culled from project proforma of RPATCs, staff appraisal report, IDA supervision mission reports, project status reports, annual reports, proceedings of co-ordination meetings, inspection notes, records of RPATCs, etc. Interview with the project personnel, trainers, were arranged for obtaining information and their qualitative judgement on the goal attainment extent of the project. Structured questionnaire were used to cull information from the RPATCs trainers and project officials.

1.7 PLAN OF PRESENTATION

The report will be divided into six chapters. The first chapter introduces the subject, its relevance, objectives of the study and methodology. The second chapter deals with different components of the RPATC project, especially its physical facilities, and examines some aspects relating to the construction work. The third chapter discusses the implementation aspects of the RPATC project and examines some of the problems relating to project management. The fourth chapter deals with the organisational structure of RPATC, its management and linkage with BPATC. The fifth chapter examines the training activities of RPATCs, incentives for trainees and bottlenecks of staff training. The sixth chapter summarises the findings and raises some questions that deserve attention of the policy planners.

2.1 RPATC PROJECT

The RPATC project was taken up for construction of the physical facilities of three Regional Public Administration Training Centres, each located at Chittagong, Rajshahi, Khulna and providing these three RPATCs and Dhaka RPATC with necessary equipment, training aids, consumable training materials, furniture, training allowance etc. The total cost of the project was Tk. 932.59 lakh. It was recommended by PEC on 1.11.83. The project was later revised for a cost of Tk. 1006.28 lakh of which GOB fund was Tk. 446.22 lakh and IDA financing work Tk. 506.06 lakh. It was approved by ECNEC on July 15, 1987.

The RPATC Dhaka was housed in the erstwhile COTA(Civil Officers Training Academy) building. In January 1987 the Government decided to establish BCS (Admn) Academy in the COTA building and shift the Dhaka RPATC into the erstwhile NILG (National Institute of Local Government) building situated on New Eskaton Road, Dhaka. The existing physical facilities of the NILG building were too inadequate for the Dhaka RPATC. Thus, it became necessary to construct physical facilities for Dhaka RPATC at the NILG premises. A separate PP was prepared for conversion of the NILG building into Dhaka RPATC at a cost of Tk. 366.32 lakh.

2.1.1 The PEC examined the PP of the Dhaka RPATC project in a meeting held on 22.1.89 and advised the project implementation office to include construction of Dhaka RPATC in the on-going RPATC project. The project was thus revised. The total cost stood at Tk. 1258.25 lakh of which GOB fund was Tk. 537.40 lakh and IDA financing was 720.58 lakh. The project could not be completed by June 1988 as was originally scheduled. The project period was extended upto December, 1990. The revised project has not yet been approved by the ECNEC. The project might require further revision in order to provide certain physical facilities in the newly constructed 6 storied building of Dhaka RPATC.

2.1.2 The objective of the original RPATC project was to strengthen the training activities of supporting government officials and officers at field level through the branches of PATC, Savar, and thus to make the Public Administration and Management Training Programme of the country more effective and comprehensive and to create necessary physical facilities and expand training facilities. The objectives of the revised RPATC PP were as follows:

- i) To provide training to the supporting government officials and officers at the field level.
- ii) To develop the existing training facilities through
 - a) Construction of functional buildings (multipurpose hall, library, additional class rooms, office)
 - b) Dormitories and cafeterias of four RPATCs, viz. Dhaka Chittagong, Khulna and Rajshahi
and
 - c) Four residential quarters for staff in each RPATC, except Dhaka.

- iii) Procurement of equipment vehicles, books/journals, furniture etc. for the centres.
- iv) To cater to the occasional training needs as per instruction of the government.

To achieve these objectives, the following inputs were due to be provided for each RPATC as per the PP of the RPATC project.

- a) Construction of functional building (Multipurpose hall, Library, Additional class rooms, office)
- b) Dormitories and cafeteria
- c) Four residential quarters for staff in each RPATC except Dhaka RPATC
- d) Procurement of equipment, vehicles, books and journals, furniture etc.

2.2. CONSTRUCTION OF RPATCs

2.2.1 The RPATC project was originally approved for constructing the physical facilities of three RPATCs viz Chittagong, Rajshahi and Khulna and procure training equipment, books/journals and vehicles for four RPATCs, including Dhaka RPATC. The PP provided for land acquisition, construction of three functional buildings, dormitories, kitchen, dining halls, residential quarter for four officers of each centre, and procurement of equipment, vehicles, books and journals, consumable training materials, training allowances for participants and incremental staff salary for all the four RPATCs. The construction work of Khulna, Rajshahi & Chittagong will be discussed first. The following buildings were constructed for each of these three centres:

- Three storied functional building,
- Dormitory for 50 participants,
- Residential quarters for four officers.

2.2.2 Previously, Khulna and Rajshahi RPATCs were housed in tin-shed structures. These tin-sheds were renovated under the project. All these three RPATCs have been furnished with furniture and other equipment. Unusual delay was noticed in furnishing the buildings with electric and other fittings. This mainly happened due to lack of co-ordination between different departments of PWD.

The RPATCs, excepting the one in Dhaka, were constructed in the existing RSTI premises. Chittagong RPATC had 2 bighas and 14 kathas of land. But there is dispute over the right and title of a portion of this land. A number of civil suits were pending in the courts over the ownership of a portion of land (0.6 decimals). As a result, construction work of Chittagong RPATC was delayed by about 2 years. Khulna RPATC had two bighas of land. Additional 15 khathas were acquired for this centre to accommodate staff quarters. Rajshahi RPATC had 2 bighas of land. Additional area of 1 bigha and 12.7 kathas was acquired for this centre. Out of this additional land, 12.7 kathas was used for approach road from the main highway to the centre. All the three RPATCs are located in the developed urban area where land is scarce. It would be difficult to find land for future expansion of the RPATCs.

The comparative position of categorywise fund allocation in the original and revised PP of RPATC may be seen in the following table:

TABLE-I

Comparative statement of fund allocation in the original and revised PP of RPATC.

Item of works	Original (allocation in Lakh Tk.)			Revised (allocation in lakh Tk.)		
	GOB	IDA	Total	GOB	IDA	Total
Land Acquisition	46.00	-	46.00	96.00	-	96.00
Functional building including dormitories & other related works	98.16	221.21	319.37	117.48	369.28	546.76
Residential building & other related works	91.76	-	91.76	100.9	-	100.89
Machinery & Equipment	5.31	21.23	26.54	10.13	40.53	50.66
Transport and Vehicles	2.40	9.60	12.00	4.68	18.72	23.40
Local personnel	12.11	14.79	26.90	26.32	32.13	58.45
Furniture	8.66	34.63	43.29	17.59	70.34	87.93
Books and Journals	10.00	40.00	50.00	10.40	41.60	52.00
Trainees Stipend	112.09	136.99	249.08	34.14	41.73	75.87
Honoraria	13.02	15.90	28.92	13.01	15.91	28.92
Consumable Training Materials	9.80	39.20	49.00	9.80	39.20	49.00
Price contingency	39.91	26.51	63.42	36.96	51.41	88.37
	446.22	260.06	1006.28	537.40	720.85	1258.25

Source: PIO.

2.3 Physical facilities of RPATC:

2.3.1 LIBRARY

Previously there was no provision for any library in the STIs. Library and reading room facilities were created in RPATCs under the project. A complete floor of the functional building was earmarked for the library. Books and journals worth Tk. 51.31 lakh have been procured for RPATCs. The creation of library facilities for RPATCs have largely met their long felt need for reference books. It is observed that some of the books, procured for RPATCs have little or no relevance with staff training. If RPATC library is opened for use of the officials, working at the Divisional levels, such books may be better used. No. of books procured for each RPATC under the project may be seen in the following table:

TABLE-2

Books procured for RPATC under the project

<u>Name of RPATC:</u>	<u>Number of books</u>
Dhaka	9,486 volume
Chittagong	9,543 "
Khulna	10,408 "
Rajshahi	9,315 "

	Total 38,752

Source: PIO

2.3.2 EQUIPMENT

Training equipment like overhead projector, public address system, projector, paper cutter, duplicating machine and consumable training materials were procured for RPATCs. Former STIs had virtually no training equipment. Chalk and talk were the only means of giving training at the STIs. A minibus was also procured for each centre to facilitate study tour of the participants. Audiovisual aids and other training equipment added to the quality of lecture method, which is widely used in RPATCs. The list of equipment procured for each RPATCs may be seen at the following table :

TABLE-3

LIST OF EQUIPMENT & VEHICLES

A. EQUIPMENT

Sl.No	Description of equipment	Quantity			
		Dhaka	Chittagong	Rajshahi	Khulna
1.	Public Addressing (P.A.) System	1 set	1 set	1 set	1 set
2.	Plain paper Copier Machine	1 pc.	1 pc.	1 pc.	1 pc.
3.	Paper cutter Machine	1 pc.	1 pc.	1 pc.	1 pc.
4.	Over head Projector	2 pcs.	2 pcs.	2 pcs.	2 pcs.
5.	16 mm Projector	1 pc.	1 pc.	1 pc.	1 pc.
6.	35 mm Camera	1 pc.	1 pc.	1 pc.	1 pc.
7.	Projection Screen	3 pcs.	3 pcs.	3 pcs.	3 pcs.
8.	Deep Fridge	1 pc.	1 pc.	1 pc.	1 pc.
9.	Coloured Television (26" screen)	1 pc.	1 pc.	1 pc.	1 pc.
10.	English Type-writer Machine	4 pcs.	4 pcs.	5 pcs.	5 pcs.
11.	Bengali Type writer Machine	10 pcs.	34 pcs.	29 pcs.	29 pcs.
12.	VCR	1 pc.	1 pc.	1 pc.	1 pc.
13.	Duplicating Machine	1 pc.	1 pc.	1 pc.	1 pc.
14.	Voltage stabilizer	1 pc.	1 pc.	1 pc.	1 pc.
15.	Wall clock	5 pc.	5 pc.	5 pc.	5 pc.
16.	Water cooler	1 pcs.	1 pcs.	1 pcs.	1 pcs.
17.	Calculator	6 pc.	6 pc.	-	-
18.	Electric Stencil Cutter Machine	1 pc.	1 pc.	1 pc.	1 pc.
19.	Air cooler	-	1 pc.	-	-
20.	Vacuum cleaner	-	1 pc.	-	-
B. VEHICLE					
1.	Minibus(20 seaters)	1 pc.	1 pc.	1 pc.	1 pc.

Source: PIO

2.3.3 DORMITORY FACILITIES

The creation of dormitory facilities for RPATC trainees is a significant contribution toward improvement of staff training facilities. The new functional building of the RPATCs can each accommodate 50 trainees. Since the old tin sheds or Rajshahi & Khulna have been renovated, and each of them can accommodate 20 trainees. Thus Khulna & Rajshahi RPATCs have more dormitory facilities than the two other RPATCs. The following table shows the dormitory capacity of each RPATC.

TABLE-4

DORMITORY CAPACITY OF 4 RPATC

RPATC	Capacity(No.of beds)
DHAKA	50
CHITTAGONG	56
RAJSHAHI	70
KHULNA	70

Source: RPATCs

2.3.4 RESIDENTIAL QUARTERS

Residential quarters have been built for officers of Khulna, Rajshahi and Chittagong RPATCs. Each of these three RPATCs has now four staff quarters, one for the Deputy Director, two for two

Assistant Directors and one for one Junior Instructor of the RPATC. The RPATC Dhaka has no residential quarters. This would create some inconveniences for Dhaka RPATC in managing its training programmes effectively. About 50 trainees will live at the Dhaka RPATC. It is, therefore, necessary that the Dhaka RPATC officials live at the RPATC premise so that they can supervise the trainees even after office hours.

There is demand also for residential quarters for the RPATC support staff. Training institution is different from other government organisations and offices. The effectiveness of training largely depends on how much attention is given to the trainees during the whole training period. Thus the support staff whose services are required for the conduct of the training courses even beyond office hours may be provided with residential quarters within or near the training institutions so that they can pay more attention to the trainees. The staff quarters of Khulna RPATC are vulnerable to the miscreants. The Khulna RPATC officials there feel that a wall could be constructed around the staff quarters to improve security measures for the inmates. The proposal also received support from BPATC. But the wall was not constructed. A portion of the unspent money could be diverted toward the construction of the wall through reappropriations.

2.3.4 RPATC, DHAKA

The Dhaka RPATC had been housed in the former COTA building situated on Nawab Habibullah Bahar Road, Shahbag, Dhaka, since April, 1984, when COTA was merged with BPATC. In January, 1987 the government decided to establish BCS(Admn) academy in the COTA building and shift the Dhaka RPATC to the old NILG premises, 49 New Eskatan Road, Dhaka which was left vacant by NILG. The existing two storied building of the NILG was actually a residential house. Its accommodation capacity was too inadequate for Dhaka RPATC. Thus, it was necessary to construct a new functional building and renovate the existing old NILG building for RPATC. The Ministry of Establishment approached the World Bank for allocating fund for construction of the Dhaka RPATC. The World Bank agreed to finance the construction works of Dhaka RPATC building at the NILG premises in October, 1987.

