

**EFFECTIVENESS OF THE PUBLIC ADMINISTRATION TRAINING:  
A STUDY ON THE ADMINISTRATIVE CADRE SERVICE IN BANGLADESH**

**By**

**REZVI, Md. Khurshid Iqbal**

**THESIS**

Submitted to

KDI School of Public Policy and Management

in partial fulfillment of the requirements

for the degree of

**MASTER OF PUBLIC POLICY**

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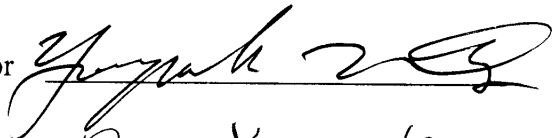
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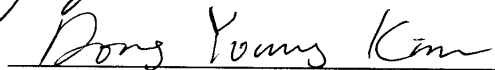
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**Abstract**

People at large are asking for transparency and change of attitude of public servants. Without proper training this demand cannot be fulfilled. The public sector needs to be properly organized and develop in order to perform efficiently and effectively. Through proper training the sense of accountability and dynamism can be inculcate in the civil servants. To implement the development goals and objectives of the government and to face the multifaceted challenges of 21<sup>st</sup> century an enthusiastic civil service is required. This study aims at highlighting the effectiveness of public Administration training with special references to the Bangladesh civil Service Administration cadre. Therefore this study tries to assess the effectiveness of training programs and the utilizations of training-acquisitions received by the officers of BCS Administration Cadre. And also try to find out existing drawback among the training objectives, training programs and its implementation. The present public administration training policy is discussed here for better understanding the present scenario of the training. The effectiveness of training for the administrative cadre officers depends on the importance and crying need of need based training in our country. So, we need to evaluate the effectiveness of training programs for the administrative cadre officers thoroughly and find out the best solution to offer effective training program. Therefore this study makes an attempt to present some recommendations in order to remove the existing drawback of the public administration training and to make it more effective.

## **AKNOWLEDGEMENTS**

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## **TABLE OF CONTENTS**

### **1. INTRODUCTION**

1.1 Introduction.....	1
1.2 Purpose of the Study.....	3
1.3 Research Questions.....	3
1.4 Proposition/claim.....	4
1.5 Rationale of the Study.....	4
1.6 Methodology of the Study.....	5
1.7 Scope and Limitations of the Study.....	5
1.8 Organization of the Paper.....	6

### **2. LITERATURE REVIEW**

2.0 Theoretical discussion.....	7
2.1 Modern meaning of training.....	7
2.2 Training Evaluation.....	9
2.3 Present condition of training for civil servants in modern countries.....	12
2.4 Public Administration Training in Bangladesh.....	16

### **3. TRAINING INTERVENTIONS FOR THE ADMINISTRATIVE CADRE OFFICERS AND ITS EFFECTIVENESS**

3.0 Major training courses for the administrative cadre officers of Bangladesh.....	20
3.1 Major training courses for the entry level administrative cadre service officers.....	21
3.2 Major Training Courses for Mid-level Officers.....	24
3.3 Major Training Courses for Senior Level Officers.....	25
3.4 Effectiveness of Foundation Training Course.....	27
3.5 Effectiveness of Law and Administration Training Course.....	29
3.6 Effectiveness of Advanced course on Administration and Development.....	32
3.7 Effectiveness of Senior Staff Course.....	34

### **4. ANALYSIS AND DISCUSSION**

4.1 Analysis and discussion.....	36
4.2 Analysis of Primary Data Regarding Effectiveness of Training Program.....	44

4.3 Limitations of Training Management.....	49
4.4 Recommendations Obtained from Faculty Members.....	51
<b>5. RECOMMENDATIONS AND CONCLUSION</b>	
5.1 Recommendations.....	52
5.2 Conclusion.....	55
Bibliography.....	59
Annexure.....	62

## **LIST OF TABLES**

1. Table-1: Trend of doing TNA by institutions.....	45
2. Table-2: Formulating training objectives after professional TNA.....	45
3. Table-3: Level of Achieving Training Objectives.....	46
4. Table-4: Developing Curriculum Consistently.....	46
5. Table-5: Level of Effectiveness of Training Delivery.....	47
6. Table-6: In-course Evaluation on Participant’s Achievement.....	47
7. Table-7: Using Effective Method in End-of-Course Evaluation.....	48
8. Table-8: About Follow-up Study.....	48
9. Table-9: Incorporating Feedback for Further Development of Course.....	49



## **LIST OF ACRONYM**

ACAD: Advanced Course on Administration and Development

BPATC: Bangladesh Public Administration Training Centre

BCS : Bangladesh Civil Service

BCSAA: Bangladesh Civil Service Administration Academy

DS : Deputy Secretary

GETA: Government Employees Training Act

FTC : Foundation Training Course

PATP : Public Administration Training Policy

SSC : Senior Staff Course

TNA : Training Need Assessment

# **CHAPTER-I**

## **INTRODUCTION**

### **1.1 Introduction**

Training anywhere, as in Bangladesh is treated as a major catalyst of change or reform and also a tool to prevent obsolescence. It is, in fact, a costly as well as a difficult exercise because changing is a challenging job. Improving the quality of performance, behaviour, attitudinal transformation and value system of employees is not at all possible unless a favourable learning environment is created.

The modern concept of Human Resource Development treats the worker or person as a catalyst of development whose desire is to enhance skills, ability and competency with a view to achieving personal and organizational goals. In national context it is the process by which people in various groups are developed to achieve new competencies for self-reliance, self-confidence and self-support. However, general competency develops from education but specific competency is the outcome of training.

So, the government of Bangladesh is very much concerned about the competency enhancement of the BCS officers specially the members of administrative cadre. The government expects some typical results from the training and management development interventions like improved performance, high level of productivity, poor people service delivery. In order to achieve the target mentioned above, the government offered various types of training programs for the entry level, mid level and senior officials of Civil Service Administrative Cadre. Out of them Foundation Training Course, Law and Administration Training Course, Advance Course for Administration and Development and Senior Staff Course are the four major courses which is arranged following the instruction of Public Administration Training Policy, 2003. The main objective of this policy is to equip the public

servants at all levels with requisite knowledge, skills and techniques to enable them to make productive use of their potentials.

But in reality, the government and the people of the Republic rarely see the expected results from the training and development interventions. Inefficiency, low productivity, lack of proper attitude, insincerity, and lack of integrity and failure of project implementation of development projects are some common syndromes of civil services which are often raised by the elected officials and civil society of the country. Furthermore, lack of proper monitoring and follow up, lack of research, lack of assessing training needs, lack of linkage with training performance and promotion, improper post training placement, weak capacity of the trainers and other significant drawbacks made the training and development initiatives for the civil servants vulnerable ultimately ineffective. Therefore, some may assume that the training and development interventions for the officers of the Bangladesh Administrative Service are not playing an effective role to enhance expected professional competencies as well as desired outputs. For these reasons, the effectiveness of public Administration training became a questionable issue.

At the same time government has been spending a huge amount of local and foreign currency for imparting local and foreign training and development programs. So, it is very relevant to have an all-out dissection and evaluation of the effectiveness of training and development programs offered specially for the BCS Administration Cadre officers in order to get a clear feedback of those interventions.

## **1.2 Purpose of the Study**

The main purpose of this study is to evaluate the effectiveness of the training programs are being offered for the administrative cadre officers of Bangladesh. And also find out the possible solution to make the training program more effective. The specific objectives of the study are stated below,

1. To assess the effectiveness of Public Administration training programs are being offered for the officers of Bangladesh Civil Service Administration Cadre;
2. To find out the existing gap between the training objectives and training achievements;
3. To assess the post-training utilizations of training-acquisitions received by officers of Bangladesh Civil Service Administration Cadre; and
4. To make specific recommendations on increasing effectiveness of the training courses for the officers of BCS Administration Cadre.

## **1.3 Research Questions**

In order to obtain the crafted objectives, the following research questions are relevant:

- 1 Are the training programs being offered for the officers of BCS Administration effective in terms of acquisition of proper knowledge, skill and attitude?
- 2 Is there any gap between programme-objectives and achievement from the training programmes?
- 3 How far the training programs are effective in terms of utilization of learning from the training programmes?
- 4 What would be the main factors to make these training programs more effective?

## **1.4 Proposition/claim**

*The training and development interventions for the officers of the Bangladesh Administrative Service are not playing an effective role to enhance expected professional competencies as well desired outputs.*

## **1.5 Rationale of the Study**

People at large of Bangladesh are asking for transparency and change of attitude of public servants. Without proper training this demand cannot be fulfilled. The public sector needs to be properly organized and develop in order to perform efficiently and effectively. Through proper training the sense of responsibility, accountability and dynamism can be inculcated in the civil servants. For this reason government of Bangladesh is concern to develop their professional knowledge, skill, attitudinal development through training and development interventions.

, But in reality the government efforts to enhance the professional competence of the civil service administrative cadre officers through training interventions seldom see the expected result and found often failed to produce desired out come. Due to proper need assessment of the trainees, lack of offering attractive training package, lack of proper monitoring and limited opportunity to use learned lesson in the work place made this training interventions virtually ineffective. Therefore, the present study tries to assess the effectiveness of the major training programmes in terms of achieving its objectives and training policy goals with special reference to Bangladesh Civil Service Administration Cadre officers. On the other hand, this study will provide a basis for realistic policy recommendations for improving effectiveness of training interventions of public sector as a whole.

## **1.6 Methodology of the Study**

The selection of methodology is always quite a difficult task in social science research. For fulfilling the purpose of the thesis mainly secondary data has been used. Since the nature of research was qualitative so reviewing previous research reports, books and journals were the important sources of information. In order to validate the results of previous research findings, opinion survey of the faculty members of two premier training institutes was conducted through structured questionnaires. For this purpose, 85 faculty members from two institutions were interviewed. The data was presented in tabular format and descriptive statistics was used as the tool of analysis.

Moreover, using personal experiences, I also tried to add some valuable insights into the issue.

## **1.7 Scope and Limitations of the Study**

This study deals with evaluation of the major training programs offered for the Bangladesh Administrative Cadre officers. Within the scope this study mainly examines and evaluates the major training programs for the administrative service officers. On the other hand, this study is done for the partial fulfillment for the degree of Master of Public Policy under the KDI School of Public Policy and Management, Seoul, Korea. The main limitation of the study is time constraint. Due to shortage of time some important issues of public administration training could not be explored. The study conducted on the basis of both the primary and secondary information. The limitation of primary data is that the survey was conducted only on the faculty members of the two premier training institutions of the country. Taking opinion from the graduated participants was not possible to take. The training effectiveness in terms learning utilization and change in behavior were not studied. However, the study will pave a way for conducting any study/research in this area.

## **1.8 Organization of the Paper**

This paper will be organized in five chapters. After the introductory one the second chapter will focus on the review of literature of training and development interventions with special emphasize on training and development interventions in public sector of Korea and USA and put some suggestions from the learned lesson for Bangladesh civil service training. The third chapter is organized with the detailed discussions on the effectiveness of the core courses for the officers of administration cadre. Under the fourth chapter, an analysis has been done about the effectiveness of the training interventions, on the basis of the findings of the previous studies and researches. After that, in order to validate the results of previous research findings an analysis has been done of primary data collected from opinion survey of the 85 faculty members of two premier training institutes. Further more on the basis of the analysis the existing limitations and weaknesses of the training interventions has been identifies. Lastly, with a view to formulating the training programmes more effectives, a set of policy recommendations was made.

