



# **A Study on Public Sector Training Institutes (40 Institutes)**



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

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## PREFACE

"Evaluation of Public Sector Training Institutes" is a survey-based study on 40 Governmental Training Institutes of Bangladesh. There are more than 400 government training institutes in Bangladesh. Among them only 41 institutes were selected by the M/O Establishment and BPATC was requested to perform the survey and make a report thereon.

It was a giant task for its number. 20 faculty members were engaged to accomplish the task. One training institute named "Bangladesh Rifles Training Institute" could not be covered in spite of repeated requests from BPATC. At last 40 institutes were surveyed by the BPATC faculty members and accordingly report has been made.

The fact, lamentably, applicable to the public sector training institutes is that there is no compiled basic data or profile regarding them with the M/O Establishment or National Training Council (NTC). Recently NTC has taken an initiative to evaluate all the training institutes of public sector. This report, therefore, will be treated as 'Bench Mark Survey' or 'Base-line Data' in the field of public sector training. Almost all large and prominent training institutes have been surveyed.

The report contains basic data of 40 government training institutes along- with a brief evaluation and recommendations for each and every institute separately. There was a scope to evaluate their achievement and efficacy, but being a government training institute, BPATC does not morally intend to evaluate the other ones.

The researchers express their heartfelt gratitude to Dr. Ekram Hossain, Rector, BPATC, who kindly accepted the idea of compilation of profiles of prominent public sector training institutes and offered the financial help to accomplish the job. The researchers are indebted to Dr. Sheikh Maqsood Ali (foremer Secretary) and Dr. Amirul Islam Chowdhury (Former Vice Chancellor of Jahangirnagar University) for their guidance and valuable suggestions to prepare the final report. Mr. Ram Kishore Gour and Mr. Md. Altaf Hossain, Steno-typist of BPATC, have been very helpful all along in typing the report. They deserve special thanks. The concerned officials of the above mentioned 40 institutes who have been very kind and patient in providing with necessary data and relevant papers deserve appreciation.

The Researchers

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# **Bangladesh Forest College Chittagong.**

**– Mahbub Talukdar**

## **Section-I**

**1.1** Bangladesh Forest College was established on 1-1-1964 in Chittagong by the government Order No. 37/62/827, II-37/63/828 dated 14.10.1963. The College is run by a Rule : For-37/68/399 dated 24.4.1968. The head of the organization is a director and the status is purely government.

## **1.2 Background**

France first introduced this sort of training. Britain imparted training to the officials of the Forest Department. During the Pakistan time, the training for the rangers was very expensive. It was felt that necessary training with the help of trained personnel and equipment's would reduce the training cost for the participants from East Pakistan. So Chittagong Forest College was established.

## **1.3 Objectives**

The College imparts training to the personnel of Forest Department, Forest Research Institute, Forest Extension, Bangladesh Forest Industrial Development Corporation (BFIDC) Karnafuli Paper Mill and other organizations to make them efficient professionally. The trainees are required to be hard working. They are prepared to work in the field and also supervise the field staff.

## **Section-II**

### **2.1 Present Duties and Training**

The College was shifted to the new campus in 1995. Since then a 3 year Diploma in forestry Course has been introduced. Other short courses are also going on.

2.2 The following trainees come to the College for training :

- a) Assistant Conservator of Forest
- b) Forest Ranger
- c) Participants for 3-year Diploma-in-Forestry Course
- d) Deputy Ranger
- e) Deputy Conservator of Forest
- f) Lecturers of IFCU.

### Section-III

#### Physical Infrastructure and Capacity

The College is situated in its own land measuring 14.98 acres. The building has eight office rooms, 3 class rooms with a capacity of 77. It has 3 dormitories that can accommodate 373 persons, 2 canteens having the capacity for 273 persons, an auditorium with a capacity of 373, a seminar room with a capacity of 40. It has also dining hall and conference hall for 250 persons. The College can utilize the 50% of its physical facilities.

### Section-IV

#### 4.1 Officers and Staff

The College has 18 1st class officers and 3 2nd class officers, 16 3rd class and 30 4th class employees. Out of 21 officers 18 has masters degree, 2 have received local training on social afforestation, survey and settlement, project management and 2 have received Forestry Teacher's Development Course, Deviated Land and Forest Hydrology.

#### 4.2 Experience

| Experience           | year |      |       |       |     |
|----------------------|------|------|-------|-------|-----|
|                      | 0-5  | 6-10 | 11-15 | 16-20 | 21+ |
| 1. As a trainer      |      | 2    | 1     |       |     |
| 2. In Relevant Field |      | 2    | 1     |       |     |
| 3. At the Field      |      |      | 3     |       |     |
| 4. As a Researcher   |      | 1    |       |       |     |
| 5. As a Teacher      | 18   |      |       |       |     |

There are plans for long term training programmes for the officers within the country and faculty seminars are held from time to time.

## Section-V

### 5.1 Field of Training

| Name of the Course                          | Duration   | Level of the trainees              | Objectives in                     |
|---------------------------------------------|------------|------------------------------------|-----------------------------------|
| 1. Course for Asstt. Conservator of Forests | 2 years    | M.Sc.                              | To make hard working workers      |
| 2. Course for Forest Ranger                 | 2 years    | B.Sc.                              | Ditto                             |
| 3. Diploma in Forestry                      | 3 years    | S.S.C (Science)                    | Ditto                             |
| 4. Refreshers Course                        | 2 months   | Promoted F.R.                      | Enhancing professional efficiency |
| 5. Survey and Settlement                    | 10 days    | Asstt. in Conservator              | Ditto                             |
| 6. Course on Forest Case Conducting         | 10 days    | Promoted Deputy Ranger             | Ditto                             |
| 7. Forest Conservation and Forest Act.      | 10 days    | ACF                                | Ditto                             |
| 8. Project Management                       | 10 days    | Deputy Conservator                 | Ditto                             |
| 9. Course on Forest Plantation              | 10-15 days | ACF                                | Ditto                             |
| 10. Course on Costal Afforestation          | 10 days    | ACF                                | Ditto                             |
| 11. Course on Participatory Forestry        | 5 days     | Gazette Non-gazetted & NGO workers | Rural Development                 |

In the last six years till 1994-95 the College had a target of imparting training to 788 trainees and 678 persons were trained with 93% achievement rate. But still as in 1995 there was a backlog for 162 trainees.

### 5.2 Training Methodology

Training methodology at the College includes lectures, syndicate discussions, exercise and assignments. During the different courses handouts, manuals and helping books are supplied to the trainees.

## **Section-VI**

### **Examination and Evaluation**

To assess the accomplishment of training, evaluation is carried out through administration of the proforma prescribed by National Training Council (NTC) and Bangladesh Public Administration Training Centre (BPATC) at the Bangladesh Forest College, Chittagong.

A two-way evaluation is pursued at Bangladesh Forest College. The participants are evaluated on curricular and extra-curricular activities. They are evaluated through written examination, syndicate, exercise, assignments, reports, class attendance and conduct and discipline. The participants on their part evaluate the trainers, course curricula, course management and materials as well as the organization as a whole. But there is no system for pre-training and post-training test on the same question papers.

## **Section-VII**

### **Budget**

The College is financed entirely by the government. The college also earns through different course fees.

## **Section-VIII**

### **8.1 Publications**

The College so far published 2 training calendars.

### **8.2 Library**

The College has a library with a capacity for 20 persons. It contains 4000 books, 400 and 600 journals from have and abroad respectively.

## **Section-IX**

### **Comment of the Researcher**

Bangladesh Forest College, Chittagong may play a very vital and decisive role in the environmental development of the Country. Forests and proper tree plantations are required for sustainable development in a developing country like Bangladesh. Bangladesh has a forest area of 9% only out of the total area of the country and the required forest area is 25%. And Bangladesh Forest College may fill in the gap by imparting necessary and pragmatic trainings to the concerned officials and employees. Proper and necessary steps may be taken in the form of deputing efficient and willing officials to the Forest College and providing with sufficient budgetary allocation to do the needful.

# **Chittagong Port Authority Training Institute Chittagong.**

**– Mahbub Talukdar**

## **Section-I**

1.1 Chittagong Port Authority training Institute, Chittagong was brought under government control by gazette Notification No. 7002/1/CIV-1 Dt. 9.5.1984 (Enam Committee). The Institute is controlled by the Rules for Chittagong Port Authority (CPA), 1991.

## **1.2 Background**

The Chittagong Port Authority Training Institute of the Administration Department to impart in-service training to all categories of port personnel. Headed by the Manager Training, under the direction of the Director (Administration), the training Institute has a total of four officers (Manager Training, Administrative Officer and Audio Visual Officer) plus nine support staff. Their responsibilities include developing training programmes which are directly implemented by the training Institute, arranging for specialized training for selected Officers in other training institutions in Bangladesh and arranging for fellowship training and study tours outside the country.

## **1.3 Objectives**

The Institute has the following objectives :

(1) To coordinate the annual updates for department training and assessments for the officers and employees of Chittagong Port Authority (CPA), Mongla Port Authority, Bangladesh Shipping Corporation (BSC), Dock Workers Managing Board (Chittagong), Dock Workers Managing Board (Mongla), Bangladesh Inland Water Transport Authority (BIWTA), Bangladesh Inland Water Transport Corporation (BIWTC) and other organizations under the Ministry of Shipping and agencies that use different port in Bangladesh and offer training courses for the same.

- (II) To approme course selection, syllabi, and training modules.
- (III) To help enhance the professional efficiency of the officers and employees and productivity of the above mentioned organizations.

## **Section-II**

### **2.1 Present duties and training**

The Institute offers professional training to officers and employees of different ports and other organizations of Ministry of Shipping. The Institute performs the following duties :

- (I) To develop annual training budgets and disburse training funds ;
- (II) To provide technical support and guidance for development and present new courses ;
- (III) To develop and conduct all interdepartmental training courses including those for Managers, Training Officers and Instructors ;
- (IV) To conduct port course evaluations of all training programmes and
- (V) To recommend, coordinate and arrange for external training programmes and fellowship for CPA Officials.

2.2 All the Officers and employees of the ports and inland water transport authority and the agencies using the port come for training to Chittagong port Authority Training Institute, chittagong.

## **Section-III**

### **Physical Infrastructure and Capacity**

The institution is located on its own are of 3 acres. There are 8 rooms used for official purpose. There are 4 class rooms with a total capacity of 48 and 3 satellite class rooms . The organization has a dormitory which can accommodate only 6 persons. There is a big auditorium for 250 persons, and 27 persons can work in a syndicate room.

## Section-IV

### 4.1 Officers and Staff

The number of officers and staff has been already mentioned . Out of 4 officers 2 have bachelor degree and 1 has masters degree, 4 have received local training on administration and management and also on port administration and store management.

### 4.2 Experience of the faculty members

| Experience           | Year |      |       |       |     |
|----------------------|------|------|-------|-------|-----|
|                      | 0-5  | 6-10 | 11-15 | 16-20 | 21+ |
| 1. As a trainer      | 3    | -    | -     | -     | -   |
| 2. In Relevant Field | -    | -    | -     | -     | -   |
| 3. At the Field      | -    | -    | -     | -     | -   |
| 4. As Researcher     | -    | -    | -     | -     | -   |

### 5.1 Field of Training : The Institute offers the following training programmes

| Name of the Course                                           | Duration | Level of the trainees/students             | Objectives in brief                                                                              |
|--------------------------------------------------------------|----------|--------------------------------------------|--------------------------------------------------------------------------------------------------|
| 1. Goods Handling                                            | 23 days  | Inspections & employees                    | Orientation on Ctg port its activities and to impart basic knowledge on cargo handling operation |
| 2. Container Handling                                        | 15 days  | Officers                                   | To impart basic knowledge on proper and efficient container handling operation                   |
| 3. Workshop safety practices                                 | 5 days   | Concerned supervisions                     | To enhance efficiency in electrical and mechanical workshops and electrical substations          |
| 4. Stone keeping Inventory control                           | 13 days  | Employees                                  | To impart basic knowledge on stone management.                                                   |
| 5. Advanced Engine Overhaul                                  | 9 days   | Electrical Marine Mechanics of Grad-I Meex | Theoretical & practical training on repair and maintenance of engines.                           |
| 6. First Aid course                                          | 7 days   | Employees                                  | To impart basic knowledge on First Aid.                                                          |
| 7. Container Handling Equipments Maintenance & repair (Mech) | 14 days  | Mechanics & Automechanics                  | Maint & Repair of container Handling Equipments.                                                 |
| 8. Container Handling Equipment grant course                 | 14 days  | Operators of cot. Handl. Equipment         | To impart basic knowledge on repair and maint.                                                   |

|                                                               |         |                                                             |                                                                             |
|---------------------------------------------------------------|---------|-------------------------------------------------------------|-----------------------------------------------------------------------------|
| 9. Fire Service                                               | 13 days | Employees                                                   | To impart basic knowledge on fire newice                                    |
| 10. Cont. Handling Equipment Maintainece & repair (electrice) | 14 days | Auto-elecricians & Mechanies                                | To impart knowledge on electrical maintenance & repair                      |
| 11. Maintenance Management for Electrical supervions          | 14 days | Sr. Sub-Assstt. Engineers (elect) and sub Asstt. Eng(elect) | To impart training maintenance and expenditure control.                     |
| 12. Banic mechanical Maintenance                              | 15 days | Skilled and unskilled labour                                | To impart theoretical & practical training on different employees           |
| 13. Basic conduct and discipline                              | 5 days  | MLSS                                                        | To impart training on basic conduct and discipline rules.                   |
| 14. Conduct discipline & Eenquiry course                      | 7 days  | Officers                                                    | To impart training on discipline conduct rules and application of the same. |
| 15. Radio Telephone Operators Course                          | 8 days  | Employees of the inspector level                            | To impart training on VHF sector Walti Telephone.                           |
| 16. Computers Ope-rators Training Course                      | 38 days | Employees of the Computers Billing Sector                   | To impart practical training on relevant computer technology                |
| 17. Conet lint operators course                               | 8 days  | ECM operators                                               | To impart training on corect list operation                                 |
| 18. Basic course for operators                                | 12 days | Operators of Electrical and Mechanical division             | To impat on cargo handling and other related matters                        |
| 19. Wand Processing                                           | 10 days | Steno-graphers LDA-cum-typist                               | To impart training on Wand Processing                                       |
| 20. Mobile/Whuled Game Operators Course                       | 10 days | ECM operators                                               | To impart training on crane operation                                       |

The Institute had the target to impart training to 2678 trainees from 1989-90 to 1994-1995 and the achivement was 71% i.e. 1888 persons were trained.

## 5.2 Training Methodology

Training Mithodology at the Institute includes lectures, role paly, exercise, seminar, case study and group discussions.

## Section-VI

### Evaluation System

To assens the accomplishment of training evaluation is carried out through administration of the proforma supplied by the Institute.

A two-may evaluation is pursued at the CPA Training Institute. The participants are evaluated on different aspects of respective training programmes. They are evaluated through written examination, viva-voce, practical tests and group examinations. The participants on their

part evaluate the trainees, course curricula, course management and materials as well the organization as a whole. There is a system for pre-training and part trainee tests on the same question papers.

## **Section-VII**

### **7.1 Budget and Expenditure**

The Institute is a part of Chittagong Port Authority. Entire budgets is financed by the government.

## **Section-VIII**

### **8.1 Publication**

The Institute so far published 10 training calendars.

### **8.2 Library**

The Institute has a library containing 2616 books, 147 local and 482 foreign journals. The library has an area of 60 square feet and can accommodate 20 persons.

## **Section-IX**

### **Comment of the Researcher**

The CPA Training Institute, Chittagong is an important organization for smooth functioning of different ports and agencies that are using these parts. Due to free market economy the uses of the part have increased many fields. So proper attention may be given to enhance the standards of training programmes offered by the CPA Training Institute, Chittagong.

# **Bangladesh Institute of Bank Management**

## **Mirpur, Dhaka**

**– Prof. M. Hossain Ali**

### **Section-I**

#### **General Information**

##### **1.1 Background**

Bangladesh Institute of Bank Management (BIBM) was established in 1974 by Bangladesh Bank, Nationalised Commercial Bank and other financial institutions as a national institute for training, research and consultancy in the banking sector.

It was registered on 21st December 1974 under the societies Act-XXI of 1960. It is a private organisation.

##### **1.2 Control and Management**

The institute is managed and governed by a Board consisting of a chairman and sixteen members. The governor of Bangladesh Bank is ex-officio chairman of the Board.

The head of the institute is named as Director General (DG) who runs the day to day administration with the officers and staffs of the institute.

##### **1.3 Objectives**

The major objectives of the institute are :

- to impart education and training in banking operation and management to bank officers
- to conduct research in banking operation and management.
- to provide consultancy service.

##### **1.4 Present activities**

The principal activities of the institute are :

- to organise and conduct courses, workshops, seminars and conferences for Senior and Mid-level officers member banks and financial institutions.

- to undertake research and studies on banking and allied fields.
- to provide consultancy service to banks/financial institutions and other organisations-national and international.

## **1.5 Members of the Institute**

### **(a) Ordinary Member**

Bangladesh Bank  
 Sonali Bank  
 Janata Bank  
 Agrani Bank  
 Rupali Bank Ltd.  
 Pubali Bank Ltd.  
 Uttara Bank Ltd.  
 Bangladesh Shilpa Bank  
 Bangladesh Shilpa Rin Sangstha  
 Bangladesh Krishi Bank  
 Arab Bangladesh Bank Ltd.  
 National Bank Ltd.  
 Eastern Bank Ltd.  
 United Commercial Bank Ltd.

### **(b) Associate Members**

Islami Bank Bangladesh Ltd.  
 The City Bank Ltd.  
 I.F.I.C. Bank Ltd.  
 Al-Baraka Bank Ltd.  
 Rajshahi Krishi Unnyan Bank  
 National Credit & Commerce Bank Ltd.  
 Bank of Small Industries & Commerce Bangladesh Ltd.  
 Prime Bank Ltd.

**Banque Indosuez**

**Citibank N.A.**

**ANZ Grendlays Bank Plc.**

**Standard Certered Bank Ltd.**

**State Bank of India**

**Americal Express Bank Ltd.**

**Habib Bank Ltd.**

## **1.6 Infrastructure**

The institute is located at Mirpur, Dhaka on its own complex comprising of five acres of land. It has four beautiful modern buildings. One for administration and faculty, one syndicate building, one dormitory, a cafeteria and a dinning hall.

The administrative building has 35 rooms, the syndicate has 5 class rooms with accommodation of fourty trainees in each. There is also a seminar hall in the syndicate building with the capacity of 100 persons. The dormitory building is for the trainees with the capacity of 150 persons, in the cafeteria about 200 persons can take refreshment at a time. The dinning hall has the capacity of 200 persons.

## **Section-II**

### **Faculty and staffing pattern**

**2.1 Faculty & Staff :** The Director General (DG) is the head of the institution. He is generally an eminent banker, deputed by Bangladesh Bank. Total number of employees are 133 of which class-I- 26, class-II-5, class-III-64 and class IV-38.

Among the 31 officers 25 are its own and 6 are on deputation. Out of the total officers 27 are trainers, two officers are Doctorate degree holders, two are M.Phil/MS, 26 are Masters and 5 are Bachelor degree holders.

## **Section-III**

### **Research & Publications**

#### **3.1 Research**

Faculty members of the institute undertakes research projects on various banking and allied subjects of national interest.

#### **3.2 Publications**

The institute publishes books, journals, research reports and training materials regularly. It also publishes a quarterly journal named "Bank Parikrama" in Bangla.

#### **3.3 Experiences**

Fourteen trainers have less than five years experience, one has 11-15 years and five have sixteen to twenty (16-20) years of experiences.

## **Section-IV**

### **Training Courses and Trainees**

#### **4.1 Training Courses**

The institute conducted 57 training courses in 1990, 74 in 91, 87 in 92, 75 in 93, 62 in 94 and 53 courses in 1995. In 1996 the institution will conduct about 41 general courses. The duration of courses varies from six days to sixty days. The principal courses are :

Advanced course on Bank Management, Accounting for Bankers, Audit and Inspection in Banks, Banking laws and practices, Computer Programming, Credit Management, Human Resource Development, Industrial Project Financing, International Trade and Foreign Exchange, Islamic Banking, Research Methodology, Trainers Training etc.

### **Training Courses**

| <b><u>Title</u></b>                                       | <b><u>Frequency</u></b> | <b><u>Duration</u></b> |
|-----------------------------------------------------------|-------------------------|------------------------|
| Accounting for Bankers (AB)                               | 3                       | 15 working days        |
| Advanced Course on Bank Management (ACBM)                 | 2                       | 60 working days        |
| Audit and Inspection in Banks (AIB)                       | 2                       | 15 working days        |
| Banking Laws and Practices (BLP)                          | 3                       | 15 working days        |
| Computer Programming (CP)                                 | 2                       | 18 working days        |
| Credit Management (CM)                                    | 3                       | 18 working days        |
| Financing Agriculture and Rural Development (FARD)        | 2                       | 15 working days        |
| Frauds, Forgeries and Malpractice Institutions (FFMBF)    | 1                       | 18 working days        |
| Human Relations and Customer Services Development (HRCSD) | 1                       | 09 working days        |
| Human Resource Development (IIRD)                         | 2                       | 12 working days        |
| Industrial Project Financing (IPF)                        | 2                       | 18 working days        |
| International Trade and Foreign Exchange (ITFE)           | 4                       |                        |
| Islamic Banking (IB)                                      | 2                       | 12 working days        |
| Lending Risk Analysis (LRA)                               | 4                       | 12 working days        |
| Loan Review and Monitoring (IRM)                          | 2                       | 06 working days        |
| Performance Planning in Banks (PPB)                       | 1                       | 09 working days        |
| Portfolio Management in Financial Institutions (PMFI)     | 2                       | 09 working days        |
| Research Methodology (RM)                                 | 1                       | 12 working days        |
| Security Market Operations (SMO)                          | 1                       | 06 working days        |
| Trainers Training (TT)                                    | 1                       | 15 working days        |

## **4.2 Workshops, Seminars, Conferences, etc.**

With regular training courses the institute also conducts a large number of workshops, seminars and conferences.

## **4.3 Special Programmes**

The institute also organise a few special training courses besides regular academic programmes on request from bank and financial institutions.

## **3.4 Objectives & Methodology of the main Course**

### *1) Advanced Course on Bank Management*

#### Objectives

- To familiarise the participants regarding the role of money and banks in financial development and economic development.
- to acquaint the participants with financial institution's accounting and auditing system.
- to make the participants more knowledgeable regarding financial institutions management.
- to increase the leadership and management skill of the participants.
- to familiarise the participants with modern credit techniques.
- to have detailed discussion with participants regarding banking laws and regulations.
- to acquaint the participants with the recent changes in international banking practices.

#### Methodology

Lecture, Discussion, Case Study, Exercise, Assignment preparation and presentation.

### *2) Accounting For Bankers :*

#### Objectives

- to help and familiarise the participants with different concepts, conventions, principles, techniques, approaches, etc. of accounting with a view to developing required skills for application thereof in performing and controlling banking operations.

Methodology : Lecture, Discussion, Group discussion, Case Study.

3) *Audit and Inspection in Bank*

Objectives

- to familiarise the participants with the principles and practices of audit and inspection in bank.
- to develop skills for detecting the irregularities leading to frauds and forgeries.

Methodology : Lecture, Discussion and Case study.

4) *Banking Laws and Practices*

Objectives

- to acquaint with the laws related to banking.
- to improve operational skills in handling different legal procedures/problems.

Methodology : Lecture, Discussion, Instrument, Case study and Simulation.

5) *Computer Programming*

Objectives

- to familiarise the participants with the computers, and their uses in banks.
- to develop knowledge and skills about computer programming.

Methodology : Lecture, Discussion, and Demonstration.