The construction of Dhaka RPATC started in the later part of 1989, behind approved schedule. The construction work of Dhaka RPATC building was scheduled to be completed by October 15, 1990. But the work was delayed and execution period extended by one month. According to the revised project proforma, the cut-off date date of the project was December 31, 1990. The RPATC, Dhaka has more floor space than any of the other three RPATCs. The Dhaka RPATC is a six storied building. The ground floor is open and it will be used as garage. The remaining five floors will be used for office accommodation, class rooms, library, multipurpose hall and dormitory for participants. The existing two storied NILG building was renovated and a new floor added to it. There

is no staff quarter for the officials of Dhaka RPATC. The comparative statement of plinth areas of different components of 4 RPATCs may be seen at the table: 5

Table -5

Comparative statement of plinth areas of different components of 4 RPATCs.

Component	Dhaka	Chittagong	Rajshah	Khulna
Office	3,866	1,523	1,334	1,668
Class	7,732	3,866	3,866	3,866
Library	3,866	3,866	3,866	3,866
Multipurpose Hall	4,957	4,957	4,957	4,957
Dormitory	9,162	8,585	10,236	10,236
Garage	-	500	500	500
Porch, Stairhall	-	60	287	60
	29,583	23,357	25,046	25,153

Staff Quarter

a) 1-Deputy Director's - Quarter		1,461	1,507	1,507
b) 2-Asstt. Director & - 1-Junior Instructor quarter		3,633	3,545	3,545
Sub-Total	-	5,094	5,052	5,052
Total	29,583	28,451	30,098	30,205

Source: P P of the revised P P.

The Board of Governors of BPATC in its 11th meeting dated 14th December, 1987, recommended RPATC, Dhaka, would be shifted to the NILG premise when necessary physical facilities were created for it. But the RPATC, Dhaka, had been shifted to NILG before necessary physical facilities were created there. This shifting caused inconvenience to the conduct of the Dhaka RPATC training courses. Considering the inconveniences of the RPATC, it was decided in the annual development plan review meeting that a temporary tin shed of 700 to 800 sq.ft. of floor area would be constructed at a cost of Tk. 52,000 at the NILG premises. But it was not done because the PP of the project did not provide for such construction. The progress of construction of Dhaka RPATC may be seen at the table: 6

TABLE-6

Monthly Progress Report of Dhaka RPATC Month: August, 1990

Sl.No	Name of the Item of Work	Cost According to PP	Expenditure			Progress upto August, 1990.
			Upto 30.6.90	Current Fiscal year (1990-91)	Total	
1.	Institute Building	158.36	-	-	-	-
	a) Upto plenth level - 437.34 sq.m.		-	-	-	100%
	b) Ground floor -360.78 sqm		-	-	-	70%
	c) 1st floor - 360.78 sqm		-	-	-	90%
	d) 2nd floor - 360.78 sqm		-	-	-	85%
	e) 3rd floor - 360.78 sqm		-	-	-	80%
	f) 4th floor - 360.78 sqm		-	-	-	70%
	g) 5th floor - 360.78 sqm		40.49	14.91	55.40	30%
	h) Gas supply	2.50	-	-	-	-
2.	Renovation & Extension of Existing building - 824.00	33.63	-	-	-	60%
3.	Soil Test-lumsum	0.30	0.22	-	0.22	100%
4.	External Water supply & Sanitation	11.54	-	-	-	40%
5.	External Electrification	6.09	-	-	-	10%
6.	Auditorium	3.25	-	-	-	-
7.	Boundary Wall	3.75	-	-	-	-
8.	Internal Road	3.30	-	-	-	-
9.	Drain	0.75	-	-	-	-
10.	Site Improvement & Arboriculture	1.00	-	-	-	20%
11.	Fire protection	1.00	-	-	-	-
12.	Furniture	31.36	22.77	-	22.77	80%
13.	Work Charges	4.77	3.33	1.53	4.86	-
14.	Misc.	9.54	1.99	0.05	2.04	-
15.	Overhead Charge @ 8%	15.27	3.25	1.19	4.44	-
16.	Cost Escallation	28.64	-	-	-	-
		315.05	72.05	17.68	89.73	-

Source: Monthly expenditure statement dated 19-9-90, submitted by XEN, PWD, Segunbagicha, Dhaka.

The BPATC authority observed that the design and layout of the Dhaka RPATC had scope for further improvement. BPATC, however, gave its comments on the design of the Dhaka RPATC when it was approved by the Ministry of Establishment and the World Bank, and construction work was in progress. According to BPATC, the decision to construct a new floor on the existing old NILG building was not appropriate. The future life of the old building would be less than that of the new six storied building and sooner or later the NILG building would have to be demolished. BPATC thus proposed that one additional floor be constructed on the six -storied functional building instead of adding one floor on the existing NILG building. The proposal had the following advantages:

- (a) it would save money
- (b) it would give additional space for the RPATC.
- (c) it would be possible to demolish the old NILG building when it became uneconomical to maintain it, and in the vacant space a new "L" type building could be constructed, giving a better space accommodation and view.

Dhaka RPATC actually requires more space than any other RPATC because the training load of Dhaka RPATC is greater than that of any of the 3 RPATCs. With the abolition of DSTIs, (including Dhaka DSTI), the physical facilities of Dhaka RPATC would prove insufficient. The proposal of BPATC for constructing another

floor on the 6 storied building in lieu of adding another floor on the existing 2 storied NILG building had not been accepted by Government, mainly because it would require further extension of the project period.

The auditorium of RPATC Dhaka would be housed on the 5th floor. But there was no provision of lift in this building. It would be indeed difficult for the guests to climb upto the 5th floor without a lift. The auditorium would be used for inauguration of training courses, organising course-ending functions and social gatherings. The proposal for adding a lift in the Dhaka RPATC was recommended in the annual development programme review meeting dated 6th May, 1990, and the following work schedule was suggested :

- a). Calling of local tender--- by 14-5-90
- b). Receiving of tender ---- " 30-5-90
- c). Evaluation of tender ---- " 7-6-90
- d). Installation of the lift-- " 30-7-90

The World Bank agreed to provide fund for the lift. But the lift could not be installed for lack of co-ordination and time. If the provision of adding a lift in the building was earlier included in the revised PP, perhaps RPATC, Dhaka could have a lift by now to the benefit of all concerned.

2.4 FINANCIAL PROGRESS

The PP of the revised RPATC project involves expenditure of Tk. 1258.25 lakh. Till 30th October, 1990, an amount of Tk 787.40 lakh was expended. It was estimated that an amount of Tk. 335.48 lakh would be required to complete the project. It meant

that Tk. 135.37 lakh would remain unspent under the project. The financial progress of the RPATC project may be seen in the table - 7.

TABLE-7

Expenditure on the RPATC project upto October 1990

Sl.	Items of works	PP allocation (in lakh Taka)	Expenditure upto Oct.90 (in lakh Tk.)	Fund requirement for project completion (in lakh taka)
1.	Civil works	647.65	487.58	160.07
2.	Furniture	87.93	75.79	12.14
3.	Land purchase & Land development	96.00	9.84	36.16
4.	Equipment & Training Aids	50.66	30.76	19.90
5.	Books and Journals	52.00	51.31	.69
6.	Vehicles	23.40	22.80	0.60
7.	Consumable training Materials	49.00	29.40	19.60
8.	Training allowance & Honorarium	104.79	59.41	45.38
9.	Pay and allowances	58.45	22.51	35.94
10.	Price escalation	88.37	-	5.00
		1258.25	787.40	335.48

Source: PIO

It is observed that this unspent fund could be used for meeting some of the necessities of RPATCs, like construction of residential flats for the supporting staff of RPATCs, boundary wall around the Khulna RPATC staff quarter, lift for Dhaka RPATC etc. In future, it would be difficult for mobilising fund for RPATCs given the tight fiscal constraint and resource envelope of the government. In fact, the need for more physical facilities for RPATCs had arisen with the recent abolition of District Staff Training Institutions which were so long functioning under the Ministry of Establishment and sharing the load of staff training.

2.5 SOME OBSERVATIONS ON THE CONSTRUCTION WORK:

The auditorium of the RPATCs appeared to have been inappropriately designed. The stage of the auditorium of Khulna, Rajshahi and Chittagong RPATCs seemed to be disproportionately larger than the size of the gallery. The stair-case and toilet of the functional building appeared to have occupied more space than usually required. Why are we spending so much space on bricks and mortars? Where is the substance? The original RPATC project did not keep any provision for a garage, though there was provision for procurement of a mini-bus for each RPATC. Later, provision of a garage was made in the project. The kitchen of the RPATCs (except that of RPATC, Dhaka) is located on the ground floor of the dormitory. This may cause inconveniences to the inmates. There could be a separate kitchen for the RPATCs. No manpower, like cook and waiter, was sanctioned for the RPATC kitchen. A separate proposal for such manpower was given later on. But it awaited approval of the government for considerable

period of time. The furnishing work of the RPATC buildings with sanitary and electrical fittings was unusually delayed. The design and lay-out of the RPATC building could be improved if the architect took adequate notice of the requirements of RPATC. There was no provision for the residential flats for the support staff who are no less important than the officers of RPATC. A few flats could be constructed for the support staff, if their role in the conduct of training courses was appreciated. It should be remembered that the planning and designing work of a training institution like RPATC was not an ordinary construction work. It required inputs of real experts who are aware of the needs of a training institution.

CHAPTER-3

IMPLEMENTATION OF THE RPATC PROJECT

The RPATC is one of the three components of the training, personnel and management project (TPM) for which IDA credit for an amount of 11.1 million SDR was signed. The two other projects were BPATC and PMIS of the Ministry of Establishment. The overall responsibility of the management of the three components of the TPM project was entrusted with the project implementation office (PIO), an attached office of the Ministry of Establishment (ME). The PIO was headed by a full time project director (PD) of the rank of a Joint Secretary to the Government. There were one project Engineer, two Dy. Directors, one procurement officer, one Evaluation officer, one Technical assistance co-ordinator, one administrative officer and 31 supporting staff. The organogram of the PIO may be seen at Annexure I. The main focus of the PIO was earlier on completion of physical facilities of PATC, RPATC and PMIS project and execution of a fellowship programme. The PIO functioned more or less according to the guidelines of its roles and responsibilities as given in schedule 4 of the Development Credit Agreement, 1349 BD. (Annexure-2), and also within the rules and regulations of the Government.

The work of PIO included preparation of PPs, getting them approved by the Planning Commission ECNEC, implementation of the civil works through the Public Works Department (PWD), procurement of books and journals, equipment, consumable

training materials, execution of fellowship programme, co-ordination with the technical assistance team, maintenance of accounts and getting funds released and reimbursed. Execution of the projects required close co-ordination with the Ministry of Establishment, BPATC, RPATC, Ministry of Finance, ERD, Planning Commission, IMED and the Resident Mission of the World Bank. PIO had to maintain contact with the Department of Public Works for quick implementation of the projects. A diagram representing the interagency linkage of PIO may be seen at Annexure -3.

The civil works of the RPATC project began in 1984-85. The government assigned the RPATC construction responsibility to the PWD. The IDA finance civil works of the RPATCs included functional building, dormitory, water supply, electrical works, acoustic treatment of auditorium and related miscellaneous. The PIO supervised the execution of the civil works, and maintained co-ordination with the PWD. There had been a project co-ordination committee (PCC) headed by the first Project Director who was of the rank of an Addl.Secretary. The PCC was reconstituted on 31-3-85 with the Additional Secretary, Ministry of Establishment as the chairman and Project Director, one MDS, Joint Secretary(O&M), Ministry of Establishment as members and Deputy Secretary (MSW) as the member secretary. The reconstructed PCC held review meeting every month and representatives of planning commission, IMED, PWD, and other concerned departments also attended the meeting. At a later stage of the project, the meeting was called annual development plan review meeting and it was usually presided over by the

secretary, Ministry of Establishment. A lot of important decisions were taken in the meeting for better implementation of the project. The representative of the BPATC raised the problems of RPATC project in addition to problems of BPATC in such meetings. No one from RPATCs attended the ADP review meetings. Nonetheless, every meeting reviewed the progress of RPATC project, based on the reports of PIO, BPATC, PWD and also on the occasional inspection notes of the high officials of the Ministry of Establishment, including Secretary. Despite meetings every month and monitoring the project by senior officials, certain problems could not be overcome in time. The construction of a portion of the dormitory of Khulna RPATC, and the garage could not be completed in time, because the post of Executive Engineer, PWD, Khulna, was vacant for a long time. Similarly, the lift of Dhaka RPATC could not be implemented though a work schedule was agreed upon in the ADP review meetings. The decisions of the ADP meeting was not seriously pursued by the concerned officials.

The RPATC project was actually one of the several projects of the Ministry of Establishment which were reviewed in the ADP meetings. A question might arise at this point. Could the situation improve if only the RPATC project was reviewed in separate meetings? It appeared that the mid level officers who were responsible for detailed management could not communicate well among themselves. It is also possible that the roles of such officials were not clearly defined so far as the implementation of RPATC project was concerned. After all the

Ministry of Establishment or for that matter PIO and PWD are far away from Khulna, Rajshahi or Chittagong.