## **CHAPTER-II**

### **LITERATURE REVIEW**

#### **2.0. Theoretical discussion**

#### **2.1 Modern meaning of training**

Training simply means learning something practical and new by means of doing. It is an essential ingredient in building of human capabilities and an input for socio-economic development (Hossain and Husain, 1997:40). It also refers to 'a process that enables personnel to acquire the factual knowledge, skill, normative systems, and analytical framework that is needed for effective performance in the enterprise' (Stanley, 1984:12). In the organizational level training is a formal procedure which is used to facilitate employee-learning so their resultant behaviour contributes to the organization's activities.

Training is expected to boost the efficiency, effectiveness and performance of a civil servant up to the highest possible level. It is generally seen as an important input for getting efficient output from the targeted human resources. In his significant research, Dr. Sheikh Abdur Rashid opined, "Training in civil service, particularly the higher civil service, aims at something beyond just effectiveness and efficiency of the administrative system. This is the reason why civil service has to maintain its vitality, and improve its efficiency and quality to provide its own increased inputs in terms of better-trained and more efficient administrative manpower"<sup>1</sup>

Training is more comprehensive than induction. It is very specific, arranged under a programme, either in the form of on-the-job or off-the-job. In order to develop needed

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<sup>1</sup> Sheikh Abdur Rashid (2008), Civil Service at the Cross-road. Muktochinta Prokashona, 47 Aziz Super Market, Shahbagh, Dhaka. pp-134.



knowledge, skill and attitude for performing a specific job, training programme is arranged as a process to achieve certain pre-determined objectives. The main feature of a training programme is its job-specificity. Under a training programme, an HR manager or a training manager tries to give inputs on job specific skills, knowledge, expertise, orientations, abilities, attitude and competencies. In this process, it is also expected that after completion of the training programme, the employee concerned will be competent enough to carry out his job specific duties and responsibilities with full confidence.

So, the term training can be defined as following ways:

“Training” is used to indicate the process by which attitude, skills, and abilities of employees to perform a specific job are increased”<sup>2</sup>. Training intervention is considered as formal as well as systematic modification of behavior of employee through learning, which takes place as a result of executive education, systematic instruction, and management development.

The simplest meaning of training for an individual is “learning something practical and new by means of doing. Training is also called the process of providing education, practical knowledge and proper attitudinal base with a view to achieving desired behaviour and skills”<sup>3</sup>.

“Training is a process by which an individual acquire ability and is made fit to perform certain functions. It is a set of purposeful efforts aimed at human resource development, which is a crucial of a modern public administration”<sup>4</sup>.

In narrow sense, training is a short-term process of utilizing a systematic and organized

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<sup>2</sup> Michael Armstrong (2001), Human Resource Management Practice, Kogan Page Limited, 120 Pentonville Road, London N1 9JN, UK. Page-443.

<sup>3</sup> Hayatullah, AFM(2006), The Pursuit of Bangladesh Civil Service Administration Academy in Improving the Efficiency of the Officers of Bangladesh Administrative Service: A Critical Review, (A research report submitted to IAMR, New Delhi, affiliated to GGS IP University, Delhi, India for partial fulfillment of Master of HRP&D)

<sup>4</sup> Sheikh Abdur Rashid (2008), Civil Service at the Cross-road. Muktochinta Prokashona, 47 Aziz Super Market, Shahbagh, Dhaka. pp-134.

procedure by which non-managerial personnel learn technical knowledge and skills for the definite purpose.

## **2.2 Training Evaluation**

Training is a costly investment on development of human capital of the organization. The organization has definite targets on training investment. Before investing in training the organization assumes some tangible and intangible results to be achieved through training interventions. After completion of the programme, organization must go for detailed audit of training effectiveness. Evaluation of training effectiveness is the most critical exercise because the training outcome may either tangible or intangible. Intangible outcomes are very difficult to measure. For example, if the typing speed of a trained typist increased from 30 wpm to 60 wpm with reasonable accuracy, it is a tangible and measurable outcome but change in attitude of a trainee is intangible outcome which is very difficult to measure.

**2.2.1 Aspects of Training Evaluation:** Evaluating the effectiveness of any training programme is very critical not only in the sense of judging quality of imparted training but also it provide substantial inputs for further improvement of programme in order to make it more effective and realistic. Evaluation of training is not a one shot business which generally attempts immediate after its completion but it is a continuous exercise to be conducted in every step from beginning to ending of the programme. In other sense, it is not the only subject to evaluate trainees of the programme but also subject to evaluate trainers, training management, training arrangement, training environment, training content and curriculum, training methodology and periodicity etc.

**2.2.2. Models of Evaluating Effectiveness of Training:** Training & Instructional Science is not yet an organized subject in training and education arena of Bangladesh. But as a part of HRM, training & HRD is considered as a vital issue. A bulk of literature & theory have been made in this area by pedagogic and andragogic experts. Under this study, available training models and schools of thoughts have been reviewed and discussed.

The dominant model of training evaluation was given by **Donald L Kirkpatrick (1959)**. In the second version of his book published in 1994, he ascribed four level model of training evaluation. The four level model of Donald Kirkpatrick is widely used model in the areas of training, education and management development.

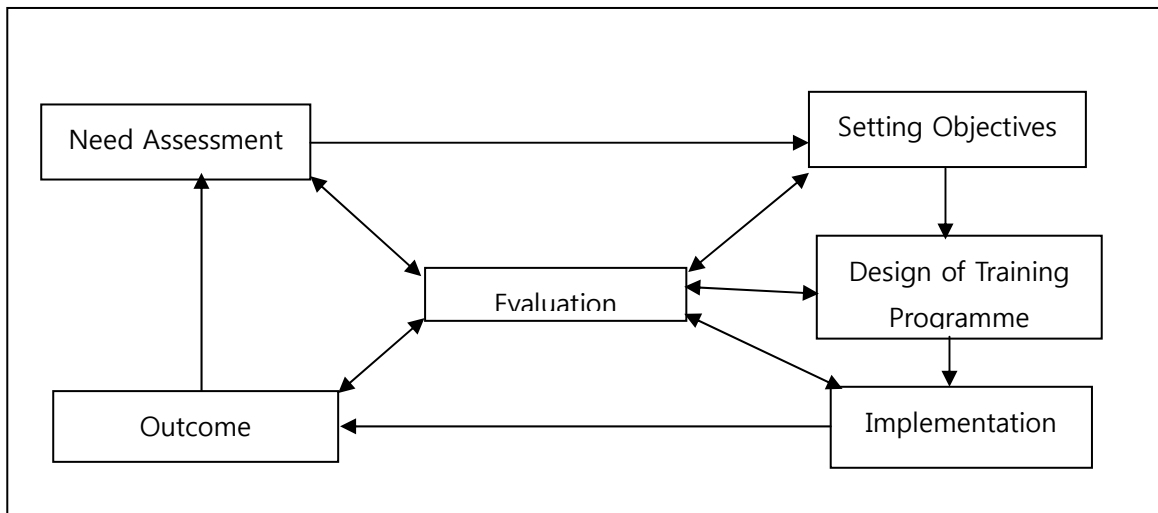
The Kirkpatrick's training evaluation model specifically measures:

- reaction of trainees – What is their overall feedback about the program
- learning – How far they learn from the program
- behaviour- To what extent the learning is useful in performing their day to day job
- results – To what extent the performance is increased as a result of training program.

If any organization wants to evaluate an allround effectiveness of imparted training, all the above stages must be considered and assessed professionally.

On the other hand, Hossain, Tareque and Ahmed (1992:6) presented an alternative model of training cycle in their studies (Figure-1). They viewed that emphasis of all the training programmes in our country (Bangladesh) should be on outcome (output) of the training programmes. They further mentioned that evaluation should be the analytical tool of assessing and reassessing the elements of the training process. These aspects of a training process are captured in Figure1. Here, evaluation is conceptualized as the heart of the training wheel;

Figure1: Alternative model of training cycle



### 2.2.3 Meaning of effectiveness and limitations of Models of Evaluation of Training:

Effectiveness refers the level of obtaining objectives. It also includes whether or not the intended problems are solved or not. Effectiveness generally ignores cost while efficiency always count ratio between benefit by cost. Actually, effectiveness is nothing but to do ‘right thing in a write way’ but efficiency means ‘doing the thing right’. In management, effectiveness relates to getting the right things done. “Effectiveness is an important discipline which “*can* be learned and must be earned.” Peter Ducker (1967)

On the other hand we can define, effectiveness as “the accuracy and completeness of users’ tasks while using a system’”

The effectiveness of training program depends on the program design, structure, content and need assessment of the client. One of the main cause of failure of training program is designing training program without having a rigorous training need assessment. On the other hand effectiveness depends on the applicability of the training. Under this perspective, evaluation of training program is necessary. In this consequences the limitations of Kirkpatrick model are mentioned below:

- i. Under this model, emphasis is given only to output;
- ii. Kirkpatrick model does not evaluate the whole process of training rather it looks only at the effectiveness of implementation of training programme and its consequences;
- iii. In case of faulty training need assessment, faulty objectives and faulty curriculum, the training output can be jeopardized. But using the Kirkpatrick Model, there is no scope to assess those areas of training intervention; and
- iv. The Kirkpatrick's Model of training evaluation is not a comprehensive one to assess every step of training cycle starting from TNA and ending to impact study.

Last of all we can conclude, again referring Hossain, Tareque and Ahmed (1992:6); they mentioned that the effectiveness of a training programme depends on – (i) how well and accurately needs are assessed, (ii) how precisely and concretely objectives are set and whether set objectives reflect assessed needs, (iii), how much care training programme is implemented and (vi) to what extent the outcome validates the assessed needs. Their model is more comprehensive than that of Kirkpatrick model of training evaluation.

## **2.3 Present condition of training for civil servants in modern countries**

### **2.3.1. US civil service training**

The main objective of the training and development program of employees of US Federal Government is to facilitate the achievement of mission organization by improving the levels of performance.

The US Federal Government enacted The Government Employees Training Act (GETA) in 1958 which is a full fledged law on training and development of the employees of the Federal Government. The Act (GETA), ascribed elaborately the provisions regarding self-development, self-training and self-education for the Federal employees. The Act also provisioned regarding responsibilities of government in executive development programs.

The main features of the training system of US federal officers are as followings, first, the every government office and office of US is authorized in principle to arrange training programs.

Second, according to GPRA (Government Performance and Routine Act, 1993) the basic objective of civil service training is to enhance all sort of productivity of government. Incase of lateral entry of experienced officials, there is no provision of mandatory training. Fourth, the technique of training is being changed from traditional lecture method to hands on training using advanced technique. This technique helps the employee to enhance their administrative capability to serve people.

The most unique feature of the US civil service training is that the exchange, deputation and lien to other jobs are considered as the part of training and development since it opens the new window of having experience. Another feature of senior level training is to create situation for applying their knowledge in learning and applying camps. Another salient feature of US civil service is formulation and implementation of self developed action plan for development of leadership quality.