6) *Credit Management*

Objectives

- to provide an overview of bank credit in Bangladesh and the impact of credit on the economy and micro level.
- to develop knowledge about the mechanism of credit planning in the overall context of bank management.

- to acquaint with the techniques of loan structuring and pricing.
- to familiarise with the techniques of selecting the borrowers credit appraisal, techniques and various operational procedures.
- to develop skills about the techniques of identification, rehabilitation of non-performing loans and recovery of loans.

Methodology : Lecture, Discussion, Case Study and exercise.

## 4.5 Trainees

Each year about 1500 officers from banks and financial institutions undergo training in this institute. During the period from 1974-1995 the institute imparted training to a total number of 24,1154 officers of different banks and financial institutions.

### Number of Officers Trained (1974-1995)

| Years | Number of Officers |
|-------|--------------------|
| 1974  | 258                |
| 1975  | 517                |
| 1976  | 520                |
| 1977  | 580                |
| 1978  | 620                |
| 1979  | 712                |
| 1980  | 1198               |
| 1981  | 1030               |
| 1982  | 915                |
| 1983  | 817                |
| 1984  | 1170               |
| 1985  | 1259               |
| 1986  | 1234               |
| 1987  | 892                |

|      |      |
|------|------|
| 1988 | 757  |
| 1989 | 1241 |
| 1990 | 1407 |
| 1991 | 2067 |
| 1992 | 2077 |
| 1993 | 1902 |
| 1994 | 1499 |
| 1995 | 1482 |

## **Section-V**

### **Library & Research**

#### **5.1 Library**

There is a well decorated rich library in the institute. The library is managed and supervised by a librarian and an Assistant Librarian. There are about 16 thousand books in the library and the institute subscribes about two hundred domestic and foreign journals and magazines.

#### **5.2 Research**

Research related to the issue of bank and financial management are undervent at the institute by the faculty members as training materials.

## **Section-VI**

### **Budget and Expenditure**

#### **6.1 Income & Expenditure**

In 1990 the budget of the institute was Tk. 117.54 lacs and in 1995 it becomes Tk. 188.04 lacs.

**Budget of last six years 1990-95**  
(in lacs taka)

| 1990   | 1991   | 1992   | 1993   | 1994   | 1995   |
|--------|--------|--------|--------|--------|--------|
| 117.54 | 110.00 | 128.95 | 175.33 | 172.67 | 188.04 |

## **6.2 Training expenses**

The training expenses per participant is approximately Tk. 1000/- per month.

## **Section-VII**

### **Comment of the Researcher**

Until now the institute has not been evaluated by the institute itself or any other organisation or person. Academic atmosphere of the institute is excellent. In each year while preparing the academic calendar it has been seen that job profile of the officers, training needs of the officers and achievement of the organisational goals are taken into consideration. It is a successful financial training institute which provide training to the senior and mid-level officers of Bangladesh Bank, Nationalised Commercial Banks, Private sector commercial institutions considering the need of the banking sector. It also conducts a number of seminar and undertakes research project on various national interest and allied subjects.

The number of trainer's and faculty are not sufficient to conduct a large number of training courses for the increasing number of bank officials. So the number of faculty members should be increased.

The standard and the quality of the training courses are fine no doubt in banking perspective. Inspite of that the course contents needs to be redesigned to meet the present economic demands of the country.

# **National Academy For Educational Management (NAEM)**

## **Mirpur Road, Dhaka**

– Prof. M. Hossain Ali

### **Section-I**

#### **1.1 Background**

The National Academy for Educational Management (NAEM) is an apex training Institution in Educational Administration, Management, Planning and Research in Bangladesh. It was originally conceived in 1959 as Education Extension Centre, responsible primarily for pedagogic training of in-service Secondary School Teachers. Since its inception as Education Extension Centre, the entity underwent transformations in terms of role and structure to meet the changing needs of the educational system in the country. In 1975, the centre renamed as Bangladesh Education Extension and Research Institute (BEERI) and in 1982 National Institute of Educational Administration Extension and Research (NIEAER) following the merger with National Institute of Educational Administration Management and Research (NIEAMR-1981). NIEAER as an institute was facing tremendous pressure to cater the training needs of an increasing number of educational supervisors, managers and administrators with increase in the number of educational institutes. Government of Bangladesh realizing the future imperatives, chalked out a plan in 1990 to restructure the institute, so that it can cater the training needs of the potential educational managers and administrators. Accordingly, NIEAER was renamed NAEM in July 1991.

Government of Bangladesh accorded top most priority for effectiveness of educational management and training and initiated technical assistance project BGD/92/009-Educational Information and Management with financial support of UNDP/UNESCO to restructure and strengthened the NAEM.

#### **1.2 Control and Management**

NAEM is an attached department under the Ministry of Education. Nevertheless, for administrative convenience, the academy's rule of business is governed by a Board of Governors, and a working committee to look after day to day activities.

## Objectives

The prime objectives include :

- (i) Offer 'on the job training' for Higher Secondary and Graduate level teachers on educational administration and management.
- (ii) Conduct research on curriculum design, module specification, publication of educational journal and advice Ministry of Education on various policy respect.

### 1.4 Present Training Activities

The institute currently conduct the following courses :

- (1) Conduct Foundation Training for the probationers officials of BCS (Education)
- (2) Conduct Educational Administration and Management Course for head of educational Institution.
- (3) Conduct Project Management Course for Officials of the Education Department.
- (4) Conduct Research Methodology course for teachers of different colleges.

The objectives of the Foundation training course are :

- (1) Development of the personality of the trainers.
- (2) Preparation of the trainers for progressive leadership in socio-economic context of a developing nation.

The curriculum of the course, designed by the National Training Council (NTC) covers topics in four broad areas Bangladesh Studies, Public Administration, Management Procedure and Development Economics. The Methodology used is class lectures, supplemented by handouts and occasionally visual aid. Participants are given individual and group assignments. Study tours and co-curricular activities such as debates, recitation of poems etc. are the more attractive and interesting aspects of the course.

The objectives of Educational Administration and Management Course are ;

- (1) To understand and analyse the present educational administration and management system, with a view to identifying problems and seek solutions.

- (1) To develop leadership qualities in heads of institutions and help improve their personnel administration capabilities.
- (2) To familiarize them with policies and programmes of educational development and identify their responsibilities.
- (3) To familiarize them with rules and regulations relating to organisational management and assist them in acquiring skills in applying such knowledge.

This course provides a forum for the exchange of views through open discussion, syndicates and question and answer sessions.

## **Section-II**

### **Physical Infrastructure Facilities**

The academy is located at Dhaka near the Science Laboratory and is housed in its own building. The residential and administrative area comprises 20 acre of land. Office space provide 20 rooms, five class rooms providing setting arrangements for 200 participants. There are four hostels and one canteen which can accommodate approximately 200 participants.

The auditorium provides sitting arrangements for 100 to 200 participants. There are two syndicate/seminar room with capacity of 100 participants. There is one conference room which can accommodate roughly 180 participants of delegates. It is observed that the academy is currently using 90 percent of its physical facility.

## **Section-III**

### **Manpower**

The institute has currently faculty strength of 31, 28 of them are on deputation. The number of class III and class IV employees are 39 and 20 respectively. The Academy has currently only 3 staff of its own. The Average duration of stay for an officer posted on deputation is 5 years.

The Academy currently has 2 faculty member with doctorate degree, one with M.Phil degree, one with diploma degree and 31 holds masters degrees. The faculty received in-country training and outside training. It is stated that 25 faculty received in country training on Education administration and Management, Office Management, financial management and project management. Only 6 faculty members received training abroad.

following table gives a cursory view of the faculty in different fields.

**Academic Experience of Faculty Members**

| Experience        | 0-5 Years | 6-10 Years | 11-15 Years | 16-20 Years | 21+ |
|-------------------|-----------|------------|-------------|-------------|-----|
| 1. As Instructor  |           |            |             |             |     |
| 2. Relevent Field |           |            |             |             |     |
| 3. Field Level    |           |            |             |             |     |
| 4. As Researcher  |           |            |             |             |     |
| 5. Teacher        |           |            |             |             |     |

## **Section-IV**

### **Training Courses and Trainees**

The Academy regularly conducts Foundation Course of 2 months duration, Educational Administration and Management for 21 days, project management course of one week duration and Research Methodology Course of 7 days duration.

The Academy during the last six years from 1989/90 to 1994/95 provided Foundation training to 4461 participants through 36 special Foundation course of 2 months duration. The number of participants in the 79 project management course stood at 1788.

## 4.1 Achievement

Following table gives year wise number of different courses and total number of participants :

| Year    | Foundation             |                  | Educational Admn. & Management |                  |
|---------|------------------------|------------------|--------------------------------|------------------|
|         | Number of participants | Number of Course | Number of participants         | Number of Course |
| 1989-90 | 379                    | 05               | 296                            | 14               |
| 1990-91 | 1179                   | 10               | 379                            | 18               |
| 1991-92 | 523                    | 05               | 377                            | 17               |
| 1992-93 | 695                    | 05               | 365                            | 14               |
| 1993-94 | 819                    | 05               | 239                            | 11               |
| 1994-95 | 866                    | 06               | 133                            | 05               |
| Total   | 4461                   | 36               | 1788                           | 79               |

The nomination of the participants are generally forwarded through the Ministry of Education. Since inception, the Academy successfully imparted training to 9340 participants, 4510 in Foundation Course and 4830 on Project Management till December 1995.

## 4.2 Training Methods

Regarding training methods, Lecture method dominants constituting 50 per cent of the total academic session. Percentage wise distribution of different training methods is given in the following table :

Training methods used in different courses :

| Training methods  | Percentage wise distribution |
|-------------------|------------------------------|
| 1. Lecture method | 50.00                        |
| 2. Syndicate      | 7.00                         |
| 3. Simulation     | 3.00                         |
| 4. Role Play      | 3.00                         |
| 5. Exercise       | 8.00                         |
| 6. Assignments    | 9.00                         |
| 7. Seminar        | 5.00                         |
| 8. Case Study     | 5.00                         |
| 9. Discussion     | 10.00                        |
| Total             | 100.00                       |

### **4.3 Training Aids**

There are different training equipments which aid in training and instructors are encouraged to use those equipments for training effectiveness. The academy owns 2 P.A. System, 2 Overhead Projector, 5 lase board, 2 Photo Copier, 4 computer and 20 Type Machines.

### **4.4 Training Materials**

Participants are given handout, hand book, guidebook and notes on different modules in each course. These reading materials are given generally during the academic session. Sometimes, participants are provided with additional reading materials/book on completion of the course so that they can use them in their working place.

### **4.5 Evaluation System**

Two conventional evaluation system, examination and observation method are used for participants' evaluation. At the end of the course, the participants are required to fill up a questionnaire which serves the purpose of effectiveness of the training curriculum and various aspects regarding the management of the training course such as speakers evaluation, effectiveness of the course administration, physical facilities and training techniques. The participants are pre-tested and post-tested by the same question sets in order to ascertain the new knowledge gained during the training period.

## **Section-V**

### **Library and Research**

The Acadmy's library facility covers an area of 7000 squire feet. The total collection of books is 28,877 and regularly subscribe 10 local journals. The foreign journals are received from different U.N. Bodies on complementary basis. About 100 participants can study in the library at a time.

However, there is no budgetary allocation for books and journals. The books and journals are generally procured from the training and General Head when there is any left over or any

unutilized fund from this two head. The Academy published regularly one periodical and training calender each year. Till to date it published six books. The Academy completed research work on the topics related to education and training and till to date published 10 research report. In a year, the academy under take one/two research work.

## Section-VI

### Budget and Expenditure

The academy is an attached department of the Ministry of Education and fully run by budgetary allocation of the government of Bangladesh. The academy does not provide any advisory service or training facilities to outside agencies or rent the promiss for training purposes to any other institution. Therefore, the academy does not have any earnings stream beyond the government budgetary allocation.

Following table gives the yearwise budgetary allocation and expenditure for the last six years :

(In Lakh Taka)

| Year    | Budget | Actual expenditure |
|---------|--------|--------------------|
| 1989-91 | 131.84 | -                  |
| 1991-92 | 147.18 | -                  |
| 1992-93 | 139.55 | -                  |
| 1993-94 | 158.54 | 155.90             |
| 1994-95 | 161.05 | 156.54             |

It is estimated that per head expenditure for training programme stood at roughly Tk. 10,000.

## **Section-VII**

### **Comment of the Researcher**

Since the establishment of the Academy in 1959 it has been providing training to the educational administrators (Head masters of Secondary High School, Principals of Madrasha and Principals of Govt. and non-government (Colleges) and entry level cadres of BCS (Education) considering the needs of Education sector of the country. Besides, it also conducts a number of seminars and undertakes research projects on various educational subjects. NAEM has the overall responsibility of providing research and advisory support to the Ministry of Education for the formulation of policies and decision making. The academy has been trying to fulfil this responsibility by undertaking specific and need based research studies to assist the MOE as its technical wing.

The teachers are really the guardians of civilization and the demand of society from them is very great. Society expects that teachers should perform their duties as teachers and not at any other roles. There is no alternative to a huge number of trained teachers for the fulfilment of the teaching activities, because born teachers are very few. Therefore, through intensive training, need-based teacher preparation is possible. In this regard the National Academy for Educational Management (NAEM) has playing a very significant role. Through foundation training at the entry of the college teachers and management training of educational administrators, the academy increases the professional growth of teachers as a whole.

The Foundation Training Course, meant for the newly recruited officers of 29 cadres of Bangladesh Civil Service is mandatory for them. While the duration of this course is 4 month at BPATC, Academy for Planning and Development, BARD, CERDI etc. the duration of Foundation Course at NAEM is only 2 months, which is too short to complete the course in extensive way. So the duration of the Foundation Course of NAEM should be extended to 4 months.

# **Audit and Accounts Training Academy**

## **Segun Bagicha, Dhaka.**

**– Rafiqul Islam Bhuiya**

### **Section-I**

#### **Introduction**

##### **1.1 Background**

The Audit and Accounts Training Academy, one of the oldest training institutes of Bangladesh came into being in the year 1962. Initially it started functioning under the name and style of "Audit and Accounts Training Centre" with a view to imparting training to the officers of Audit and Accounts cadre in the Socio-economic and various aspects Audit and Accounts system.

During inception the Training Centre was headed by a Deputy Director. After liberation the training Academy was up-graded in the year 1974 and it was renamed as Audit and Accounts Training Academy.

The Academy is now headed by a Director General with the rank and status of a Joint Secretary of the Government of Bangladesh. It is a government organization under the Ministry of Finance. It is located in the 9th and 10th floors of the Second 12 storied government office building, Segun bagicha, Dhaka.

##### **1.2 Objectives of Audit and Accounts Training Academy**

- 1) To impart Departmental Training to BCS (Audit & Accounts) cadre officers;
- 2) To hold Seminar and Workshop and Training Programme:
  - a) On Auditing of Foreign aided project performance;
  - b) Audit Methodology;
  - c) Audit Planning and Implementation;
  - d) Public Sector Audit;
  - e) Environmental Accounting;
  - f) Research Accounting;
  - g) Performance budgeting;

- h) Materials Management in Audit;
  - I) Reporting techniques in commercial Audit etc.
- 3) To impart Training to SAS (PI &PII);
  - 4) Training Programme for Auditors and Junior Auditors;
  - 5) Training Programme for Senior Scale Promotion Examination preparation;
  - 6) Orientation Course for Audit and Accounts Officers;
  - 7) Special Course for Departmental Officers;
  - 8) Special Course for Ministries and corporate bodies;
  - 9) Various other duties assigned by the government.

## Section-II

### 2.1 Manpower

Table-1

**A Officers:**

|          |      |
|----------|------|
| Class-I  | 18   |
| Class-II | 01   |
|          | ---- |
| Total :  | 1    |

**B. Staff :**

|           |      |
|-----------|------|
| Class-III | 10   |
| Class-IV  | 06   |
|           | ---- |
| Total:    | 16   |

### 2.2 Physical Facilities

The Audit and Accounts Academy is housed in the 9th and 10th Floors of Second 12 storied government building. As many as 8 rooms are available for the office. Besides, there are two dormitories to accommodate 100 participants.

The Existing Physical facilities appears to be extremely limited.

## Section-III

### Training Activities

#### 3.1 Training Aids

Although AATA is considered to be one of the apex training institutes in Bangladesh but is not adequately equipped with modern training aids. The following essential equipment should be made available for the Academy to facilitate the training programme; viz., some pentium computers, video camera, slide projectors, film projectors, VCR, opaque projector etc.

Available Training aids facility is listed in Table-2 will bear testimony of the inadequacy of the training aids in such a major training Academy.

**Table-2**

Training Aids of AATA

| Sl.No. | Item                              | Number |
|--------|-----------------------------------|--------|
| 1      | P.A. System/Microphone /Amplifier | 05     |
| 2      | OHP                               | 02     |
| 3      | Opaque Projector                  | 0      |
| 4      | Photo Copier                      | 02     |
| 5      | Duplicating Machine               | 01     |
| 6      | Computer IBM                      | 05     |
| 7      | Computer Apple Mac                | 03     |
| 8      | Type writer                       | 05     |
| 9      | Video Camera                      | 0      |
| 10     | VCR/VCP                           | 0      |
| 11     | White/Black Board                 | 09     |
| 12     | Display Board                     | 02     |
| 13     | Slide Projector                   | 0      |
| 14     | Film Projector                    | 0      |
| 15     | Cassette Recorder                 | 0      |

## Section-IV

### Budget and Expenses

The detailed budget of the five financial years from 1990-91 to 1994-95 is shown in Table-3. It is evident from the comparative study of the budget of the last five year that the budget and expenses have steadily increased from Tk. 38.69 (Figure in Lakh) in 1990-91 to 61.04 (Lakh Taka) in 1994-95.

It consideration of the growing demand of training programme and rising trend of seminars/workshop (National and International), the existing budget appears to be in adequate. The Authority of the Academy is trying hard to enhance the budget in the light of heavy training programme and to procure latest training equipment.

**Table-3**

Budget and Expenses of AATA

(Figure in Lakh Taka)

| Year    | Budget | Expenses | Surplus/Deficit (-+) |
|---------|--------|----------|----------------------|
| 1990-91 | 38,69  | 38,68    | 0.01                 |
| 1991-92 | 59,78  | 59,68    | 0.10                 |
| 1992-93 | 58,77  | 58,66    | 0.11                 |
| 1993-94 | 58,05  | 57,83    | 0.58                 |
| 1994-95 | 61,04  | 60,73    | 2.90                 |

## Section-V

### Training Activities

The Audit and Accounts Training Academy organizes various short and long duration course varying from 8 days to 2 years.

Table 4 depicts the types of course organized by AATA while table 5 shows the training achievement of the Academy upto May 1996.

**Table-4**  
**Types of Course Organized by AATA**

| Sl.No. | Name of Course                                    | Duration | Level of Participants        |
|--------|---------------------------------------------------|----------|------------------------------|
| 1      | Long course of BCS (Audit and Accounts Officers   | 2 years  | Class I Officer              |
| 2      | SAS (II) Part                                     | 4 months | Class II Officer             |
| 3      | SAS (I) Part                                      | 4 months | Class II Officer             |
| 4      | Auditors Training Course                          | 3 months | Class II Officer             |
| 5      | Junior Auditors Training Course                   | 3 months | Class II Officer             |
| 6      | Orientation Course for Audit and Accounts Officer | 10 days  | Class I Officer              |
| 7      | Orientation Course for SAS Supervisor             | 8 days   | Class II Officer             |
| 8      | Orientation Course for Departmental Accountants   | 8 days   | Class III employee           |
| 9      | Special Course for Ministries/Corporate Bodies    | 2 weeks  | Class I,<br>Class II Officer |
| 10     | Seminars and Workshops                            | -        | -                            |

**Table -5**  
**Training Achievement (upto May 1996)**

| SL.NO. | Name of Course                                  | No. of Training |
|--------|-------------------------------------------------|-----------------|
| 1      | BCS (Audit and Accounts ) AAG, Probationers     | 202             |
| 2      | SAS Part II                                     | 1592            |
| 3      | SAS Part I                                      | 2605            |
| 4      | Auditor                                         | 4230            |
| 5      | Junior Auditor                                  | 946             |
| 6      | Senior Scale Promotion Examination Preparation  | 69              |
| 7      | Clark                                           |                 |
| 7      | Orientation Course for Audit & Accounts Officer | 354             |
| 8      | Computer Course                                 | 254             |
| 9      | Special Course                                  | 2056            |
| 10     | Special Course for Ministries/Corporations      | 600             |

## 5.2 Training Methodology

The AATA uses extensive variety of training Methodology in their training courses. It will be abundantly clear from the study of table 6(training methodology used) that training methods are well-balanced. Lecture methods are applied in 40% cases while exercise and discussion oriented methods (non-lecture methods) are applied in 60% cases. Syndicate, Seminar And Case Study methods are occasionally applied.

The most effective methods like simulation, Role Play, Assignment methods may be introduced in the Academy.

**Table-6**

**Training Methodology in AATA**

| SL.No.  | Training Methodology | Percentage |
|---------|----------------------|------------|
| 1       | Lecture              | 40%        |
| 2       | Syndicate            | 5%         |
| 3       | Simulation           | -          |
| 4       | Role Play            | -          |
| 5       | Exercise             | 30%        |
| 6       | Assignment           | Occasional |
| 7       | Seminar              | 5%         |
| 8       | Case Study           | 10%        |
| 9       | Discussion           | 10%        |
| 10      | Other                | -          |
| Total : |                      | 100%       |

## Section-VI

### Research and Publication

The AATA is manned by highly experienced and efficient faculty members. The Director General and some of the senior Faculty members are eminent scholars in their respective fields. Other faculty members are also widely acclaimed for their professional standard. It will not be out of place to mention here that Mr. M.A. Howlader. D.A.G. who is a prolific writer, has got about

20 publications to this credit. It is indeed heartening to note here that other faculty members are contributing articles in Journals periodicals-regularly.

Table-7 shows the professional contribution of AATA's faculty members.

**Table-7**

**Professional contributions (publications) of Faculty members**

| SL.No. | Publications                        | Numbers                |
|--------|-------------------------------------|------------------------|
| 1      | Books                               | 20                     |
| 2      | Journal/Periodicals                 | the No is not known    |
| 3      | Bulletins                           | Periodically Published |
| 4.     | Annual Plan/Calendars<br>/Brochures | Regularly Published    |
| 5      | Annual Report                       | Regularly Published    |

## **Section-VII**

### **Comment of the Researcher**

1. The AATA is playing a pioneering role in the field of Audit and Accounts Training Programme of the Country. The overall functions of the Academy has been vividly described in the objectives of the Academy chapter. Although the Academy is centrally located but it is facing an acute shortage of accommodation. It is indeed a stumbling bloke in the over all performances of the training programme.

The Academy is now housed in the 9th and 10th floor of the second 12 storied government building in Segun Bagicha. Vital infrastructure facilities like spacious lecture theatres, Seminar & Syndicate Rooms, Cafeteria, Dormitory, Common Room, Spacious Library and Documentation's Room, Auditorium etc. are very much lacking.

2. Library may be modernized with more books, periodicals and Journals;

3. The Academy should be equipped with latest training aids like computerized over head projectors, opaque projectors and versatile audio-visual equipment Micro-film & micro-fish system may also be established;
4. Computer section may be modernized with more versatile computers and printers;
5. More Foreign Training Facilities for the faculty members may be provided, Other career development incentive packages may be provided;
6. A modern conference hall with latest public address system is a must for the Academy. This may enable the Academy to hold regional and International workshops and seminars;
7. Regional & International Seminars and workshops may be arranged in collaboration with SAARC and ASEAN countries;
8. The Academy can play a pioneering role to up date and amend the financial and Accounts codes, Manuals, Treasury Rules etc. A Crash programme may be drawn up to perform this national task and adequate funds may be provided for this purpose;
9. A Research and Consultancy wing may be created in the Academy;
10. The Authority may consider to shift the Academy to a new site for understaking vital infrastructural development;
11. A few training experts may be recruited to strengthen the faculty.