3.1 PROJECT EVALUATION AND MONITORING SYSTEM:

A guideline of the project evaluation system was prepared to monitor the progress of the execution of the RPATC project along with two other components of the TPM project. The guideline was also sent to IDA. According to the guideline, the PIO furnished quarterly and yearly reports to IDA. IDA also submitted periodic supervision reports. The evaluation system was designed to compare what was accomplished vis-a-vis what had been planned and to adjust plans as and when necessary. The main areas to be evaluated were:

- GOB support of PIO, PATC, RPATC, PMIS/MSW objectives
- PIO support of PATC, RPATC and PMIS/MSW objectives
- PATC/RPATC progress in reaching its objectives.

Evaluation would be carried on the following objectives in the areas listed above.

3.1.1 GOB support of PIO, PATC, RPATC, PMIS and MSW.

- 0 To allocate adequate fund for each fiscal year
- 0 To assure that money allocated was available in time
- 0 To make timely decision related to the project
- 0 To support the changes in a timely fashion
- 0 To allocate necessary experienced manpower and other resources when needed.
- 0 To help obtain additional needed resources.

3.1.2 PIO SUPPORT OF PATC, RPATC, PMIS & MSW OBJECTIVES:

- 0 To complete planned to construction as per schedule
- 0 To buy and install itemized furniture, equipment, vehicles, consumables and books
- 0 To coordinate the fellowship program and TA
- 0 To coordinate local consultant's program
- 0 To maintain an accounting system and records
- 0 To prepare reports based on information obtained in evaluation
- 0 To prepare a master list of equipment, books and furniture
- 0 To coordinate and integrate project activities
- 0 To obtain additional resources where needed
- 0 To collect baseline data
- 0 To develop a coordinated evaluation system.

3.1.3 PATC/RPATC PROGRESS IN REACHING ITS OBJECTIVES:

- 0 To improve performance of individual and organisations in government
- 0 To develop an evaluation system for its fobjectives
- 0 To match short-term and long-term fellowship training with staff/organisation needs
- 0 To conduct TOT program
- 0 To increase relevance of curricula to training needs
- 0 To develop a research program
- 0 To conduct high quality training related to participant/organisation needs
- 0 To develop a case study program
- 0 To develop a studies program
- 0 To upgrade equipment and training materials

- 0 To develop close links with all levels of government
- 0 To train more participants per year
- 0 To develop additional capacity at regional centres
- 0 To reschedule and re-design courses in RPATC
- 0 To develop and conduct more on-the-job training
- 0 To develop new curricula and training programs for class I, II and III government staff.

3.1.4 PIO PROGRESS IN REACHING ITS AIMS:

- 0 To complete the covenants
- 0 To write reports
- 0 To coordinate project activities
- 0 To integrate project activities
- 0 To establish a completely staffed PIO
- 0 To assist the Technical Assistance Team
- 0 To match short-term fellowships with staff and organisation needs
- 0 To develop staff skills
- 0 To prepare implementation schedules
- 0 To prepare an administrative plan
- 0 To prepare an evaluation plan
- 0 To prepare an evaluation system for its objectives
- 0 To coordinate and support local consultants
- 0 To provide support for project activities.

A Project monitoring format was also devised. The PIO was supposed to submit monthly progress report to PATC and the Ministry of Establishment. Such monthly reports were not received by PATC from PIO. The montly project review meeting however

bridged the gap between PATC and PIO to a large extent. Despite the provision of such an elaborative evaluation and monitoring system, the project could not be completed in time, being unable to overcome the many problems that had clouded its course:

3.2 IMPLEMENTATION PROBLEMS OF THE PROJECT

In order to get clear ideas about the implementation problems of the RPATC project, opinions of project officials, RPATC officials were surveyed. A structured questionnaire was used for this purpose (Annexure-4). The senior officials of the Ministry of Establishment were also consulted. Table- 8 telescopes the opinions of the respondents.

TABLE-8
PROBLEMS IN EXECUTION OF THE PROJECT

Sl.No	Flawed factors	Distribution of respondents (percentage)
1.	Inadequate fund	25
2.	Late fund release	50
3.	Late issuance of tenders & works orders	100
4.	Contractor's failure in ensuring quality in construction works	95
5.	Delay in decision-making	50
6.	Lack of supervision from the executing authority of the project	100
7.	Late delivery of project goods	75

It appears from the above table that 25% of the respondents reported that the project was inadequately funded. As a result of fund shortage residential accommodation for the support staff was not provided. Although they (staff) are not trainers, they nevertheless play an important role in conducting training courses. The staff of RPATCs were found dissatisfied in general mainly because of housing problem. All the respondents (100%) identified late issuance of tenders and work orders as a problem. This is a common feature of development projects involving civil construction works. As a result of this problem, the project had been already delayed by nearly two and half years. The construction work of Dhaka RPATC was also delayed on account of this though it had been regularly monitored by the senior officials.

Fifty percent of the respondents reported "late fund release" as a problem. This was the case mainly with training allowance. Each participant of the RPATC courses was supposed to be given Taka 40.00 per day as training allowance. Due to late release of funds by the PIO, the participants did not receive training allowances in time, on many occasions, The allowance could not be paid. This discouraged the trainees in participating in courses in some cases.

Seventy five percent of the respondents reported contractors' failure in ensuring quality in construction works as a problem. This is another common feature of civil construction. For example, the walls of the residential building of RPATC, Khulna

already became damp because of water soaking. The rooms of the ground floor of the three storied residential flat of Khulna RPATC got flooded with rain water. The RPATC Chittagong complained about the quality of the residential flat. The RPATC delayed taking over the flat for this reason.

All of respondents (100%) mentioned lack of supervision by the executing authority of the project as another problem. It was alleged that the senior PWD officials did not always inspect the progress of work. They depended on work asstts. and sub Asstt. Engineers for supervising the project. Fifty percent of the respondents have reported delays in decision making as a problem. This is another common feature of all development projects. Seventy five percent of the respondents reported "late delivery of project goods" as another problem. It was observed that the sub-contractors of different components delayed the completion of their works.

The main problem of the project occurred due to the limited authority of the project director (PD). Though PIO was headed by a project director of the rank of a Joint Secretary, he could spend only Tk. 5000/- without reference to the Ministry in each individual case. In case of any expenditure by the PIO, all bills had to be sent to the A.G. Office. Further, the PD had no control on the project executing agency, i.e., PWD. Sometimes, communication gaps among the PIO, the Ministry, and other agencies also hampered execution of the project.

CHAPTER-4

4.1 ORGANISATIONAL STRUCTURE OF THE RPATC

The staff training Institute, Dhaka, and its three regional staff training institutes, (RSTIs), each located at the divisional headquarters at Chittagong, Khulna, and Rajshahi were merged with BPATC on 28th April, 1984, as per the Bangladesh Public Administration Training Centre Ordinance, 1984 (Ordinance No. XXVI of 1984). The STI & RSTIs were responsible for organizing training courses for Non- Gazetted officials. The STI functioned as an attached department under the Ministry of Establishment and it was headed by a Director. The STI & RSTIs had 62 sanctioned posts. The STI, Dhaka, had 23 sanctioned posts while each RPATC had 12 posts. The officer- in- charge of the RSTI was not a full time officer. One Additional Deputy Commissioner of the concerned district worked as officer- in- charge in addition to his own duties as per notification of the government. Of the 62 posts, 25 posts were class -I , 18 posts were class -III, and 19 posts were class-IV. The organisational structure of former STI and RSTI may be seen at Annexure-5.

Since April, 1984, the upgraded RSTIs, called RPATCs, functioned under the supervision and administrative control of BPATC, an autonomous body. The RPATCs had more man-power than the RSTI after this amalgamation with BPATC. Each RPATC had a total of 22 sanctioned posts as against 12 posts of the previous set-up. But the number of Class I posts for RPATCs had been reduced. STI and RSTIs had 25 class I posts including 18 instructors. But RPATCs had only 12 class I posts.

The RPATC was headed by a Deputy Director. Unlike the officer-in-charge of RSTI, Deputy Director, RPATC, works full-time for the RPATC. He is assisted by 2 Assistant Directors, and one Junior instructor. Four RPATCs have 88 sanctioned post as against 62 posts of RSTIs. The organogram of RPATC may be seen at the Annexure-6

4.2 RPATC's LINKAGE WITH BPATC

RPATCs are supervised and administered by the BPATC, an autonomous body. BPATC is headed by a Rector, who is a secretary to the government, and is run by him under the general directions of a Board of Governors. BPATC is organised around four major training and institutions divisions. (i) Management and Public Administration, (ii) Development Economics, (iii) Programme and Studies, and (iv) Research and Consultancy. Each Division is headed by a Member, Directing Staff (MDS), of the rank of a Joint Secretary to the Government or above. Each division is divided into departments, and latter into branches. The departments are headed by Directors of the rank of the Deputy Secretary to the government or equivalent and the branches by Deputy Directors. The department of administration is headed by a senior director who reports to the Rector direct. An Organogram of BPATC may be seen at Annexure-7. The activities of RPATCs are supervised by the MDS, programme and studies. For this purpose, he is assisted by Director, TOT and Staff Training. The department of Staff Training and TOT has the following manpower:

Director, TOT and Staff Training	1
Deputy. Director, Staff Training	1
Deputy. Director, RPATC	1
Assistant Director, Staff Training	1
Assistant Director, TOT	1
Assistant Director, RPATC	1
Steno-Typist	1
Typist	2
L D A	1
M.L.S.S.	5

15

MDS, programme and studies, co-ordinates and supervises the training activities of RPATCs in addition to his other duties which include co-ordination and monitoring of the training programmes of BPATC, supervision of the development programmes, supervision of programmes for physical exercises and sports activities, sharing of instructional load and working as course director, and course advisor. The management of RPATCs actually forms a minor part of his duties.

The director of TOT & ST department is responsible for ensuring the smooth operation of the RPATCs by providing them all administrative, financial and logistic support. He is to maintain liason with the RPATCs for developing the regional centres and make periodic visits to the RPATCs to check on the

implementation of their programmes. In BPATC he also shares instructional load and works as course directors. Two Deputy Directors and three Assistant Directors assist the Director, ST and TOT in the management of RPATCs in addition to their other duties. The personnel management and establishment matters of RPATCs are dealt in the administration department. The following table the names of the Directors, STI & TOT and their period of work in that capacity.

TABLE-9

LIST OF DIRECTORS, ST & TOT DEPARTMENT SINCE 1984

SL.NO.	NAME:	PERIOD		REMARKS:
		FROM:	TO:	
1.	Janab Alimuzzaman Director.	24-4-84	27-8-84	Less than a year.
2.	Janab Abdul Majid Director	28-4-84	25-6-86	
3.	Janab Kobat Hossain Director	26-6-86	16-9-86	Less than a year
4.	Janab Mosharraf Hossain Director Evaluation	17-9-86	14-2-88	Addl.charge & less than a year
5.	Janab Aftab Uddin Khan Director	15-2-88	3-1-90	Worked as Director (Admn.) during the period.
			From: To:	
			11-8-85 6-2-86	
			1-1-87 5-5-87	
			7-8-89 4--1-90.	
6.	Jaban Hiralal Bala Director	4-1-90	4-1-90	Till to date

It appears that two Directors (Sl 4 & 5) of the ST & TOT department did additional duties of other departments. Another two Directors of the ST & TOT department (Sl 1 & 3) worked for a very short period. The ST & TOT department was also shifted from programme and Studies Division and placed under MDS, Management and Public Administration Division during the period from 14.1.89 to 30.9.90.

The officers of RPATCs are usually deputed by the Ministry of Establishment, while BPATC's own officers are not available for posting in the RPATCs. The support staff of RPATCs are all BPATC's own employees. The list of Deputy Directors who worked in RPATCs may be seen at Annexure-8.

The IPA/TAU consultant Mr. Theodore Thomas observed, "The regional centres should indeed be important institutions and be perceived as being important by government officers. Such an image and perceived importance suggests a need for upgrading the centres to equivalent status with other government offices in the district and for the appointment of a Deputy Secretary level 1. officer as the manager of training for the region" Further it was felt that RPATCs should be headed by BPATCs own staff so that continuity could be ensured in the management of RPATC. According to the IDA mission the function of the ST & TOT Division justified the creation of the post of an MDS, ST & TOT.

1. Theodore Thomas, Report on the RPATCs. March, 1990. P.11

Staffing at the RPATCs usually remained below the sanctioned strength. This happened mainly due to delay in recruitment of RPATC staff. Table 9 shows the staff position of RPATCs in different years.

TABLE-10

RPATC's STAFF POSITION IN VARIOUS YEARS SINCE 1984

		<u>SANCTIONED POSTS 22: FOR EACH RPATC</u>						
Sl.No	Name of RPATCs	YEARS						
		1984	1985	1986	1987	1988	1989	1990
1.	DHAKA RPATC	20	26	22	22	21	23	21
2.	CHITTAGONG RPATC	11	14	16	18	18	19	21
3.	RAJSHAHI RPATC	9	12	16	17	20	21	22
4.	KHULNA RPATC	8	8	16	17	17	17	21

The above table shows that RPATC, Dhaka was the luckiest one to have staff even beyond the sanctioned strength. Three other RPATCs were almost always understaffed. About 50% of the sanctioned posts of three RPATCs, remained vacant till 1987. Sometimes, the posts of Assistant Directors (AD) also remained vacant. The absence of an Assistant Director or Junior Instructor makes a significant difference in the capacity of an RPATC to conduct courses efficiently. The understaffing of RPATCs did not miss the attention of senior officials who emphasised taking appropriate steps for filling up the vacant posts in their inspection notes. Still, it took quite a long time to fill up the

vacant posts. The list of the Officers who visited RPATCs may be seen at different periods may be seen at Annexure -9.