## **2.3.2 Civil Service Training in Korea**

**2.3.2.1 Goals, objectives and strategy of training :** General goals of training for the civil servant of Korea are, a. sharing national vision and creating performance, b. improving basic competencies which are nation & citizens-oriented and c. developing specific competencies & improving performance.

In Korea, according to the article 50, Public Officials Act, training is essential for the public officials in order to cultivate knowledge, technique and abilities. All public officials and probationary public officials shall undergo education and training under conditions prescribed by acts and subordinate statutes.

According to the Civil Service Training Ordinance (article 2-5, 7) training for civil servants is divided into various categories in terms of purpose, institute, target and field. The training at the training institute for civil servants is classified in to the basic training by class position, professional training by job and special training like policy training and overseas training.

On the other hand, According to the Civil Service Training Ordinance, article 7 the training for civil service can be classified into three categories like general training, specialized training and other training. The main feature of general training is to improve capabilities and talents needed for public officials targeting the newly recruited or promoted, and appointment or promotion candidates. The Specialized Training helps the professional to acquire knowledge and techniques needed for related job and other training enhance the trainee to acquire knowledge about state affairs, general knowledge, and job related research studies

### **2.3.2.2 Major training interventions**

- a. Senior Executive Program: The main objective of this training is to enhance the competency of the senior officials to world class level. Bureau director of the central government and Senior manager of public corporation are the main eligible person to attend this course.
- b. New Leader Development Program: The main purpose of this training program is to nurture the core leader of the next generation who are responsible for Korean future. The new G5 grade civil servants who have passed the competitive examination they are the participant of this course. The duration of the course is 75 weeks.
- c. National Agenda Forum/ Workshop: The main purpose of this program is to serve as a forum for Korean officials in their pursuit of change and creativity as Korea move towards advanced country status.

### **2.3.2.3 Application of training**

The uniqueness of Korean civil service training is the linkage between training performance and promotion. This strategy is very much fruitful for effective training as well as effective management of HR in public organization. In this system in 2008, per person learning hour requirement for next promotion was 125h and then in 2009, 121h and at the last they set 114 (2010). In case of not meeting training hours required for promotion, they would be excluded from promotion screening or promotion exam. The main objectives of this system are to secure accountability and establishing individual competence to serve the people effectively.



### **2.3.3. Suggestive point**

From the above discussion, it is evident that there are many leanings for Bangladesh Civil Service to streamline its training interventions. Firstly, linking training performance with promotion is very important for a merit-based civil service. Bangladesh can replicate this idea in order to make civil service training more effective. Secondly, in USA, horizontal movement among the private, public and NGO sectors is considered as part of training and development of the employee concerned. So, practice of deputation, lien, and exchange of jobs can be encouraged in HR practices in Bangladesh. Thirdly, in USA, they basically give focus on practical lessons such as seminar, discussion, simulation and workshops. To diversify training program and to make it more effective, we can rather introduce those techniques especially for the senior executive training programme.

## **2.4 Public Administration Training in Bangladesh**

### **2.4.1 A Background**

In public administration of Bangladesh, training is being practiced in the forms of in-service training, pre-service training and on-the-job training. But pre-service training is rare practice now-a-days as because training interventions is generally taken after the completion of recruitment process.

In-service training is conducted in Bangladesh public administration under the instructions of Bangladesh Public Administration Training Policy, 2003. From the practice, as well as the provisions of PATP, 2003, it is revealed that in-service training interventions are of two major types: off-the-job training and on-the-job training. Two years probation period is compulsory for every new entrant for completion of all necessary off-the-job and on-the-job

trainings successfully. Successful completion of foundation training is one of the pre-requisites of confirmation in service for new entrants of all cadres. After completion of FTC, the officers of all cadres must take departmental professional trainings from their respective training academy/ institutions. The officers of Administration cadre impart five months departmental training on law and administration from BCSAA.

For the officers of mid-level that are for Deputy Secretaries of the government BPATC is offering Advanced Course on Administration and Development (ACAD). And Senior Staff Course is as another important and core training course is being offered by BPATC for the civil officers of Joint Secretary rank.

#### **2.4.2. Public Administration Training Policy (PATP), 2003**

Training interventions in public administration has been taken place haphazardly since independence in 1971 due to absence of general guidelines and clear-cut policy instructions. But, from a long past, training in public administration was seen as important interventions and tools for human resource development. But absence of uniform practice, lack of coordination among the training institutions, lack of common thoughts and aspirations a tremendous policy demand was created in HRD of public administration in Bangladesh. To fulfill the aforesaid demands, the government of Bangladesh formulated. The Public Administration Training Policy”, which came in force after its gazette notification on the 6<sup>th</sup> May, 2003.

The main purpose of training articulated in PATP is to create an efficient and innovative, responsive and accountable, honest and committed public service system to meet the challenge of the 21<sup>st</sup> century. “In PATP training is seen as one of the important tools to implement the national vision as reflected in the various policies, plans and programmes of

the government.”<sup>5</sup>

The policy has set eight important objectives. Among these objectives the third and fourth gave emphasis to create a contingent of civil servants equipped with modern knowledge, updated skills and proper attitude necessary for managing the development activities effectively and efficiently. It is also expected here that the trained manpower of the public sector will be able to lead the organization strategically so that a balanced, equitable and sustainable development system can be ensured. The study will examine whether or not this purpose is achieved.

This policy has however set certain strategies to attain its objectives. It has identified the indicative training fields on which training can be arranged. These broad fields are policy formulation and policy management, management functions, techniques and tools of Human Resource Management, delivery of improved services to the people, supervision and monitoring, evaluation and research, promotion of organizational value and culture, creative faculty, collaboration, important development issues

On the other hand, it enclosed directives for post training utilization through post training placement etc. It found the path how the training institutes can generate income through marketing of training and sometime can stand on its own foot that is become self-reliant which may enable the training institute to conduct really meaningful training relevant with the purpose of the trainees.

But in reality the explicit general objectives of training are not being achieved due to mismatch between area of training and profession, misplacement between job and person concerned, absence of need based training method, absence of proper planning in utilizing the learned lesson from the training programs. So, in order to overhaul the whole HRM process

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<sup>5</sup> GOB (2003), The Public Administration Training Policy, 2003.

and practices of public sector, an all-out, research-based, realistic study and review of the effectiveness of training programs is needed in the public administration training arena.

Therefore, the present study tries to evaluate the effectiveness of the major training programmes in terms of achieving its objectives and training policy goal with special reference to Bangladesh Civil Service Administration Cadre officers.

## **CHAPTER-III**

### **TRAINING INTERVENTIONS FOR THE ADMINISTRATIVE CADRE OFFICERS AND ITS EFFECTIVENESS**

#### **3.0 Major training courses for the administrative cadre officers of Bangladesh**

Under the system of training and career development in public sector of Bangladesh, training programs are mainly arranged for the three levels of officers; these are (i) Entry level officers (ii) Mid level officers (iii) and Senior level officers. The core courses are dedicated for career development of three levels of officers like entry level, mid-level and senior levels. Specifically, Foundation Training Course is for entry level officers, Advanced Course for Administration and Development is for mid-level officers and Senior Staff Course is for senior level officers. Other than those core courses there are some short courses for the officers of all levels which are tailor-made course and specialized in nature; the short courses have specific clientele.

As a part of first in-service training of the career, all the new entrants of different cadre must undergo foundation training for four months. The main objective of the FTC is to orient them with the civil service as an organization and its general rules, norms and responsibility to citizen clients. Without having an induction like FTC it will be difficult to perform their duties in new environments. Some works are technical in nature and some works are completely different from their academic background. So induction and orientation training are being given highest priority. Immediately after their recruitment the leading training BCS Administration Academy and Bangladesh Public Administration Training Centre (BPATC) arranges foundation and basic training courses for the newly recruited officers of different

cadres. The duration of FTC is four months and it is to provide the core skills of public administration/management and to foster inter-cadre cohesion. Apart from the FTC, the newly recruited officers have to attend cadre specific professional training under their own academy. The Law and Administration course is being conducted by the BCS Administration Academy for the officers of BCS Administration. This training is also compulsory and pre-requisite for confirmation in their own services. For the officers of mid-level that are for Deputy Secretaries of the government ACAD course is being offered by BPATC. The Senior Staff Course (SSC) is being offered by BPATC for the officers of Joint Secretary and equivalent to them.

### **3.1 Major training courses for the entry level administrative cadre service officers**

Two basic courses are compulsory for entry level administrative officers of Bangladesh Civil Service. Those are Foundation and Law and Administration Training Course. Foundation Training Course is the basic and induction training course for the newly recruited officers of Bangladesh Civil Service. As per The BCS Recruitment Rules of 1981 Foundation Training Course is compulsory for the officers of BCS Administration. The contents of this course are carefully selected so that the participants can obtain practical knowledge of the different aspects of administration and public management. The primary responsibility of organizing and imparting FTC is vested in BPATC.

#### **3.1.1 Overview of Foundation Training Course**

General objective of FTC is to create a corps of skilled, proactive and well-groomed civil servants committed to the welfare and development of the people in a changing global context. The specific objectives of the FTC are to

- i) Enable the participants to conceptualize the theories and principles of development administration;
- ii) Encourage them to use modern technology in management;
- iii) Acquaint them with the fundamental issues of economic development, project management, procedures of public budgeting and financial options;
- iv) Enable them to acquire the techniques of negotiation and organisation development;
- v) Enhance skills in project planning and implementation;
- vi) Acquaint them with the fundamental issues of economic development, the procedure of public budgeting & financial options; and
- vii) Sharpen their analytical abilities and prepare them to undertake higher responsibilities for policy formulation.

In order to achieve the specified objectives of FTC, the subjects and topics are designed with Bangladesh Studies, Public Administration, Management Process, Development Economics, and Skill Development. The course contents are regularly reviewed and updated to adjust the knowledge of modern public management. For meeting the training and development needs of the participants, the whole course is divided into five core areas consisting of twenty four modules in specific areas.

Four-month long FTC is fully residential and participants are evaluated under 1500 months. Other than BPATC, National Academy for Education Management (NAEM), Bangladesh Institute of Administration and Management (BIAM), Bangladesh Academy for Rural Development (BARD) and Rural Development Academy (RDA) are also arranging FTC for Education and Health Cadres since the number of the two Cadres is very big.

The adopted methodologies for FTC are typical lecture, workshop, group-works and syndicate. The sessions are generally conducted by own faculty members and for extension lectures BPTC hires senior managers of public management areas and veteran members of civil society. The evaluation system is a combination of exams, class tests, group-work presentations, participation in classes, report writing and presentations, assignments evaluations etc.

### **3.1.2 Overview of Law and Administration Training Course**

Law and Administration Course is specialized course for the newly recruited administrative service officers focusing the areas law and administration. It is also a prerequisite for them to complete this course successfully in order to confirm their service.

The specific objectives of the course are- after completion of the course the participants will

- i) Understand the norms and values of the dignified service; (Bangladesh Administrative Service);
- ii) Perform their Magisterial and Judicial functions efficiently;
- iii) Improve Land Management and Collection of Land Revenue;
- iv) Work in spirit and ensure good governance.