# **Ansar-VDP Academy Shafipur, Gazipure.**

**– Rafiqul Islam Bhuiya**

## **Section-I**

### **Introduction**

#### **1.1 Background**

Ansar-VDP Academy, located at Shafipur under Kaliakoir Police Station in the District of Gazipur is the central Training Institute of Bangladesh Ansar & VDP organization. It will not be out of place to mention here that the Ansar organization has a glorious past. It was born as early as 1984.

Initially the Academy started functioning in 1976 under the name and style of National Ansar Training Centre (NATC) Subsequently it was renamed as Ansar Training School in 1983 (ATS).

In 1986 the school was upgraded into a fullfledged Academy/

The Academy is situated in an ideal site in the midst of lush green surrounding. The eye-catching and panoramic view of the Academy with its magnificent buildings, parade ground, artificial lake and spring attracts people easily. There are some excellent picnic spots in an around the Academy. The entire area is surrounded by local and exotic varieties of trees and plants.

The total area of Academy is about 200 acres. Moreover, there are some picnic spots which are being managed by Ansar Academy out side the campus.

#### **1.2 Objectives of Ansar and VDP Academy**

The Academy was established with a lofty ambition of imparting formal and nonformal Training Programme for 45,00,000 members of Ansar organization under a phased programme side by side with professional military training for para military forces like Ansar and VDP, there is an elaborate training programme like formal and nonformal education, Primary Health Care,

Family Planning etc. as well as Vocational Training Programme in 30 different trades for the members of the voluntary organization. The major areas of general training programme may be enumerated below:

**Table -1**

- 1) Special Training Programme for the Gazetted and non Gazetted officers;
- 2) Activization or vitalization Training Programme for newly recruited officers and staff;
- 3) Activization programme for the officers and staff;
- 4) Training of Trainers (TOT);
- 5) Training for Development workers;
- 6) Selection of Ansar Commander and activization Training;
- 7) Union leaders selection and activization training;
- 8) Thana trainer selection and women Ansar selection and activization training;
- 9) Recruitment of battalion Ansar and their training;
- 10) Training in Ansar Patrolling system;
- 11) Training in Ansar Drill system;
- 12) Training of Ansar and VDP male and female leaders;
- 13) Training of TDP male and female leaders;
- 14) Training for improving efficiency and promotion for Battalion Ansar;
- 15) Training for the club society male and female secretaries;
- 16) Training in games and sports;
- 17) Training in Band;
- 18) Training in Bugle;
- 19) Training in cultural matters;
- 20) Vocational Training;
- 21) Training in other fields.

The duration of the courses are varying from 7 to 90 days:

## Section-II

### Various Courses

Besides, there is an elaborate arrangement for vocational training in 30 different trades for the members of Ansar and VDP these are :

**Table-2**

- 1) Sewing;
- 2) Wool work;
- 3) Embroidery work (Manual);
- 4) Embroidery Work (with machine);
- 5) Embroidered quilt (Khantha);
- 6) Jute handicrafts;
- 7) Batik Print;
- 8) Bamboo and cane work ;
- 9) Bee-keeping;
- 10) Poultry;
- 11) Bakery and confectionery;
- 12) Dairy and Animal husbandry;
- 13) Vegetables farming;
- 14) Pisciculture;
- 15) Carpentry;
- 17) Black smithy;
- 18) Cooking;
- 19) Laundrying;
- 20) Masonry;
- 21) Hair dressing;
- 22) Tin smithy;
- 23) Repairing of cycles and Rickshaws;
- 24) Sinking and re-sinking of tube-wells;
- 25) Cobbling;

- 26) Repairing of automobiles;
- 27) Welding;
- 28) Driving;
- 29) Lathe machine operation;
- 30) Painting.

There are 50 well trained trainers in the above fields. Officers also take class regularly. There is a magnificent 3 storied building for vocational training.

This organization is now run by the Ansar Bahini Act of 1995.

### Section-III

#### Manpower

The Academy is headed by a Commandant who is a full colonel of Bangladesh Army.

The manpower is shown below:

**A. Officers:**

|          |       |
|----------|-------|
| Class -I | 17    |
| Class-II | 41    |
|          | ----- |
| Total:   | 58    |

**B. Staff :**

|           |       |
|-----------|-------|
| Class III | 104   |
| Class IV  | 90    |
|           | ----- |
| Total :   | 194   |

### Section-IV

#### Physical Infrastructure and Capacity

Excellent physical facilities have been provided in the Academy campus.

There are as many as 12 barracks to accommodate the trainee's of which 4 barracks are earmarked for the women Ansars. The dormitories (barracks) can accommodate 5000 trainees.

There is a separate women complex. Within this beautiful complex there is a cafeteria, recreation centre, library, dining room etc.

Moreover, the assembly hall, auditorium, hospital with pathological labs and other ancilliary facilities made the centre an ideal place to organize seminars and symposiums.

**Table-3**  
**Existing physical facilities**

| SL. No. | Structure                | Room          | Seating Capacity       |
|---------|--------------------------|---------------|------------------------|
| 1       | Office Room              | 41            | -                      |
| 2       | Class Room               | 15            | 1000                   |
| 3       | Dormitory (Barrack)      | 12            | 5000                   |
| 4       | Cafeteria/Canteen        | 3             | -                      |
| 5       | Auditorium               | 1             | 1000                   |
| 6       | Syndicate/Seminar hall   | 2             | 250                    |
| 7       | Library                  | 1             | -                      |
| 8       | Dinning Hall             | 1             | 200                    |
| 9       | Laboratory               | 1             | 40 rooms<br>Books 2306 |
| 10      | Mosque                   | 1             | -                      |
| 11      | Parade ground            | 1<br>Very big | -                      |
| 12      | Hospital                 | 1             | 10 beds                |
| 13      | Post Office              | 1             | -                      |
| 14      | Model Junior High School | 1             | -                      |

## Section-V

### Training Aids

With regard to infrastructure development the academy enjoys a unique position. But the training Aids as shown in Table-4. Offers a dismal picture. The following essential Audio-visual equipment and training aids must be provided in the interest of modern techniques of training, viz.,

- 1) OHP projectors,
- 2) Computers,
- 3) Video camera,

- 4) VCR,
- 5) Slide projector,
- 6) Film projector,
- 7) Cassette recorder etc.

**Table-4****Training Aids of Ansar Academy**

| SL. NO. | Item                   | Number |
|---------|------------------------|--------|
| 1       | P.A. System/Microphone | 5      |
| 2       | OHP Projector          | Nil    |
| 3       | Opaque Projector       | 1      |
| 4       | White/Black Board      | 12     |
| 5       | Display Board          | 3      |
| 6       | Photocopier            | 1      |
| 7       | Duplicating Machine    | 2      |
| 8       | Computer               | Nil    |
| 9       | Type machine           | 10     |

**Budget and Expenditure**

The commandant of the Academy could provide information with regard to budget and expenses for the financial year 1995-96 only.

The following is the break-up

**Table-5**

| Sl.No | Year                          | Budget            | Expenses         |
|-------|-------------------------------|-------------------|------------------|
| 1     | <u>1995-96</u>                |                   |                  |
|       | Allocation for Ansar Training | Tk.2,00,00,000./= | Tk.1,96,77,700/= |
| 2     | Allocation for VDP Training   | Tk.6,50,00,000./= | Tk.7,77,75,349/= |

The additional amount was met from the VDP Rally Fund.

## Section-VIII

### Target and Achievement

7.1 Year Wise Training Performances for 1989-90 to 1994-95 have been shown in Table-6.

**Table-6**

| SL.No. | Year    | Target/Participant | Achievement/Participant |
|--------|---------|--------------------|-------------------------|
| 1      | 1989-90 | 5700               | 4890                    |
| 2      | 1990-91 | 6125               | 5292                    |
| 3      | 1991-92 | 5987               | 4877                    |
| 4      | 1992-93 | 6200               | 5922                    |
| 5      | 1993-94 | 5750               | 4570                    |
| 6      | 1994-95 | 5887               | 5250                    |

### 7.2 Training Methodology

In the preceding chapters it was discussed that the Ansar and VDP organization is the biggest voluntary organization in Bangladesh. When the Ansars are embodied into police force they are required to work with the law enforcing Agencies. The battalion Ansars mostly work under the direct supervision of the Armed forces. The Ansar and VDP play a pioneering role in socio-economic activities like income-generation, self-employment opportunities, rural development programme, poverty alleviation programme and host of other socio-economic programmes.

They are expected to undergo field training as well as class room training.

Training methodology is shown in Table-7

**Table-7**

#### Training Methodology:

| Sl. NO | Training Methodology | Percentage |
|--------|----------------------|------------|
| 1      | lecture              | 25%        |
| 2      | Syndicate            | 2%         |
| 3      | Role Play            | 5%         |
| 4      | Exercise             | 50%        |
| 5      | Assignment           | 10%        |
| 6      | Seminar              | 4%         |
| 7      | Discussion           | 2%         |
| 8      | Other Drill          | 2%         |
|        | Total:               | 100%       |

## **Section-VIII**

### **Publication and Other Facilities**

#### **8.1 Publications**

A number of brochures, booklets, Training Instructions, are published from the Head quarters of Ansār and VDP. Reading materials including handout, manuals, reference books are provided from the Academy.

#### **8.2 Games and Sports**

There is adequate arrangement for various indoor and outdoor games. There are separate play grounds for male and female participants.

There is one stadium for out door games and sports, Judos, Karate, Wrestling, Boxing facilities have also been provided for physical fitness of the trainees.

#### **8.3 Recreational facilities**

There are two recreational centres for male and female participants.

Radio, TV & VCR facilities have been provided in these centres. Besides there are wide range of indoor games facilities.

News paper, journals and periodicals are supplied regularly. Religious and cultural functions are held occasionally.

## **Section-IX**

### **Comment of the Researcher**

It will be rather worth-while to mention here that there is a mini-Indonesia in the out skirt of capital Jakarta which attracts huge crowd from home and abroad. People can have a Glmpse of Indonesia by seeing mini-Indonesia which is locally cvalled TAMAN-MINI.

Similarly a mini-Bangladesh centre may be created in Ansar Academy campus considering the existing excellent physical facilities of the centre. Col. Tazul Islam of the Ansar VDP head quarters visited mini-Indonesia as a participant of senior staff course of BPATC in 1996. He may throw some light on the proposed project.

The existing training facilities may be shared by NGOs and Govt. and Autonomous organizations with nominal cost.

A research and Development wing may be created for modernizing the training programmes.

The training department needs more modern training equipment like computerized projectors, latest public address system, video camera, VCR, Opaque projector, Computers, Film projector etc.

A few training officers with adequate training back ground may be recruited to strengthen the faculty. Foreign Training facilities may be provided for the existing faculty members.

Radio,TV programmes may be arranged occasionally with widespren publicity.

Seminars and work shops may be arranged to modernize the training programme. On the basis of the recommendations of the workshop, courses may be redesigned.

# **Academy For Planning and Development**

## **Sonargaon Road, Dhaka.**

**– Nilufar Begum**

### **Section-I**

### **Introduction**

#### **1.1 Background**

The Academy for Planning & Development (APD) was initially established as a development project of the Ministry of Planning in December 1980. It was brought under the annual revenue budget on July 1, 1984. The Academy enjoys functional autonomy under the purview of the East Pakistan Educational & Training Institutions Ordinance, 1961.

It started functioning in rented house in Mohammadpur from June 1981. It was transferred to its own land in July, 1984. The academy is now a viable institution for training, research and consultancy in the field of development planning and development administration which encompasses project management.

#### **1.2 Objectives**

The objectives of the Academy are to :

- i) organize institutional in-service training programmes for officers of the Planning Commission, Economic Relations Division (ERD), Implementation, Monitoring and Evaluation Division (IMED), planning cells and projects under different ministries/agencies and divisions;
- ii) arrange pre-service and functional training for new entrants into BCS (Economic) cadre and foundation training for other cadres during their probationary period as required under the recruitment rules;
- iii) conduct special training courses for officials of other organizations as and when called upon to do so;

- iv) provide consultancy services to the ministries/agencies in pre-investment feasibility studies and in the formulation, appraisal, monitoring and evaluation of development projects;
- v) facilitate dissemination of knowledge and experiences in planning, development economic, project management and other related subjects through publications, documentation services, seminars and workshops;
- vi) conduct research and evaluation studies on issues pertaining to development;
- vii) maintain liaison with similar organizations at home and abroad;
- viii) conduct departmental examination for the officers of the BCS (Economic) cadre.

Since September 1981 the Academy has been conducting training courses regularly in pursuance of its assigned responsibilities in the areas of project planning and management; economic development and administration. Up to December 1996 its different training programmes have covered 8612 officers of various cadres and public and private agencies. Since its inception APD has assumed a role of developing a group of professionally trained project management executives and administrators. Presently the Academy is undergoing an expansion programme with the financial assistance of the Government and other donor agencies for strengthening its training capabilities as well as increasing physical facilities.

## **Section-II**

### **Human Resources**

The Board of Governor is the highest policy making body of APD. The Board provides the policy frame work for the Academy to operate, lays down operational procedure and monitors its activities. Board of Governors of APD consists of members drawn from the Government, business community and academic world. The Minister of planning, Government of the People's Republic of Bangladesh is the chairman of the Board. The faculty of the Academy consists of

Principal, Vice-Principal, two Directors, three Chief Instructors, one System Analyst, four Instructors, four Associate Instructors, One Deputy Director, One Programmer, One Assistant Programmer, One Assistant Director, Five Research Officers, Two Training Officers, One Evaluation Officer, One Librarian, One Assistant Librarian, One Audio-Visual Officer and two Research Investigators. A table given below may help to visualize the human resource position of APD :

| <u>Class /category of officers &amp; employees</u> | <u>Total Strength</u> |
|----------------------------------------------------|-----------------------|
| 1st Class officers                                 | 17                    |
| 2nd Class Officers                                 | 06                    |
| Fixed Officers                                     | 16                    |
| Deputed Officers                                   | 07                    |
| 3rd Class employees                                | 15                    |
| 4th Class employees                                | 13                    |

The number of professional trainers among the officers is 12. Yet for some courses specially Foundation course for BCS Health cadre the guest trainers constitute about 75% of all the trainers.

### **Section-III**

#### **Physical Infrastructure and accommodation**

The academy is established in its own land with an area of one acre. The major infrastructural facilities of APD are as follows :

|             |              |
|-------------|--------------|
| Office Room | 10           |
| Class Room  | 5 (150 Seat) |
| Dormitory   | 1 (110 Seat) |
| Cafeteria   | 2 (110 Seat) |
| Dining Hall | 1 (110 Seat) |
| Auditorium  | 1 (250 Seat) |

## Section-IV

### 4.1 Training Performance

The table below shows the training performance of APD from 1989-90 to 1994-95 fiscal year :

Table -4

| Year    | Target no. of trainees | Actual Number of Trainees |
|---------|------------------------|---------------------------|
| 1989-90 | 580                    | 529                       |
| 1990-91 | 490                    | 458                       |
| 1991-92 | 650                    | 682                       |
| 1992-93 | 850                    | 878                       |
| 1993-94 | 700                    | 715                       |
| 1994-95 | 650                    | 685                       |

### 4.2 The Training methods used in the Academy

1. Lecture
2. Syndicate
3. Simulation
4. Role Play
5. Exercise
6. Assignment
7. Seminar
8. Case Study
9. Discussion

### 4.3 The training Aids

- |                        |     |    |
|------------------------|-----|----|
| 1. Mike/PA System      | ... | 2  |
| 2. Overhead Projector  | ... | 6  |
| 3. Opaque Projector    | ... | 1  |
| 4. White/Black Board   | ... | 5  |
| 5. Display Board       | ... | 4  |
| 6. Photo Copier        | ... | 3  |
| 7. Duplicating Machine | ... | 1  |
| 8. Computer            | ... | 13 |
| 9. Type Machine        | ... | 7  |
| 10. Microphone         | ... | 11 |

## Section-V

### Training Activities

#### Regular Courses

| <u>Name of Programme</u>                                   | <u>Trainees/clientele</u>                                                                                                   |
|------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------|
| 1. Planning and Project Management                         | For Mid-level Officers Working in Planning Department of Ministries, Agencies, Corporations and Banks.                      |
| 2. Project Formulation in the Prescribed Project Proforma. | For Research Officers and Equivalent Officers                                                                               |
| 3. Foundation Course                                       | For Junior and Mid-level Officers of BCS(Economic) Cadre.                                                                   |
| 4. Development Planning.                                   | For Graduates both Employed and unemployed                                                                                  |
| 5. Supply and Material Management .                        | For Govt. Semi- Government, Corporation Officers dealing with Management of Materials and Supplies.                         |
| 6. Purchasing Methods & Techniques                         | Junior and Mid-level officers responsible for procurement and purchase in different govt. semi-govt. and autonomous bodies. |
| 7. Gender Development.                                     | Male and Female officers working in govt. semi-govt. and autonomous bodies involved in planning and dev. activities.        |
| 8. Monitoring and Evaluation of Dev. Projects.             | Mid and Junior level officers working in planning cells of different Institutions, Directorates etc.                        |
| 9. Administration Development and Project Management.      | For Women Executives of Various Govt. Organizations.                                                                        |
| 10. Departmental Training for BCS(Economic) Cadre          | For all officers of BCS (Economic) Cadre                                                                                    |

|                                                                                |                                                                                                              |
|--------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------|
| 11. Pre-investment Appraisal of Development Project : Concepts and Techniques. | Junior and Mid level officers of Planning Commission, Dev. projects, different ministries & departments etc. |
| 12. Advanced Course on Social Science Research Methodology.                    | For Officers of Govt. Ministries, Corporations, Educational Institutions involved in Research work.          |
| 13. Financial Management of Development Project.                               | For Govt. Officers dealing with Financial matters of respective Organizations.                               |
| 14. Health Management.                                                         | For Medical Professionals engaged in Project Management.                                                     |
| 15. Food Management.                                                           | For the Mid level Food Officers of Ministry of Food.                                                         |
| 16. Course for Youth Development Officers.                                     | For the Youth Development Officers of the Ministry of Youth.                                                 |
| 17. Office and Accounts Management Course.                                     | Thana Youth Development Officers.                                                                            |
| 18. Foundation Course                                                          | For BCS (Health) Officers                                                                                    |

## Section-VI

### Library, Publication & Research

#### Library

|                      |               |
|----------------------|---------------|
| Floor Space          | 1500 Sq. feet |
| Seat for             | 15 persons    |
| Total Book accession | 6784 vols.    |
| Journals             | 7 (Domestic)  |
|                      | 6 (Foreign)   |

#### Publication

|                   |   |
|-------------------|---|
| Book              | 1 |
| Journal           | 1 |
| Annual Report     | 2 |
| Training Calendar | 1 |

### **Research**

Total Edited Research 2

Total Number of  
Published research  
Reports 3

### **Own source of income**

Academy has own rental income from auditorium, hostel and class room. This income is included in Annual budget.

## **Section-VII**

### **Budget and Expenditure**

Total Budget and Expenditure of last 6 years of the Academy shown in Table below.

(In Lakh Taka)

| <u>Year</u> | <u>Budget</u> | <u>Expenditure</u> |
|-------------|---------------|--------------------|
| 1989-90     | 30.00         | 30.00              |
| 1990-91     | 30.00         | 30.00              |
| 1991-92     | 46.50         | 46.50              |
| 1992-93     | 78.75         | 78.75              |
| 1993-94     | 61.00         | 61.00              |
| 1994-95     | 65.00         | 65.00              |

## **Section-VIII**

### **Evaluation of the Institution**

There is no evaluation report of the institution itself. It has been evaluated by the outsider consultants and concerned Ministry.

## **Section-IX**

### **Comment of the Researcher**

APD's physical facilities are not fully utilised. Thus more and more training/seminar/workshop should be organised by APD. APD should explore more for holding regional and international course/seminar/workshop. APD's faculty members accordingly be developed to meet new challenges. More fund on foreign training for APD's faculty members should be invested to develop professionalism. Annual Training calendar should be distributed to all concerned agencies.

# **Bangladesh Management Development Centre (BMDC)**

## **4, Sobhanbagh, Dhaka.**

**–Nilufar Begum**

### **Section-I**

### **Introduction**

#### **1.1 Background**

Bangladesh Management Development Centre (BMDC) was established in 1961 to assist in the promotion and development of industries through the process of human resources development by imparting improved managerial training at various levels of management. BMDC imparts management training, provides consultancy services and undertakes publication in the field of management development. Over the years the Centre has been able to develop herself as a leading and major training institution of the country. Moreover, the government was keen to develop this centre into an effective and viable institute of modern management commensurate with the needs of developing countries.

In 1970 the centre was granted semi-autonomous status. It has a Board of Governors representing the govt., public and private sectors and academics. The Secretary, Ministry of Industry of Bangladesh Government is the Chairman of the board, while the Director General of the BMDC is the Executive head of the organization.

#### **1.2 Goals and Objectives of the Centre**

The major objectives of the Centre are :

1. To train and develop managers at all levels engaged in commercial, industrial and service organizations of both private and public sector including NGOs;
2. To help improve productivity in different sectors of the economy through training, research and consultancy services;

3. To carryout publication work to disseminate modern knowledge and information in the fields of management development, training, economics, business and other relevant areas; &
4. To cooperate with similar institutions at home and abroad in promoting exchange of knowledge and experiences.

## **Section-II**

### **Human Resource**

The Board of Governors is the highest policy making body of BMDC. The Board provides the policy frame work for the centre to operate, lays down operational procedures and monitors its activities. Board of Governors of BMDC consists of members drawn from the Government, business community and academics. The Secretary, Ministry of Industry, Government of the Peoples Republic of Bangladesh is the Chairman of the Board (Composition of the Board is enclosed-in appendix-1).

The Chief Executive of the Centre is the Director General who is assisted by 3 Directors. There are ten specialized divisions each headed by a senior Management Counselor. In addition to this there are five other sections namely Administration, Accounts, Audio-Visual, Library and Reproduction. Number of class I officers are 44 and class II officers are 5.

The BMDC has two sub-centers one at Khulna headed by Management Counsellor and the other at Chittagong headed by Senior Management Counsellor.

The Human Resources position of BMDC is shown in the following schedule.

Table-1

### **Manpower**

| <u>Name of Posts</u>         | <u>Number of staff</u> |
|------------------------------|------------------------|
| Director General             | 01                     |
| Director                     | 03                     |
| Senior Management Counsellor | 09                     |
| Management counsellor        | 21                     |

|                                 |     |
|---------------------------------|-----|
| Associate Management Counsellor | 05  |
| Officials in Research Division  | 03  |
| Other Officials                 | 10  |
| Chittagong Sub-Centre           | 04  |
| Khulna Sub-Centre               | 03  |
| 3rd Class Employees             | 33  |
| 4th Class Employees             | 33  |
| Chittagong & Khulna Sub-Centre  | 06  |
| Day labour employees            | 03  |
| Total :                         | 132 |

Directors, Senior Management counsellors, Management Counsellors and Associate Management Counsellors play the role of trainer. List of the Faculty Members and others officers of BMDC (with name and qualification) is attached in appendix-2.

### Section-III

#### Physical Infrastructure

Three storied main campus of BMDC is located in 4, Sobhanbagh, Mirpur Road in the posh locality of Dhanmondi, Dhaka. It stands on five acres of land. There are nine air-conditioned Class Rooms. Each class room is equipped with overhead projector and microphone facility. There is one auditorium with a seating capacity of 250 persons. There is a hostel at Dhaka having 26 twin bedrooms and dining facility for 150 persons. BMDC has similar though smaller facilities in the other two cities of Bangladesh (Chittagong & Khulna).