4.3 BUDGETS OF RPATC

RPATCs received fund in their revenue budget from the BPATC. The following table shows BPATC's budget allocation and RPATC's share in the budget.

TABLE-11

Yearwise Revenue budget	Sanctioned for BPATC amount in Tk.	RPATC's share in the revenue budget in Tk.	Share in %
1985-86	1,80,00,000	21,00,000	11.66
1986-87	2,00,00,000	27,00,000	13.50
1987-88	2,47,00,000	33,00,000	13.36
1988-89	3,27,69,000	37,00,000	11.29
1989-90	3,71,23,000	45,00,000	12.12

It appears from the above table that RPATCs received about 12% of the BPATCs revenue budget. It indicates that the lions share of the budget was allocated for the training of class I officers, who are roughly 2.5% of the total manpower of the government. The remaining 12% of the BPATC revenue budget was allocated for the training of non-class I officials, who constitute about 75% of the total government employees. In future, it might be necessary to allocate substantially more resources to RPATCs for upgrading the quality of staff training. If RPATCs assume increased training responsibilities it is obvious that more fund will be needed for them. BPATCs expenditure prioritization will have to reflect this as well.

4.4 CO-ORDINATION AND MONITORING

BPATC conducted periodic co-ordination meeting for reviewing and monitoring the activities of RPATCs. These meetings were presided over by the Rector or the concerned MDS, and attended by Director ST & TOT, Director (Admn) and Deputy Director of RPATCs. Since 1989, the co-ordination meeting was conducted monthly. The meeting reviewed the activities of RPATCs, discussed matters pending with BPATC, PIO and the Ministry, and took decisions to solve the problems faced by each RPATCs. The RPATCs feel that the system of monthly co-ordination meeting had been very useful to them. The sense of participation in decision-making increased significantly among the Deputy Directors of RPATCs because of their attending the monthly meeting. However, this is only one side of the management of RPATCs. There are a number of things to be done for institutional development of RPATCs in keeping with the changing administrative environment in the region and growing training needs. RPATCs have now little or no autonomy in managing their affairs. RPATCs may have to be delegated more decision-making authority to deal with local purchase, maintainance of physical facilities, staff matters, etc. They should be appropriately staffed. The persons heading an RPATC should not be a run of the with, reduntant civil servant but one, committed to training and development of subordinate personnel. He must display explicit enthusiasm for such an assignment before he can be considered for an appointment in RPATCs.

CHAPTER-5

TRAINING PROGRAMMES OF RPATCs

One of the objectives of the RPATC project was to provide training to the supporting government officials and officers at the field level. The project did not define clearly what categories of clientele would be covered by "officers at the field level." In fact, a kind of conceptual foginess seems to be shrouding the role of RPATC. Are the RPATCs sub-units of BPATC for staff training or are they regional centres of BPATC to perform increased training functions to reinforce the activities of BPATC in each Division? The project did not address or answer such questions. It rather kept the issues open and enlisted another objective, viz, to cater to the occasional training needs as per instruction of the government.

Now, RPATCs conduct training programmes for Class-II and Class-III officials. Very recently, they have started organising one course for Class-IV employees. The training programmes of RPATCs concentrate mainly on government rules and regulations, financial procedures, filing and maintenance of records and office management. The following table shows the courses conducted by RPATCs (till 1984).

TRAINING PROGRAMMES CONDUCTED BY RPATCs
TABLE-12

Sl.No.	Name of the course	Duration	Clientele
1.	Office correspondence Course	2 weeks	Administrative officers, Class II
2.	Financial Management Course	2 weeks	Class-II Officers
3.	Conduct & Discipline Course	1 week	"
4.	Revenue Administration Course	2 weeks	"
5.	Short administration and development course	2 Weeks	Class -II Officers
6.	Refresher course/office management course	1 "	"
7.	Basic office administration course	4 "	Class-III
8.	Office correspondance course	1 "	Class-III
9.	File management course	4 "	"
10.	Maintenance Type Machines	1 "	"
11.	Course for Bench Asstts.	2 "	"
12.	Conversion course on Bengali Typing & Shorthand.	8 "	"
13.	Conversion course on Bengali Typing	4 "	"
14.	Course for Certificate Asstts.	4 "	"
15.	Office Supervisory Course	2 "	"
16.	Bill preparation and preservation course	4 days	"
17.	Course on meeting audit objections	4 "	"
18.	Tahsilder Training course	2 weeks	"
19.	Financial administration course	2 "	"
20.	Conduct and Discipline course	1 week	"
21.	Human Relation course	4 days	Class-IV

In addition to the above courses, RPATCs have planned to conduct one week course on conduct rules and a two day seminar on local level planning for Class -I officers in 1990-91 training year. The training performance of RPATCs during 1985-90 may be seen in the following tables:-

TABLE-13
RPATC's TRAINING PROGRAMME DURING THE THIRD FIVE YEAR PLAN (1985-90)

Sl.No.	Name of RPATC	Year	No.of course held	Training Target	Achievement of Target	Percentage
	Dhaka	1985-86	35	1140	678	59%
	Chittagong	"	15	510	349	68%
	Rajshahi	"	14	530	291	55%
	Khulna	"	14	500	427	85%
Total			78	2980	1745	66.75%
	Dhaka	1986-87	34	1130	544	48%
	Chittagong	"	35	1280	815	64%
	Rajshahi	"	34	1230	657	53%
	Khulna	"	34	1240	634	51%
Total			137	4880	2650	54%
	Dhaka	1987-88	35	1305	864	66.21%
	Chittagong	"	33	1305	934	71.57%
	Rajshahi	"	31	1305	676	51.80%
	Khulna	"	33	1305	774	59.31%
Total			132	5220	3248	62.22%
	Dhaka	1988-89	35	1145	732	60.93%
	Chittagong	"	38	1145	887	77.47%
	Rajshahi	"	36	1145	880	76.86%
	Khulna	"	39	1145	1020	89.08%
Total			148	4580	3519	76.08%
	Dhaka	1989-90	35	1380	1265	91.66%
	Chittagong	"	36	1380	908	65.80%
	Rajshahi	"	36	1380	1064	77.10%
	Khulna	"	38	1380	1139	82.53%
Total			145	5520	4376	79.27%
Grand Total	(1985-90)		640	22880	15538	67.66%

TABLE-13.1

RPATCHWISE TRAINING PERFORMANCE(1985-90)

Name of Centre	No.of courses held.	Training Target	No.of participant	Acheivement in percentage
Dhaka	174	6100	4083	66.93
Chittagong	157	5620	3893	69.27
Rajshahi	151	5741	3568	62.14
Khulna	158	5570	3994	71.70
Total	640	23030	15538	67.6 in (on average)

It appears from the above tables that 67.66% of the training target was achieved, while 32.34% of the training facilities was wasted for non-participation of trainees. According to the Plan document of the Third Five Year Plan (TFYP) the training target of RPATCs was 15,150 trainees. RPATCs actually trained 15,538 officials during the TFYP (1985-90) period. Thus RPATCs achieved the training targets, as fixed in the TFYP document, in terms of number of participants. But according to the PP of RPATC, the annual training target of each year was 5140 trainees RPATCs could achieve only about 61% of this target. The shortfall in the number of the trainees may be attributed to non availability of adequate incentives like training allowance, shortage of staff due to restriction on new recruitment and abolition of leave training reserves in the governmental system which now implies a high opportunity cost for the employer office/organisation of any one leaving his desk to go for training, etc.

A comparison of the training activities of RPATCs with those of former STIs is necessary to see the changes that occurred after their merger with BPATC STI, Dhaka conducted training courses for class -I officers but RPATC did not conduct such courses. RPATC, stopped offering some STI courses while it started some new ones. The following table shows the courses conducted by RPATCs and STIs.

TABLE NO. 14

COURSES CONDUCTED BY RAPTC & FORMER STI'S

KEY: 0=Not conducted
1=Conducted

FOR CLASS-I OFFICERS

Name of Course:	Clientele:	RPATC:	Former STI
1). Training of Staff Trainers Course(TOT)	ADCs, ACs.*	0	1
2). Course for Newly appointed section officers	Section officer to the govt./ drawing and disbursing officers of departments.	0	1
3). Basic Typing course for BCS class-I officers.	probationary officers of BCS cadres	0	1
4). Course on pension rules.	Section officers		
5). Office Management course	Class-I officers	0	1
6). Record Management course	"	0	1
7). Administrative correspondence course	"	0	1
8). Financial Admn. course	"	0	1
9). Course on conduct and discipline course	"	1**	0
10). Development planning seminar at field level	"	1**	0

* ADC = Additional Deputy Commissioner; AC= Assistant Commissioner.

* * Included in the training programme of 1990 - 1991.

TABLE NO. 14.1

COURSES CONDUCTED BY RPATCs AND FORMER STIs

KEY: 0=Not conducted
1=Conducted

FOR CLASS-II

Name of the course	Clientele	RPATC	Former STI
1. Office correspondence course/Course on Administrative correspondence.	Administrative Officers	1	1
2. Induction Course for Class II Officer (Gazatted)	Class II officer	0	1
3. Refresher course/ Office Management course for Class-II officer(gazatted)	"	1	1
4. Financial Management course		1	1
5. Short Administrative and Development course		1	0
6. Revenue Administration course		1	0
7. Conduct & Discipline course.	Class II officers	0	1
8. Human Relation course	Police & security Officers.	0	1

TABLE NO.14.2

COURSES RUN BY RPATC'S AND FORMER STI'S

KEY: 0=Not conducted
1=Conducted

FOR CLASS-III

Name of the course	Clientele	RPATC	Former STI
1. Nezarate Management course		0	1
2. Office Correspondence course/Filing, Noting, Drafting course	UDA, LDA	1	1
3. Maintenance of office Machines	Typists	1	1
4. Office supervisory Course	UDA, LDA	1	0
5. ** Tahashildar Training course	Tahashilder, Revenue office	1	0
6. **Financial Admn. course	Head Asstt. /Accounts Asstt.	1	0
7. Record Keeping course	Record Keepers	0	1
8. Course for bench Asstt. /bench management course.	Bench Asstt.	1	1
9. Conversion course in Bengali Typing & shorthand	Stenographer, Steno-typist	1	1
10. Refresher for Typist	Typists	0	1
11.**Course for Certificate Asstts.	Certificate Asstts.	1	0
12. ** Bill preparation & preservation course	Cashier, Bench Asstt. & Accounts Asstt.	1	0
13. Course on Meeting Audit objections	"	1	0

Class IV:

** Human Relation & Class IV employees 1 0
Courtesy course MLSS, GUARD, etc.

** Newly introduced courses.

It was stated in the PP of the RPATC (page-21) that "RPATCs may also organise mobile training courses at different places within the respective division and supervise holding of regular in-house and on-the-job training of the vast number of supporting staff in the public services for enhancing their capabilities." The staff appraisal report of the TPM project as well as the pre-investment study of Public Administration Training and Management Improvement Project recommended wide spread use of on-the-job training to relieve RPATCs much of

each other's burden.¹ But this course was not conducted. RPATC, Dhaka conducted one TOT course in 1986 and only 4 trainees participated in the course. The courses recommended in the original PP and the courses included in the revised PP may be seen at Annexures - 10 & 11. The original PP recommended a Personnel Management course for technical officials (Engineering, Medical, Fisheries, Livestock and Agriculture etc.). But this course was not given. During the earlier stages of the project, RPATCs had to operate with many constraints. There was shortage of manpower. Physical facilities were also underdeveloped and incomplete. Nonetheless RPATCs received more support and resources than the STIs. Thus a comparison of the training performances of the two institutions (RPATC & STI) is necessary to see whether RPATCs trained more officials than STIs. The following table shows the performances of RPATCs and STIs during 1985-90 & 1980-84 respectively.

1. Pre-invest study of a Public Administration Training and Management Improvement Project in Bangladesh, June, 1981, Page 48.

TABLE-15

COMPARISON OF RPATC & FORMER STIs TRAINING PERFORMANCE(5 YEARS)

Centre	RPATC(1985-90)		STI(1980-84)		% increase of training in RPATCs	
	No.of courses	No.participants	No.of courses	No.of participants	No.of courses	No.of participants
DHAKA	174	4083	150	3770	16	6
CHITTAGONG	157	3893	59	1210	196	222
RAJSHAHI	151	3568	59	1246	156	186
KHULNA	158	3994	62	1794	154	123
TOTAL	640	15,538	330	8020	130.5	134.25

NB: Data representing RPATC are from 1985-86 to 1989-90

Data representing for former STI are from 1980-84

Source: RPATCs

It appears from the above table that over a period of 5 years RPATCs conducted 640 courses and trained 15,538 officials. RPATCs training performance increased by 130.5% and 134.25% in terms of courses and participants respectively in comparison with those of STIs.