This course attempts to provide the trainees with a clear concept on the core issues of criminal law, civil laws, administrative laws and public administration and development management. Emphasis is planned to be laid on case studies on basic relevant issues to enable them to cope with practical problems. In this course central emphasis is given on the laws of the land and its application procedures. Thus, about 70% the instructional sessions are devoted to the Criminal Procedure Code, The Penal Code, The Evidence Act, Land Law, The Civil Procedure Code, Constitutional Laws and Minor Acts. This course is also a residential



course and participants are given free accommodation and food while they are undergoing the course in BCS Administration Academy. The methodologies of the course are not different from traditional lecture, limited group works, exercise and visits. The Law and Administration Training Course is mainly external resource person-based.

### **3. 2 Major Training Courses for Mid-level Officers**

After getting promotion in the position of Deputy Secretary or equivalent, the newly promoted officers have to undergo advanced course on administration and management generally arranged by BPATC and Bangladesh Civil Service Administration Academy. For the mid-level officers in the rank of Deputy Secretary and their equivalent the course titled Administration and Development (ACAD) is being organized by BPATC. The main purpose of the course is to make ready them for higher responsibilities like facilitating policy formulation, leading wings of the ministry and monitoring development works of the government.

It is a sixty-day-long career development training course with following specific objectives:

- a. To enhance capability, think strategically and manage changes efficiently;
- b. To enhance efficiency to deliver better services and to work in a team;
- c. To improve the ability to collect, analyze and present data & information effectively in order to take proper decisions;
- d. To identify and analyze the issues of development, to design development projects and manage them properly;
- e. Enhance skills by using ICT; applying it for e-governance and improve service delivery;
- f. To improve the interpersonal, intra-institutional and trans-border negotiation Skills.

- g. & to equip them to shoulder higher responsibilities in policy formulation & implementation by creating opportunity to share ideas and experience with people of private and public sectors;
- h. To act as a catalyst for change in public administration; and
- i. Further improve their communication skills in English.

Classroom lectures, syndicate, study tour, educational film show, seminar paper writing and presentation, etc. are the important training strategies of the ACAD.

### **3.3 Major Training Courses for Senior Level Officers:**

The Senior Staff Course (SSC) is a senior-level training course for the Joint Secretaries and officer equivalent to them. The main focus of the course is to provide participants with an insight to the dynamics of socio-cultural, politico-economic and natural environment of the country so that they can contribute more effectively in formulating pragmatic policies, strategies, plans and programmes and implementing development programmes of the government.

The new millennium exposes the development environment to various challenges. The market economy with the basic tenet of competition requires bold initiatives and prompt responses to various internal and external shocks. Environmental hazards, poverty and gender imbalance are major concerns of Bangladesh. These demand pro-poor policies with affirmative action's for protecting the interests of the disadvantaged people. The evolving administrative and financial planning together with environmental challenges is reshaping the responsibilities of public officials. The officials must possess an analytical mind to deal effectively with diverse challenges and develop capacities for innovation, receptivity and adaptability. The SSC is structured to provide advanced knowledge and skills on management development, climate change and information & communication technologies. Course

provides opportunities for sharing ideas and experiences. The course duration is 45 days.

Along with the set course contents, the 'Senior Staff Course' will provide opportunities to get an exposure to development of analytical skills and exercises of national issues. It is expected that after successful completion of the course, the participants will be able to contribute to decision making process more professionally, efficiently and effectively.

The objectives of the Senior Staff Course are described below:

- To enhance the capability of the participants to analyze the relationship of institutions, systems and processes of social, political, economic, cultural and environmental dynamics;
- To improve the problem solving, decision making and communicating skills;
- To develop the capability of the participants of dealing with the decision makers and other key stakeholders;
- To enhance the participants' capability of dealing with the issues of intellectual discourse effectively; and
- To inculcate the participants' attitudes towards innovativeness in governance.
- **Thematic Area: Public Management** In order to attain the crafted objectives, a long list of subject is included for SSC course. The course is designed with the following 13 modules under four thematic areas-

**Module 01:** Policy Analysis

**Module 02:** Public Service Management and Governance

**Module 03:** Negotiation & International Relationship

**Thematic Area: Development Economics**

**Module 04:** Macro-economic and Environmental Management

**Module 05:** Project Management

**Module 06:** Procurement Management

**Thematic Area: Skill Development**

**Module 07:** Professional English Language Application

**Module 08:** ICT & e-Governance

**Module 09:** Physical Conditioning and Games

**Thematic Area: Special Activities**

**Module 10:** Attachment to IDOs

**Module 11:** Problem Identification and Resolution Visit (PIRV)

**Module 12:** Contemporary Issues

**Module 13:** Foreign Exposure Visit

### **3.4 Effectiveness of Foundation Training Course**

As a basic training for the newly recruited officers of Administrative service, the FTC has its main purpose is to develop a common understanding in all the civil servants on their role in own organization, their obligations to common people of the country and new culture and ethos of the civil service. Under this training the probationer officers mainly got basic knowledge about public administration, development economics, Bangladesh studies and government rules and regulations. So it is a great opportunity for the newly recruited officers to gather knowledge about these burning issues and acquire knowledge about various rules and regulations to run the administration. But from the empirical studies this course found less effective in terms of achieving its aims and objectives.

Foundation training considered as a core course in building the strong foundation of the newly recruited civil service officers in the field of major development issues in a global context. The study conducted by Hasan, Syed Mahboob and others, (2009,P.9), revealed that knowledge and skills gathered from modules under Management Process and Skill Development subjects help most of the trainees perform their present task to a limited extent. On the other hand, knowledge and skills acquired from modules under Development Economics and Bangladesh Studies are found significantly less helpful to them in performing their present tasks. But, KSA earned from the modules under Public Administration help the trainees perform a considerable range of tasks in the workplaces. Since foundation training is

a job specific training, so not getting specific skill is not a sign of ineffectiveness. Making a common understanding among the new members of the civil service and providing a basic foundation are the main purposes of the foundation training. So, only knowledge on public administration may not help them directly to do their work effectively.

Foundation training course expected to develop and improve writing skill, negotiating skill, communicating English and day to day office management skill of the probationer officers. Foundation training has some limitations. The participants get rare opportunity to make presentations in English; even they are not getting enough opportunity to participate in exercises. So, expected level of skills and knowledge are not attained by them.

According to study conducted by the Hasan, Syed Mahboob and others (2009) about post training utilization of foundation training course (responded were 319 probationers of BCS Administration Cadre attended from 35th to 38th Foundation Training Courses (FTC) of which 68 belong to 38<sup>th</sup>) they found that **five significant causes** that hindered the achievement of practical knowledge about office management and these are – inadequate number of English language sessions and less opportunity for presentation in English as well; sessions were not based on practical exercise and information, and participatory approach was neglected in the session; role of civil service in national and global perspective was not discussed elaborately and most of the topics based on distant data and not discussed in the context of Bangladesh.

For the skill developing modules, taking more practical session is obvious. Without taking practical sessions on those modules (Communicating English, Computer Application etc.) can not be effective at all. The opinion given by the participants on the practical session is a realistic one. Taking or arranging sufficient practical sessions on skill developing modules can reduce this deficiency. Achieving training objectives is one of the important

factors for measuring training effectiveness. In general it is found that there are mismatches between training objectives and training modules. Sometimes, due to lack of necessary and sufficient and relevant module, some objectives can not be achieved. Sometimes, training objectives are very broad and not-specific, sometimes it may be very ambitious.

In assessing the achievement of FTC objectives the study (Hasan, Syed Mahboob and others, 2009) also disclose that out of nine objectives, level of achievement is less satisfactory for six objectives while achievement level is quite unsatisfactory for three objectives. So it is evident that foundation training course failed to increase expected level of professional excellence of the probationer officers. The degree of effectiveness in terms of achieving its objectives is less satisfactory

Modern public administration is basically a development administration where the officers, who will run the administration is expected to show proper behavior towards the people in a compatible manner. This is also an important objective of foundation course. At the time of joining in the service they were found morally strong but when they face untoward situation in working place they become hopeless and frustrated. FTC failed to motivate the officers in the field of ethics and morality, but no significant step was taken to identify strengths and weaknesses of the trainees' behaviour and effort to develop interpersonal relationship was completely missing in this training. ( Ali, Islam and Quader (2006). As regards changing behaviour and attitudes of trainees the effort of FTC is less successful in bringing some attitudinal changes among the participants and they were not found with pro people attitude.

### **3.5 Effectiveness of Law and Administration Training Course**

The main objective of this training course is to develop morally sound public servants for the administrative service. The primary objective is to create a group of critical mass for

innovative, reform-minded civil servants to lead the development administration of the country. They must have enough knowledge in socio-economic conditions of the country as well as the global trend of development and transformation. It is also expected that they must have adequate knowledge and skill in working with full confidence. They also have proper attitude to serve the poor people of the country. But considering the level of post training utilization, it is found that this training played mixed role in enhancing efficiency, job performance and pro-activity of the trainee officers of Bangladesh Administrative Service.

This Course emphasizes on the criminal law, land law and its application that is clearly related to the job description of the administrative officers. So this course helps the junior officers of the administrative service to do their administrative, land related as well as judicial job effectively and efficiently. On the other hand this course enhanced the speaking ability of the officer, make them discipline and strive to serve the people. As emphasized in English as a medium of instruction this course make the participants competent in English language.

The achievement of this course is, it brought qualitative and moderately positive change in the activities and behavior of the trained officer and makes them pro-people. According to the study conducted by Hayatullah, AFM (2006), he found that most of the participants of this course could apply the acquired knowledge and skill in the respective field of work in appropriate or prescribed manner. He also found that the 80% trainees achieved speaking ability more than 90% trainees have developed pro-people attitude, public speaking ability and habit of doing the right thing at right time. So the Law and Administration course moderately helped Bangladesh Administrative Service officers to achieve some core qualities relevant to their job performance.

Though this course is found apparently effective in some areas but this course could be a more effective course unless it brings some modification and qualitative change on the basis

of current need of the trainees. In a study (Hayatullah, AFM, 2006) on effectiveness of the Law and Administration, it is found that the course is guest speaker based. The course management mainly depends on external speakers. The level of guest speakers, sometimes, found not up to the mark. The guest speakers were found not so prepared for the specific sessions.

Moreover, the BCSAA has no system of studying post training utilization of the training courses; they also seldom conduct follow-up study of the training courses. Lack of proper research and follow-up study, the effectiveness of the conducted courses remain uncovered and untold.

Another weakness of the Law and Administration course is lack of doing professional TNA. TNA is the most important part of designing training course. But, lack of conducting professional TNA, the Law and Administration Course suffers from some in-built weaknesses. In the part of findings of the said research, AFM Hayatullah (2006), mentioned that BCSAA always ignores of doing TNA in designing Law and Administration training course.

In the same study, it is found that the BCSAA also never arrange any refreshers course. From the refresher course, the course authority can get very realistic feedback about the usefulness of the course. But, lack of arranging this type of course, the process of updating of the course is found faulty.



### **3.6 Effectiveness of Advanced course on Administration and Development**

Advanced Course on Administration and Development (ACAD) is designed for the Deputy Secretaries to the government and equivalent officers of defense services, and public sector departments to enhance their managerial skills and knowledge to discharge their duties more effectively. Design of the training course is regularly updated in line with the fast changing perspective of New Public Management focusing more on partnership and people's participation. From the previous research findings a **set of mixed results** were found about the effectiveness of this course.