**Table-2**  
**Physical facilities**

| <b><u>Facilities</u></b>                                 | <b><u>Total number/accommodation capacity</u></b> |
|----------------------------------------------------------|---------------------------------------------------|
| Office room                                              | 39 room                                           |
| Class Room                                               | 9 rooms for 270 students                          |
| Dormitory                                                | 1 building, 26 double beded rooms for 52 persons. |
| Cafeteria                                                | 1 (Capacity 150 person)                           |
| Auditorium                                               | 1 (Seat for 250 persons)                          |
| Seminar Hall                                             | 1 hall (for an audience of 40 persons)            |
| Dining Hall                                              | 1 hall, for 150 persons.                          |
| Mosque                                                   | 1                                                 |
| Bungalow of the DG                                       | 1                                                 |
| Residential Buildings for Faculty members and officials. | 7 (44 Flats)                                      |

## Section-IV

### Training Activities

#### 5.1 Training Assistance: Materials

Table 3 shows the training aids of the Centre that indicate the centre as a modern training Institute. These help the centre to extend the scope and improve the quality of training and allied activities.

**Table-3**  
**Training Aids**

| <b><u>Materials</u></b> | <b><u>Number</u></b> |
|-------------------------|----------------------|
| P.A. System             | 01                   |
| Overhead Projector      | 07                   |
| Opaque Projector        | 01                   |
| White Board             | 01                   |
| Display Board           | 05                   |
| Photo Copier            | 01                   |
| Duplicating Machine     | 02                   |
| Camera                  | 01                   |
| VCR                     | 01                   |
| Wireless System         | 02                   |
| MF Set                  | 01                   |
| 16 mm Movie Projector   | 01                   |
| 13 mm Movie Projector   | 02                   |
| 15 mm. Films            | 100                  |

## **5.2 Training Activities**

BMDC offers two types of courses : Diploma Courses of one year duration and short courses of one to four weeks time.

## **5.3 Diploma Courses**

BMDC offers the following five post graduate diploma courses of one year each:

- i) Personnel Management;
- ii) Industrial Management;
- iii) Marketing Management;
- iv) Financial Management
- v) Computer Science.

## 5.4 Short Courses

Every year the Centre organizes more than 75 courses and seminars of varying durations ranging from one week to one year. The courses offered by BMDC cover the whole gamut of management studies viz.

- i) General Management;
- ii) Financial Management;
- iii) Project Management;
- iv) Rural Development;
- v) Entrepreneurship Development;
- vi) Marketing Management;
- vii) Industrial Engineering etc.

## 5.5 Training methods

The Centre applies several methods for training in different courses. The methods are :

- i) Lecture
- ii) Syndicate
- iii) Simulation
- iv) Role Play
- v) Exercise
- vi) Assignment
- vii) Seminar
- viii) Case Study
- ix) Discussion
- x) Field study visit
- xi) Training Film show
- xii) Workshop
- xiii) Business
- xix) Brain Storming
- xx) Group discussion

## Section-VI

### Research & Publications

#### 6.1 Research

BMDC undertakes research projects. Such research projects deal with training need analysis, choice of technology, incentive schemes, managerial motivations, quality circles, recruitment and selection etc.

#### 6.2 Publication

*'Management Development'* a quarterly journal carrying articles and research findings of eminent national and international teachers and practitioners is the major regular publication of BMDC. The leading publications of BMDC include :

- i. Management Development (Quarterly Journal)
- ii. Annual Programme (Highlights of the training courses) offered and other activities of BMDC during an academic year)
- iii. Annual Report (It describes the success and failure of BMDC during a year)

## Section-VII

#### 7.1 Budget and Expenditure

The table 4 shows the grants in aid & own income of BMDC. Of the total budget 40% money is managed from own resources & an 60% is from the govt. grant. The main income sources of the Centre are:

- i) Course Fee
- ii) Hostel rent
- iii) Hall rent and
- iv) Consultancy fee.

**Table-4****Statement of Grants-in aid & Own income of BMDC from 1987-88 to 1996-97**

| Year    | Grants-in aid | Income from own source<br>(Course fee, Rent, Consultancy<br>& Others) | Total         |
|---------|---------------|-----------------------------------------------------------------------|---------------|
| 1987-88 | 60,00,000.00  | 28,64,400.00                                                          | 88,64,400.00  |
| 1988-89 | 65,00,000.00  | 26,14,085.00                                                          | 91,14,085.00  |
| 1989-90 | 65,00,000.00  | 26,07,632.00                                                          | 91,07,632.00  |
| 1990-91 | 75,00,000.00  | 21,66,724.00                                                          | 96,66,724.00  |
| 1991-92 | 90,00,000.00  | 31,61,605.00                                                          | 121,61,605.00 |
| 1992-93 | 90,00,000.00  | 36,86,035.00                                                          | 126,86,035.00 |
| 1993-94 | 90,00,000.00  | 43,48,874.00                                                          | 133,48,874.00 |
| 1994-95 | 98,00,000.00  | 30,48,375.00                                                          | 128,48,375.00 |
| 1995-96 | 98,00,000.00  | 54,10,927.00                                                          | 152,10,927.00 |
| 1996-97 | 98,00,000.00  | 44,20,276.00                                                          | 142,20,276.00 |

**7.2 Expenditure per trainee**

For one week course Tk.1500.00 (Day)

For one week course Tk. 1700.00 (Night)

For two week course Tk. 2500.00 (Day)

For two week course Tk. 2700.00 (Night)

**Section-VIII****Evaluation of the Institution**

Considerable importance has been attached to improve the quality of training by making both formative and summative evaluation. A good number of research projects have contributed significantly to the quality improvement process.

BMDC is constantly updating its training methodology, course content etc. on the basis of post- training evaluation of the courses by the participants.

## Section-IX

### Number of courses and trainees : Last 7 years

| <u>year</u> | <u>No. of courses</u> | <u>No. of participants</u> |
|-------------|-----------------------|----------------------------|
| 1990-91     | 33                    | 455                        |
| 1991-92     | 88                    | 1058                       |
| 1992-93     | 98                    | 890                        |
| 1993-94     | 49                    | 622                        |
| 1994-95     | 56                    | 771                        |
| 1995-96     | 78                    | 1023                       |
| 1996-97     | 76                    | 1006                       |

### Objectives of the main Courses

1. Development of Management through training;
2. Raising of productivity in different sectors of Economy;
3. Working as consultant in different agencies.

## Section-X

### Comment of the Researcher

1. BMDC's physical facilities are more or less fully utilized. BMDC should explore to hold more regional & international courses/seminars/workshops. BMDC's faculty members accordingly be developed to meet newer challenges. More fund on foreign training for BMDC's faculty members should be invested to develop professionalism. Annual training calendar should be distributed to all concerned agencies.
2. Training aids should be procured for meeting future training demands. Proper designing of plans and interrelationship between various training aids must be taken into account.
3. Faculty development programme should be taken more seriously. Adequate funds for research and publication should be allocated.

On 4th August, 1997, Management Development Centre has turned into a Institute and renamed as Bangladesh Institute of Management (BIM) by a gazette notification (A Copy of the notification is attached).

**Annexure****BMDC : A Profile****Accounting And Financial Management Division**

1. Financial Management for executives of Financial & Non Financial organizations;
2. Financial Management for Accounting staff;
3. Book Keeping, Accounting;
4. Cost and Management Accounting;
5. Accounting for NGOs;
6. Tax Accounting;
7. Financial Analysis;
8. Accounting for Women Entrepreneurs.

**Computer Service Division**

1. Micro Computer Maintenance;
2. Programming in 'C';
3. Computer based Accounting System for Finance and related Personnel;
4. Spared Sheet Analysis using Lotus 1.2.3;
5. Word Processing & Spread sheet Analysis for office management;
6. Data base Management Using FOXPRO;

**General Management Division**

1. Gender and Development;
2. Management Techniques for Executives;
3. Management Techniques for Women Executives;
4. Executive Development;
5. Office Management;

6. Basic Management of small entrepreneurs and junior executives;
7. Basic Management;
8. Management Development;

#### **Marketing Management Division**

1. Role of Executive Customer services and customer relations in marketing;
2. Marketing Management : Principles and Practices
3. Effective Customer services and customer relations;
4. Marketing sales management and Salesmanship;
5. Advertising and sales promotion for success.

#### **Personnel Management Division**

1. Personnel Management and Industrial Relation;
2. Labour laws for Managers;
3. Managing Human Resources;
4. Developing Managerial skills for women;
5. Business communication for women;
6. Conducting Departmental enquiry;
7. Disciplining employees in organization.

#### **Production Management Division**

1. Maintenance, planning and productivity;
2. Computerized planning and control;
3. Critical path method;

#### **Productivity consultancy Division**

1. Construction Management;
2. Workshop on problem solving and action program design;
3. Management for Women in Rural Development;
4. Women in Management;

### **Project and Social Service Sector Division**

1. Training of Trainers for women entrepreneurship development;
2. Community Development;
3. Development programme for women in Management;
4. Development and Managing Income generating activities;
5. Project Management;
6. Project Appraisal and Evaluation;
7. Feasibility Analysis of NGO projects;
8. Workshop on Goal oriented project planning;
9. Workshop on Quality Management

### **Research, Evaluation and Publication Division**

1. Research Methodology with the Application on SPSS/WINDOWS
2. Marketing Research : Statistical Sweat and SPSS Windows Relief
3. Demand and Sales Forecasting : SPSS/Windows Approach

### **TOT and Behavioral Management Division**

1. Motivating Employees for better productivity;
2. Personnel Management & Industrial Relation;
3. Self Management;
4. Industrial Accident & Safety Measures;
5. Training of Trainers (TOT);
6. Rural Credit Management;
7. Transport Management;

### **Chittagong Sub-Centre**

1. Financial Appraisal and Analysis;
2. Store Keeping & Stock Control;
3. Office Management;

4. Industrial Accident and Safety Devices;
5. Financial Accounting;
6. Professional Shipping Management;
7. Executive Development;
8. Indenting, Shipping, Clearing & forwarding;
9. Financial Management for junior Executive;
10. Management Techniques for Women Executives;
11. Costing & Cost Control.

#### **Khulna Sub-Centre**

1. Fundamentals of Management;
2. Budget & Budgetary Control
3. Basic Accounting;
4. Executive Management;
5. Seminar on Management Practices in Bangladesh;
6. Financial Management;
7. Office Administration & Management;

#### **Post Graduate Diploma Course**

1. Post Graduate Diploma in Personnel Management
2. Post Graduate Diploma in Industrial Management
3. Post Graduate Diploma in Financial Management
4. Post Graduate Diploma in Marketing Management
5. Post Graduate Diploma in Computer Science

# **National Mass Communication Institute**

## **Darus Salam, Mirpur, Dhaka**

**–Md. Hasibur Rahman**

### **Section-I**

#### **1.1 Background**

The National Mass Communication Institute was established on the 9th of April 1980 through the approval of ECNEC. After that it is being run according to governmental rules and procedures. On the 19th of November, 1983 press institute of Bangladesh and Film institute were recommended to be merged together to establish National Institute of Mass Communication. Through a gazette notification this institution was established by merging the above two institutes with National Broadcasting Academy. Beforehand the then CMLA Consulted with the Committee of the concerned offices and with their recommendation the president gave approval. After re-consideration press institute of Bangladesh remain separate and National Broadcasting Academy & Film Institute were merged together and thus National Institute of Mass Communication came into being.

#### **1.2 Objectives**

The main objectives of the institute are to make Mass Communication connected officers and employees more efficient. The technicians and engineers employed in radio and television are trained in the institution. Official rank is not a matter in connection with training. Local and foreign engineers' and technicians and artists are trained here.

#### **1.3 Physical Infrastructure**

In physical infrastructure there is one rented house in Dhanmondi Road no. 27. The nearly constructed building of Mass Communication Institute in Kalyanpur has not been shifted (till 1995). In this rented house has 18 office rooms and 3 class rooms of 60 seats. There is 1 dormitory of 13 seats. There is no Cafeteria, Canteen, Auditorium, Syndicate or Seminar rooms. Classrooms are used for these purposes now and then when need arises. Syndicate and Seminars

are held they are held in the classroom. among other rooms there are 2 studios and 1 library. There is no swimming pool, no gymnasium or dining hall or conference room.

## **Section-II**

### **Manpower**

There are 20 class one officers. The Head of the institute is Director General & his rank is equivalent to the rank of joint secretary. 5 officers are of class two rank. They are the own officers of the institute, the others are officers on deputation. Among 20 class one officers, only two officers are of the institute. 18 class one officers are on deputation. Average duration of the officers on deputation is 3 years. Contract basis officer is 1. All the 20 class 1 officers perform their responsibility as trainers also. Class three employees are 23 in number and there are 17 class four employees. All the 20 officers are Master Degree holders. There is no officer having M.Phil, M.S. or Doctorate degree. On the part of officers or faculty members it is not mandatory to make research work.

## **Section-III**

### **3.1 Fields of Training**

The functions of Mass Communication Institute are given below :

- 1) To standardise the services of television by making engineers, technicians, experts of engineering division and news division more efficient.
- 2) To conduct training for film artists, seminar and symposium.
- 3) To conduct research work in connection with electronics and film as mass communication in the national and international field.
- 4) To conduct seminar, workshop in connection with Broad Casting and mass communication
- 5) To establish relationship with those national & international institute who have link with related fields of Broadcasting and Mass Communication
- 6) To establish audio-tape collection centre micro film and library in the connected field.

- 7) To pass opinion to government in connection with radio, television, film and mass communication when the government ask for the consultancy in the connected field.
- 8) To accept programme to develop the electronic and film industries of Bangladesh.

The above functions are the main aims and objectives of the institute of Mass Communication.

### 3.2 Target and Achievement of last 7 years

| <u>Year</u> | <u>Target of Training</u> | <u>Achievements</u> | <u>Number of courses</u> |
|-------------|---------------------------|---------------------|--------------------------|
| 1989-90     | 200 officers              | 257 officers        | 17                       |
| 1990-91     | 200 "                     | 182 "               | 17                       |
| 1991-92     | 200 "                     | 204 "               | 16                       |
| 1992-93     | 200 "                     | 217 "               | 18                       |
| 1993-94     | 200 "                     | 175 "               | 15                       |
| 1994-95     | 200 "                     | 232 "               | 18                       |

In most of the cases achievement exceeded the target of training. Each year one course is conducted for information cadre. Only for information cadre nomination are invited from the ministry, but for other training courses, nominations are accepted from the attached department Radio & Television.

### 3.3 Training Methodology

In methodologies of training, the institute uses lectures, syndicate, simulation, seminar, case-study, discussion, review and VIPP (Visualisation in participatory programme).

### 3.4 Training Aids and Materials

There are training materials in abundance. In these materials there are 2 micro phones, 4 Overhead projectors 1 opec projector, 3 white Boards, 5 display boards, 3 photo copiers, 1 duplicating machine, 3 computers, 19 type writer machines.

In two studios there are abundant machinery. In connection with TV & Radio all sorts of machinery are present. Spare parts, laboratory, Control-room, editing room, television room & its concerned machinery such as camera (Far Film); editing machine projector of the size of 16 & 35 are also present.

For reading materials there are handouts, manuals, handbooks reference books. In each class or session handout is given. Handbooks & manuals are given at the end of the course.

### **3.5 Evaluation System**

Efficiency is evaluated at the end of the training and evaluation report is sent to the Ministry of Information and Broadcasting. Pre-training & post training evaluation are made with the help of the same questions. Evaluation of the trainees and the evaluation of the syllabus are made by the participants and in next course improvements are made according to recommendations. As regards the management and conduct of the course, the course director points out the problems and in the next course problems are attempted to be solved. Though other activities are not present more still each class is held in the form of work shop. Many seminars take place in each year & many foreigners participate in the course.

Objectives of main courses are to increase efficiency of TV and film artists, announcers, news readers, radio & TV engineers, producers & editors.

## **Section-IV**

### **Library, Research and Publication**

The institute has one library and there are 10 seats & 1600 books, & 200 periodicals. Total research work is 11 in number they are not sold outside or given to other officers. In the form of books they are available in the library. In 15 years only 11 research works have been made.

Annual report is printed in computer and it is supplied to the ministry and the attached departments. They are not given outside to other officers. There is provision in the charter to give

consultancy service to Government, but as not desired it has not still been implemented. In connection with awarding scholarships if University wants advice it is given accordingly. So long no team or nobody evaluated the institute or nobody gave any recommendation.

## Section-V

### Budget and Expenditure

The institute has no income of its own. No fees are received from internal trainees and no training allowance is given to them. Mainly for information cadre trainees the institute has been established. Though some TV artists and dramatists are outsiders, they are enlisted in the record of the government.

In the main courses the expenditures per head per month is kept within the limit of taka 900/00 (nine hundred). In these expenditures there are included guest speakers' remuneration, stationary cost, overhead cost, logistic cost and perhead 6 Tk. expenditure for tea break. No training allowance is given to the trainees. Budget and actual expenditures for 6 years are as follows :

#### Budget and expenditures (Last 6 years)

|                    | 1989-90          | 1990-91      | 1991-92      | 1992-93      | 1993-94      | 1994-95      |
|--------------------|------------------|--------------|--------------|--------------|--------------|--------------|
| Budget Tk.         | 69.48<br>lac     | 63.60<br>lac | 73.50<br>lac | 78.50<br>lac | 84.25<br>lac | 90.65<br>lac |
| Actual expenditure | Tk. 61.74<br>lac | 58.45<br>lac | 71.23<br>lac | 78.50<br>lac | 81.25<br>lac | 75.44<br>lac |

## Section-VI

### Comment of the Researcher

The institute has not still been evaluated by any internal or external team or expert. Officers and trainers are less than they are required. Total posts of the officers and employees are 107. Among them 63 posts have been filled up. Recruitment rules have not been finalized and as such

appointments cannot be made in entry posts. Most of the gazetted posts are vacant. The institute has also financial crisis and as such the recruitments could not be made also.

Quality of training is good according to director (Admn.). Training is practical and useful for the real field.

The environment is completely educated. The trainers who are minimum Bachelor degree holder. Everything is satisfactory for those who are connected with the institution. Environment is peaceful and compromising & co-operative for each other.

## **Land Administration Training Centre NilKhet, Dhaka.**

**–Md. Hasibur Rahman**

### **Section-I**

#### **Background and objectives**

Land Administration training Centre is located at the western side of H.M. Mohsin Hall of Dhaka University. At the same campus the Tahsil office is situated. The institution was first established on the 12th of September 1987 after passing PP in the ECNEC and as such it was first a project & expenditures were made through the development budget of the government. The project is completed in 1993-94 and transferred to revenue budget on the basis of the report made by IMED.

From 1993-94 the institution is running according to government rules and procedures: and the ministry of land looks after the administration of the institution. The office is located in a plot owned by the government. So ministry of land is the owner of the plot. Actually the owner of the plot is A/C (land). So at one corner of the plot the Tahsil office is located. Including area of Tahsil office the institution is situated in about an acre of land. In the centre the office rooms are 9 in number and the number of class room is 1 where there are 45 seats. There are more two rooms for store and computer. At present there is no dormitory building but design has been made for it and proposal has also been made. Very soon the construction work will begin., 100% of the physical infrastructure is being utilized.

Among different functioning of a training institution at present only training is being imparted. Except training there is no provision for seminar, workshop, publications of journals and periodicals at present. In the past duration of some courses were of 35 days, and of some were of 28 day's but at present no courses duration is beyond 7 days. The course for the deputy commissioners have been made only of 2 to 3 dya's duration. In the present physical infrastructure there are only 5 seats in 5 rooms for the trainees and these are only for sleeping at night and there

are no provisions for room boys or eating. These 5 seats are only for those who have no relatives in Dhaka & who cannot make any arrangements for stay in Dhaka in any hotel or else where. In the class of trainees there are the deputy secretaries, superintendent of police, charge officers, Kanongoes, Tahsilders, down to assistant tahsilders ( starting for class I officers down to class three employees).

## Section-II

### Manpower

Class I officers are 7 in number. There is no officer on contract basis and no officer of class II rank is appointed. There are 11 class three and 10 class two employees in the office. Among 7 class I officers, 4 work as trainers. Guest speakers are about 95% of the total trainers. All the 7 officers possess M.A, degrees. There is no officer of Bachelor degree. There is none as M.Phil, M.S and doctorate but one possesses diploma in computer. All the 7 officers have training from the foundation course, Survey and Settlement Course, Advanced Course on law and administration ( From Shahbag Academy), Course on Planning and development and on computer Course. But all the officers have no training in computer and none have any contribution in research and publication.

## Section-III

### 3.1 Training Activities

There are 8 major courses. Main aim of training is to make officers efficient in connection with laws related to land and to make related officers efficient in connection with revenue administration. The names of main courses and trainees are listed below :

1. Land management short course of 1 week whose participants are Tahsilder, Assistant Tahsilder, Surveyor, revenue assistant mutation assistant, certificate assistant and employees of equivalent rank.
2. Land management short course of 1 week duration where come Thana Nirbahi Officer, sub-judge, Additional S.P. A/C (land) ASP, Senior ASP, Assistant Judge, senior assistant judge etc.

3. Land management short course of 1 week participants of this course are District Judge, Deputy Commissioners, Police Super, Zonal Settlement Officer or ZSO
4. 1 week duration land administration course for A/C (land), ADC (Dev), ADC(LA) etc.
5. 1 week duration land administration course for Revenue assistant, Bench clerk, Mutation assistant and employees of equivalent status of the ministry of land and its attached department.
6. Land Administration and Land Acquisition course of 1 week duration- its participants are L.A.O ( Land Acquisition officer and other officers in relation to land acquisition activities.
7. 1 week duration land administration course for deputy secretaries and for officers of equivalent rank.
8. 1 week duration short course of Land Administration for L.A.O (class 1), A/C (land) and charge officers.

In all in 8 courses of this kind officers like these and general certificate officers, LAO, (class II, Kanongo, ASP are trained. They are all connected with land revenue, land administration. Assistant Commissioners as magistrates and police officers are also trained here as they are related with law and order and justice in connection with criminal suits also arising out of quarrel on land. Civil judges are also trained in connection with land revenue, land ownership etc. ADM (Additional District Magistrates) also come for training as experience of land laws is also necessary in connection with criminal procedures code in relation to quarrel over lands. All kinds of land revenue collections also need experience of law of lands. So to make collectors (Deputy Commissioners, divisional commissioners, magistrates) more efficient and to give them more knowledge both up to date and of previous time necessary training is given from this institution.

### 3.2 Achievement

Last 6 years Target of training and achievements are as follows :

| <u>Year</u> | <u>Target</u>           | <u>achievements</u> |
|-------------|-------------------------|---------------------|
| 1989-90     | 1460 officers/employees | 1599                |
| 1990-91     | 1583 " "                | 1073                |
| 1991-92     | 1850 " "                | 1157                |
| 1992-93     | 1550 " "                | 1328                |
| 1993-94     | 406 " "                 | 405                 |
| 1994-95     | 1500 " "                | 1420                |

The year 1993-94 is turning point. In that very year the institution is transferred for development budget to revenue budget. So to continue training & for sustainability of the project the target is made small and the achievement is also made small.

### **3.3 Training Methodology**

Among all the methodologies of training the following are the main :

1. Lecture
2. Exercise
3. Assignment
4. Syndicate
5. open discussion and criticise

### **3.4 Training Aids**

Among training materials there is 1 micro-phone, one black & white board, 5 display boards, 1 photo copier machine; 1 overhead projector, 1 duplicating machine, 1 computer and 9 typewriters.

### **3.5 Training Materials**

Among all reading materials there are handouts, referenced book, and modules. Handbooks are supplied now and then. Periodicals, journals are bought from out side whenever necessary. Long-run efficiency is also imparted through training.

Tree plantation, indoor and outdoor game are quite absent. No land is also available for that purpose as the environment is quite urban.