5.1 CURRICULUM & TRAINING METHODOLOGY

The curriculum of each RPATC course has been developed to cater to the training needs of the particular category of clientele. But the course objectives are usually too broad and look like "giving the participants knowledge about" the many important and useful topics included in the course. The focus of the courses are on government rules and regulations. Is it intended, with the Financial Management Course, for example, that the participants be able to recite the rules verbatim, or to

understand the financial management system, or to prepare budget, determine one's pay, T.A. bills, write cash book, etc.? The objectives of the financial management course, as the brochure reads, are not very specific. Furthermore, the same Financial Management same course is offered to both Class-II and Class-III officials, though their needs may differ. The duration of the financial management course is of two weeks and it covers 9 topics of which 6 topics may be relating to skill formation. It is desirable that one attending this course be able to prepare a budget, fix pay, maintain cash book and the like.

The sessions of the course, like those of other courses are conducted by lecture method. There is little or no use of exercises. While most of the RPATC training courses are aimed at helping the trainees in building skills in a particular area, "chalk and talk" and "lecture with questions and answers" methods may not be effective in bringing about observable skills in the trainees. What is desired is that the trainers must specifically know the needs of each category of participants and then design the course and the training techniques. This is indeed a difficult task. Effectiveness of staff training may improve, if some of the training programmes can be made action oriented. It means that trainees of a particular course will be given some specific tasks or exercises to perform according to their individual job-related needs. The trainee will be considered to have participated in the course successfully on completion of the tasks. RPATC may try one such course on an experimental basis. In order to redesign some of the RPATC courses, focusing on practical exercises and actions, mobile training team, and on-

the-job training , as were envisaged in the PP, may be organised. It also requires creation of a supervisor-cum-trainers pool at the field level who will supervise and guide the trainees as they accomplish the assigned tasks in the job situation and learn by doing. RPATCs can create a trainer's pool, if they organise Training of Trainers Courses for the supervisors and reorient them about the action oriented and on-the-job training techniques, etc. The administrative environment is fast changing and the supporting staff cannot avoid the challenges. RPATCs cannot make their courses effective if they are shut within their own shells and premises. The trainers must go out, see the realities, discover themselves and help the trainees solve their performance related problems. This calls for some real ingenuity in the trainers' approach. Considerable degree of imagination, creativity and updated knowledge have to be commanded by them if they are to register in the thought and action process of their clientele.

5.2 EVALUATION

The trainees are evaluated through written examination and overall performance within a total of 100-400 marks, depending on the course. The evaluation system is observed to be routine type. Among the four Centres there are some, apparently not significant, variations in the methods of evaluating participant performance; yet the accuracy and the fairness of

1.
procedures, particularly in inter RPATC comparisons is unknown
BPATC once reviewed the evaluation procedures of the RPATCs, by
re-examining the scripts of the RPATC trainees. It was found
that the sripts were leniently rated in most cases and there were
wide differences among the RPATCs. Uniformity in evaluating the
participants may be ensured to some extent if some scripts, say
25%, are re-examined by the faculty of BPATC, as was tried once
sometime in 1986. The course effectiveness is also evaluated by
the routine method; participants evaluating each lecture or by
an "end of course" evaluation by the participants. " Post
Training" evaluation is not done obviously because of limited
resources. The evaluation system may be upgraded and training
effectiveness increased if RPATC training is integrated with on-
the-job training. RPATCs may review the evaluation system and
redesign it under the guidance of BPATC. One way of finding out
the effectiveness or other wisc of RPATC training would be to
page/pursue select group of trainees in their back to desk
situation and find out any perceptible change in their
performance level.

1. Theodore Thomas, Report on the RPATC (mimeographed) March
20, 1986. P. 14 (PA/TAU Consortium)

5.3 RESEARCH AND CASE STUDIES

Research is the life blood of training. The RPATC project provided quite a handsome amount (Tk. 28.92 lakh) to carry out research, write articles and develop course materials. But the programme did not materialise exactly as was expected. The programme was delayed. In 1989, RPATC research and case studies programme was undertaken up for implementation under the management of Research and Consultancy Division of BPATC, and the following case studies were done:

Research and case study programme under RPATC project

1. A Study of Regional Public Administration Training Centre(RPATC) project
2. Training Needs Assessment of Class II Officers.
3. Assessment of Training Needs of Class III Employees.
4. Training Needs Assessment of Class IV Employees.
5. Training Needs Assessment of Bench Clerks.
6. Evaluation of Training Programmes for Class II Officers.
7. Evaluation of Training Programmes for Class III & IV Employees: A study.
8. Curriculum development of financial management course for Class III Employees
9. On-the-Job Training Needs Assessment of Class II level Officers
10. Training Needs Identification for Training of Trainers (TOT)
11. Performance Appraisal System for Class III Employees in Bangladesh.

The above studies would provide valuable information about RPATCs . But teaching cases are yet to be developed for RPATC trainees . In fact, this demands that RPATC trainers must be trained in techniques of writing teaching cases and they must conduct independent research. There must be provision in the revenue budget for the RPATCs research programme. RPATCs can publish Journals on Staff training like the former STIs. Their library and documentation facilities need to be augmented vastly to enable faculty to undertake these tasks.

5.4 Staff Development:

Most of the RPATC Officers were deputationists, having little or no training background. Moreover, they were usually transferred before they could turn in to trainers. The SAR of the TPM project provided short term fellowships for the BPATC faculty. But RPATC did not get any share of these fellowships. Staff development is a continuous process. Provision may be made for retraining of RPATC trainers both within and outside the country. RPATC trainers must be professionally qualified to meet the training needs, specially of those working in the decentralised set-up. At present, about 40% of the lecture sessions are conducted by guest speakers. The dependence of guest speakers can and should be reduced with addition to the number of faculty numbers of RPATCs. Faculty has to own the training institution for its success. This is obviously not possible with hired lecturers who do not belong to it.

5.5 Incentives

Training, is usually not so much attractive both as a profession and an activity. In order to make it attractive, there must be right types of incentives. The project partly took note of it. The original PP provided an amount of Tk. 249.08 lakh as training allowance for the RPATC trainees, for a period of 5 years, beginning from 1983-84 financial year. The release of training allowance was delayed by about three years. The allocation for the training allowances was reduced to Tk. 75.87 lakh in the revised PP for utilisation during the remaining project period of three years. Thus it was not possible to utilise the full amount of training allowance allocated in the original PP. Due to procedural bottlenecks, training allowances could not be released before the later part of 1987. Each trainee got Tk. 40/- per day as training allowance. This helped the poor employees maintain two establishments, one for himself at the RPATC and the other for the members of his family back home. The number of participants increased since 1987-88 with the release and payment of training allowance. The following table shows the allocation of training allowance and its utilisation.

TABLE-16

Training allowances for RPATC trainees

(In lakh Taka)

RPATCS	1987-88	1988-89	1989-90	TOTAL
DHAKA (SANCTIONED	257880	684130	258750	1200760
UTILISED)	257880	683680	240170	1181730
CHITTAGONG(SANCTIONED	251200	677450	253750	1182400
UTILISED)	251200	67706.5	59138.5	378045
RAJSHAHI (SANCTIONED	213960	640210	243750	1097920
UTILISED)	213960	639360	245210	1098530
KHULNA (SANCTIONED	263360	689610	243750	1196720
UTILISED)	263360	689600	237840	1190800

TOTAL SANCTIONED:	46,77,800			
TOTAL UTILISED:	38,49,105			
TOTAL UNUTILISED:	8,28,695 (unadjusted till 30.6.90)			

A good portion of the training allowance would remain unspent with the end of the project period on 31st December, 1990. RPATCs may find the number of their trainees declining after the project period is over. Therefore, provision may be made in the revenue budgets of RPATCs for training allowances. The system of course fees may be considered as an alternative.

5.6. RECRUITMENT OF TRAINEES

All the RPATCs follow the same procedures for securing nominations of trainees. They send a notice of upcoming courses to the selected offices within their assigned jurisdictions according to the approved annual training calender. Usually, the responses are not always adequate. To ensure participation of the

desired number of trainees in each course, the recruitment procedures may have to be more effectively designed. This obviously will involve many issues. Staff training may have to be made compulsory for getting in to higher scales of promotion to the next grades. Incentive packages for trainees need to be made attractive. RPATCs may develop close linkages with the district level offices to different development and set one contact point in each district, preferably in the office of the Deputy Commissioner. The support of Deputy Commissioners and Divisional Commissioners, and newly created Zila Parishads and Upazila Parishads Chairmen may be sought to ensure nomination of trainees in adequate numbers. Above all, training itself must be made more attractive and relivant. RPATC may raise the quality level of its training so that its impact is redily perceived by the trainees and they would them acknowledge it utility . This is likely to increase demand for RPATYC type training from similar clientele.

5.7 CLIENTELE

The officials of government, semi-government organisations, secretariat, attached departments and public corporations, and zila and upazila set-ups, classified as Class-II and Class-III officials are the clientele of RPATCs. The following table shows the size of the clientele of RPATCs.

TABLE-17

CLIENTELE OF RPATCs

People's Republic of Bangladesh/ Offices & Officials

<u>No. of Organizations:</u>	
1. Ministry/Division -	49
2. Directorate/ Department -	201
3. Autonomous Bodies/Corporation-	134
Total=	
825	

CLASSWISE MANPOWER (AS ON 01-01-1989

Class	Ministry/Division (Secretariat)		Directorate/Department		Autonomous Body/ Corporation		Total		Vacant
	Sanctioned	Working	Sanctioned	Working	Sanctioned	Working	Sanctioned	Working	
Class-II	62	41	12,862	10,234	37,206	31,447	50,130	41,722	8408
Class-III	4100	3706	4,18,387	3,78,458	1,50,166	1,19,234	5,72,653	5,01,398	71,255
Class-IV	2330	2216	2,29,998	2,13,348	1,26,872	1,15,266	3,59,200	3,30,830	28,370
TOTAL	6492	5963	6,61,247	6,02,040	3,14,244	2,65,947	9,81,983	8,73,950	1,08,033
Grand Total of working crew:					8,73,950				

Source: Ministry of Establishment.

The burden of training nearly a million supporting staff fell on solely on RSTIs with the abolition of five DSTIs in 1990. The annual capacity of five DSTIs was around 2000 trainees. During one decade of their existence (1981-1990), the DSTIs trained 16,205 officials. The increased burden of RPATCs may require expansion of the training facilities of RPATCs. Accordingly, BPATC prepared the RPATC Phase-II project and sent

it to the Ministry for consideration. But expansion physical of facilities alone may not be enough. More attention may need to be given to overall institutional development of RPATCs, curriculum development, and appropriate training techniques.

RPATCs impart training to Class-II officers like Administrative Officers, and class III officials like Head Asstts. Lower Division Asstts, Typists, steno-typists, stenographers, Bench Clerks, Nezarat Asstts, Accountants, Accounts Asstts, Treasury Asstts, Tahsilders, Revenue Asstts, and also some Class-IV employees. Currently the focus of the training programmes is only on rules and regulations. Such courses may not satisfy the needs of all categories of clientele. Some of the trainees play important role in the management of development programmes in upazila parishads and the newly created zila parishads. The RPATC project document paid attention to this aspect¹ of staff training. The project document mentioned the role of RPATCs in training up the non-officials also who would be involved with the implementation training programme of decentralised development.

1. Page 4 of the PP of the RPATC project, BPATC photo print, July 15, 1986.

But RPATCs could not as yet design suitable training programmes to meet the needs of the decentralised development administration. RPATCs may take initiatives to organise appropriate training programmes that would help upazila parishads and zila parishads integrate their efforts with those of the government functionaries working at the local levels, representing different sector ministries and agencies. The upazila system of development management is now and evolving. Lower level functionaries will play a more important role here than in the higher tiers of administration. This would make it easier for allocating more resources to this sector than was possible in the past. Training alone is not going to be the panacea, but it certainly can help. Right trainees and suitable training courses for them assume a high degree of importance in this context. Coverage in the past of lower Govt. employees has been low to poor by any training programme, within or beyond STIs/RPATCs ambit. This has had very negative impact on their performance. According to one view,¹ the entire bureaucratic apparatus is held to ransom by ill trained and poorly motivated subordinate staff. It has got to be remembered that in a joint or collaborative action effort, there could be a negative impact on output if all the collaborating inputs are not in

1. M.K. Alamgir, Occasional lecture at BPATC. 1989.

order. For far too long this fact was ignored and paid little attention in GOB personnel management system which ignored the needs of the lower civil servants in its human development approach. Happily, one can now discern an reversal of this attitude. This would augur well for overall efficiency of the GOB delivery system.