This course emphasizes the key issues like negotiation and conference technique, seminar paper preparation and presentation as well as development planning. So this course improve the level of confidence of the mid level officers in planning, organizing, decision making, motivating as well as supervising in their work place. The course management put relentless effort in terms of achieving its objectives, methodology and curriculum. This course enhances the knowledge and skill of the mid level officers to get the job done before. The program was liked by most of the participants and the course management was very good in terms of achieving its objectives, methodology and the curriculum (.Haque, Md. Mozammel and A. Aysha, 1989)

On the other hand the latest follow-up study on Effectiveness of ACAD was conducted by Alam, Syed Shamsul and Sundar, Banik Gour in 2007. Findings of the study indicate majority of the respondent stated that the curriculum of the course was designed more or less properly and it has been able to achieve the objectives of the programme. Most of the participants of the courses endorsed their views that the curriculum of the courses was moderately effective and meaningful which was able to meet the needs and expectations of the participants. The study revealed that, training input provided by the trainers have been

moderately increased their (participants) knowledge, skill and leadership quality respectively. So it is evident that this is a moderately effective course in terms of achieving its objectives in the area of enhancing knowledge, skill and leadership quality level of confidence to run the administration effectively.

The ACAD course is designed for the midlevel officers of Bangladesh Civil Service and equivalent officers from arm forces. The main job of the Deputy Secretaries to the government are implement and supervise the development policies of the government. They are working as the bridge between lower ladders and upper ladders of the administration. A big part of the cohort of the officers is working in field administration as the chief executives in District Administration where implementation and coordination of development works of the government is the main functions. So, as the midlevel officers of the government they must have sufficient level of knowledge, skill and attitude. They also have strong commitment to serve the general people. They must be empathetic to the poor people of the country. But, in a research on impact study of ACAD course, Kazi Hasan (1989) found that the most of the officers of DS rank have no proper attitude and need skills. Lack of positive attitude they often fail to render services to the common people of the country. In this regard, BPATC also failed to instill proper attitudinal base for them. In terms of adopting effective methods for training, BPATC also abruptly failed. The course management also failed to adopt innovative methods and techniques in training delivery in ACAD course. So in terms of attitudinal and societal development of the mid level officers and adapting innovative training methodology this course is **less effective** in achieving its objectives.

### **3.7 Effectiveness of Senior Staff Course**

Senior Staff Course is the most course for the senior executives of the country. The main purpose of the course is to develop higher level competencies for the senior officers of the country. They are the critical mass for the government since they have strategic roles in policy formulation and implementations of those policies.

Bhuiyan and Jamil (1996) conducted a study on effectiveness of SSC with special reference to curriculum and methodology. In their study, the researchers conducted three syndicate discussions on effectiveness of SSC attended by the trainees of 23<sup>rd</sup> SSC which was the strength of the methodology of the study. The main shortcoming of the study was questionnaire survey in which out of 60 respondents only 20 gave their response and they were predominantly former participants of SSC. The study, however, rightly pointed out that the existing course objectives are too many in number, ambitious, and difficult to achieve. Considering this finding one can view that objectives of SSC are imprecise, lacking verifiable indicators and are not articulated in measurable terms. The study, therefore, recommended that the SSC should have precise and focused on set objectives which are achievable and course contents should be revised on a regular basis. It implies, further, that curriculum of SSC needs to be revisited in order to make it focused on three basic things- 1) prioritizing current areas of ineffectiveness of governance, and developing improvements in these areas, 2) intelligent anticipation of challenges in the foreseeable future by designing and taking appropriate early countermeasures, and 3) developing and utilizing skills in change management.

Hossain and Imam (2002) carried out another study on curriculum development and evaluation of SSC. The researchers interviewed 97 respondents of which 32 per cent were

potential participants of SSC. Respondents also included former participants of SSC, supervisors, trainers, cadre officials and army officials which would be considered as strength of the study. All the respondents of the study considered that SSC should be compulsory for all government officials at the Joint Secretary or equivalent level. The researchers recommended that existing course curricula of SSC could be enriched following minor addition without any changes in the objectives of the course. Now, one can argue that his recommendation rather misleading as the objectives of SSC suffer from impreciseness and inappropriateness. Also collecting data through only questionnaire survey is not sufficient enough to justify this recommendation.

Rahman and Roy (2009) conducted a study on effectiveness of SSC. For their study, researchers collected data from 40 Joint Secretary, participants of 41<sup>st</sup> and 42<sup>nd</sup> SSC, through a questionnaire survey followed by two workshops. They suggested that course contents of the SSC should be developed based on the participants' present level of knowledge and needs of the workplace (p.78). Although this recommendation is quite important the study did not solicit the views of other stakeholders of SSC and thus suffers from methodological shortcomings. Besides, the study recommended that course duration should be extended up to 90 days (including foreign tour). The researchers, however, did not justify their recommendation about duration of the SSC.

## **CHAPTER-IV**

### **ANALYSIS AND DISCUSSION**

#### **4.1 Analysis and discussion**

Bangladesh civil service Administrative cadre consists of around five thousand officers. They play vital and leading roles to run the government machinery as well as public administration. They are working in the two important sides of the government: one in the central level and another is the field level. Up to Deputy Secretary level a good number administrative officers are working in the field level. In the Field Administration, they are to look after all sorts of executive and development functions under the direction and policies of the government, maintain law and order situation, administer executive magistrarial functions by presiding over the criminal courts in the lowest or primary level and ensure and manage overall land administration.

On the other hand, in the central level they are working from Assistant Secretary to Secretary level positions to run the central government and assist government in making public policy. They have to work with the respective stakeholders like general public, civil society, professional group, political parties, and respective interest groups. So these officers' competency, professional knowledge, skill, attitude and behavior play an important role how far the administration will run effectively. It is widely known only training can provide them necessary input to enhance their knowledge, skill and attitudinal development.

For this reason government has given utmost priority in civil service training. Government enacted Public Administration training Policy 2003 in that point of view that all

training institutes can design, formulate and implement training programs following this policy. The main objectives of this training policy is to develop civil servants of all levels with needed knowledge, skills and attitude so that they can contribute effectively and efficiently in development process of the country. Following this objectives all training institute formulate their respective training programs and training objectives. The major training programs for the entry level, mid level and senior level officers which are discussed in the chapter II are the vital courses for the administrative service officers. Considering the objectives and expected results for training interventions articulated in PATP 2003, the following hypothesis/proposition has been formulated to test.

***Proposition/claim: The training and development interventions for the officers of the Bangladesh Administrative service are not playing an effective role to enhance expected professional competency as well as desired outcomes.***

From the empirical facts and information collected, placed and discussed in the chapter-III, we got that out of several training programmes foundation training course considered as the core course to build the strong foundation of the newly recruited civil service officers and to enhance their commitment for real development of the poor people and deprived sections of the society. Here their nurture of knowledge, skill and attitudinal development is a vital factor. But as discussed in the Chapter III on the basis of findings from the previous studies, this training course helps the probationer officers only in some extent to abide by government rules and regulations but the other areas are less satisfactory to bring required changes. Especially in the areas of attitudinal and capacity development of the offices which are two important essential in effective running of the administration are found less effective. The study conducted by Hasan, Syed Mahboob and others (2009), it is found there that out of nine objectives six objectives were achieved by less satisfactory level. For other three

objectives, the achievement level was quite unsatisfactory. Achieving training objectives of training programme is very important for its effectiveness. Partial achievement or lower level achievement of training objectives reflects the poor level of training inputs, less qualified resource persons, ineffective and improper methodology and less quality training materials. Sometimes it can be happened for setting unrealistic objectives which are not based on real needs of the training for the target group. If we analyse the programme objectives of foundation training course, it is expected that the trained officers will be enabled to make a bridge between the life as a student and the structured system of government, manage the transition process for new entrants and lays the basic groundwork to ease the process of entry into the government system and new culture of civil service, build capacity of young officers to face the challenges that they would experience during the early years of their career, able to promote the right values and actions of a Public Civil Servant, in context of effective governance, administration, and interpersonal relationships, foster *esprit de corps* through developing interpersonal relationship among the various cadres, demonstrate uniform empathy to the valued clients, show regimented conduct and discipline, perform own responsibilities effectively and efficiently as a leader in own organization, explain and synthesis basic service rules and administrative laws, analyze development policies and priorities of the government and master critical skills for delivering client focused (ICT for e-Governance, online service delivery and office automation) services.

The first comment on the objectives is that the objectives set for FTC is very broad and difficult to measure. Fostering *esprit de corps*, empathy, common perception and understanding the role of stakeholder etc. are very far-reaching impact of training. From the literature which was reviewed earlier, no evidence was found on conducting regular TNA for FTC. Formulating training objectives without conducting proper TNA brings obvious failure of the programme. But interestingly, in the study conducted by Hasan, Syed Mahboob and

others (2009), analyzing the opinion given by the supervising officers of FTC trainees in FGDs (focus group discussion) the objectives were found highly relevant for the FTC trainees. Relevancy of training objectives can create a base for formulating realistic programme but achievement of those objectives needs more actions than only formulations. Those are the creating congenial environment for learning, providing proper resource, adopting proper methodology, monitoring and evaluating the programme periodically etc. From the empirical evidences (Hasan, Syed Mahboob and others, 2009), it is found that due to lack of proper implementation of programmes, levels of achievement of all the objectives were found unsatisfactory. So it is evident that foundation training course failed to increase expected level of professional excellence of the probationer officers. The degree of effectiveness in terms of achieving its objectives is less satisfactory. The study (Hasan, Syed Mahboob and others, 2009) reveals that knowledge and skills gathered from modules under Management Process and Skill Development subjects help most of the trainees perform their present task to a limited extent. On the other hand, knowledge and skills acquired from modules under Development Economics and Bangladesh Studies are found significantly less helpful to them in performing their present tasks. Furthermore, KSA earned from the modules under Public Administration help the trainees perform a considerable range of tasks in the workplaces. So, from the aforementioned analysis, it is evident that in terms of effectiveness of FTC degree of achievement is nor satisfactory.

On the other hand the other specialized training course for the junior officers that is Law and Administration Training Course found more effective than the foundation course. Because Law and Administration Course facilitates the officers to apply their acquired knowledge and skill in their respective field of work in appropriate or prescribed manner. As the main purpose of this course is to build a strong base on legal aspects of general administration as well as enhancing administrative and land management capacity, so it is



more need based training course in compare to foundation training course.