There is scarcity of training materials but they are being increased upto the limit of necessity gradually.

Handouts are distributed after every class or session.

## Section-IV

### Library, Research and Publication

Though there is a library but no chair to sit. Books are given to read at home. The institution has no research work or periodicals, journals or publications. Annual reports are published but it is also not regular. Periodicals and journals are bought from outside. By issuing books for library one can read them by sitting in the classroom or else where such as in the residence or in hotel. Training Calender is regularly published. Though there is no research work still if government desire the institution delivers its opinion to the ministry in connection with projects of land. The evaluation of the project was made by IMED & after it, it has been transferred to revenue budget. No team internal or external and expert has made any report or recommendation on the institution.

## Section-V

The institution has no income of its own. No fee or contributions are received from the participants. The institution gets allotment from the revenue budget annually. The budget of the last 6 years and the expenditures are shown below :-

Budget and expenditures (Last 6 years)

| Budget                | 1989-90<br>50 lac Tk | 1990-91<br>40 lac Tk | 1991-92<br>36.97 lac | 1992-93<br>42.64 lac | 1993-94<br>25.01 lac | 1994-95<br>43.34 lac |
|-----------------------|----------------------|----------------------|----------------------|----------------------|----------------------|----------------------|
| Actual<br>Expenditure | 30.70 lacTK          | 23.97 lac            | 30.41 lac            | 31.91 lac            | 21.56 lac            | 38.50 lac            |

It is difficult to calculate per head expenditure of the participant as at the beginning some courses were of 35 week's duration or 28 week's duration and at present no course is of duration beyond 7 days and courses of Deputy Commissioners are of 2 to 3 day's. Actual expenditure of 1989-90 and 1994-95 are divided by achieved target and in thus way we got 1 man's 1 week's expenditure. Then we multiplied the figure by 4 weeks and thus we got the actual expenditure of 1 trainee of 1 month as 9866/00.

## **Section-VI**

### **Comment of the Researcher**

Uptil now the institution has not been evaluated by any internal or external team except team of IMED. After the utilization of 100% capacity still there is demand for training of more officers. So it needs extension. Though the courses are many the willing officers to receive training are also many.

The situation is at present normal. The environment is completely urban. Tahsil office is victim of terrorists for donations, subscriptions and contributions. Even from salary also the officer of the centre give subscriptions. At present as law and order situation is improved the environment is also normal.

# Central Extension Resources Development Institute (CERDI)

## Joydebpur, Gazipur

–Md. Shirajul Islam

### Section-I

#### 1.1 Background

The Central Extension Resources Development Institute (CERDI), a joint project of Bangladesh and Japan, was founded in 1975 as a specialized training institute in the agriculture sector. The institute is located on 45 acres of land at Jaydebpur, 20 miles away from Dhaka city, under the direct supervision of Directorate of Agriculture Extension (DAE). The institute was established with a view to minimizing the gap between research and extension, coordinating the extension activities, organising training programs and developing extension resources. The specific objectives of CERDI are listed below :

#### 1.2 Objectives of CERDI

- Establishes linkage between research and extension organizations.
- Develops extension personnel through training for effective dissemination of improved technology to the farmers.
- Prepares information materials on improved technology for the extension personnel.
- Develops technical resources for agricultural extension service.
- Develops appropriate methods & field techniques.

The Institute is headed by an Executive Director equivalent to the rank and status of Joint Secretary.

|                                             |    |
|---------------------------------------------|----|
| <b>A. Officers</b>                          |    |
| Class-I                                     | 19 |
| Class-II                                    | 4  |
| <hr style="border-top: 1px dashed black;"/> |    |
| Total Officers : 23                         |    |
| <hr style="border-top: 1px dashed black;"/> |    |

**B. Staff**

|           |    |
|-----------|----|
| Class-III | 78 |
| Class-IV  | 42 |

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Total Staff : 120

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Total Human Resources 143

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Post-wise detailed human resources of CERDI are presented in appendix-I.

**Physical Infrastructure and Capacity**

CERDI's dormitory accommodation for 96 participants and class-room seat for 250 participant portray CERDI's capability to ideally hold several training courses at a time (Table-1). Other ancilliary facilities like cafeteria/canteen and syndicate/ seminar Hall reinforces the previous notion. Moreover, the assembly hall, auditorium and other facilities places CERDI on sound footing to organize seminars and symposium within the campus.

CERDI class-room and cafeteria facilities are much higher than dormitory accommodation. If CERDI adopts policy to organise residential courses, its class-room would remain unutilized. However, the 96 bedded dormitory provides opportunity for maximum 4992 man-weeks stay in CERDI campus. If 50 percent flexibility for preparation for succeeding courses are considered, then atleast 2496 man-weeks of training can be annually organised in CERDI.

Table-1 :Physical Facilities of CERDI

|     | Structure              | Room | Seat/Accommodation |
|-----|------------------------|------|--------------------|
| 1.  | Office Room            | 21   | -                  |
| 2.  | Class Room             | 4    | 250                |
| 3.  | Dormitory              | 4    | 96                 |
| 4.  | Cafeteria/Canteen      | 1    | 200                |
| 5.  | Auditorium             | 1    | 400                |
| 6.  | Syndicate/Seminar Hall | 2    | 120                |
| 7.  | Assembly Hall          | 1    | 200                |
| 8.  | Laboratory             | 4    | -                  |
| 9.  | Farm Godown            | 1    | -                  |
| 10. | Offset Printing Press  | 2    | -                  |
| 11. | Workshop               | 1    | -                  |
| 12. | Library                | 1    | -                  |

Source : CERDI Leaflet

### Section-III

#### Training Aids

Training aids listed in table-2 enlists CERDI's capacity to conduct several classes or courses at a time. Provisions for basic class-room equipment/aids like OHP, white/black board, display board confirm this assumption. Nevertheless, CERDI being one of the leading training institute in the agriculture sector should have stock of opeque projector, Video camera and VCR. The number of photocopier, duplicating machine and computer are scanty (only one of each item). The training aids facilities of CERDI must be consistently and proportionately build up based on actual demands.

Table- 2 : Training Aids of CERDI

| Item                              | Number |
|-----------------------------------|--------|
| 1. PA System/Microphone/Amplifier | 2      |
| 2. OHP                            | 8      |
| 3. Opeque Projector               | 0      |
| 4. Photocopier                    | 1      |
| 5. Duplicating Machine            | 1      |
| 6. Computer                       | 1      |
| 7. Typewriter                     | 8      |
| 8. Video Camera                   | 0      |
| 9. VCR                            | 0      |
| 10. White/Black Board             | 4      |
| 11. Display Board                 | 2      |
| 12. Slide Projector               | 2      |
| 13. Film Projector                | 4      |
| 14. Casettee Recorder             | 4      |

### Section-IV

#### Budget and Expense

Table -3 demonstrates six year ( FY 1989-90 to 1994-95) budget and expenses of CERDI. In six year time, CERDI's budget and expenses have steadily increased to 73.7 percent and 74.2 percent respectively. In terms of taka amount the budget and expenses, however, have increased

from Tk. 60.03 lakhs and 59.96 lakhs to 81.42 lakhs and 80.84 lakhs respectively. The annual average budget and expense stand at Tk. 70.14 lakhs and Tk. 69.91 lakhs generating average annual marginal saving of Tk. 0.16 lakhs.

The table depicts per capita (per employee) budget and expenses of Tk. 0.49 lakhs and Tk. 0.48 lakhs respectively. This ratio in case of participants accounts for Tk. 0.077 lakh and Tk. 0.076 lakh respectively.

Table-3 :Budget and Expenses of CERDI

| (Figures in Lakh Taka)         |         |          |                       |
|--------------------------------|---------|----------|-----------------------|
| Year                           | Budget  | Expenses | Surplus/Deficit (+ -) |
| 1989-90                        | 60.03   | 59.96    | 0.07                  |
| 1990-91                        | 59.27   | 59.26    | 0.01                  |
| 1991-92                        | 64.24   | 64.26    | 0.05                  |
| 1992-93                        | 81.36   | 81.26    | 0.10                  |
| 1993-94                        | 74.50   | 74.35    | 0.15                  |
| 1994-95                        | 81.42   | 80.84    | 0.58                  |
| Total                          | :420.82 | 419.86   | 0.96                  |
| Average                        | : 70.14 | 69.91    | 0.16                  |
| Per Capita (Employee) Ratio :  | 0.49    | 0.48     | 0.01                  |
| Participant-Investment Ratio : | 0.077   | 0.076    | 0.01                  |

## Section-V

### 5.1 Training Activities

In organising training courses, CERDI does not prepare any annual plan. On two page schedule, instead, is however, maintained. This schedule does not portray any training objectives, training curricula and other important details. Most of the training organized by CERDI ranges from 2-5 days (table- 4)

Two year training performance (Table-4) reveal annual average achievement of 909 participants in 423.4 man-weeks time as against 1134 annual target of participants. The man-weeks utilization rate is only 16.9 percent if 50 percent flexibility for succeeding course (s) preparation is/are considered.

Table-4 :Type of Courses Organised by CERDI

| Name of the Course                            | Duration | Level of Participants             |
|-----------------------------------------------|----------|-----------------------------------|
| 1. Foundation Training                        | 4 months | SMO                               |
| 2. Training of Trainers (TOT)                 | 1 week   | SMO                               |
| 3. TOT - Farm Management                      | 1 week   | SMO, SI and Ins.                  |
| 4. IPM-Season long Training                   | 2 months | SMO, SI                           |
| 5. SFFP (Project)                             | 1 day    | DD, AE, AD                        |
| 6. Extension Approach Orientation             | 4 days   | TO, DD, AE, AD                    |
| 7. Training Management Course                 | 2 weeks  | -                                 |
| 8. District and Thana Extension Management    | 5 days   | -                                 |
| 9. Farmer Information Need Assessment (FINA)  | 2 days   | -                                 |
| 10. Horticulture-IPSA                         | 4 days   | SMS (Hort.)                       |
| 11. District and Thana Planning               | 4 days   | TO, DD, AE                        |
| 12. Teaching Skills                           | 4 days   | SI, Ins.                          |
| 13. Participatory Rural Appraisal (PRA)       | 4 days   | PSO, SSO, SI (BRRI, BARI & CERDI) |
| 14. Group Approach and Role of B.S            | 3 days   | TO, DD, AE                        |
| 15. Seed Processing and Preservation          | 1 week   | SMS, SI, Ins.                     |
| 16. Manpower Development                      | 1 week   | -                                 |
| 17. National Conference on Women Organisation | 1 day    | -                                 |

## 5.2 Target and Achievement

Table-5

Year-wise Training Performance ( 1994-95 & 1995-96)

| Year    | Target | Actual       |       |
|---------|--------|--------------|-------|
|         |        | Participants | MW    |
| 1995    | 1000   | 801          | 371.1 |
| 1996    | 700    | 562          | 263.9 |
| Total   | 1700   | 1363         | 635   |
| Average | 1134   | 909          | 423.4 |

### 5.3 Training Methodology

CERDI uses wide variety of training methods in its training programmes. (Table 6) The composition of the training methods are reasonably well balanced. Lecture methods are applied in 40 percent cases while exercise and discussion oriented methods (non-lecture methods) are applied in 60 percent cases. Case study, role play, exercise, usually considered as most effective methods in maximising learning and developing skills, are applied in 43 percent cases.

Table-6 : Training Methodology Used By CERDI

| Training Methodology |            | Percentage Used |
|----------------------|------------|-----------------|
| 1.                   | Lecture    | 40              |
| 2.                   | Syndicate  | 2               |
| 3.                   | Simulation | Occasional      |
| 4.                   | Role Play  | 14              |
| 5.                   | Exercise   | 14              |
| 6.                   | Assignment | Occasional      |
| 7.                   | Seminar    | 5               |
| 8.                   | Case Study | 15              |
| 9.                   | Discussion | 10              |
| 10.                  | Other      | 0               |
| Total :              |            | 100             |

## Section-VI

### Research and Publication

For every training institute, research and publication are extremely important. This holds universally true for a specialized training institute like CERDI. The research and publication, in fact, creates sound data base for professionals, help resolving critical problems, develop and modernise curricula, reading materials and case studies, reinforces learning, uphold institutional

images and above all, assist in institutional capacity building. Unfortunately in 21 years time, CERDI's 17 trainers have produced 15 books and 10 Journals/periodicals. No Annual Report and Annual Plan/Calendar, have yet been published or otherwise produced (table-7).

**Table-7 : Professional Contributions of CERDI's Faculty Members**

|    | <b>Publication Type</b>                | <b>Number</b> |
|----|----------------------------------------|---------------|
| 1. | Books                                  | 15            |
| 2. | Journal/Periodical                     | 10            |
| 3. | Bulletin (weekly/ fortnightly/monthly) | 0             |
| 4. | Annual Plan/Calendar                   | 0             |
| 5. | Annual Report                          | 0             |

## **Section-VII**

### **Comment of the Researcher**

1. CERDI's physical facilities are unutilized by 83.1 percent. Thus, more and more training/seminar/workshop should be organised to ensure optimum utilization of physical facilities. If necessary, possibilities for holding international courses/seminar/workshop should be explored. Adequate number of specialized faculty member should accordingly be developed to meet such challenges and more funds on faculty members foreign training should be invested .
2. An integrated procurement plan for training aids and other equipment should be designed based on current physical facilities and future training demands.
3. Adequate funds for research and publication should be allocated for CERDI. Journals and periodicals, must be regularly published in order to disseminate research results to the extension workers and other stakeholders.

## Appendix-1

**Position-wise list of Human Resources of CERDI**

|     | <u>Position Type</u>   | <u>Number</u> |
|-----|------------------------|---------------|
| 1.  | Excutive Director      | 1             |
| 2.  | Deputy Director        | 3             |
| 3.  | Assistant Director     | 1             |
| 4.  | Agriculture Engineer   | 2             |
| 5.  | Senior Instructor      | 9             |
| 6.  | Medical Officer        | 1             |
| 7.  | Publication Officer    | 1             |
| 8.  | Physical Instructor    | 1             |
| 9.  | Administrative Officer | 1             |
| 10. | Accounts Officer       | 1             |
| 11. | Librarian              | 1             |
| 12. | Support Staff          | 119           |

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**Total = 141**

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## Telecommunication Staff College Joydebpur, Gazipur

– Md. Shirajul Islam

### Section-I

#### Background

Telecommunication Staff College, succinctly called as 'TSC', located in a serene environment of green trees and bushy shrubs, some 35 k.m. away from Dhaka, was founded in 1980 with assistance from International Telecommunication Union (ITU). This college is basically a specialized apex training institution in the telecommunication system of Bangladesh, established with the principal mission to develop skills of the officers of the T&T Board in the planning, designing, operations and maintenance of modern telecommunication technology and system.

Telecommunication is a complex, delicate and sophisticated rapidly growing technology. The technology is not solely bounded within any territory. It has to integrate and adjust its system with the modern and newly invented systems. This technological fashions created reciprocal interdependence between developing and developed nations in telecommunication system. Considering this needs and demands, the government of Bangladesh in collaboration with ITU had designed and approved the project "TSC in 1972-73 with total investment cost of taka 21.43 crore. The founding stone, however, was laid during 1980 while the training activities commenced from 1986. The nature and funding sources of the TSC is demonstrated in table-1 :

Table-1 Nature & Funding Sources of the Investment Cost.

| Investment (In Crore Taka) |                    |         |                            |
|----------------------------|--------------------|---------|----------------------------|
| Sl.No.                     | Funding Nature     |         | Sl.No.      Funding Source |
| 1.                         | Local Resource     | 11.0265 | 1.      IDA      3.7507    |
| 2.                         | Foreign Assistance | 10.4035 | 2.      UNDP      6.6528   |
|                            |                    |         | GOB      11.0265           |
|                            |                    | 21.4300 | 10.4035                    |

## Section-II

### Human Resources

The TSC operates under the umbrella of T & T Board as a subsidiary government institution. The institute, headed by a Director General equivalent to the rank and status of a joint secretary, is accountable to the Board. The Director-General is assisted by three Directors respectively responsible for transmission, switching and management and general. Other officers below them are titled as Divisional Engineer, Sub-divisional Engineer/Assistant Engineer and junior officers. The total human resources deployed on transfer from the T & T Board are succinctly listed below according to broad category :

#### A. Officers

|          |       |
|----------|-------|
| Class-I  | 29    |
| Class-II | 0     |
|          | ----- |
|          | 29    |
|          | ----- |

#### B. Staff

|           |       |
|-----------|-------|
| Class-III | 54    |
| Class-IV  | 34    |
|           | ----- |
|           | 88    |
|           | ----- |

|                         |       |
|-------------------------|-------|
| Total Human Resources : | 117   |
|                         | ----- |

Out of total 29 officers, 25 (86.2 percent) officers perform academic and teaching functions while the rest provide administrative supports. TSC as a specialized training institute is staffed by persons having field experience . Thus, no specialized permanent faculty, has been developed. Transfer in and transfer out form integral part of the management system of TSC.

### Section-III

#### Physical Infrastructure and Capacity

TSC has adequate facilities to hold training for 114 participants at a time (table-2). The 114 bedded dormitory with dining provision for 100 persons and other interrelated facilities like class room, canteen, seminar hall and library supports this hypothesis. In six class room, sitting provisions for 250 participants exceeds (136 number) the dormitory accommodation. 2400 sq.ft. library space for 40 persons is inadequate for participants and faculty reading. Thus, interrelated facilities were not consistently developed with class-room facilities.

The 114 bedded dormitory accommodation provides opportunity for maximum 5928 man-weeks stay in TSC campus. This alternately, means, that maximum 5928 man-weeks of training provisions subsist in the campus. If 50 percent flexibility for preparation for succeeding course(s) is/are considered, then 2954 man-weeks of training can be annually organised in TSC.

Table-2 : Physical Facilities of TSC

|    | Structure              | Room | Seat/Accommodation |
|----|------------------------|------|--------------------|
| 1. | Office Room            | 20   | -                  |
| 2. | Class Room             | 6    | 250                |
| 3. | Dormitory              | 1    | -                  |
|    | a) Bed                 | -    | 114                |
|    | b) Dinning arrangement | -    | 100                |
| 4. | Canteen/Cafeteria      | 1    | 40                 |
| 5. | Seminar Hall           | 1    | 80                 |
| 6. | Laboratory             | 15   | -                  |
| 7. | Library (2400 sq.ft.)  | 1    | 40                 |

## Section-IV

### Training Activities

#### 4.1 Training Aids

List of training aids (table-3) reveal TSC's capacity to hold several classes or courses at a time. Provision for basic equipment like 8 OHP, 2 Opaque Projector, and 3 photocopier and 2 duplicating machine establish this hypothesis. The list of training aids also depict that the equipment were not consistently procured. Some equipment are higher in quantity while some are lower in quantity. Thus, training aids facilities must be consistent and uniformly build-up based on actual demands.

Table-3 :Training Aids of TSC

|     | Item                 | Number |
|-----|----------------------|--------|
| 1.  | PA System/Microphone | 2      |
| 2.  | OHP                  | 8      |
| 3.  | Opcquc Projector     | 2      |
| 4.  | Photocopier          | 3      |
| 5.  | Duplicating Machine  | 2      |
| 6.  | Computer             | 5      |
| 7.  | Typewriter           | 11     |
| 8.  | Video Camera         | 2      |
| 9.  | VCR                  | 1      |
| 10. | White/Black Board    | 2      |
| 11. | Display Board        | 1      |

#### 4.2 Training Courses

As a specialized training institute, TSC designs and organizes faculty-wise specialized skill based courses. These courses are broadly grouped into regular course and refresher course. The

regular courses are normally organised for engineering graduates who have joined the services anew and includes courses of longer duration like two year induction training. The refresher courses are usually scheduled for relatively senior staff for a shorter period of time usually a few week. This course is also organised to modernise and update skills in the area of telecommunication. A list of courses usually organised by TSC are presented in appendix-2.

In organising training courses, TSC does not prepare any comprehensive training calendar. Instead, they prepare a short list/schedule of training activities accomplished in each year. Consequently, comparison of actual performance against target cannot take rational construct. In some years the training performance is very high while in some years the performance is very low. In 1989 total 392.9 man-weeks of training were organised by M and G faculty whereas, the man-week figures diminished to 74.0 in 1990 and 108.2 in 1991. The number of courses however, in some faculties followed reasonably consistant pattern and in some faculties inconsistant pattern. The number of participants have also significantly varied from year to year and faculty to faculty.

Faculty-wise summary annual training performance reveal that TSC on an average had organised 34.9 courses of total 305.9 man-weeks where 592.2 or 593 participants had participated (table-5 appendix-3). The man-week utilization rate is only 12.3 percent of the TSC's total physical facilities considering 50 percent slags for preparation. The table (table-5) also reveal that managerial training comprise the highest position ( 149 course, 2550 participants and 1690.2 man-weeks) than all other professional training. Training under transmission faculty, however, ranked second highest position ( 109 course, 1871 participants and 1013.0 man-weeks)

### **4.3 Training Methodology**

TSC uses wide variety of training methods in wide variations (Table-4). Lecture method alone is applied in 80 percent cases while 7 other methods are applied in 20 percent cases. Exercise, video/Film, however, are used in 8 percent and 5 percent cases respectively. Training methods of a specealized training institute aimed at developing skills of trainees must emphasize more on other methods than lecture.

Table-4 : Training Methodology used by TSC

| Training Methodology |                    | Percentage used |
|----------------------|--------------------|-----------------|
| 1.                   | Lecture            | 80              |
| 2.                   | Syndicate          | 0               |
| 3.                   | Simulation         | 1               |
| 4.                   | Role Play          | 0               |
| 5.                   | Exercise           | 8               |
| 6.                   | Assignment         | 1               |
| 7.                   | Seminar            | 1               |
| 8.                   | Case Study         | 1               |
| 9.                   | Discussion         | 3               |
| 10.                  | Other (video/film) | 5               |
| Total                |                    | 100             |

### Section-V

#### Research and Publication

Research and publication are extremely seminal for a specialized training institute like TSC. The research and publication creates sound data base for professionals, help resolving critical problems, develop and modernise curricula, reading materials and case studies, reinforces learning, uphold institutional images and above all, assist in institutional capacity building. Unfortunately, TSC's contributions in this seminal professional segment is grossly disabling (table-5). The table reveal that since inception of the college in 1980, no research and publication in the form of books, journals, periodicals, bulletins, annual calendar or reports, have been published.

Table-5 Professional Contribution of TSC Faculty Member

| Publication Type                            | Whether TSC have any Publication ? |    |
|---------------------------------------------|------------------------------------|----|
|                                             | Yes                                | No |
| 1. Books                                    |                                    |    |
| 2. Journal/Periodical                       |                                    |    |
| 3. Bulletin<br>(weekly/fortnightly/monthly) |                                    |    |
| 4. Annual Plan/Calendar                     |                                    |    |
| 5. Annual Report                            |                                    |    |
| 6. Research                                 |                                    |    |

## Section-VI

### Budget and Expenses

Table-6 depicts five year (FY 1990-91 to 1994-95 ) annual budget and expenses of TSC. In FY 1989-90, the budget and expenses were centrally managed and controlled by the T & T Board. The process of delegation of financial planning and management started from FY 1990-91.

The financial year 1990-91 experienced a marginal surplus of Tk. 0.39 lakh only over 31.49 lakh taka budget. The budget and expenses have steadily increased to 48.67 lakh and 45.15 lakh taka over five year time-span with an average net surplus of Tk. 3.52 lakh.

The five year financial schedule demonstrate average Tk. 0.37 lakh and Tk. 0.35 lakh per capita (employee) budget and expenses respectively. This ratio for participants accounts for Tk. 0.07 lakh and Tk. 0.069 lakh respectively. The monthly budget and expenses ratio in case of TSC staff would be around Tk. 0.031 lakh and Tk. 0.029 lakh respectively. The average outlay per course, however, stands at Tk. 1.18 lakh.