CHAPTER-6

FINDINGS AND ISSUES

6.1 Project implementation was delayed for reasons beyond the control of project management in some cases. The construction of Chittagong RPATC was delayed due to land disputes. The construction of Khulna RPATC was delayed due to absence of an Executive Engineer. The Rajshahi RPATC could not be furnished in time for poor co-ordination work among the different units of PWD.

ii) The PP of the project had to be revised to create physical facilities at the NILG premise where RPATC Dhaka was shifted. The lift of Dhaka RPATC could not be installed for administrative reasons and no follow-up action. The design of the RPATC Dhaka could be improved to better suit its requirements, if initiatives were taken in time by those in charge.

iii) The project took no note of the need for residential accommodation of the staff. A portion of the unspent fund could be directed toward construction of residential flats for the staff. This would have benefited the trainers as well as the trainees .

iv) The release of training allowances provided for in the project was unusually delayed and it affected fulfilment of the training targets. With the end of the project period (December 31, 1990), the provision of training allowances for RPATC trainees would be exhausted. In the absence of this allowance, it

might be difficult to attract trainees to programmed courses as per target. Provision of training allowances may be made in the revenue budget of RPATCs well ahead of project terminal date to obviate this problem and ensure regular registration for the courses in RPATCs.

v) RPATCs have lesser number of faculty members than that of former STIs and RSTIs. RPATCs may have to be provided with more qualified trainers to enable them to achieve their goals.

vi) The status of RPATCs was considered lower in view of their responsibilities. It may be examined if the RPATCs could be run with more autonomy so that the chief executive can manage the RPATCs, without much let or hindrance from the top. The Director ST & TOT Department, and MDS, Programme and Studies of BPATC, perform many other functions of BPATC. On account of this they cannot pay much attention to the RPATCs. Officers in charge of RPATCs need for more delegated administrative, managerial and financial authority because of this limiting factor as well.

vii) There is lack conceptual clarity about the role of RPATCs. To many it is not clear if RPATC is a sub-unit of BPATC only for staff training prospect or a full fledged regional centre of BPATC created to perform specified functions to add to and reinforce the training activities of BPATC? Redefining the concepts and goals of RPATC may help its institutional development.

viii) RPATCs usually do not get adequate number of trainees for their courses. The recruitment system of trainees is not

effective. Closer linkage between RPATCs and their client organisations is there at best. The situation might improve if the Divisional and District level officials are involved in the matter of staff recruiting and placing trainees. It is possible to prepare a list of the eligible trainees for each RPATC and establish a contact point in the office of the deputy commissioner (DC) concerned. The leveraged position of the D C in the district can ensure more effective responses from the potential clientele groups. The DCs should also be more directly involved in the activities of the RPATCs. They should be frequently invited to give lectures and function as resource persons in RPATCs seminars/workshops etc.

ix) The focus of RPATC training programmes is on rules and regulations only. According to the original PP of the RPATC project, RPATCs were supposed to raise the level of their training efforts to help Upazila administration. RPATCs have not yet designed any training programme for the personnel of the Upazila level of local government concerned with decentralised development. Under BPATC's guidance RPATCs can still organise some training courses for upazila officials dealing with the transferred subjects in particular and working as a team at the action or grass root levels. This would solve some of the low image problems of the RPATCs and enhance their profiles.

x) Curriculum development is a continuous process. But RPATCs have little or no institutional arrangements for updating their curricula. Faculty strengthening and borrowed consulting from RPATC or the Ministry of Establishment can help here. Most of the

present curricula badly needs updating. They do not adequately meet the demands of their clientele now.

xi) RPATCs do not organise training of trainers programmes (TOTs). They do not organise on-the-job training which was emphasised in the staff appraisal report of the TPM project and also in the PP of the RPATC project. It will require a pool of trainers to supervise on-the-job training. RPATCs ought to organise TOT for the supervisions of on-the-job training programmes, build up the in-house faculty capabilities in the process. This is the least cost faculty development means available to them now and they should make the most of it .

xii) The evaluation of trainees and training programmes is routinely done. It is possible to innovate a better and more relevant system of evaluation. RPATCs should seek guidance from BPATC in their respect.

xiii) RPATCs do not conduct any research and or publish any journals or newsletters. STI used to publish a semi-annual journal entitled "Staff Development Review". It is desirable that RPATCs jointly publish a journal, preferably in Bengali, in staff training matters, half yearly to began with and then quarterly.

xiv) There is low demand for the RPATC training programmes. This is in a sense paradoxical in view of the huge number of the untrained clientele that RPATCs do not get as trainees as per set but unrealised target. The causes of this and other factors behind must be identified. As the central prsonnel agency of the government, this work should be undertaken by

the Ministry of Establishment on a high priority basis.

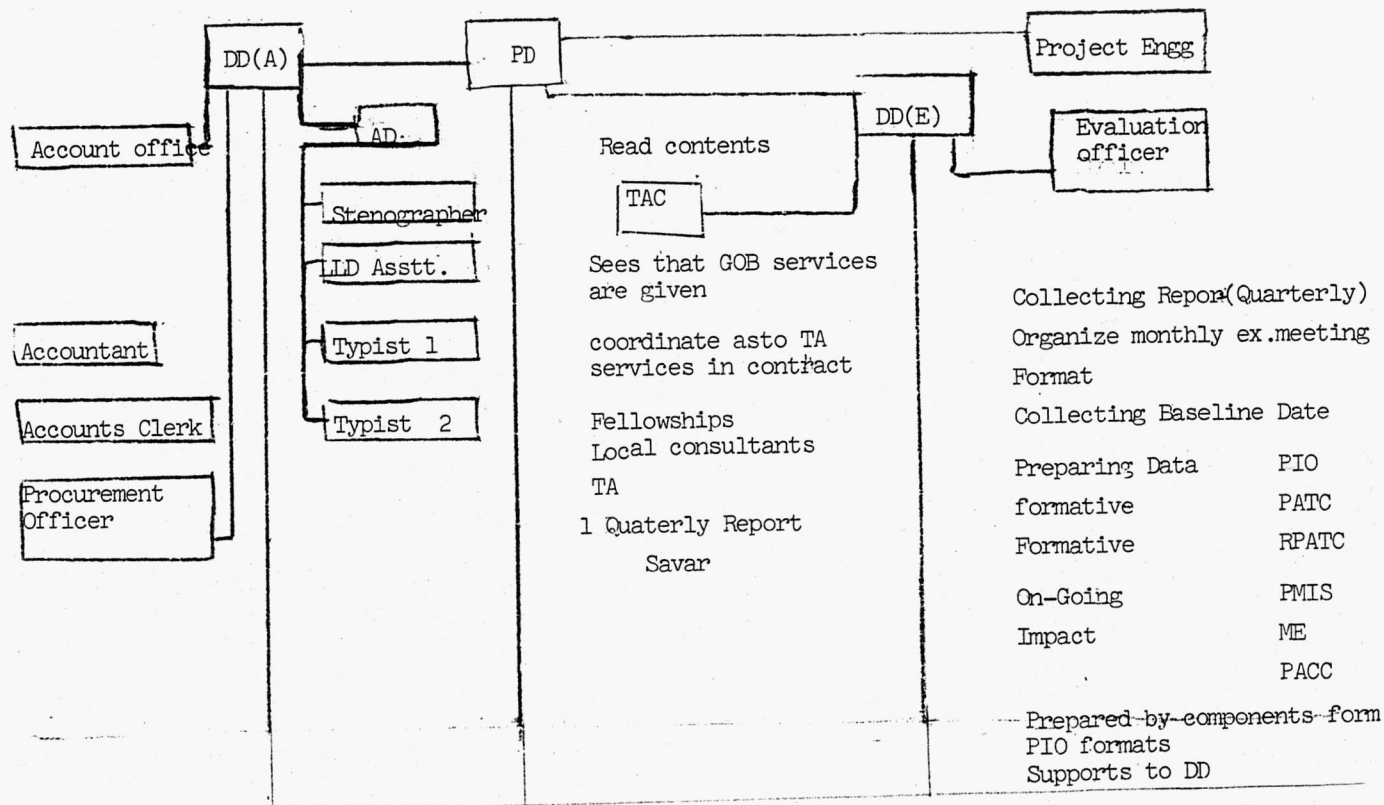
xv) The draft National Training Policy, framed by the Ministry of Establishment, does not specifically speak of staff training. One possible interpretation of this could be the lack of interest in lower staff training that has been a bad but very old tradition of the civil service system in Bangladesh. Time has come to realise that lower staff are as important as their supervisors in management because they are the limbs of the same organism. Without balanced growth of all the limbs the body can not and will not grow.

BIBLIOGRAPHY

1. Ministry of Establishment, Project Implementation Office: Project Proforma: Regional Public Administration Training Centre at Dhaka, Chittagong, Rajshahi, Khulna, 1986, 1988, 1989, World Bank.
2. World Bank. Staff Appraisal Report(SAR): Public Administration(Training, Personnel and Management) Project, 1983.
3. Bangladesh, Ministry of Establishment, National Training Policy(Draft)(No.4181-RD), 1986.
4. World Bank & Govt.of Bangladesh, Development Credit Agreement: Public Administration(Training, Personnel and Management) Project, 1983.
5. Institute of Public Administration. Pre-investment study of a Public Administration Training and Management Project in Bangladesh (Final Report, 1981).
6. Calaran, Kay M, Assessment of the Current Development Training Environment in Bangladesh (First Revision) Dhaka: USAID, 1986.
7. Majid, M.A. An Evaluation Plan for Public Administration (Training, Personnel and Management) Project?
8. Rashiduzzaman, M. Administration Plan for the Public administration (Training, Personnel and Management) Project, 1986(IDA Credit 1349-BD).
9. A.A. Annual Evaluation Report on the public administration (Training, Personnel and Management) Project for 1990.
10. Staff Development Review, Vol. I (September, 1981)
11. IPA&TAU. Report on Technical Assistance World Product: Public Administration (Training, Personnel and Management) Project, 1986.
12. Ministry of Establishment, Project Implementation Office. Status Report on fellowship and technical assistance under Public Administration Project (IDA Credit 1349-BD), 1987.
13. Rahman, M. Annual Evaluation Report, 1989, Dhaka, PIO, 1989.

14. Ministry of Establishment, Project Implementation Office. Quarterly Report (April 1987 to June 1987): Public Administration (Training, Personnel and Management) Project IDA Credit No. 1349-BD(No. 1349-BD).
15. Khan, H.R.A. Status Report: Public Administration (Training, Personnel and Management) Project, 1986. (IDA Credit 1349-BD).
16. Cheethans, R.J. Status Report: Public Administration (Training, Personnel and Management) Project. (IDA Credit No. 1349-BD).
17. Muslim, N & Dev, S.R. Integration of RPATC & DSTIs: Problems and Prospects: A study Report. Dhaka, n.d.
18. Ministry of Law and Justice. The Bangladesh Public Administration Training Centre Ordinance, 1984.(Ordinance no.XXVI).
19. Project Proforma: Regional Public Administration Training Centre, Phase-II. Dhaka, 1990.
20. Bangladesh Public Administration Training Centre. Training Calendar, 1990-91, Regional Public Administration Training Centre, Dhaka, Chittagong, Rajshahi, Khulna.
21. Ministry of Establishment, Project Implementation Office. Status Report: Public Administration (Training, Personnel and Management) Project, 1990.
22. Ministry of Establishment, Report of the committee setup by the government to review and suggest the activities of Staff Training Institute(STI) and Regional STIs now called Regional Public Administration Training Centre (RPATC), 1983.
23. Bangladesh Public Administration Training Centre, Annual Report, 1984-85, 1985-86, 1986-87, 1987-88.
24. Bangladesh Public Administration Training Centre, Distribution of business amongst the officers and staff of the BPATC, 1986.

Management Set-Up for implementation .



Physical progress reports
and financial to IDA GDE ERD
Finance ME IMED Planning

Keep list of
Equipments
furniture

Books
Procurement & Discipline
Supervise osmani

Official Managerial
Check attendance & time
Aptleave transfer
promoted discipline
maintains files
Stock
issue fuel

maintains log books
Supervise Drivers
supervise sweeper
Darwan

See decision makes
.Coordinate all
.Set priorities
say aims &
standards
Chief financial
Officer)

Approve budget
Maintain for
project
Private of all
activities.