From the study on Law and Administration Course conducted by Hayatullah, AFM, 2006, it is revealed that the main achievement of this course is increase the English speaking capacity of the officers which is very important for the effective communication, where foundation training course is less effective in this context. So this course has a consistent with the training policy and its objectives. But due to lack of research to invent new training method, curriculum and strategy to meet the on going change and lack of arranging refresher courses this course also failed to keep consistency with the explicit general policy and objectives of training intervention Hayatullah, AFM (2006). From the previous research and relevant secondary data, no evidence was found on conducting regular TNA as well as conducting regularly study on Post Training Utilization (PTU) or regular study on impact of the training courses. Lack of having regular feedback from the participants, the course effectiveness is becoming lesser day by day. So, considering the above analysis, in conclusion, it can be said that the proposition/claim ***“The training and development interventions for the entry level officers of the Bangladesh Administrative service are not playing an effective role to enhance expected professional competency as well as desired outcomes”*** is found valid

The training for the mid level administrative officers is an important issue for sustaining the development steam of the country. These officers are supposed to play as a linking pin to the upper level and lower level of administration. As a major training course ACAD is expected to play a pivotal role to develop needed knowledge, skills and attitude for managing the development works of the government. From the empirical studies (Imam, Kazi Hasan, 1989, 2000 and Alam, Syed Shamsul and Sundar, Banik Gour, 2007), it is evident that this course able to improves the level of confidence of the mid level officers in planning, organizing, decision making, motivating as well as supervising in their work place. But the

participant gets a little motivation from this course as there is a less relation with the promotion opportunity for the outstanding performer.

On the other hand this course failed to attain expected level of attitudinal base which is essential for maintaining organization as well as goals of society as a whole. The researcher (Imam, Kazi Hasan, 1989) recommended for the changes in the course curricula and adoption of more innovative training methodology and creation of a pool of trainers to emphasize the key attitudinal variables.

In this context we can find similarity with the foundation training course as this course also found less effective to bring change in the attitude of the probationer officers towards the people and society. The main psychology of Administrative Cadre officers is that they feel proud for being a member of cadre service rather than thinking that they are the servants of the people. From The Public Administration Training policy 2003, it is evident that creating proper attitude to serve the people with efficiency is one of the important purposes of the public sector training. But, the ACAD is failed to develop proper attitude in mid-level officers of Bangladesh Civil Service. The lower level of effectiveness of ACAD is due to lack of regular need analysis. From the previous study reports, it is found that for making the course need based so far two need analysis exercises have been done; one in 1989 and last one in 2000. Moreover, to study the effectiveness of the course, only one study has been conducted in 2007. But the socio-economic condition of the country is changing rapidly. From the previous analysis, it is found that the training institute failed to update ACAD on the basis of changing scenario of the administration as well as demand of the time. So, considering the analysis made in earlier sections, it is evident that the proposition ***“The training and development interventions for the mid level officers of the Bangladesh Administrative service are not playing an effective role to enhance expected professional competency as well as desired outcomes”*** is found valid.

The most important area of the public administration training is the training intervention for the senior officers like joint secretary. Being the officer of policy making level the joint secretaries are the main think tank of administration. The Senior Staff Course as a major training intervention for them is expected to play vital role to boost up their decision making and policy making capacity. But in reality the ACAD is found less effective in terms of their participation. Moreover, in terms of updated course curriculum, duration of the course and learning strategies the course found moderately effective. This course failed to offer an enthusiastic package for the senior officers to take part this course. The senior officers prefer modern training method like workshop seminar, presentation, field experience rather than traditional lecture based delivery of training. But due to lack of applying expected modern training technique senior officers have a little attraction to join this course.

So this course failed to incorporate the individual area of interest and orient them properly with the complex dynamics of socio-cultural-politico environment of the country.. As regards it can be mention that there is a gap between the over all policy of the senior officers' training and achievement of the objectives of this course. On the other hand in comparison to ACAD this course is found a similar level of achievement in terms professionalism and ethical development. Both the courses found less effective to uphold the professionalism and ethical development of the officers.

Finally, we if we evaluate these four major training courses in terms of training need assessment, methodology, curriculum, increasing knowledge, skill, attitudinal development and its applicability, we can conclude the Law and Administration Course is comparatively effective course than the other three major courses. Foundation Training Course (FTC) helps the probationer officers only to acquire theoretical knowledge on government rules and regulations but in other main areas that means trainees' office management capacity and attitudinal development are less satisfactory to bring required changes.

Advanced Course on Administration for the mid level officer is moderately effective in term of its training methodology, course design and content. But it also failed to attain proper attitude and outlook which is very essential to maintain own organization as well as the noble goals of the society. On the other hand the effectiveness of Senior Staff Course (SSC) for the senior officers is also found less in terms of the expected active participation of the trainees in classroom activities. The course also fail to apply necessary modern training methods like workshop, syndicate, seminar, symposium, field trip to acquire practical knowledge to enhance their decision making capacity.

So it can be primarily affirmed that the training and development interventions for the officers of the Bangladesh Administrative Service are not playing an effective role to enhance expected professional competencies as well as expected outputs. As we primarily found most of the major training interventions for the BCS Administrative cadre officers are less or moderately effective. On the other hand it can also be primarily stated that training programs being offered for the Administrative cadre officers are not working in expected manner in terms of its achieving explicit goals and objectives. There are many areas need to develop.

As ramification of global changes are being expected by the administrative cadre officers in the form of increasing citizen expectation through effective service delivery, transparency and accountability in the administration. So the present training programs must be designed and developed to meet these challenges. So with a view to building knowledge based administration these major courses need to be more effective. In order to make these courses more effective we need to revise the training objectives of these courses. We need to set the objective on the basis of training need and changing demand of the trainees with the alignment of training policy and philosophy. So, considering the above analysis, in conclusion, it can be said that the proposition ***“The training and development interventions for the senior officers of the Bangladesh Administrative service are not playing an effective***

*role to enhance expected professional competency as well as desired outcomes”* is found valid.

With a view to validate the previous discussion, it is relevant to present the data collected from the faculty members of the BPATC and BCSAA.

## **4.2 Analysis of Primary Data Regarding Effectiveness of Training Program**

The effectiveness of training program depends on various aspects of program development, program delivery and follow-up mechanism and its modification on the basis of feedback received from the participants at the end of the course implementation. From the following Tables (From 1 to 9), it is revealed that in general the programs conducted in BCSAA and BPATC are not effective and successful.

In this regards the following analysis and findings are important:

### **4.2.1 About Regular TNA**

The effectiveness of training program, more or less, depends on developing curriculum on the basis of professional TNA. But both the institutions are reluctant to conduct TNA before formulating curriculum. From the **Table-01**, it is revealed that both the institutions are very reluctant to conduct TNA but in this regard BPATC is comparatively better in conducting TNA.

**Table-1: Trend of doing TNA by institutions**

<b>In designing of core training courses like FTC, ACAD and SSC, BPATC does regular TNA/DNA</b> (under the ordinal scale from 1-5; 1 is 'strongly disagree' and 5 denotes 'strongly agree')	
<b>Institutions</b>	<b>Mean</b>
Bangladesh Public Administration Training Centre	3.10
BCS Administration Academy	2.30
	N=85

#### **4.2.2 Developing Curriculum Professionally**

The effectiveness of training course largely depends of developing curriculum. If the curriculum is not need-based then the whole effort may go in vain. Crafting program objective on the basis of TNA is obvious part of curriculum development. Both the organizations are very reluctant in curriculum development but in this regard BPATC is more advanced than its counterpart. In the

**Table-2** it is found that both the organization is obtain less score in this regard.

**Table-2: Formulating training objectives after professional TNA**

<b>BPATC and BCSAA crafts training course objectives of FTC, ACAD and SSC after performing a regular &amp; professional TNA/DNA</b> (under the ordinal scale from 1-5; 1 is 'strongly disagree' and 5 denotes 'strongly agree')	
<b>Institutions</b>	<b>Mean</b>
Bangladesh Public Administration Training Centre	3.20
BCS Administration Academy	2.30
	N=85

#### **4.2.3 Level of Achieving Training Objectives:**

In terms of achievement of training objectives, the opinion of faculty member is displayed in the **Table-4**. In the faculty perception, BPATC usually achieves training objectives moderately while BPATC achieves very less than its targets.

**Table-3: Level of Achieving Training Objectives**

<b>Level of achievements of training objectives for all core courses are satisfactory</b> (under the ordinal scale from 1-5; 1 is 'strongly disagree' and 5 denotes 'strongly agree')	
<b>Institutions</b>	<b>Mean</b>
Bangladesh Public Administration Training Centre	3.10
BCS Administration Academy	2.50
	N=85

#### **4.2.4 Consistent Curriculum Development:**

In terms of developing curriculum consistently, the position of BPATC is comparatively better (3.00) than that of the BCSAA (2.10). BPATC is more professional than BCSAA in developing curriculum professionally. BPATC has Curriculum Development Committee and it has a Training Evaluation Department as well as Research Section. The Curriculum Development Committee regularly get feedback from the Evaluation and Research Departments. But in this regard, BCSAA is far behind from the BPATC.

**Table-4: Developing Curriculum Consistently**

<b>BPATC/BCSAA always maintains consistency between program-objectives and designing program in terms of selecting contents and methods</b> (under the ordinal scale from 1-5; 1 is 'strongly disagree' and 5 denotes 'strongly agree')	
<b>Institutions</b>	<b>Mean</b>
Bangladesh Public Administration Training Centre	3.00
BCS Administration Academy	2.10
	N=85

#### **4.2.5 Level of Effectiveness of Training Delivery:**

In terms of training implementation and delivery, the level of implementation for both the organizations is not effective. Comparatively, BPATC has achieved more (3.10) than that

of BCSAA (2.80). From the **Table-5** it is evident that both the organization achieved moderate level in implementation of training contents.

**Table-5: Level of Effectiveness of Training Delivery**

BPATC/BCSAA implements all core courses efficiently and effectively (under the ordinal scale from 1-5; 1 is 'strongly disagree' and 5 denotes 'strongly agree')	
Institutions	Mean
Bangladesh Public Administration Training Centre	3.10
BCS Administration Academy	2.80
	N=85

#### 4.2.6 In-course Evaluation on Participant's Achievement:

Effectiveness of training largely depends on in-course evaluation. In order to assess the learning achievement, in-course evaluation is very important tool. But, from the **Table-6**, it is found that in terms of in-course evaluation, both the organization do not use effective tools.

**Table-6: In-course Evaluation on Participant's Achievement**

BPATC/BCSAA follows effective methods for in-course evaluation of course courses (under the ordinal scale from 1-5; 1 is 'strongly disagree' and 5 denotes 'strongly agree')	
Institutions	Mean
Bangladesh Public Administration Training Centre	2.80
BCS Administration Academy	2.10
	N=85

#### 4.2.7 Using Effective Method in End-of-Course Evaluation

End-of-Course evaluation is very important activity for overall evaluation of training program. But both the organizations are failed to use standard method in end-of-course evaluation. Comparatively BPATC is more successful in end-of-course evaluation (Mean 3.00). And BCSAA has failed (Mean 2.20) to use standard method in end-of-course evaluation.



**Table-7: Using Effective Method in End-of-Course Evaluation**

<b>BPATC/BCSAA takes effective and necessary feed-back from respective participants by using standard methods in end-of-course evaluation</b> (under the ordinal scale from 1-5; 1 is 'strongly disagree' and 5 denotes 'strongly agree')	
<b>Institutions</b>	<b>Mean</b>
Bangladesh Public Administration Training Centre	3.00
BCS Administration Academy	2.20
	N=85

#### **4.2.8 Follow-up Study:**

Both the organizations have mechanisms for following the implemented training courses in terms of post training evaluation, impact of training and behavioural change of participants. But, follow-up mechanism practiced in both the organizations (for BPATC mean value is 2.40 and for BCSAA mean value is 2.10) is found not so effective.