Table-6 : Yearly Budget and Expenses of TSC

(Figures in Lakh Taka)

| Year                           | Budget | Expenses | Surplus/Deficit ( + - ) |
|--------------------------------|--------|----------|-------------------------|
| 1989-90                        | -      | -        | -                       |
| 1990-91                        | 31.49  | 31.10    | 0.39                    |
| 1991-92                        | 40.02  | 40.02    | 0                       |
| 1992-93                        | 46.30  | 44.04    | 2.26                    |
| 1993-94                        | 47.64  | 46.44    | 1.20                    |
| 1994-95                        | 48.67  | 45.15    | 3.52                    |
| Total                          | 214.12 | 206.75   | 7.37                    |
| Average                        | 42.82  | 41.35    | 1.47                    |
| Per Capita (Employee) Ratio    | 0.37   | 0.35     | 0.02                    |
| Per Capita (Participants)Ratio | 0.07   | 0.069    | 0.001                   |
| Investment Per Course          | 1.23   | 1.18     | 0.05                    |

## **Section-VII**

### **Comment of the Researcher**

1. TSC's physical facilities are unutilized by 87.7 percent. Thus more and more training/seminar/workshop should be organised by TSC. If local participants are not available, TSC should explore holding regional and international courses/seminars/workshops. TSC's faculty members accordingly be developed to meet newer challenges. More fund on foreign training for TSC's faculty members should be invested to develop professionalism. Annual training plan/calendar should be prepared and distributed to all concerned agencies.
2. An integrated procurement plan for training aids should be designed based on current physical facilities and future training demands. In designing the plans, interrelationship between various training aids must be taken into account.
3. Adequate funds for research and publication should be allocated for TSC. A quarterly or atleast a six monthly journal should be published by TSC. Transfer of human resources should be less frequently scheduled or more preferably, permanent specialized faculty in certain area like management and general may be developed.

**List of Courses Organised by TSC**

| <b><u>Sl. No.</u></b> | <b><u>Name of the Courses</u></b>                              |
|-----------------------|----------------------------------------------------------------|
| <b>A.</b>             | <b>MANAGEMENT AND GENERAL FACULTY :</b>                        |
| 1.                    | Orientation                                                    |
| 2.                    | Departmental Rules and Regulations                             |
| 3.                    | Foundation Training                                            |
| 4.                    | General Management                                             |
| 5.                    | Project Management                                             |
| 6.                    | Financial Management                                           |
| 7.                    | Fundamental Digital Technique                                  |
| 8.                    | Computer Programming & Application-I                           |
| 9.                    | Computer Programming & Application-II                          |
| 10.                   | International Telecommunication Organization & their Functions |
| 11.                   | Instructor Technology                                          |
| 12.                   | Senior Officers Management                                     |
| <b>B.</b>             | <b>TRANSMISSION FACULTY :</b>                                  |
| 1.                    | Basic Transmission                                             |
| 2.                    | Analog Radio System (MW, UHF, VHF)                             |
| 3.                    | Pulse Code Modulation                                          |
| 4.                    | Digital Line Transmission                                      |
| 5.                    | Digital Radio System                                           |
| 6.                    | Satellite Communications                                       |
| 7.                    | Network Planning                                               |
| <b>C.</b>             | <b>SWITCHING FACULTY :</b>                                     |
| 1.                    | Manual Telegraphy & Telephone Sys.                             |
| 2.                    | Private Automatic Brach Exchange                               |
| 3.                    | External Line Plant                                            |
| 4.                    | Power Plant & Air-conditioning                                 |
| 5.                    | EMD Switching System                                           |
| 6.                    | Teletraffic Engineering                                        |
| 7.                    | Microprocessor                                                 |
| 8.                    | Stored Programme Controlled Switching System                   |
| 9.                    | NEAX-61 SPC Exchange                                           |
| 10.                   | DATA Transmission/Telex & Teleprinter                          |

# **Bangladesh Railway Training Academy**

## **Chittagong**

– Md. Abdul Matin

### **Section-1**

#### **1.1 Background Information**

Bangladesh Railway Training Academy (BRTA) was established in June, 1976 and its training activities had been started in January, 1979. It was set up by the circular of Ministry of Communication, No F & B/IB-2/78-179, dated 29.11.1979 and it is being directed by the Training Rules of 1990 of that ministry. Top of the management post is called 'Rector' which is equivalent to joint secretary rank. It is a government organization.

The background of its inception is; there was a railway training organization at Walton in Lahore in undivided Pakistan to train the railway personnel for developing their knowledge and skill in maintenance, supervision and operation of railway department. After liberation war in 1971, a terrible gap was felt in the training and eventually this academy had been established to fulfil the training need of Bangladesh Railway personnel.

#### **1.2 Objectives**

The main objectives of the BRTA is to train the railway personnel for maintenance, operation and supervision of the Bangladesh Railway, to develop their efficiency in punctuality, security and to inform them all the laws, rules and regulations regarding railway code.

At present the BRTA is imparting the training courses for various level of its personnel both of the newly appointed and promotee employees.

#### **1.3 Level of Trainees**

All the railway personnel are included in the ambit of its training activities. The levels of trainees are as follows :

- a) BCS (Railway) officers (newly recruited)
- b) SSAE
- c) Traffic Inspectors (TI) and junior TIs
- d) Traveller Ticket Examinars, Ticket Collectors, Guards, Yard Masters, Points Men, Shunting Posters..
- e) CTNL, GTNL, TNL (Traffic section)
- f) Third class employees
- g) Inspectors, Asstt. Inspectors, Deputy Asstt. Inspectors (RNB Section)
- h) MS, MIC, MSM, (Signal Division)
- i) Mates, Head Mates, Workers, Machanics
- j) Cashiers, Auditors, Junior Auditors (Account section)

All the trainees are Domestic. No foreign trainees are trained here.

## Section-II

### Physical Infrastructure and Accommodation

The BRTA is established on its own land of 86.90 acres. Its houses and accommodation/capacity is reflected in table-1

Table-1  
Houses and accommodation

| Houses/Rooms |                   | Number | Accommodation |
|--------------|-------------------|--------|---------------|
| 1.           | Office room       | 15     | -             |
| 2.           | Class room        | 20     | 600           |
| 3.           | Dormitory         | 2      | 168           |
| 4.           | Cafeteria/Canteen | 1      | 100           |
| 5.           | Auditorium        | 1      | 200           |
| 6.           | Model room        | 1      | -             |
| 7.           | Dining hall       | 1      | 70            |
| 8.           | Conference room   | 1      | 24            |

80% of the total capacity is used in this institute as per its given statement.

## **Section-III**

### **Manpower of the Organization**

#### **3.1 Manpower**

It has total 27 officers of whom 12 are first class and 15 are second class officers. All are its own officers and nobody is in deputation or in contract basis. Among the officers, 26 persons playing their role as trainer. Only 19% Guest trainers is engaged in training. Number of third class employee is 22 and fourth class is 31, who are the staffs in training.

#### **3.2 Education and Training of the personnel**

Among the 27 officers, 3 are Master degree and 10 are Bachelor degree holders. Rest 17 are SSC and HSC degree holders. There is no Diploma, M.Phil or Ph.D degree holder officer.

All the 26 trainers are obtained training within the country in their relevant fields. Among them 7 have got training from abroad.

#### **3.3 Experience**

All 26 trainers possessing the experience as trainer. Among them 2 are 16-20 years, 1 is 11-15 years, 5 are 6-10 years and 18 are below 5 years experienced in training. Their experience of field level services also mentionable. 15 have above 21 years, 4 have 16-20 years, 4 have 11-15 years and 7 have 6-10 years field level experience of services.

It has no career planning for its officials and nobody is obligated for research work and publication. Even there is no provision of regular seminar arrangement.

## **Section-IV**

### **Training Activities**

It has 10 sectors of training and every sectors have some different training courses. The table-2 depicts the picture of training with duration, level and objectives.

**Table-2**  
**Title, Duration, Level of Trainees and Main Objectives**

| Sl.No. | Title of the Courses                                            | Duration | Level of the Trainees          | Main Objectives                                  |
|--------|-----------------------------------------------------------------|----------|--------------------------------|--------------------------------------------------|
| 1.     | Basic Course                                                    | 18 weeks | BCS (Railway) officers         | Basic training of train operation                |
| 2.     | Engine repairing and maintenance course                         | 4 weeks  | Supervisors                    | Acquaintance with new technology and maintenance |
| 3.     | Course of Carriage and Wagon repairing and maintenance          | 4 weeks  | Do                             | Do                                               |
| 4.     | Rail track building, repairing and maintenance                  | 4 weeks  | Do                             | Do                                               |
| 5.     | Rail Bridge building and others works repairing and maintenance | 4 weeks  | Do                             | Do                                               |
| 6.     | Traffic Inspector and junior Traffic Inspector training Course  | 4 Weeks  | TI & JTI                       | Train operation and security maintaining         |
| 7.     | CTNL, DTNL and TNL Training Course                              | 4 weeks  | CTNL, DTNL and TNL             | Do                                               |
| 8.     | Station Masters and Assistants Training Course                  | 4 Weeks  | SM and ASM                     | Do                                               |
| 9.     | Guard training course                                           | 3 weeks  | Guard                          | Do                                               |
| 10.    | Goods coaching Asst. Trg. Course                                | 4 weeks  | G.C.A                          | Do                                               |
| 11.    | TTE and TC trg. Course                                          | 2 weeks  | TTE and TC                     | Do                                               |
| 12.    | YM and AYM Trg. Course                                          | 3 weeks  | YM and AYM                     | Do                                               |
| 13.    | Points man and Shunting Poster trg. Course                      | 2 weeks  | PM and SP                      | Do                                               |
| 14.    | TNT and TYC trg. Course                                         | 3 weeks  | TNT and TYC                    | Do                                               |
| 15.    | Gate man trg. Course                                            | 2 weeks  | Gate man                       | Do                                               |
| 16.    | SSAE and SAE trg. Course                                        | 4 weeks  | SSAE and SAE                   | skill Development                                |
| 17.    | LE and Train Lighting scott Trg. Course                         | 4 weeks  | LE and T.L.S                   | Professional Skill Development                   |
| 18.    | Machnics (electric) and C. Lineman/Wareman trg.                 | 4 weeks  | Mechanics, C. Lineman/Wore man | Do                                               |
| 19.    | SSAE, SAF (Signal) trg.                                         | 4 weeks  | SSAE, SAE                      | Do                                               |
| 20.    | MS, MIC, MSM trg. Course                                        | 4 weeks  | MS, MIC, MSM                   | Do                                               |
| 21.    | SSAE, SAE Trg. Course                                           | 5 weeks  | SSAE, SAE                      | Do                                               |

| Sl.No. | Title of the Courses                          | Duration | Level of the Trainees               | Main Objectives                |
|--------|-----------------------------------------------|----------|-------------------------------------|--------------------------------|
| 22.    | LDA, MC Trg. Course                           | 5 weeks  | LDA, MC                             | Professional Skill Development |
| 23.    | Office Mgt. Course                            | 5 weeks  | Asst. Admn. officers and Inspectors | Do                             |
| 24.    | Establishment and Budget Trg. Course          | 5 weeks  | Office Asst.                        | Do                             |
| 25.    | Orientation Course                            | 5 weeks  | Do                                  | Do                             |
| 26.    | SRAS Trg. Course                              | 10 days  | 2nd class officers                  | Do                             |
| 27.    | Junior Auditor Trg. Course                    | 20 days  | 3rd class employee                  | Do                             |
| 28.    | Asst. Commandant, R & B Trg. Course           | 4 weeks  | Asst Commandants                    | To preserve Railway Assets     |
| 29.    | Head Inspector, Inspector and RNB Trg. Course | 4 weeks  | H.Inspector. Inspectors             | To preserve Railway Assets     |
| 30.    | Deputy Inspector, RNB Trg. Course             | 4 weeks  | Deputy Inspectors                   | Do                             |

### Section-v

### Target and Achievement of Training (Last 6 Years)

Here target and achievement of last 6 years in training activities of the BRTA is stated in table-3.

Table-3

### Target and Achievement of Training (1989-1994)

| Calendar year | Target | Achievement | Percent | No. of Courses |
|---------------|--------|-------------|---------|----------------|
| 1989          | 2,309  | 897         |         | 85             |
| 1990          | 1,688  | 750         |         | 71             |
| 1991          | 2,157  | 897         |         | 82             |
| 1992          | 1,376  | 631         |         | 79             |
| 1993          | 1,316  | 566         |         | 91             |
| 1994          | 1,302  | 618         |         | 103            |

It has rendered its training to 9,667 trainees where target was 11,402 from its inception to December 1995. The percentage of achievement is 84.78 according to their opinion. It is also mentionable that it has no back-log for training in railway department. The organization has the right to nominate the trainees directly from any section or department of railway division.

## Section-VI

### 5.1 Training Methods, Training Aids and Training Materials

The principal training method used in the BRTA is lecture method (60%) followed by practice method (20%). Discussion method also used (10%). Rest are assignment method (5%) and seminar method (5%). No syndicate, role play, simulation or case study method are used in the BRTA.

Table-4 shows the list of training Aids are used in the BRTA

Table-4

Training Aids used in the BRTA

| Name                 | Number |
|----------------------|--------|
| Mice/PA system       | 1      |
| Overhead Projector   | 1      |
| White/Black board    | 10     |
| Display board        | 2      |
| Photo copier machine | 2      |
| Duplicating machine  | 1      |
| Computer             | 1      |
| Type machine         | 10     |
| Video camera         | 1      |
| Television           | 4      |
| VCP                  | 1      |
| Audio recorder       | 1      |
| Camera               | 1      |

## 5.2 Training Materials

Handouts and out lines of the topics are distributed often in training sessions. Manuals and related books are lent to the trainees in every courses. Sometimes handbooks and modules are also distributed. Normally the training materials are supplied while the sessions are being occurred.

### Section-VII

#### Evaluation System

The trainees are evaluated in form of written, oral and practical examination. On the other hand, the trainers, course management, syllabus and organization are orally evaluated by the trainees. Naturally the trainees could not express their actual view when it is occurred in open forum. There is no pre and post trainees' evaluation system by a similar set of question.

### Section-VIII

#### Budget and Actual Expenditure

The budget and expenditure of last 6 financial years is mentioning in the table no. 5

Table-5

#### Year-wise Budget and Expenditure

| Financial Year | Budget      | Actual Expenditure |
|----------------|-------------|--------------------|
| 1989-90        | 34,82,000/- | 31,27,000/-        |
| 1990-91        | 65,97,000/- | 59,50,000/-        |
| 1991-92        | 80,93,000/- | 83,24,000/-        |
| 1992-93        | 74,53,000/- | 71,22,000/-        |
| 1993-94        | 62,20,000/- | 74,20,000/-        |
| 1994-95        | 68,96,000/- | 77,17,000/-        |

In 1995-96 financial year the organization has the recurring budget of taka 75,22,000/-. Average income from course fees and others of the organization is taka 1,44,000/- per anum. In last 6 years the income has amounted taka 8,64,000/-. In this organization per trainees expenditure is taka 855/- only.

## **Section-IX**

### **Publication, Library, Research Work, Seminar and Workshop**

It has no publication at all. Only annual report is considered as regular publication. 21 annual reports have been published. It has one library comprising 1465 sq. feets. 24 persons can read together. Total number of entry books is 3,222. It has 33 domestic and 157 foreign journals in total. Foreign journals are not subscribed regularly. It has no separate budget for the library.

No research work has been done by this organization. Only 2 seminars has been held till 1995, where total participants were 55. No workshop has been arranged till date.

## **Section-X**

### **Permanent Skill Creating Courses of the Organization**

It has 3 permanent skill creating courses. They are :

- a) Fundamental Course,
- b) Refreshers Course. and
- c) Promotional Course.

The fields where permanent skills are being created are as follows :

- a) Train operation
- b) Engine Maintenance
- c) Boggy Maintenance
- d) Rail line Maintenance
- e) Signal Maintenance
- f) Logistic Management
- g) Office Management

## Section-XI

### Others Activities of the Organization and its Evaluation

Other than training programme this organization is maintaining some picicuture activities in some ponds of its premises. It has planted varieties trees in its own land and by this afforestation programme it is keeping its premises green and makes it a source of income :

It has sent some recommendation to the Bangladesh Railway Authority to take necessary action regarding nomination of departmental employees for training and to ensure their enrollment. No organizational evaluation has been made by the out sider, expert or by own personnel Till date

## Section-XII

### Comment of the Researcher

The BRTA is a big training organization on the basis of its large and fascinating premises. It is very nice to look at. The trainers are permanent and experienced. But lecture and practice method of training made its training activities very much monotonous.

Here some recommendations are made for the betterment of BRTA.

1. The class rooms arte made as secondary school pattern. They are not well equipped, and tidy. Arrangement of chair-benches do not create the training atmosphere. PA system and microphone setting, overhead projector and whiteboard using and round shape arrangement of trainees seating posistion can create a model training classroom.
2. Training aids are not adequate. Particularly lack of computer and overhead projector finder the training programme. Adequate number of those equipments including photocopier machine should be procured.
3. Library facilities and collection of books and modern international journals are not upto the mark. It can be extended both of the books and facilities.

4. Training need assessment and follow up researches system for any kind of training programme. This should be mandatory for this organization.
5. The modern idea and technology can be adopted from foreign experts and trainers if the foreign experts are been called by the BRTA. Even visisting to developed countries for the trainees can bring effective result to modernize the training and railway operation system.
6. Career planning of the trainers and publication programme should be introduced, which can help the BRTA to build an excellent training academy.

# **Regional Public Administration Training Centre Chittagong**

**– Md. Abdul Matin**

## **Section-I**

### **Description of the Organization**

The Regional Public Administration Training Centre (RPATC), Chittagong, was established in April 28, 1984 by the Ordinance No. XXXI of 1984. It is directed and guided by the regulation of 'Bangladesh Public Administration Training Centre, 1992.' One Deputy Director works as head of this organization, which post is equivalent to Senior Assistant Secretary. Appointment of that post is made by the authority of Bangladesh Public Administration Training Centre (BPATC). It is an autonomous organisation under the administration of BPATC.

The main objectives of this organization is to impart training the officers and staff of government, semi-government and autonomous organizations of Chittagong Division and make them efficient for further promotion.

The trainees of this organization are as follows :

- a) First class government officers
- b) Second class government officers
- c) Third class government employees
- d) Fourth class government employees

No foreign trainees are allowed here for training.

## **Section-II**

### **Physical Infrastructure of the Organization**

The organization is established on 0.81 acre of its own land. The physical structure and capacity are mentioned in the table-1.

Table-1  
Physical Infrasstructure

| Rooms         | Capacity/Accomodation |
|---------------|-----------------------|
| Office room 8 | --                    |
| Class room 3  | 90 person             |
| Dormitory 1   | 50 "                  |
| Auditorium 1  | 150 "                 |
| Dining hall 1 | 20 "                  |

It has no seminer/syndicate room, canteen, gimnasium, sweeming pool etc. At present 90% of its capacity is used as per authority's comment.

### Section-III

#### Manpower/Human Resource

It has 3 first class and 2 second class officer, of them 3 are its won officers and 2 are on deputation. Deputationists are working here from last 3 years. In total 4 of them are performing the duty as trainer. It has 12 third class and 8 fourth class staff. About 40% Guest trainers are performing the training duty.

Among the 5 officers, 3 are of Master degree and 1 is H.S.C and diploma (Electric) degree holders. No body has foreign degree or training. Only 2 of them have taken-in country training e.g., foundation training, training of trainers and law and administration course.

In respect of efficiency and experience, among the 5 officers only 1 has 11-15 years and 2 have below 5 years experience as trainers. Rest 2 have no experience of training at all. Only one has earned 6-10 years experience of teaching. Two officers have field level administration experience of which one for below 5 years and other for 6-10 years.

The organisation has no career planning. It is not mandatory for them to accomplish research report. No regular faculty seminar is arranged there.

Table-1  
Physical Infrasstructure

| Rooms         | Capacity/Accomodation |
|---------------|-----------------------|
| Office room 8 | --                    |
| Class room 3  | 90 person             |
| Dormitory 1   | 50 "                  |
| Auditorium 1  | 150 "                 |
| Dining hall 1 | 20 "                  |

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### Section-IV

### Training Courses, Objectives, Duration and Level of Trainees

It has a long list of training courses and subjects. The list is stated in the table-2

Table-2

Training Courses, Duration, Level of Trainees and objectives

| Sl.No. | Name of the Courses                      | Duration | Level of trainees                              | Objectives of the Course                                                                     |
|--------|------------------------------------------|----------|------------------------------------------------|----------------------------------------------------------------------------------------------|
| 1.     | Financial Mgt. Course                    | 2 weeks  | 1st class officers                             | Theoretical and Practical knowledge of financial Mgt.                                        |
| 2.     | Conduct and Discipline Course            | 1 week   | -do-                                           | Theoretical knowledge of conduct and discipline rules.                                       |
| 3.     | Disaster Mgt. Course                     | 1 week   | People's representative and 1st class officers | Pre and post disaster Mgt.                                                                   |
| 4.     | Office Mgt. Course                       | 2 weeks  | 2nd class officers                             | Office Mgt. financial Mgt. and administrative Mgt.                                           |
| 5.     | Fundamental office Administrative Course | 4 weeks  | 3rd class staff                                | Public Administration staff mgt., office mgt. and Financial Administration.                  |
| 6.     | Type training Course                     | 4 weeks  | Typist (English)                               | Bengali type training                                                                        |
| 7.     | Office supervision Course                | 1 week   | 3rd class staff                                | Office supervision and Mgt., Budgeting and staff admn.                                       |
| 8.     | Stenography Course                       | 8 weeks  | Steno typists and Steno-graphers (English)     | Bengali stenotyping and stenographing                                                        |
| 9.     | Bench clerk training course              | 1 week   | Bench clerks of the court                      | i) Maintaining criminal documents ii) helping the magistrates and judges in judicial process |
| 10.    | Type machine preservation course         | 1 week   | Typist                                         | Type machine preservation and maintenance with light repairing                               |

| Sl.No. | Name of the Courses                      | Duration | Level of trainees                           | Objectives of the Course                                                                               |
|--------|------------------------------------------|----------|---------------------------------------------|--------------------------------------------------------------------------------------------------------|
| 11.    | Conduct and Discipline Course            | 1 week   | Third class staff                           | i) Knowledge of conduct and discipline. ii) to help the officer in the process of Disciplinary action. |
| 12.    | Certificate Asst. Training Course        | 1 week   | Certificate Assistants and equivalent staff | i) Knowledge regarding certificate activities<br>ii) Land laws (Brief)                                 |
| 13.    | Tahsildar Training Course                | 2 weeks  | Tahsildars and Asst. Tahsildars             | i) Renewal laws<br>ii) Revenue collection<br>iii) to help the land officers                            |
| 14.    | Register and Record Mgt. Course          | 1 week   | 3rd class employee                          | i) Register and record maintaining.<br>ii) Maintaining communication with other offices.               |
| 15.    | Financial Administration Training Course | 2 weeks  | Head Asst. Cashier and equivalent staff.    | Financial admn. (theoretical and practical)                                                            |
| 16.    | Bill preparation and preservation course | 1 week   | Cashiers, Bench clerks                      | Bill preparation knowledge and practice.                                                               |
| 17.    | Audit objection meet up course           | 1 week   | -do-                                        | Audit objection meet up knowledge.                                                                     |
| 18.    | Human relation and Decorum course        | 4 days   | 4th class employee                          | Knowledge of Decorum, courtesy, behaviour etc.                                                         |

### Section-V

#### Target and Achievement of Training (Last 6 Years)

It is revealed from the data that annual target of this organisation is never achieved in last 6 years. Here target and achievement is mentioned in table-3.