Evaluation
supervise & Manage
Evaluation Program
sole responsibilities
for all evaluation
supervise
Rellowships

Local consultants
TA
coordinate-TA/DA

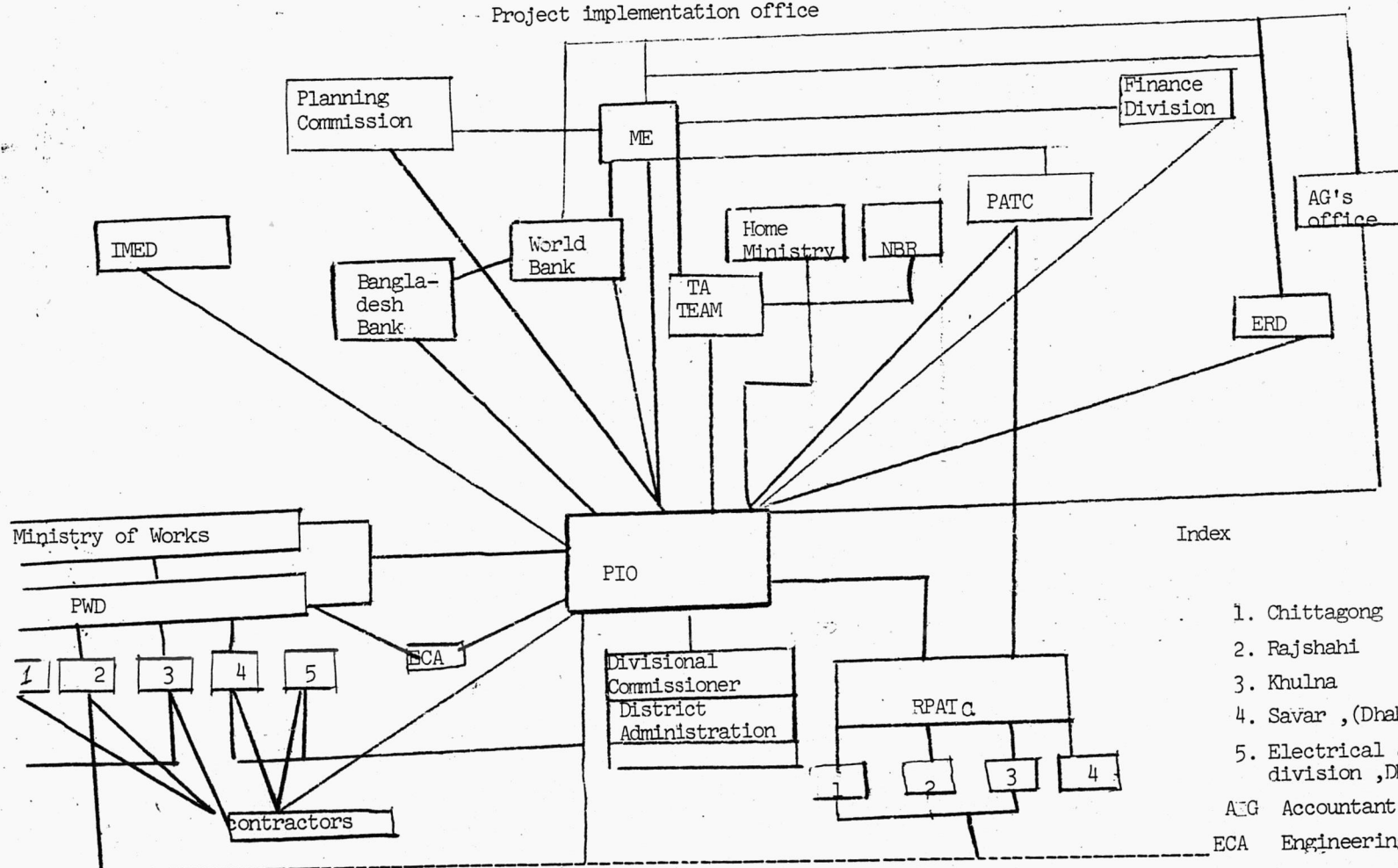
.Feed the progress of physical facilities
aim
Executes PATC building part of project
facilities
Maintain PATC infuture
funded buildings
Sends money for on behalf of the PATC

part of project were order & all other
facilities

POWERS, RESPONSIBILITIES AND STAFFING OF PIU

1. The PIU shall be attached to the office of the Secretary, Establishment Division.
2. The PIU shall inter alia:
 - (a) coordinate and intergrate project activities with the relevant authorities by planning, programming and monitoring project progress;
 - (b) prepare implementation schedules and a detailed administrative plan;
 - (c) select, brief and enter into agreements with consultants and specialists;
 - (d) prepare quarterly progress reports;
 - (e) review all reports, plans, specifications and other materials related to the project;
 - (f) prepare master lists of equipment, books and furniture bidding documents, call and evaluate bids, and awarded contracts including civil works contracts;
 - (g) maintain project accounts;
 - (h) organize and administer technical assistance and fellowship programmes;
 - (i) assist and supervise the preparation of architectural designs, review plans, specifications and other construction of building and the delivery and installation of equipment and furniture;
 - (j) undertake the development of a comprehensive monitoring and evaluation system including formative components; and
 - (k) prodeuce annual evaluation reports.
3. PIU shall be started on a full-time basis by the following: a Project Director with the rank and status of Additional Secretary, two Deputy Directors, and evaluation officer, a procurement officer, an accountant, and adequate numbers of qualified supporting staff.

Inter agency functional link
of the
Project implementation office



1. Chittagong

2. Rajshahi

3. Khulna

4. Savar, (Dhaka)

5. Electrical & Arboriculture
division, Dhaka

AG Accountant General E

ECA Engineering consultants & Associates

NBR National board of Revenue

ERD External resource division.

ANNEXURE- 4

BANGLADESH PUBLIC ADMINISTRATION TRAINING CENTRE
SAVAR, DHAKA

RESEARCH PROJECT ON

" A STUDY OF REGIONAL PUBLIC ADMINISTRATION TRAINING
CENTRE (RPATC) PROJECT"

QUESTIONNAIRE

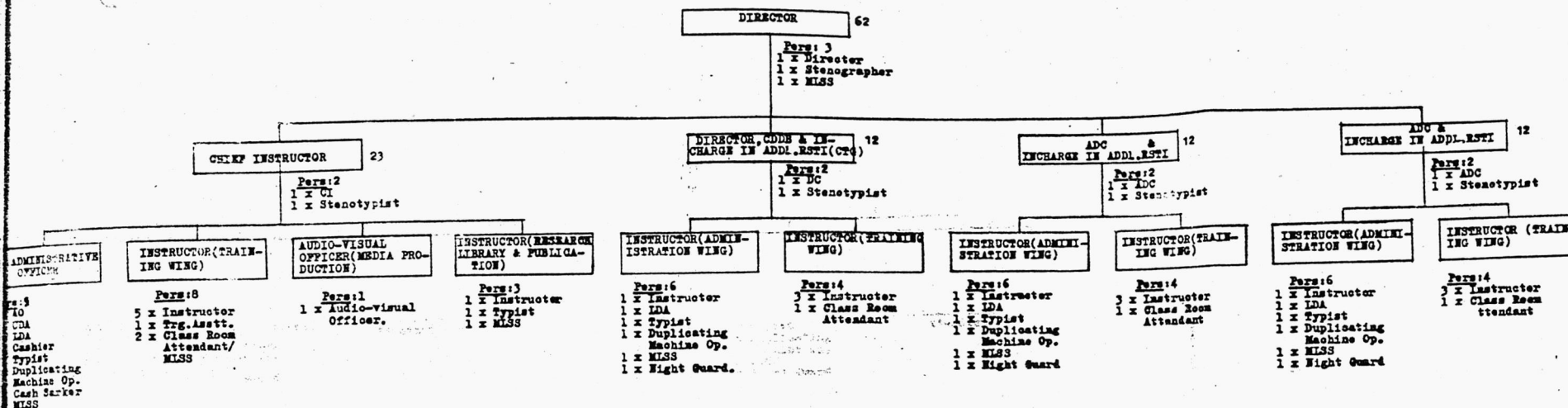
(Information collected through this questionnaire will be used exclusively for research purposes confidentiality of information of individual questionnaires will be maintained strictly)

1. Name of the Respondent :
2. Designation of the Respondents:
3. Office of the Respondent :
4. For how long you have been serving in this position ?
5. How many officers have served in this post since 1984 ?
6. Do you think that frequent transfer of officers has adversely affected project implementation ?
7. Which of the following problem have you noticed in the execution of this project ?
 - (a) Inadequate fund
 - (b) Late fund release
 - (c) Late issuance of tenders and work orders
 - (d) Lack of inadequate and /or appropriate personnel
 - (e) Inadequate logistic support

- (f) Lack of supervision from the executing authority of the project
- (g) Delay in decision making
- (h) Problem in government procedure, Please specify :
- (i) Late appointment of project personnel
- (j) Late delivery of project goods

EXISTING ORGANISATION
STAFF TRAINING INSTITUTE
ESTABLISHMENT DIVISION

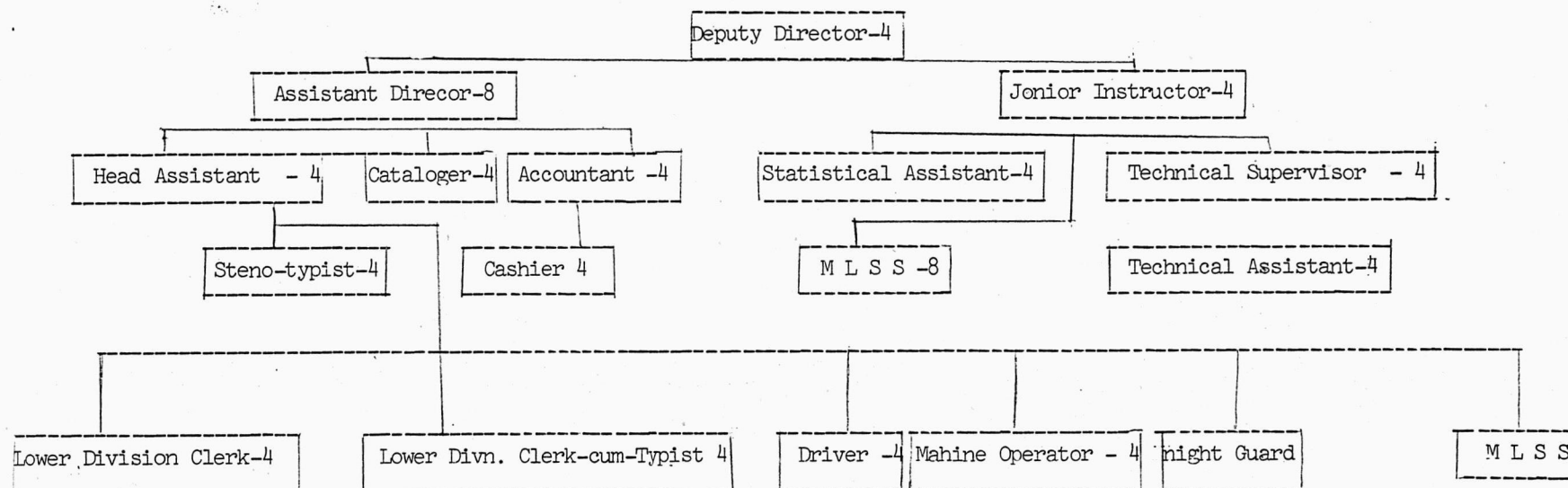
ANNEXURE - 5



SUMMARY OF MANPOWER

S. No.	Name of the post	Sanctioned post	Existing post	Vacant post
Class-I				
1.	Director	1	1	-
2.	Chief Instructor	1	1	-
3.	Officer-in-charge	3	3	-
4.	Instructors	18	15	3
5.	Audio-Visual Officer	1	1	-
6.	Administrative Officer	1	1	-
Total Class I		25	22	3
Class-II				
1.	Upper L.D. Assistant	1	1	-
2.	Stenographer	1	1	-
3.	Stenotypist	4	4	-
4.	L.D. Assistant	6	6	-
5.	Cashier cum Accountant	1	1	-
6.	Typist	5	4	1
Total Class II		18	17	1
Class-III				
1.	Duplicating Machine	4	4	-
2.	Operator	12	10	2
3.	MLSS	3	3	-
Total Class-III		19	17	2
Grand Total		62	56	6

* N.B. : Mr. Addl. Deputy Commissioner of the concerned district has been working as Officer-in-charge of Regional Staff Training Institute in addition to his own duties as per notification of the Govt.

RPATC ORGANOGRAM

RECTOR'S OFFICE

Rector

1 x Rector

1 x P S

1 x P A

2 x MLSS

DEVELOPMENT AND ECONOMICS DIVISION

MDS (D & E)

1 x MDS

1 x P A

1 x MLSS

Director
(Econ. Theory)1 x Director
1 x Steno Typist
1 x MLSSDy. Director
(Econ. Theory)1 x DD
1 x MLSSDirector
(Plan & Dev)1 x Director
1 x Steno Typist
1 x MLSSDy. Director
(Plan & Dev)1 x DD
1 x MLSSDirector
(Quan. Methods)1 x Director
1 x Steno Typist
1 x MLSSDy. Director
(Quan. Methods)1 x DD
1 x MLSSAsstt. Director
Economics I & II2 x AD
1 x Typist
1 x MLSS

MANAGEMENT AND PUBLIC ADMINISTRATION

MDS (M & PA)

1 x MDS

1 x P A

1 x MLSS

Director (G.S.)

1 x Director
1 x Steno Typist
1 x MLSS

Dy. Director (G.S.)

1 x DD
1 x MLSS

Director (Mgt)

1 x Director
1 x Steno Typist
1 x MLSS

Dy. Director (Mgt)

1 x DD
1 x MLSS

Director (Prj. Mgt)

1 x Director
1 x Steno Typist
1 x MLSS

Dy. Director (Prj. Mgt)

1 x DD
1 x MLSS

Director (Behav. Sc.)

1 x Director
1 x Steno Typist
1 x MLSS

Dy. Director (Behav. Sc.)

1 x DD
1 x MLSS

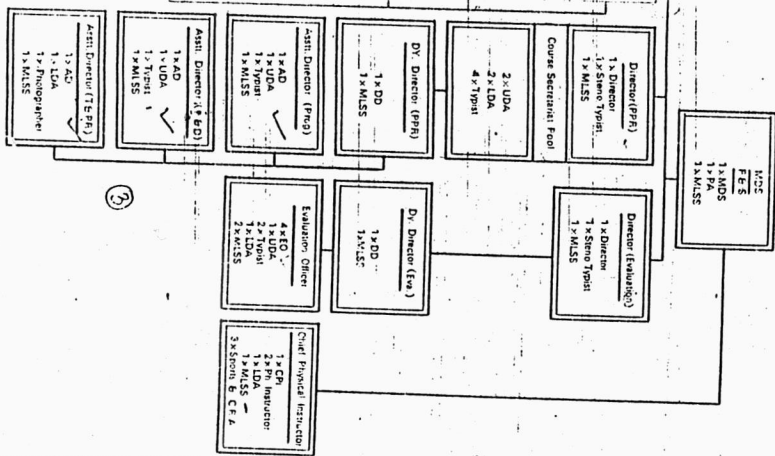
Asstt. Director (Mgt)

Asstt. Director (P. Adm.)