**Table-8: About Follow-up Study**

<b>BPATC/BCSAA does regular follow-up studies on core courses in order to assess intended outcome and impact of the courses</b> (under the ordinal scale from 1-5; 1 is 'strongly disagree' and 5 denotes 'strongly agree')	
<b>Institutions</b>	<b>Mean</b>
Bangladesh Public Administration Training Centre	2.40
BCS Administration Academy	2.10
	N=85

#### **4.2.9 Incorporating Feedback for Further Development of Course:**

Both the organizations are reluctant in incorporating feedback from end-of-course evaluation as well as follow-up study. They have very weak feedback mechanism and also they are more reluctant in incorporating feedback from assessment and evaluation. It is evident from the **Table-9**, both the organizations (for BPATC mean value is 2.60 and for BCSAA mean value is 2.10) almost failed to incorporating feedback for further improvement of the programs.

**Table-9: Incorporating Feedback for Further Development of Course**

<b>BPATC/BCSAA updates regularly its core courses by incorporating feedbacks received in end-of-course evaluation</b> (under the ordinal scale from 1-5; 1 is 'strongly disagree' and 5 denotes 'strongly agree')	
<b>Institutions</b>	<b>Mean</b>
Bangladesh Public Administration Training Centre	2.60
BCS Administration Academy	2.10
	N=85

In earlier discussion it is proved from the secondary information that *“The training and development interventions for the officers of the Bangladesh Administrative Service are not playing an effective role to enhance expected professional competency as well as desired outcomes.”* Moreover, under the study, primary data obtained from the 85 faculty members of two premier training institutions which was analyzed above. The outcome of analysis of primary data completely validated the conclusion of analysis of secondary data. Thus, finally, conclusion can be drawn from both types of analysis that *the training and development interventions for the officers of the Bangladesh Administrative Service are not playing an effective role to enhance expected professional competency as well as desired outcomes.*

From the above discussion and findings we can identify some common constraints and drawback that hindered the effective performance of training programs being offered for the administrative cadre officers. Though the government has a visionary policy in the field of Civil Service training but due to institutional weaknesses and lack proper strategic planning a good culture of training not yet established. The prevailing limitations and weaknesses in Civil Service training which explored from the study are described below;

#### **4. 3 Limitations of Training Management**

From the above discussion and findings we can identify some common constraints and drawback that hindered the effective performance of training programs being offered for the

administrative cadre officers. Though the government has a visionary policy in the field of Civil Service training but due to institutional weaknesses and lack proper strategic planning a good culture of training not yet established. The prevailing limitations and weaknesses in Civil Service training which explored from the study are described below;

- i. The Public Administration Training Policy was promulgated in May, 2003. But the important areas and instructions of the PATP are not yet implemented fully. Proper monitoring and follow-up of the PATP provisions has been neglected by training institutions and concern Ministries.
- ii. Assessment of Training Needs (TNA) is an important aspect of effective training. But in curriculum formulation process of the training courses scientific and systematic TNA is ignored. The concern training institutions are following traditional way of developing the training curriculum which is one of the fundamental defects of training management.
- iii. In the Article 12 of the PATP it is clearly articulated that the training performance will be counted to fixing promotion of the officers but lack of complementary provisions that important article has been remained unaddressed.
- iv. Post training utilization is an important aspect of Civil Service Training. Article 11 of the PATP emphasis on that point. But lack of proper attention and absence of prudent and visionary career planning this important issue is being often neglected by the ministries concerned.
- v. The PATP gives emphasis on building capacity of the faculty members of the training institutions. But due to the absence of “Trainers Pool” the capacity building is

not being properly implemented. The training institute mainly operating their training program by some well faced officials whose professional competency is questionable.

vi. Follow-up study on conducted courses is one of the important sources of feedback which is the authentic input for further development of course curriculum. But lack of proper financial allocation the R&D on training interventions is not getting proper attention by the training institutions. Being the major training institutes for the administrative cadre officer, BPATC and BCS Administration Academy also failed to conduct meaningful research to make the training program need based and challenged oriented.

#### **4.4 Recommendations Obtained from Faculty Members**

Through structured questionnaires, faculty members of both the organizations were asked make recommendations for enhancing effectiveness of training courses for the members of Bangladesh Civil Service Administration Cadre. The compiled suggestions and recommendations are enumerated below:

1. To conduct regular TNA before developing any curriculum;
2. To conduct regulation follow-up study in terms of post training utilization (PTU) and impact study for the specific cohort of participants;
3. To strengthen assessment mechanism for getting fruitful feedback from the participants;
4. To strengthen research and development activities and proper incentive for outstanding performance of faculty members;
5. To create resource person's pool for developing a core of professional trainers; and
6. To link training performance with career development, placement and promotion.

## **CHAPTER-V**

### **RECOMMENDATIONS AND CONCLUSION**

#### **5.1 Recommendations**

On the basis of the defined problems and above discussion, the following recommendations and initiatives are proposed for the effective running of the training programmes for the members of the administrative cadre officers of Bangladesh.

##### **5.1.1 Basic recommendation**

1. Training, being a specialized activity, the operational details of the training activities particularly the training modules should be prepared carefully having due regard to the objectives of each course. The training course content should be developed on the basis of the gap between expected level of competency and existing level of competency. These needs should be assessed time to time on the basis of changing global and national situation and the curriculum and training process should be developed accordingly.
2. The training institute should design the course and its content involving the representatives from the stakeholders to make it more effective. Furthermore it should be reflected the suggestion of the participants supervisors and should be done in a continuous process. On the other hand training institute should not only given emphasize on the quantitative aspect of training but also need to give emphasize on quantitative aspects also.
3. A training cell should be set up in every Ministry/Division and other government, semi-government and autonomous bodies under the officer in charge of training or

administration. The training cell will organize, supervise and coordinate all activities relating to training of the HR of the organization.

4. More and more emphasis should be placed on participatory and interactive methods of training with reduced reliance on lecture method to make training attractive and useful. They should be used appropriate and modern training aids to stimulate interest of the trainees during instructional sessions.
5. Every institute should be involved with systematic research activities as to identify the training needs properly and to determine the areas of training for the sake of its marketing to attain self-sufficiency and to suggest ways and means for comprehensive development of the officers of Bangladesh Civil Service.

#### **5.1.2 Recommendation for recognition of trainees**

1. Participants of the foundation, mid-level and senior-level major courses securing the top three/five positions should be given recognition providing awards of honour by the respective training institutions as well by the concerned ministries on regular basis. They should be given the opportunity of foreign training/study visit in recognition of their good performance.
2. The training institute should suggest the government to take into account the performance of the participants in the training at the time of considering the case for promotion, posting and deputation. Only seniority should not be the criteria of promotion rather the training performance with minimum merit scale and efficiency should be the justified criteria for the promotion to the next position. So, in HRM practice government also should take into account the performance of the participants in the training at the time of considering the case for promotion, posting and deputation.

### **5.1.3 Recommendation for Training Institutes**

1. The training institute should organize sufficient number of refresher course to their core courses on a regular basis for examining effectiveness, applicability etc, and assessing new and emerging training needs. They can enlist these refresher courses on their Training Calendar.
2. The members of the faculty should conduct more sessions since they have been found comparatively more effective than hired resource persons and they should follow multiple and attractive training methods. And training institute should make all possible efforts for the development of faculty acting as trainers.
3. Training must be conducted by skilled and knowledgeable trainers. On the other hand, it needs to reduce excessive dependency on guest speakers as well as using superior (specialist) for full and part-time basis. They can create a pool of resource persons with the help of Ministry from among the civil servants having good academic background, aptitude, commitment, competency and adaptability of training. They also should revise and update the list of guest speakers and become more objective in selecting them.
4. The training institute should be equipped with modern ICT facilities, as to facilitate the trainee familiar with modern technology. The library of the training institutes need to be further developed into a modern institution as the center of reference, resources, study and research. On the other hand for structural change training institute need to be decentralized in terms of power and authority. Its traditional hierarchical stages should be reduced and job description should be even and generalized.

5. Foundation Training Course, ACAD and SSC Courses should be conducted fully in English as a medium of instruction as to facilitate the trainee for being competent in English language. Course curriculum of training course should thoroughly be revised to make it more relevant with the objectives as well as pragmatic, need-based and skill-based. The curriculum should only be focused on development needs of the country.
6. The issue of ethics, morality and integrity must be included and discussed properly in the training programs with real life example. This approach will assist the participants to change their mindset so that they become more accountable to the people and have strong commitment to their service.

#### **5.1.4 Training policy and monitoring**

1. The Public Administration Training Policy was enacted in 2003. But considering the rapid changing situation of the world, it is essential to revise the PATP immediately.
2. An effective implementation of The Public Administration Training Policy can bring positive result in Civil service Training in Bangladesh. So, a close monitoring system should be needed to implementation of the relevant provisions of The Public Administration Training Policy 2003.

## **5.2 Conclusion**

The role of a member of the Bangladesh Civil Service Administration cadre is not the same today as it was a few years ago. As a member of the bureaucracy, one is basically a public administrator who implements the policies formulated by the government. In the



present day world, the unavoidable challenge for any government is to survive with dignity in the face of burgeoning market economy, fast changing technology and irresistible wave of globalization. Achieving professional excellence and credibility by civil/government servants (who embody the permanent government) is an essential requirement for an accountable government operating under market economy and democracy.

On that pretext, it is training that contributes significantly to the promotion of professional excellence and efficiency of the officers of Bangladesh Civil Service. It is the training which acts as a tool to prevent obsolescence as well as to resistance to any administrative reforms when the officers is to immediately execute and implement any sort of administrative reforms for the sake of interest of the people, initiated and introduced by the government.

In this context government of Bangladesh offered various types of training programs to enhance the professional excellence of the administrative service officers. But from the study it is revealed that the training and development interventions which is dedicated to the member of BCS Administration is failed to produce expected outcome and results. It is also failed to develop needed competency for the target group. Most of the training programs are not working properly. Though in some areas it is found to some extent effective but majority of the areas and objectives remain unfulfilled and unsatisfactory. As a result due to lack of professional excellence these officers are often failed to meet the changing environment of the administration. They are not producing expected out put.

Having analyzed in the chapter IV it is clear that among the four courses, FTC is found comparatively less effective in comparison to other courses. In fact this course failed to achieve some important objectives in terms of attitudinal and capacity development of the officers. After getting training the officers failed to show expected pro- people attitude. Their mentality remains same as it was before. The always treated themselves as an administrator rather than thing public servants. Law and Administration course though apparently found

comparatively effective in terms of creating law base of the officers but it also failed to achieve its explicit objectives in terms of getting continuous feedback of the officers and incorporate it in the training method. Lack of research and lack of arranging refresher courses made this course out dated. The condition of ACAD course is found same with foundation training course. This course also failed to change the mentality of the mid level officers which is very much needed for efficient running of the administration.

Further more, Senior Staff Course for the senior officers also have become unsatisfactory in terms of attracting the senior officers by offering modern and participatory training methods. For these reasons in reality, this study virtually found that training and development interventions for the administrative service officers need to development many major areas to make it more effective. As a member of the administrative service the officers of this service always feel proud. This type of mentality immediately has to be changed. So, training courses need to incorporate more ethical and realistic issues which can help them to change their behavior.