**Table-3**  
**Target and Achievement of Training**

| Financial year | Target | Achievement | Percent | Total No. of Courses |
|----------------|--------|-------------|---------|----------------------|
| 1989-90        | 1380   | 863         |         | 35                   |
| 1990-91        | 1375   | 932         |         | 37                   |
| 1991-92        | 1420   | 690         |         | 37                   |
| 1992-93        | 1370   | 861         |         | 38                   |
| 1993-94        | 1400   | 829         |         | 35                   |
| 1994-95        | 1220   | 927         |         | 34                   |

This organization has fulfilled its 64.16% of target from its inception to December, 1995. The target was 13875 and achievement was 8,903. The number of back-log of training is not calculated because it is not available the actual number of govt. semi-govt. and autonomous staff and officers in its record. . The organization has possessed the capacity to seek nomination from various offices.

## Section-VI

### Training Methodology and Training Aids

Lecture method is the dominating training method used in this organization and it comprises 50%, followed by practice method 20%. Discussion method is used 10% and case study (8%), role play (7%), Assignment (5%) are used in this organization as the training method.

Helping tools and instruments used in the training activities are showed in the table-4

**Table-4**  
**No. of tools and Instruments**

| Instrument               | Number |
|--------------------------|--------|
| a) Mice/PA system        | 2      |
| b) Overhead Projector    | 3      |
| c) White and Black board | 5      |
| d) Photo copyer          | 1      |
| e) Duplicating machine   | 2      |
| f) Type machine          | 34     |

It supplies handouts of the training topic regularly in every courses and also related books often. Normally they are supplied in the beginning of the courses.

## Section-VII

### Evaluation System

Performance of the trainees are always evaluated by the organization with these systems :

- a) Pre and post examination
- b) Report writing and presentation
- c) Case study writing
- d) group discussion
- e) practice in the class room
- f) Punctuality/Attendance
- g) Conduct and behaviour

The trainers are also evaluated by the trainees in the closing day of any course. Besides, they are also evaluated by the authorities indirectly when they delivered speech or in the time of demonstration.

Course Management is evaluated by the trainees in the closing day of any course. The trainees also evaluate the subject and syllabus of the courses and entire organizational facility and management.

The organization has no system to evaluate the efficacy of the training courses by post test of the trainees with a particular questionnaire or by follow-up system.

## Section-VIII

### Budget and Actual Expenditure

The Budget and actual expenditure of the organization ( for last 6 years) are mentioned in table-5

table-5  
Budget and Actual Expenditure (Last 6 FY)

| Finance Year | Budget      | Actual Expenditure |
|--------------|-------------|--------------------|
| 1989-90      | 11,44,300/- | 10,73,816/-        |
| 1990-91      | 12,15,000/- | 11,47,417/-        |
| 1991-92      | 12,69,766/- | 12,44,926/-        |
| 1992-93      | 20,67,811/- | 20,09,604/-        |
| 1993-94      | 20,28,833/- | 17,42,375/-        |
| 1994-95      | 20,51,370/- | 15,69,934/-        |

It has no own capital. The recurring budget of 1995-96 is taka 20,25,000/-. It has earned from 1980-90 Fiscal year 1,13,295 taka. Per trainees expenditure is approximately 232 taka.

## **Section-IX**

### **Permanent Skill Creating Courses of the Organization**

The organization has some training courses for creating relatively permanent skill and efficiency for the trainees. They are as follows :

1. Financial Admn. Course
2. Office Mgt. Course
3. Fundamental Office Admn. Course
4. Bench Clerk's Training Course
5. Certificate Assistant's Course
6. Tahsildar's Training Course
7. Office Supervision Course
8. Bill Preparation and Preservation Course
9. Audit Objection Meet-up Course

It is expressed by the organization that in following fields the trainees has earned upmost skill. which is considered permanent for them. The fields are :

1. Type training
2. Stenography
3. Type machine preservation and light repairing
4. Bill preparation and preservation

## **Section-X**

### **Publication, Research, Seminar, Workshop and Library**

It has a 2,880 sq. feet library room and 11,300 books and journals. The library room has the accommodation for 30 person's. But no national and foreign journal regular subscription system. The annual budget of the library is taka 20,000/- only. The organization has not conducted any research and no publication so far. It has published annual training calendar regularly by the assistance of BPATC. No seminar or workshop has been arranged.

## **Section-XI**

### **Evaluation of the Organization**

Neither self nor out side evaluation has been made on this organization hitherto. In 1995, BPATC evaluated its target and achievement and prevailing problems, which may be considered a partial evaluation.

## **Section-XII**

### **Comment of the Researcher**

#### **7.1 Major Problems**

The Regional Public Administration training Centre, Chittagong is infact a branch of BPATC and is controlled and guided by BPATC. It has good Training atmosphere, premises and it is well manned. Some basic problems are detected which are mentioned below :

1. The organization is always facing the problem of getting sufficient trainees to fulfil the target.
2. Staff training is not compulsory for any organization and it is not considered as a factor for promotion of the staff. Therefore many organizations and the staff both are reluctant to get training from RPATC, Chittagong. Some times some organizations nominate their staff for training, but the nominee does not attend the respective training course.
3. Training allowances for the trainees are too poor to attract the nominee. As a result, selected trainees try to avoid toget training. Most of the cases they cleverly manage to get sid of attendance at training course.
4. It has no career planning for its manpower separated. It is done by BPATC and that also be considered not up to the mark.

5. Lack of regular news papers and journals, has made the organization rather handicapped. Related newly published books, manuals and guides also not available here. Besides, the library seems to be under used. The personnel of the library lack professional expertise.
6. Research works are not encouraged by the fund and not mandatory for promotion or career planning. Follow up evaluation of the training courses are fully absent here.
7. No training methods and syllabus updating programme have been taken by the organization. Therefore some training courses lost their credit and efficacy.

## 7.2 Recommendations

1. Staff training should be made compulsory and obligatory for every employee for their promotion and career planning.
2. "Stand Release" system for nominated trainees should be introduced, as it is made for the cadre officers for Foundation, ACAD and Senior Staff Courses.
3. "Training Allowances" for the trainees can be increased which may be counted attractive for the trainees. Thus target of the organization will be fulfilled.
4. Separate career planning for all RPATC's specially RPATC (Chittagong), should be prepared. Research work, publication and training should be introduced for the trainers.
5. Training methods and syllabus should be updated by follow-up evaluation of the training courses. Adequate fund for this programme can be provided.
6. Adequate news papers, journals, periodicals and recent published books and manuals should be provided for its library. Professional staff also be employed.

7. Modern equipment for training aids and adequate number of computer should supplied for RPATC (Chittagong). Computer training course should be introduced with skilled instructors.

## **Conclusion**

It has a large premises and adequate infrastructure for staff training. It only needs adequate number of trainees and modern methods and equipment to build itself an excellent staff training institution.

# **Taxation Training Directorate/BCS (Taxation ) Academy**

## **133,133/3 New Baily Road, Dhaka**

– Musharraf Hossain Bhuiyan

### **Section-I**

#### **1.1 Background**

The Taxation Training Directorate and the BCS (Taxation) Academy are the same organization. In the 1970s the Taxation Training and Inspection Directorate was established under the National Board of Revenue. The Training and Inspection Directorate were separated in early 80s. The two Directorates were unified after the promulgation of martial law in 1982. In 1992, the Training and Inspection Directorates were again bifurcated and the BCS (Taxation) Academy was incorporated with the Training Directorate.

The Taxation Training Directorate was set up to train the subordinate officers and staff of the Income Tax Department. On the other hand, the BCS (Taxation) Academy was established to provide professional training to the officers of the BCS (Taxation) cadre. At present, a single institute called Taxation Training Directorate/BCS (Taxation) Academy is entrusted with the responsibilities of discharging both of the above functions. A Commissioner of Taxes works as the Director/Principal of the institute. It is a government organization.

#### **1.2 Goals, Objectives and Functions**

The main goals and objectives of the Directorate/Academy are as follows :

- (a) To design and implement Departmental Foundation Course for the newly-recruited Assistant Commissioners of Taxes of the BCS (Taxation) cadre and
- (b) To the field-level officers and staff.

At present the Directorate/Academy conducts of following programmes :

- (a) Regular foundation courses of 6-month duration for Assistant Commissioners of Taxes. 15 courses of this type have been conducted so far;

- (b) At least one refresher course every month for field-level officers and staff;
- (c) Registration of income tax practitioners through written and oral tests;
- (d) Holding departmental examinations for the officers of the taxation department;
- (e) Providing consultancy services to the tax-payers at the "Taxation Consultation Centre" set up by the National Board of Revenue (NBR);
- (f) Conducting refresher courses in consultation with the NBR Computer Centre of the Directorate/Academy.

### **1.3 Physical Infrastructure**

The Taxation Training Directorate/BCS (Taxation) Academy has no land or building of its own. The institution is situated at a rented house of the Kakrail area of the Dhaka city. It has 17 office-rooms, 2 classrooms, a dormitory and a television room. The capacity of the classroom is 75 and of the dormitory is 30. There is no seminar/syndicate room, conference room, auditorium, cafeteria or even dining room in the institute. According to the concerned officers of the Directorate/Academy, 80 per cent of the infrastructure and faculty capacity of the institute are being utilized at present.

## **Section-II**

### **Manpower and Faculty**

#### **2.1 Manpower**

There are 5 first class and 2 second class officers in the Directorate/Academy. 4 of them are trainers. None is appointed on deputation or contract. 80 per cent of trainers are guest speakers. There are 26 third class and 21 fourth class support staff.

#### **2.2 Faculty**

Among the officers of the Directorate/Academy, 5 hold master's degrees. All of them have attended different training courses at home. 3 have received foreign training. The officers have field experiences mostly. Among them, one has 21 years of experiences, two have 16-20 years of

experience, one has the experience of 11-15 years and one has less than 5 years of experience. One has research background and another two worked as teachers previously.

Research is not mandatory for the trainers. Often faculty seminars are held. The Directorate/Academy has a plan for faculty development. Long-term training for faculty members has been proposed under a technical assistance project.

### Section-III

#### Training Activities

##### 3.1 Areas of Training

At present the Directorate/Academy conducts 6 training courses. The duration of courses ranges from one week to 6 months. The training courses are as follows:

| Name of Course                                                                  | Duration | Level of Participants                                                                               |
|---------------------------------------------------------------------------------|----------|-----------------------------------------------------------------------------------------------------|
| Departmental foundation training                                                | 6 months | Newly-recruited Assistant Commissioner of Taxes                                                     |
| Refresher course for field officers                                             | 2 weeks  | Deputy Commissioner of Taxes/Assistant Commissioner of Taxes, Extra Assistant Commissioner of Taxes |
| Refresher course for field staff                                                | 2 weeks  | Inspector of Taxes/Head Assistant/UD Assistant/Office Assistant                                     |
| Short-term training for Inspectors of Taxes                                     | 2 months | Newly-appointed Inspector of Taxes                                                                  |
| Short-term training for staf (at Chittagong, Khulna, Rajshahi and other places) | 1 week   | Third class employees serving outside Dhaka.                                                        |
| Computer Training                                                               | 2 weeks  | Computer Operators of the National Board of Revenue.                                                |

The departmental foundation training aims at developing newly-recruited officers as civil servants and orientating them with the fundamentals of taxation laws and functions. The objective of the refresher courses for field officers and staff is to update the knowledge of the participants on lasws relating to income tax and other direct taxes, office procedure, accounts and other governmental laws, rules and regulations. The short-term training for Inspector of Taxes and the third class employees serving outside Dhaka are aimed at improving their skill through providing

them basic knowledge about income tax laws, office procedure of the taxation department, conducting esquires, survey, preparation of survey report and other related subjects. The objective of the computer course is to prepare the newly-recruited operators for discharging their responsibilities in the Taxation department.

The number of courses conducted by the Directorate/Academy during the last three years and the number of their participants are shown at Table-1 :

Table-1 : Number of Courses and Participants

| Year    | Number of Courses | Number of Participants |
|---------|-------------------|------------------------|
| 1992-93 | 04                | 106                    |
| 1993-94 | 13                | 316                    |
| 1994-95 | 08                | 290                    |

During the period from 1992 to December 1995, the target of participants was 1000. Out of this target 712 officers have been trained. The rate of the achievement of target is 71%. Man-days spent annually in training is 3,712 on an average.

The nominations of the newly-recruited officers of the BCS (Taxation) cadre for their departmental foundation courses are sought through the concerned ministry. The Directorate/Academy itself seek nominations in case of refresher courses at all levels.

### 3.2 Training Methodology

A list of training methods followed in the Directorate/Academy is shown at Table-2 :

Table-2 : Training Methods

| Name of the Method    | Percentage to use |
|-----------------------|-------------------|
| Lecture               | 90%               |
| Exercise              | 03%               |
| Discussion and Review | 07%               |

Seminar, Syndicate, Case Study, Role play etc. as training methods are yet to be introduced.

At present the Directorate/Academy has the following training aids :

|                         |   |
|-------------------------|---|
| a. Microphone/PA system | 1 |
| b. Overhead Project     | 1 |
| c. Black Board          | 2 |
| d. Photocopier          | 1 |
| e. Duplicating Machine  | 2 |
| f. Computer             | 8 |
| g. Typing Machine       | 5 |

Handouts on different topics are distributed among the participants. These handouts are usually distributed on the first day of the course. Copies of manuals are distributed among the participants of the departmental foundation courses.

### 3.3 Evaluation System

Participants' performance is usually evaluated through written tests. Course curriculum, management and effectiveness of training are evaluated by the participants through questionnaires.

### 3.4 Impact of Training

The trainers of the Directorate/Academy think that the professional skill of the participants enhances through the training conducted by them, particularly the refresher courses. According to them, participants are developing long-term skills in the following areas through these training courses :

- a. Taxation laws;
- b. Assessment of taxes;
- c. Creations of demand and collection of taxes;
- d. Office administration; management and training;
- e. Application of computers.

## Section-IV

### Research, Publication and Library

The Directorate/Academy has not conducted any research so far. It has not yet published any journal, periodical, bulletin, annual report or training calendar.

The Directorate/Academy has a library of its own. The area of the library is 783 square feet. The capacity of the library in terms of sitting arrangement is 30. The library has a collection of 3,092 books. The library subscribes a domestic periodical. Steps have been taken to increase the number of periodicals. The annual budget of the library is taka 4 lac.

## Section-V

### Budget and Expenditure

Table 3 will show the picture of budget allocations and actual expenditures of the Directorate/Academy for the last three years :

Table 3 : Budget Allocation and Actual Expenditure  
(in Taka)

| Financial Year | Budget Allocation | Actual Expenditure |
|----------------|-------------------|--------------------|
| 1992-93        | 1,31,000          | 29,91,000          |
| 1993-94        | 53,40,000         | 47,12,000          |
| 1994-95        | 44,00,000         | 43,89,000          |

The Directorate/Academy does not charge any course fee because it is a full-fledged government organization and all of the participants are government officers and staff.

## **Section-VI**

### **Comment of the Researcher**

#### **6.1 Major Problems**

The following problems of the Directorate/Academy are identified through analysis of the information collected and discussions with concerned officials :

- a. The Taxation Training Directorate/BCS (Taxation) Academy has no land or building of its own. The rented house of the institute lacks adequate space and suitable environment for training. Some of the training courses are to be conducted outside Dhaka for want of space;
- b. Classroom facilities of the Academy are also inadequate. The classroom of the training course conducted for the officers of the BCS (Taxation) cadre is not air-conditioned. Therefore, the participants cannot pay full attention to studies;
- c. The training programmes of the Academy have to be confined to traditional activities for want of an auditorium. Formal inauguration and closing of training courses and organizing social and cultural functions are impossible without an auditorium and related facilities;
- d. Physical exercises and games cannot be included in training programmes for lack of open spaces at the Academy premises and adequate sports equipment; although physical exercise and games should be considered an integral part of the training of young officers;
- e. The Directorate/Academy has no separated dormitory building. The same building is used for accommodation, dining and training of officers and staff;

- f. The own faculty of the Academy is inadequate. Courses are largely dependent on guest speakers. The research and publication facilities of the faculty members are very limited;
- g. The stock of training aids of the Directorate/Academy are inadequate. It is difficult to make the training programmes attractive and effective to the expected level for want of modern and appropriate training aids;
- h. Library facilities of the Directorate/Academy are very limited. The library room is not spacious; its collection is also not rich. The personnel of the library lack professional expertise;
- i. The Taxation Training Directorate/BCS (Taxation) Academy is a single institute. The officers of the BCS (Taxation) cadre and their support staff undergo training at the same place, although the environment and techniques of training of cadre officers and subordinate employees are basically different. It may be mentioned here that the Bangladesh Public Administration Training Centre (BPATC) is entrusted with the responsibilities of imparting training to both officers and staff, but on the Savar campus only officers are trained. Staff training is conducted at the four regional centres;
- j. Although BCS (Taxation) is a separate cadre, in fact its functions are complementary to those of BCS (Customs and Excise) and BCS (Audit and Accounts), BCS (Taxation) Academy is not adequately equipped to provide the kind of training which can develop *esprit de corps* among different cadres related to public finance. The mandate of the Academy also does not go up to that extent.

## 6.2 Recommendations

On the basis of above discussions, the following recommendations are made:

- a. A separate organization named "Taxation Training Institute" or so may be established under the control of the National Board of Revenue for conducting training for the second class officer and subordinate employees of the Taxation Department. Separate Physical infrastructure, manpower, training aids and other equipment may be provided for it;
- b. A larger organization named "Finance Services Academy" or "Bangladesh Institute of Public Finance" or so may be established for providing training to different levels of officers belonging to cadres like BCS (Taxation), BCS (Custom and Excise), BCS (Audit and Accounts) etc. The main objective of this organization will be to improve the standard of public finance management in Bangladesh through training, research and constancy;
- c. Provided recommendation "b" is accepted, necessary physical infrastructure, manpower, training aid and other equipment should be made available for the proposed organization. For this, the experiences of BPATC may be utilized. The proposed organization may further the cause of BPATC;
- d. If recommendations "a", "b" and "c" cannot be accepted, the Taxation Training Institute/BCS (Taxation) Academy can be reorganized under a single name as an autonomous body or an attached department. The organization may be named "Bangladesh Taxation Institute" or "Bangladesh Taxation Academy". The central campus of the organization may conduct training courses for first class officers and the training of second class officers and subordinate staff may be arranged through the establishment of several regional centres of the organization at different places of the country;

- e. Provided recommendation "d" is accepted, the organization should have its own land and building with adequate classroom, auditorium, cafeteria, dormitory and other physical infrastructure. The premises of the building should have open space for physical exercise and games and there should be adequate sport equipment and other facilities;
- f. The Academy should have adequate training aids like PA system, overhead projector, magnetic board, photocopier etc;
- g. The faculty of the Academy should be developed to reduce dependence on guest speakers and improve the standard of training. New posts of trainers on different areas of financial management should be created. Higher education and training at home and abroad should be made available for these trainers. Research and publication opportunities should also be created for faculty development;
- h. Library facilities of the Academy should be expanded with adequate space, rich collection of books and professional library staff.

## Conclusion

Reducing dependence on foreign aid, achieving self-reliance and expediting economic growth through mobilization of domestic resources are some of the prime policies of the government. The officers and staff of the taxation department can play an important role in this regard. The knowledge, skill and attitude required for discharging this responsibility can be attained primarily through training. The functions of the Taxation Training Institute/BCS (Taxation) Academy should be appreciated from the perspective.

The existing structure, manpower and equipment of the Taxation Training Institute/BCS (Taxation) Academy is not adequate for discharging the responsibilities entrusted with it. It can contribute a lot to the economic development of the country provided it can have adequate physical infrastructure, autonomy, resources, skilled faculty and modern training aids on an urgent basis and ultimately its restructuring for meeting is taken up for meeting the future challenge.

**National Women Training and Development Academy**  
**Women's Affairs Department**  
**37/3 Eskaton Garden Road, Dhaka**

– Musharraf Hossain Bhuiyan

## Section-I

### 1.1 Background

The National Women Training and Development Academy was a part of the "Jatiya Mahila Sangstha" until the establishment of the Women's Affairs department in 1984. The department was created on June 16, 1984 by merging the Bangladesh Women's Rehabilitation and Welfare Foundation, the National Women Training and Development Academy and the Women's Affairs Cell on the recommendation of the Martial Law Committee on Organizational set-up of Ministries/Divisions and Departments popularly known as the Enam Committee.

The National Women Training and Development Academy is not a separate organization. In fact, it is an unit of the Women's Affairs Department. A Deputy Director of the Department works as the Principal of the Academy. The Academy is located in the own building of the Women's Affairs Department.

### 1.2 Goals, Objectives and Functions

The main function of the National Women Training and Development Academy is to help the Women's Affairs Department in achieving its goals and objectives. The specific objectives of the Academy are :

- a. To enhance the skill of the professionals engaged in the development of women;
- b. To create awareness among women;
- c. To generate self-employment through vocational training;
- d. To help the working women in the public and private sectors to develop leadership qualities; and
- e. Development of women in the concept of human resource development.

At Present the Academy conducts the following programmes :

- a. Conduct training for the development of professional skill;
- b. Conduct training for increasing awareness of women;
- c. Conduct vocational training;
- d. Training of trainers; and Vulnerable Group Development Programme.

## **Section-II**

### **1.3 Physical Infrastructure**

The Women's Affairs Department has its own land and buildings on the Eskaton Garden Road at the centre of the Dhaka city. It has 1 acre and 1 bigha and 10 decimals of land. The National Women Training and Development Academy is housed in seven rooms of the third fourth floors of the building. Out of these seven rooms, six are used for vocational training and one for management training. The capacity of classroom is 210 for vocational training and 50 for management training.

The academy has no dormitory, cafeteria, canteen, auditorium or seminar/syndicate room. The Women's Affairs Department has a conference room which is often used by the Academy for training purpose. It has a capacity of 200 seats. According to the Principal of the Academy, 70 per cent of the existing physical facilities and faculty capacity are being utilized now.

## **Section-III**

### **Manpower and Faculty**

#### **3.1 Manpower**

The Academy has an approved manpower of 40. There are 8 posts of first class officers and 14 posts of second class officers. Out of them 6 first class and 8 second class officers are working now. Among them 4 work as management trainers and 6 work as vocational trainers. None is appointed on deputation or on contract. 80 percent of those who conduct training session are guest speakers. Among the support staff, 5 belong to the third class and 8 belong to the fourth class.

### 3.2 Faculty Position

Among the officers of the Academy, 5 have master's degrees. There is a Ph.D. holder in the Department, who shares training load. One officer received a diploma from abroad. All first class officers of the Academy are trained at home and abroad. The training courses they attended are mostly related to training methodology and office management.

Most of the trainers are experienced. The range of their experiences vary from training, research and field-work. The authorities have a plan for faculty development, but that is short-term and domestic. Research and publication is not mandatory for the faculty members. Often faculty seminars are held.

## Section-IV

### Training Activities

#### 4.1 Areas of Training

At present the Academy conduct 13 training courses. The duration of training ranges from one to two weeks. The participants of these courses are engaged in the socio-economic development of women either directly or indirectly. The main objective of these training courses is to develop the skill of participants in their respective occupations. The Academy conducts the following courses :

| Sl.No. | Name of the Course                             | Level of Participants                                     |
|--------|------------------------------------------------|-----------------------------------------------------------|
| 1      | Special management course on women development | Officers from head office, district and thanas            |
| 2      | Management of financial administration         | UDA-cum-Accountants                                       |
| 3      | Law training on women                          | LDA-cum-Typist                                            |
| 4      | Leadership development training for NGO women  | NGO representatives.                                      |
| 5      | Day care programme                             | NGO representatives Field officers (under revenue budget) |
| 6      | Sanitation                                     | Field officers (under revenue budget)                     |
| 7      | VGF programme management                       | Office employees                                          |
| 8      | Office management                              | Officers (under revenue budget)                           |
| 9      | Gender and development                         | Project officers and staff                                |
| 10     | Project management                             | Field officers and NGO representatives                    |
| 11     | Child rights                                   | Field officers and NGO representatives                    |
| 12     | Awareness building for women                   | Rural distressed women and urban interested women         |
| 13     | Vocational training                            |                                                           |

A picture of the training targets and achievement of the Academy is shown at Table-1. It does not include vocational training.