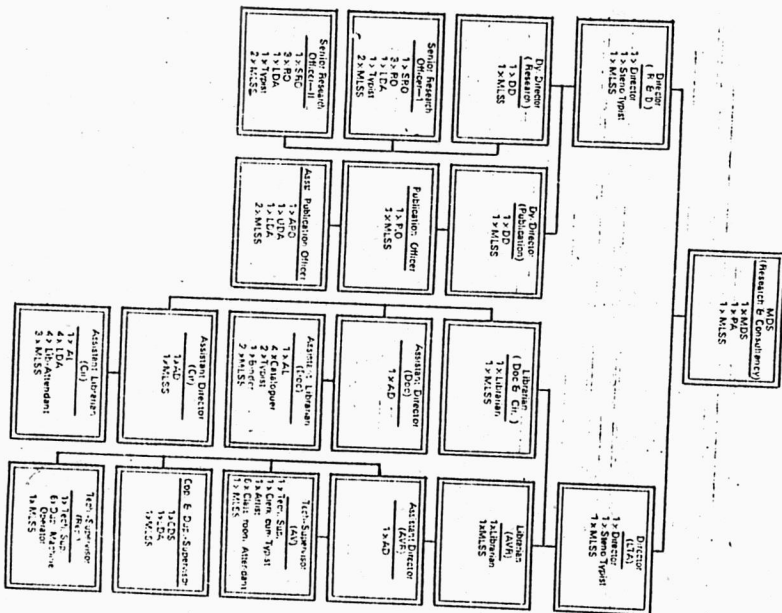
2 x AD
1 x Typist
1 x MLSS

2

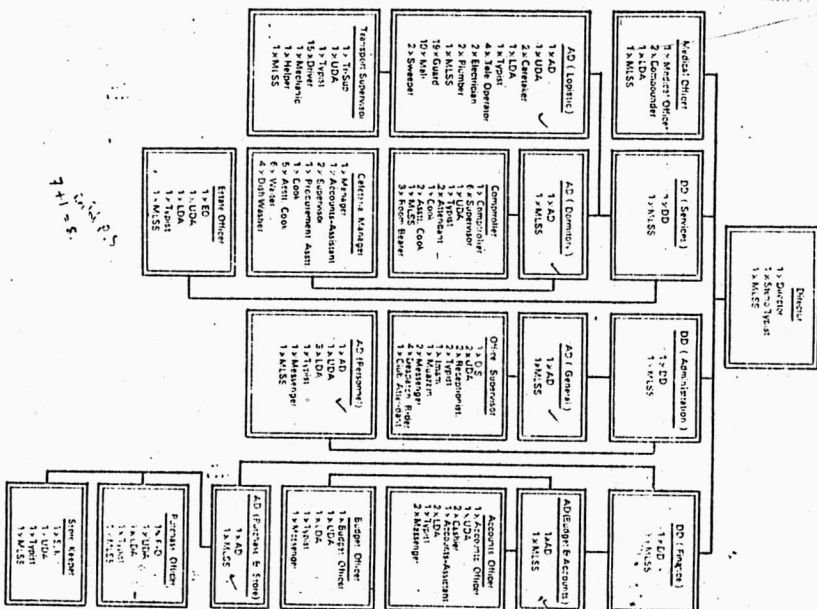
PROGRAMME AND STUDIES DIVISION



RESEARCH AND CONSULTANCY DIVISION



ADMINISTRATION DEPARTMENT



ANNEXURE-8

LIST OF DIRECTOR'S SERVING RPATC SINCE 1984-85

SL.NO.	Name of Dy. Director's	period		Remarks:
		From:	To:	
DHAKA RPATC				
1.	Mr. Alimuzzaman	28.4.84	1.5.84	
2.	Mr.Md. Badre Alam Khan	2.5.84	21.8.85	
3.	Mr. Kashab Acharjee	22.8.85	1.9.85	
4.	Mr. Abul kalam Azad	2.9.85	31.7.87	
5.	Mr. Khabir Uddin Ahmed	1.1.87	31.1.89	
6.	Mr. Yakub Ali	1.2.89	23.5.89	
7.	Mr. Jagobandhu Biswas	24.5.89	-	
CHITTAGONG RAPATC				
1.	Mr. Nazmul Alam Siddique	28.4.84	12.2.86	
2.	Mr. M.I. Chowdhury	13.2.86	30..6.89	
3.	Mr. W.N. Chowdhury	1.7.89	19.7.89	
4.	Mr. Amritlal Shil	20.7.89	1.9.89	
5.	Mrs. Trifti Kusum Barua	2.9.89	12.12.89	
6.	Mr. Amritalal Shil	13.12.89	16.2.90	
7.	Mr. Abul Bashar	17.2.90		
RAJSHAHI RPACT				
1.	Mr. Md. Abu Bakkar Siddique	30.4.84	30.8.84	
2.	Mr. A.K. Ferdashe	9.9.84	30.6.85	
3.	Mr. harunur Rashid Miah	1.7.85	11.3.86	
4.	Mr. Noor Mohammad Hossain	20.3.86	25.1.89	
5.	Mr. Didarul Alam	26.1.89		

KHULNA RAPTC

1.	Mr. Hiralal Bala	28.4.84	11.3.85
2.	Mr. Shafiqul Islam	14.3.85	17.9.85
3.	Mr. Abdus Samad Mollik	18.9.85	16.6.86
4.	Mr. M.Mohiuddin Chowdhury	17.6.86	19.12.86
5.	Mr. Jogobandhu Biswas	20.12.88	15.5.89
6.	Mrs.Doli Debi(Asstt.Dir.	16.5.89	10.6.89(as acting Dy.Director)
7.	Mr. Mohd. Sahah Alam	11.6.90	31.5.90
8.	Mrs. Doli Debi(Asstt.Dir.)	1.6.90	23.8.90(As acting Dy.Director)
9.	Mr. Mohd. Abdul Hoq	24.8.90	17.10.90

INSPECTION OF THREE RPATCs BY SENIOR OFFICIALSCHITTAGONG

Date	Name of the officers
18.11.86	Mr. A.K.M. Hedayetul Hoq, Rector, BPATC.
22.12.86	Mr. Shamsul Hoq Chisty, Sedcretary, Ministry of Establishment.
18.2.87	Mr. A.Z.M. Shamsul Alam, PD, PIO.
"	Dr. Akbar Ali Khan, MDS, BPATC.
23.4.87	Mr. Shamsul Hoq Chisty, Secretary, Ministry of Establishment.
16.8.87	-do-
22.10.87	Brig. M. Mashayet Chowdhury, P.D. PIO.
12.4.88	Dr. Ekramul Ahsan, MDS, BPATC.
25.9.88	Dr. Shah Md. Farid, Joint Secretary, Ministry of Establishment.
7.12.88	Mr. Shamsul Hoq Chisty, Secretary, Ministry of Establishment.
26.1.89	Mr. A.Z.M. Shamsul Alam, Additional Secretary, Ministry of Establishment.
9.3.89	Mr. Aftabuddin Khan, Director, (ST&TOT), BPATC.
15.5.89	Mr. K.M. Rabbani, Secretary, Ministry of Establishment.
13.2.90	Mr. Nasiruddin Ahmed Chowdhury, Assistant Director, BPATC.

KHULNA RPATC

31.7.84	Mr. G.M. Mondal, P.D. TOT.
30.10.86	Mr. A.K.M. Hedayetul Hoq, Rector, BPATC.
15.3.88	Dr. S.A. Samad, MDS, BPATC.
2.11.88	Mr. Shamsul Hoq Chisty, Secretary, Ministry of Establishment.
27.11.88	Mr. Md. Mizanur Rahman Chowdhury, Deputy Director, PIO.
29/30.3.89	Mr. Hiralal Bala, Director, BPATC.
24.12.89	Mr. Aminullah, Project Director, PIO.

**RECOMMENDED COURSES TO BE RUN IN EACH REGIONAL PUBLIC ADMINISTRATION
TRAINING CENTRE (REGIONAL PATCs)**

ANNEXURE-10

Sl.No	Name of Course	Duration	Client	No.in each courses	No.of course	Annual Target of each RPATC			Remarks
						Annual course	Training coverage through local team	Total training coverage per year	
1	2	3	4	5	6a	6b	6c	6d	7
A. FOR GAZETTED OFFICERS									
1.	Induction course for class-II Gazetted Officers	4 weeks	Newly appointed class-II officers	30	1	30	-	30	-
2.	Professional course for Thana Revenue Officer	4	" B.C.O(Rev).	30	1	30	-	30	
3.	Basic typing courses for BCS Officers	4	" BCS(Probationers)	20	7	140	-	140	Only in RPATC Dhaka.
4.	Refresher course for Class-II Gazetted Officers	1	" Class-II officers	30	2	60	-	60	Any time after 5 years of Induction Course.
5.	Personnel Management Course for Technical Official(Eng. Medical,Fisheries,Livestock & Agriculture etc.)	2	" TRPO sani tari inspector, Sub-Asstt.Eng. PWD R&H,FHE,thana Agri.Officer,Thana Livestock Officer, Thana Fisheries,Asstt. Head Master of Govt.High School,Chemists & Similar other officers	30	2	60	-	60	
BOR NON-GAZETTED STAFF									
1.	Basic Officer Admn.Course(clerical)for the supporting Govt.officials	4	" LD Asstt.& similar clerical staff around 10 year of experience.	30	6	180	5X25=125	305	
2.	Office Supervisory Course	2	" Head Asstt. U.D.Asstt.Section Asstt.& similar staff	30	3	-	5X25=125	215	

1	2	3	4	5	6a	6b	6c	6d	7
3.	Course on Govt. servants Discipline, Appeal & conduct rules for supporting govt. officials	1 week	Staff dealing with the staff administration	30	1	30	-	30	
4.	Special Course for the personal staff on govt. officers		P.A. & Steno's	30	1	30	-	30	
C. SECRETARIAL STAFF									
5.	Stenography & typing courses								
5.	Conversion course in Bengali Typing	4 "	English typing knowing typists	20	6	120	-	120	
6.	Conversion course in Bengali Shorthand & typing	20 "	English knowing stenographers steno-typists	20	2	40	-	40	
7.	Refresher course in shorthand and typing	12 "	Steno-typist/ Stenographers	20	2	40	-	40	
8.	Short course on maintenance office equipments	1 "	Typist, Steno-typists, Steno-graphers	20	7	140	-	140	
				340	41	990	250	1240	

N.B. : In addition to these courses the Institutes (RPATCs) may hold courses on request or when directed by the authority by adjustment

Total trainees in the 4 RPATCs
= 1240 x 4 = 4960 i.e.
Approximately 5000.

ANNEXURE-11

Annual Training Target of RPATC
(Dhaka, Chittagong, Khulna and Rajshahi)

Sl.No	Name of the course	Clientele	Duration	No.of course	Participants per courses per centre	No.of Centre	Total participant
1	2	3	4	5	6	7	8
<u>FOR GAZETTED OFFICERS</u>							
1.	Induction Course for Class-II Gazetted Officers	Newly appointed Class-II officers of Ministry/ Divisions/Deptts/Autonomous Bodies.	4 weeks	1	25	4	100
2.	Refresher Course for Class-II Gazetted Officers	Class-II officers who attended Induction Course	1 "	1	30	4	120
3.	Office Correspondance Course	Admn.Officers,Office Supdt. & seminar class-II officers	1 "	2	40	4	320
4.	Conduct & Discipline Course for Class-II Gazetted Officer	Class-II Officers	1 "	2	40	4	320
5.	Financial Administration Course	Class-II Officers	2 "	2	40	4	320
6.	Revenue Administration and Training Course	Upazila Reve.Officer	2	1	40	4	160
<u>FOR NON-GAZETTED OFFICERS</u>							
1	Basic Officer Admh.Course	Staff dealing with staff administration	4 "	5	30	4	600
2.	Office Supervisory Course	Head Asstt.UD Asstt. & Section Asstt.	2 "	3	30	4	360
3.	Record Management Course	Record Keeper & equivalent staff	4 days	2	30	4	240
4.	Training course for the Tahasildars	Tahasildars & equivalent staff	2 weeks	4	40	4	640
5.	Human Relation & Aticket Course	Class-IV employees	4 days	1	40	4	160

1	2	3	4	5	6	7	8
6.	Audit Objection and Disposal Course	Accountant, Cashier, Bench Clerk & Equip.	4 weeks	2	30	4	240
7.	Bill preparation and conversion course	Cashier, Bench Clerk	1 "	2	30	4	240
8.	Course for Bench Assistant	Accounts Assistant	2 "	2	30	4	240
9.	Training course for the certificate Asstt.	Certificate Asstt.	1 "	4	40	4	640
<u>SECRETARIAL STAFF</u> (Stenography & Typing course)							
1.	Conversion course in Bengali typing	English known typists	4 "	4	25	4	400
2.	Conversion course in English shorthand & typing	English knowing stenographers steno-typist.	8 "	1	20	4	80
3.	Office Machine Maintenance Course	Typist, steno-typists, Stenographers	1 "	1	30	4	120