On the other hand it appears that most of the training institutes in the country consider training as a routine activity carried out as a part of their annual obligation. In a rhetoric way, the institutions usually evaluate the participants internally and participants evaluate the classroom performance of trainers mostly for preparing a happiness situation at the end of the programme. But critical components required for organizing quality training programmes, assessment of training needs of the participants, evaluation of institutional performance in relation to effective programme implementation and achievement of learning objectives of the participants and integration of post training utilization are not given due consideration. As a result, quality consideration is conspicuously absent in the training arena of the country. There for training need assessment should be emphasized by the training institute. In this regard the policy makers of this field should consider the recommendations made in the

previous chapter of the report.

As the scope for improvement of the training program in this bureaucratic system is never ending process; so it is important to adapt pragmatic and creative approach in training interventions. Therefore the most effective and pragmatic training programme is to be designed in respond to the crying need of the administrative cadre officer for the effective running of the administration.

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## Annex-1

### **Effectiveness of the Public Administration Training: A Study on the Administrative Cadre Service in Bangladesh**

#### Survey Questionnaire for Faculty Members of BPATC

[This study is the part of partial fulfillment for awarding Master in Public Management from the KDI School of Public Management. This is an attempt to collection of data from the HRD experts and professional trainers of the country. The collected information and data will exclusively be used to draw inference on effectiveness of training interventions are being undergone by different training institutes of Bangladesh. This questionnaire is developed to assess the effectiveness of civil service training in Bangladesh. The researcher is begging your kind cooperation and valuable time to respond the questions inserted below:]

#### **Part-A: Respondent's Profile**

1.1 Name of the respondent: .....

1.2 Designation of the respondent: .....

1.3 Name of the organization: .....

1.4 Educational Qualifications: .....

1.5 Your experience working as a trained/ HRD expert: .....Years

1.6 In how many course you have involved as Course Coordinator/ Course Director: .....

#### **Part-B: About Training Management**

Plz. specify your perception in following areas	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
	1	2	3	4	5
In designing of core training courses like FTC, ACAD and SSC, BPATC does regular TNA/DNA					
BPATC crafted training course objectives of FTC, ACAD and SSC after performing a regular & professional TNA/DNA					
Level of achievements of training objectives for all core courses are satisfactory					
BPATC always maintains consistency between programme-objectives and designing programme in terms of selecting contents and methods					

BPATC implements all core courses efficiently and effectively					
BPATC follows effective methods for in-course evaluation of course courses					
BPATC takes effective and necessary feed-back from respective participants by using standard methods in end-of-course evaluation					
BPATC does regular follow-up studies on core courses in order to assess intended outcome and impact of the courses					
BPATC updates regularly its core courses by incorporating feedbacks received in end-of-course evaluation					

**Part-C: Recommendations for Effective Training**

Could you please mention some recommendations for enhancing effectiveness of core courses of BPATC.

3.1 .....

3.2 .....

3.3 .....

3.4 .....

3.5 .....

*Thank you for your kind and sincere response.*



## Annex-2

### Effectiveness of the Public Administration Training: A Study on the Administrative Cadre Service in Bangladesh

#### Survey Questionnaire for Faculty Members of BCSAA

[This study is the part of partial fulfillment for awarding Master in Public Management from the KDI School of Public Management. This is the attempt to collection of data from the HRD experts and professional trainers of the country. The collected information and data will exclusively be used to draw inference on effectiveness of training interventions are being undergone by different training institutes of Bangladesh. This questionnaire is developed to assess the effectiveness of civil service training in Bangladesh. The researcher is begging your kind cooperation and valuable time to respond the questions inserted below:]

#### **Part-A: Respondent's Profile**

1.1 Name of the respondent: .....

1.2 Designation of the respondent: .....

1.3 Name of the organization: .....

1.4 Educational Qualifications: .....

1.5 Your experience working as a trained/ HRD expert: .....Years

1.6 In how many course you have involved as Course Coordinator/ Course Director: .....

#### **Part-B: About Training Management**

Plz. specify your perception in following areas	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
	1	2	3	4	5
In designing of Law and Administration Training Course, BCSAA does regular TNA/DNA					
BPATC crafted training course objectives of LATC after performing a regular & professional TNA/DNA					
Level of achievements of training objectives for LATC are satisfactory					
BCSAA always maintains consistency between program-objectives and designing program in terms of selecting contents and methods					
BPATC implements all core courses efficiently and effectively					
BCSAA follows effective methods for in-course evaluation of course courses					
BCSAA takes effective and necessary feed-back from respective participants by using standard methods in end-of-course evaluation					
BCSAA does regular follow-up studies on LATC in					

order to assess intended outcome and impact of the courses					
BCSAA updates regularly its LATC by incorporating feedbacks received in course-end evaluation					

**Part-C: Recommendations for Effective Training**

Could you please mention some recommendations for enhancing effectiveness of LATC of BCSAA.

3.1 .....

3.2 .....

3.3 .....

3.4 .....

3.5 .....

*Thank you for your kind and sincere response.*

### Annex-3: A Specimen Copy of End-of-Course Evaluation

#### Bangladesh Public Administration Training Centre

Savar, Dhaka

(Evaluation Department)

#### End-of-Course Evaluation Questionnaire

40<sup>th</sup> Foundation Training Course

(30 October 2012-26 February 2013)

(Please read the questionnaire carefully and be candid in giving constructive opinion to help us designing the next course)

1.0 *To what extent do you think that the following specific objectives of the course mentioned in the course guidelines have been achieved 4 (Please encircle, 1= lowest, 6= highest)*

		Lowest					Highest				
a.	Recognize the role of civil service in a changing 6 national and global environment;	1	2	3	4	5					
b.	Identify individual behavioral strengths & weaknesses 6 and promote interpersonal relations in administration;	1	2	3	4	5					
c.	Perceive and analyse socio-cultural, political and economic 6 development issues, strategies and processes realistically;	1	2	3	4	5					
d.	Adhere to the basic administrative norms, rules, policies 6 and procedures;	1	2	3	4	5					
e.	Use information and communication technology in 6 management;	1	2	3	4	5					
f.	Prepare research papers, reports and other documents 6 Professionally;	1	2	3	4	5					
g.	Communicate in English with reasonable accuracy and 6 fluency;	1	2	3	4	5					
h.	Foster esprit de corps, empathy, common perception 6 and understanding among diverse stakeholders;	1	2	3	4	5					
i.	Maintain physical and ethical fitness to meet arduous 6	1	2	3	4	5					

challenges;

**2.0 Please rate the effectiveness of the following modules (Please Circle):**

<b><u>Highest</u></b>	<b>A. Bangladesh Studies</b>	<b><u>Lowest</u></b>				
	M-01 : Introducing Bangladesh	1	2	3	4	5
6						
	M-02 : Public Policies	1	2	3	4	5
6						
<b><u>Highest</u></b>	<b>B. Public Administration</b>	<b><u>Lowest</u></b>				
	M-03: Governmental System	1	2	3	4	5
6						
	M-04: Leadership Behavior	1	2	3	4	5
6						
	M-05: Changing Public Sector	1	2	3	4	5
6						
<b><u>Highest</u></b>	<b>C. Management Process</b>	<b><u>Lowest</u></b>				
	M-06: Human Resource and Office Management	1	2	3	4	5
6						
	M-07: Important Laws	1	2	3	4	5
6						
	M-08: Financial Management	1	2	3	4	5
6						
<b><u>Highest</u></b>	<b>D. Development Economics</b>	<b><u>Lowest</u></b>				
	M-09: Economic Theory Micro and Macro	1	2	3	4	5
6						
	M-10: Quantitative Analysis	1	2	3	4	5
6						
	M-11: Social Research Method	1	2	3	4	5
6						
	M-12: Village Study	1	2	3	4	5
6						
	M-13: Poverty Alleviation & Development Planning	1	2	3	4	5
6						
	M-14: Globalization	1	2	3	4	5
6						

M-15: Environmental Management and Sustainable  
6 Development 1 2 3 4 5

M-16: Gender Issues  
6 1 2 3 4 5

**E. Skill development**

M-17: English Language Skills (ELS)  
6 1 2 3 4 5

M-18: Information and Communication Technology  
6 1 2 3 4 5

M-19: Physical Conditioning and Games  
6 1 2 3 4 5

**A. Other modules**

M-20: Book Review  
6 1 2 3 4 5

M-21: Ethics & Values in Civil Service  
6 1 2 3 4 5

M-22: Extension Lectures  
6 1 2 3 4 5

M-23: Car driving  
6 1 2 3 4 5

M-24: Secretariat Attachment  
6 1 2 3 4 5

**3.0 Please rate the following Training Methods in terms of effectiveness (Please encircle)**

❖ Lecture  
6 1 2 3 4 5

❖ Case Study  
6 1 2 3 4 5

❖ Syndicate  
6 1 2 3 4 5

❖ Seminar  
6 1 2 3 4 5

❖ Workshop  
6 1 2 3 4 5

❖ Group Discussion  
6 1 2 3 4 5

❖ Film Show  
6 1 2 3 4 5

❖ Study Tour  
6 1 2 3 4 5

❖ BARD/RDA/BRDTI Attachment  
6 1 2 3 4 5

❖ Secretarial Attachment  
6 1 2 3 4 5

❖ Book-Review & Presentation  
6 1 2 3 4 5

4.0 *What Course-inputs would you like to add ? (mention maximum 2, if any*

5.0 *What course-inputs would you like to omit ? (Mention maximum 2, if any) :*

6.0 *Please give your comments in relation to the evaluation methods of the course (Maximum 2, if any):*

7.0 *Please give your suggestion to develop the present evaluation methods (Maximum 2, if any) :*

8.0 *Please rate the effectiveness of the following areas (Please Circle) :*

		Lowest				Highest	
a.	Course contents	1	2	3	4	5	6
b.	Course Management	1	2	3	4	5	6
c.	Class room Facility	1	2	3	4	5	6
d.	Dormitory Facility	1	2	3	4	5	6
e.	Library Facility	1	2	3	4	5	6
f.	Cafeteria Management	1	2	3	4	5	6
g.	Medical Facility	1	2	3	4	5	6
h.	Training Methodology	1	2	3	4	5	6

9.0 *Please rate the performance of Mr. ...., Course Director, in terms of the following:*

		Lowest				Highest	
a.	Commitment	1	2	3	4	5	6
b.	Ability for fostering interpersonal relationships	1	2	3	4	5	6
c.	Professional Competence	1	2	3	4	5	6
d.	Understanding participants' problems	1	2	3	4	5	6

e. Responsiveness in meeting participants' needs.                    1    2    3    4    5    6

**9.1    Please rate the performance of Mr. .... .., Course Coordinator in terms of the following :**

a. Commitment	1	2	3	4	5	6
b. Ability for fostering interpersonal relationships	1	2	3	4	5	6
c. Professional Competence	1	2	3	4	5	6
d. Understanding participants' problems	1	2	3	4	5	6
e. Responsiveness in meeting participants' needs.	1	2	3	4	5	6

**10.0 Any other suggestions to improve the course:**

10.1 .....

10.2 .....

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