Table-1 : Training targets and achievements

| Year    | Targeted Participants | Achievement | Number of Course |
|---------|-----------------------|-------------|------------------|
| 1989-90 | 100                   | 90          | 3                |
| 1990-91 | 200                   | 195         | 8                |
| 1991-92 | 200                   | 190         | 8                |
| 1992-93 | 125                   | 125         | 5                |
| 1993-94 | 150                   | 140         | 6                |
| 1994-95 | 750                   | 740         | 30               |

Achievement of training targets is satisfactory. Total man-days spent in training per year is about 12,000 on an average. Usually the Academy seeks nominations of participants directly. Often nominations are sought through the Women's Affairs Department.

## 4.2 Training Methodology

The training methodology followed in the Academy are shown at Table-2.

Table-2 : Training Methods

| Sl. No. | Name of the Method | Percentage of Use |
|---------|--------------------|-------------------|
| 1       | Lecture            | 30%               |
| 2       | Simulation         | 02%               |
| 3       | Role play          | 05%               |
| 4       | Exercises          | 10%               |
| 5       | Assignment         | 10%               |
| 6       | Seminar            | 03%               |
| 7       | Field work         | 10%               |
| 8       | Review discussion  | 15%               |
| 9       | Others             | 15%               |

The syndicate method is not in use in the Academy. Considering the level of participants it is not, however, necessary.

The following training aids are available in the Academy :

| Name of the Aid          | Number |
|--------------------------|--------|
| a. Microphone            | 1      |
| b. Overhead projector    | 2      |
| c. Black board           | 8      |
| d. Display board         | 4      |
| e. Photocopier           | 1      |
| f. Duplicating machine   | 1      |
| g. Computer              | 3      |
| h. Typing machine        | 46     |
| i. Video camera          | 1      |
| j. Television            | 1      |
| k. VCR                   | 1      |
| l. Audio cassette player | 1      |

Out of 46 typing machines, 42 are used for training classes and the remaining 4 are used for office-work.

Handouts are distributed among the participants/Normally this is done the opening day of the course. In some courses, handbooks/manuals on concerned subjects are distributed among the participants.

### 4.3 Evaluation System

The following evaluation methods are used for the assessment of course participants :

- Evaluation form;
- Testing practical skills;
- Field trips and examination of reports thereof;
- Written test.

The following methods are used for the assessment of trainers:

- Rating in evaluation forms by the participants;
- Discussion with the participants;
- Monitoring by the course coordinator and rapporteurs.

Evaluation forms are used and discussions are held with participants for the assessment of coursed management. The course curricula are regularly evaluated by the participants, trainers and senior managers. Pre-course and post-course tests of the participants through same set of questions are in practice.

#### **4.4 Impact of Training**

Academy officials believe that the professional skill of government officers and staff as well as NGO workers engaged in the socio-economic development of women are increasing through the management training conducted by the Academy. The vocational training provided by the Academy is contributing towards self-employment, income generation and empowerment of women.

The course are producing long-term skill of women in the following areas :

- a. Application of computers;
- b. Secretarial science;
- c. Leather crafts;
- d. Boutique and screen printing;
- e. tailoring;
- f. Embroidery.

### **Section-V**

#### **Research, Publications and Library**

The Academy did not conduct any citable research since its inception. The Academy has so far published a book and an irregular bulletin. It has twice published training calendars. The Academy does not publish any separate annual report. The annual report of the Women's Affairs Department contains, among other things, the activities of the Academy.

The Academy has its own library. It has an area of 28X24 square feet. It has capacity of 8 readers. The library has a collection of 3,000 books. It has 500 volumes of domestic and .91 volumes of overseas journals. The annual budget of the library is about 25,000 taka.

## **Section-VI**

### **Financial Management**

The National Women Training and Development Academy has no budget allocation of its own. The expenses of the Academy are borne from the budget allocation of the Women's Affairs Directorate. Training experiences are met from the following income sources :

- a. A component of the revenue budget of the Women/s Affairs Directorate;
- b. Allocations in the training heads of different development projects under the Women Affairs Directorate;
- c. course fees paaid by the non-governmental participants.

The annual average income from course fees and other sources is about one lac taka. It is difficult to calculate the average training expenses per participant because the Academy has no budget of its own and the accounts of its administrative expenses are integrated with that of the Women's Affairs Directorate.

## **Section-VII**

### **Comment of the Researcher**

#### **7.1 Major Problems**

On the basis of above analysis and in view of the discussion with the concerned officials of the Academy and the Directorate, the following problems are indentified :

- a. It appears from the nomenclature of the 'National Women Training and Development Academy' that it is separate organization. But in fact it is only a unit of the Women's Affairs Directorate. Therefore, the Academy should not be considered a full-fiedget training institution;

- b. The environment of the Academy is not favourable of training activities although the Women's Affairs Directorate building is located at a beautiful area of the city. The environment of training is affected by the daily arrival of hundreds of visitors to the office of the Women's Affairs Directorate;
- c. The Directorate has adequate space on its premises, but the space specified for the Academy is inadequate. In fact some of the rooms originally allotted to the Academy are occupied by some project offices of the Directorate. There is only one classroom in the Academy. The activities of Academy are affected during the selection of the job applicants of different projects of the Directorate;
- d. The Academy has no dormitory of its own. The participants of different training courses have to live partly in the career women's hostel of the directorate and partly in houses of friends and relatives. For this reason, participants cannot pay full attention to training;
- e. The financial base of the Academy is very weak. The administrative expenses of the Academy is born the revenue budget of the Directorate. There is no separate allocation for training in the revenue budget. The training expenses of the Academy are met from the allocation under the training head of different development projects. This is an uncertain source of income. For this reason the Academy cannot formulate appropriate training plans and programmes;
- f. According to the Director of the Women's Affairs Directorate the computer courses of the Academy was financed by the CIDA. This programme has discontinued owing to non-availability of fund.
- g. The Academy has no transport of its own. For this reason, movement of guest speakers and implementation of study tours are affected;

- h. The strength of the own faculty of the Academy is inadequate. The scope of research and publication is also very limited. The management training courses are largely dependent on guest speakers. The Academy has to compromise on the appropriateness of guest speakers because of its weak position. Guest speakers are often late in attending sessions;
- i. The training aids of the Academy is inadequate. Appropriate training methods cannot be always followed owing to scarcity of training aids;
- j. The library facilities of the Academy is very limited. The library room is not spacious; the number of books and journals is also inadequate. There is no qualified librarian, a non-professional thana officer is working as librarian on deputation;
- k. The Academy lacks adequate policy back-up, professional guidance and effective leadership. Training programmes cannot be strengthened without proper attention and priority to training at the level of policy and top management.

## 7.2 Recommendations

On the basis of above discussions, the following recommendations are made to improve the effectiveness of the National Women Training and Development Academy :

- a. The National Women Training and Development Academy may be separated from the Women's Affairs Directorate to make it either an autonomous body or an attached department under the Ministry of Women and Children Affairs;
- b. The Academy needs a separate building with necessary classroom, auditorium, cafeteria, dormitory and other physical facilities;
- c. Necessary transports and adequate training aids. e.g., PA system overhead projector, photocopier etc. should be provided to the Academy;

- d. Necessary funds should be arranged to revive the computer training programme of the Academy. Donors should be explored for this purpose;
- e. The faculty of the Academy should be strengthened for reducing dependence on guest speakers and improving the quality of training courses. This can be achieved through creation of new posts of trainers and providing training facilities for faculty members at home and abroad. Trainers should also have adequate scope for research and publication in the interest of faculty development;
- f. The library facilities of the Academy should be extended. It should have adequate space, rich collection of books and journals and professional library staff;
- g. An effective and continual leadership be ensured for the Academy through the appointment of HRD-oriented and training-minded persons at polity and senior management level;

## **Section-VIII**

### **Conclusion**

Empowerment of women, their socio-economic development and mainstreaming of women in national development are among the policies of the Government. The National Women Training and Development Academy is playing an important role in implementing this policy. It is the responsibility of the Government to guide and support the Academy in discharging its functions. Development of women can also contribute to the achievement of the overall development goals and the implementation of the political philosophy of the Government.

The existing set-up, manpower and equipment of the National Women Training and Development Academy is not adequate for discharging its responsibilities. The Academy needs adequate physical facilities, authority, resources, skilled faculty and modern training aids.

# **Regional Public Administration Training Centre Rajshahi**

**– Syed Naquib Muslim**

## **Section-I**

### **1.1 Background**

Regional Public Administration Training Centre (RPATC) Rajshahi is a sub-system and regional branch of Bangladesh Public Administration Training Centre established in April 28, 1984 under ordinance no. 26, 17(E), 1984 and Ministry of Establishments' memo No. ME(IT), PATC 15/84-264 date 23/4/84 to impart administrative training to the class-II, Class-III and Class-IV government officials. RPATC is headed by a Deputy Director and is placed under the administrative supervision of Director (ST & TOT), BPATC.

### **1.2 Major institutional goals of RPATC, Rajshahi**

- a) to train the field level officials and support staff working in various government offices under Rajshahi division in the field of general and financial administration;
- b) to update through periodic training and training-related activities, knowledge and skills of the officials in general administration and skill-based jobs like stenography, typing, bill preparation etc.

## **Section-II**

### **2.1 Training Activities**

RPATC, Rajshahi conducts 30 to 40 courses per year for different levels of officials including class officers. Training calendar for each financial year is formulated by BPATC after approval of the Board of Governors. The course-contents once developed for each course are under constant review and revision basing on the needs of the clientele.

### **2.2 Training Methods in Use**

The Centre uses various training methods depending on the level of clientele, nature of training courses and the size of trainee-group. Seventy percent of the instruction is delivered

through use of lecture method. Practical exercises cover 20% case study 5% and discussion-review 5% of the instructional methodology in practice.

### 2.3 The main courses offered by Rajshahi RPATC are :-

| Sl. | Course Title                                   | Level of Trainees | Duration |
|-----|------------------------------------------------|-------------------|----------|
| 1.  | Financial Administration Course                | Class-I           | 2 weeks  |
| 2.  | Conduct and Discipline Course                  | Class-I           | 1 week   |
| 3.  | Disaster Management Course                     | Class-I           | 1 week   |
| 4.  | On-the-Job Training Seminar                    | Class-I           | 1 day    |
| 5.  | Office Management Training Course              | Class-II          | 2 weeks  |
| 6.  | Basic Office Administration                    | Class-III         | 3 weeks  |
| 7.  | Typing Training Course                         | Class-III         | 4 weeks  |
| 8.  | Office Supervision Course                      | Class-II          | 1 week   |
| 9.  | Short Hand Training Course                     | Class-III         | 8 weeks  |
| 10. | Bench Asstt. Training Course                   | Class-III         | 1 week   |
| 11. | Type Machine Maintenance Course                | Class-III         | 1 week   |
| 12. | Conduct and Discipline Course                  | Class-III         | 1 week   |
| 13. | Certificate Asstt. Training Course             | Class-III         | 1 week   |
| 14. | Tahshildar Training Course                     | Class-III         | 2 week   |
| 15. | Files and Records Management Course            | Class-III         | 1 week   |
| 15. | Financial Administration Training Course       | Class-III         | 2 weeks  |
| 16. | Course on Preparation and Preservation of Bill | Class-III         | 1 week   |
| 17. | Audit Objection and Disposal Course            | Class-III         | 1 week   |
| 18. | Human Relations Course                         | Class-III         | 04 days  |

Workshops and seminars are held infrequently. Till December, 1995 only two seminars and one workshop were organised and 70 persons took part in these seminars/workshops.

## Section-III

### 3.1 Personnel Structure

A Deputy Director holding the rank of Senior Assistant Secretary is the chief executive of the Centre; he is assisted by two Assistant Directors. Number of Class II level officers is two. All officers belong to the category of direct recruits and no officer is working on secondment basis. There are eleven Class III and nine Class IV level employees. Four officers of the Centre work as instructors. Forty percent of the instructional load is shared by the external/guest speakers.

### 3.2 Academic Status of the Faculty

Out of the four members of the Faculty, two hold Bachelor's degree and two hold Masters' degree. Two officers have received training from abroad on training techniques and training management.

## Section-IV

### Training Target & Achievement

The following table indicates the trend of target achievement in each financial year.

| Year    | Training Target | Achievement | No. of Courses |
|---------|-----------------|-------------|----------------|
| 1989-90 | 1140            | 1063        | 36             |
| 1990-91 | 1255            | 1206        | 38             |
| 1991-92 | 1375            | 1015        | 41             |
| 1992-93 | 1361            | 1131        | 41             |
| 1993-94 | 1315            | 919         | 39             |
| 1994-95 | 1255            | 1014        | 34             |

As of December 1996, as many as 9,829 officials have been trained as against the fixed target of training 13,090 officials.

## **Section-V**

### **5.1 Physical Facilities**

RPATC, Rajshahi is located at the heart of the district headquarters and the campus lies at the close proximity with the office of the Divisional Commissioner. The Centre owns 1.12 acres of land wherein its physical facilities have been dispersed. Residential quarters, dormitories, library, auditorium, dinning hall, functional building, gardens are co-located within the campus. There are 3 office rooms. Three classrooms have the capacity to accommodate 120 trainees and 2 dormitories can house 60 participants at a time. There is a big auditorium having capacity for 150 spectators. Dormitories can accomodate as many as 50 boarders.

### **5.2 Audio-visual & other Facilities**

The Centre's Audio-visual and other facilities are adequate. There are 1 PA system, 3 OHPs, 3 black boards, 1 photocopier, 3 duplicating machines and 34 type writers. These are used for training, workshops and seminars.

## **Section-VI**

### **Library Facilities**

RPATC has a small library which covers an area of 4000 sq.ft. As many as 20 trainees/readers can use the library at a time. It has a collection of 10.720 books. For the purchase of books and journals, Tk. 15,000/- is allocated every years although the amount varies from time to time.

## **Section-VII**

### **Comment of the Researcher**

Because of the size of the clientele, the Centre cannot diversify modern training methods like case study, syndicates. The traditional lecture method is widely practised.

- 1) Training equipment and training aids are not adequate.
- 2) Cases on local/administrative problems should be formulated for use in training
- 3) Deputy Director should be assigned adequate financial powers so that he can meet training related purchases promptly

# Rural Development Academy Bogra

– Syed Naquib Muslim

## Section-I

### 1.1 Background

Rural Development Academy (RDA), Bogra was set up in June 1974 as one of national seats of training and research on rural development in accordance with the proposal of the First Five Year Plan. Located at Sherpur Thana headquarters' the Academy is equipped with all modern facilities and is hemmed by model villages. Because of its unique location, the Academy has the advantage of conducting action research on rural development realities.

RDA is an autonomous institution governed by a Board of Governors of which Minister for Local Government, is the chairperson whereas the Director-General (DG) of the Academy is the member-secretary.

### 1.2 Institutional Goals

The major institutional goals of the Academy are :-

- a) to train the officials of different nation-building departments and agencies engaged in rural development activities;
- b) conduct research and action research projects on diverse rural development issues/problems; and
- c) offer consultancy services to relevant national and international agencies and NGOs on various rural development issues.

## Section-II

### Core Functional Areas of RDA

Training research and action research form three core activities of RDA. Rural development issues, problems and their solutions are principal subjects of these activities.

Training is a fundamental activity. The clientele of training includes civil servants, officers of nation-building departments and non-officials such as local councilors, local leaders, member of cooperators and voluntary organisations, farmers, jobless youths and poor women.

The RDA faculty with its own initiative conducts three major skill-oriented training on-

- a) Livestock & Poultry Rearing & Disease control for jobless rural youths and women.
- b) Horticulture Nursery for rural women
- c) Fishery for rural youths.
- d) Homestead gardening
- e) Irrigation Mechanics

The courses are broadly classified into self-sponsored, jointly sponsored, and course organised by other agencies. Besides training, workshops, seminars and conference are organised at the Academy's own initiative and other national and international agencies.

### **3.1 Major Training Programmes**

The Academy conducts a sizable number of training courses by its own initiative or in collaboration with other national and international organisations. These are :-

- i) Training on Irrigation Management Programme (IMP)
- ii) Orientation Course on Rural Development
- iii) Orientation Course on Decentralized Administration System
- iv) Orientation Course for the officers and field organizers of RD-9 and RD-12 projects.
- v) Orientation Course on Family Welfare Education Project of BRDB (for thana level officers of BRDB and Directorate of Health)
- vi) Cooperative Management Training Course
- vii) Training on Expanded Programme on Immunization (EPI)
- viii) Training Course on Cluster Village Project
- ix) Orientation Course on Computer Operation

### **3.2 On-going Training Courses**

**Integrated Training Research and Technology Transfer Under Irrigation Management Programme (ITRTTI)**

A three-day (July 94 to June 97) GOB financed action research project on Integrated Training Research and Technology Transfer is being conducted by the Academy, Under its training programme the following skill developed courses have been offered :

- Farm Level Water Management Course
- Pump Operator Course
- Mechanics Training Course
- Senior Level Officers Orientation Course
- Junior Level Officers Orientation Course

### **3.3 Training Methodology in Practice**

Use of training methods at this Academy depends on the type of training, level and size of trainees and duration of training. Training methods which are practised while delivering courses include lecture methods, group discussion, role play, panel discussion, practical exercise, demonstration, and field observations. For field observation and practical demonstration, trainees are exposed to activities at the project villages and demonstration farms of the Academy.

## **Section-IV**

### **Target and Achievement**

Throughout the year, the Academy remains vibrant with training activities. Training target is not formally fixed because the organising of courses and number of turn-outs depend on the demands/needs placed from time to time by various agencies and on other situational variables. The following table indicates the trend of training activities :

| Year    | Number of Courses hold | No. of Participants |
|---------|------------------------|---------------------|
| 1988-89 | 88                     | 3959                |
| 1989-90 | 64                     | 3582                |
| 1990-91 | 61                     | 2980                |
| 1991-92 | 83                     | 4252                |
| 1992-93 | 126                    | 5677                |
| 1993-94 | 135                    | 6238                |
| 1994-95 | 140                    | 6570                |

## **Section-V**

### **Evaluation Procedures**

Trainees performance is evaluated depending on the nature of the course, participants, level and course duration. A pretest is conducted to assess the baseline knowledge of the trainees. Evaluation tools include written exams, term paper, book review, practical tests, field visit report etc.

Evaluation of course management, course-contents, institution itself is conducted through administration of questionnaire and proforma, and direct oral feedback. Moreover annual planning conference is held every year to assess overall programme of the Academy.

## **Section-VI**

### **6.1 Competence Level of the Faculty**

RDA'S faculty is characterised by richness and variety. Majority of the faculty members who act as instructors/resource persons in diverse courses are foreign-trained. Thirty one officers hold masters' degree in various disciplines; of them, 4 have Ph.D. 5 have M.Phil and 7 possess diplomas obtained from foreign countries. Disciplines include development administration, rural development, project planning, economics, rural sociology, agri-education, training techniques, crop science, irrigation. Besides, three faculty members hold local degree in agri-engineering, public administration and economics.

## **6.2 Personnel Structure**

Director-General (DG) who holds the rank of Addl. Secretary to the government is the chief-executive of the Academy. An Addl. DG assists him directly in the discharge of his responsibilities. There are 4 Addl. Directors, 10 Joint Directors, 16 Deputy Directors, and 22 Assistant Directors. Presently out of 63 Class I officers, 35 are working and out of 14 Class II officers, 11 are working. The number of Class II level sanctioned posts is 97 against which 83 are presently working and against 130 Class IV level employees 130 are working. The Academy's own employees are 43 in number of which 3 are working on secondment basis.

The number of instructional staff is 33 and only 10% of the total instructional load is shared by the external guest speakers.

## **Section-VII**

### **7.1 Physical Infrastructure and Capacity**

Because RDA is located quite far from the district headquarters Borga, the campus has been designed to make it sub-urban community. The campus is small but beautiful with physical facilities of Residential Quarters, Dormitory, Library, Auditorium, Conference Room, Cafeteria, Mosque, Medical Centre, Bank, Post-Office, Consumer store, School, Play Ground, Children's Park, etc. Some of the physical facilities particularly for training and seminar/workshop are follows:

### **7.2 Class room**

There are 4 class rooms of which 3 has capacity for 50 trainees in each and one has capacity for 40 trainees. Total accomodation capacity is 340.

### **7.3 Audio-visual Unit**

The Academy is equipped with training aids and equipment/instrument. It has 5 sets of microphone/PA system, 6 OHP, 4 white board, 3 display boards, 5 photocopier, 3 duplicating machines, 8 computers. The office is equipped with 13 Bangla & 11 English type-writers.

#### **7.4 Conference Room**

An air-conditioned conference room with conference system can accommodate 70 persons.

#### **7.5 Auditorium**

The Auditorium has the capacity for 1,000 audiences.

#### **7.6 Dormitories**

The Academy maintains 4 dormitories of which one is for female. Total seat capacity of male dormitories is 205 and that for female dormitories is 20. Most of the rooms are double-seated, however, there are 30 double and 6 single seated rooms with attached bath facilities.

#### **7.7 Guest House**

RAD has a small guest house within the campus. There are 3 air-conditioned rooms with dining facilities. The guest house is kept reserved for distinguished visitors from home and abroad.

#### **7.8 Cafeteria**

There are two cafeterias, one of which is air-conditioned and has special facilities for lunch and dinner party of about 75 persons. The other can cater to the dining needs of about 100 persons at a time. Foods for breakfast, lunch and dinner are available.

#### **7.9 Recreation**

There are one football ground, one volleyball court, one lawn tennis court, one basketball court, one squash court, two badminton courts and one children's park. The recreation centre caters to indoor games facilities.

### **Section-VIII**

#### **Library & Information Services**

The Academy library with an area of 736.72 sq. meter, has a collection of 18,135 books and a stock of local journals and 1898 foreign journals on different disciplines. Academy's own

publications are also kept there for sale and display. The library subscribes regularly to varieties of local and foreign journals.

## **Section-IX**

### **9.1 Publication**

Academy publishes on regular basis research and training completion reports and reports on action research projects. Till now the Academy has published 173 reports and 6 journals. It also publishes on quarterly bulletin. Till now, 21 annual reports have been published. RDA regularly publishes quarterly newsletter entitled "Rural Development" and a journal called "The Bangladesh Rural Development Studies" wherein subjects like training, action research, research rural development issues are discussed. The publication unit is attached with library. For purchase of books and journals, Tk. 80,000/- is allocated to the library.

### **9.2 Research Activities**

Research is one of the core functions of RDA. The academy conducts research and action research on the socio-economic issues of the rural Bangladesh. The major areas of research are Local Government, Women in Development, Cooperatives, Social Forestry, Primary Health, Rural Education, Fisheries, Irrigation & Water Management, Rural Credit Programmes, Horticulture, Livestock and Poultry. From 1994 to 1995 the Academy accomplished 173 research projects covering a wide range of issues.

Conducting Action Research is a mandatory activity of the Academy. Experimental projects are jointly or exclusively funded by donor agencies like FAO, UNDP, UNICEF, USAID, CIRDAP, UNCDR. The Academy has undertaken projects on Village Child Development project, Water Resource Development for Village Development programme, Integrated Training, Research & Technology Transfer, Poverty Alleviation, through Social Forestry, Model village in Rural Development, Public Health Education project, Crop Diversification programme, Landless Women Development project and Rural Housing Project and Agriculture & Development Project.

### **9.3 Computer services**

The Academy has a small computer unit to facilitate research. At present the Academy has 7 computers which are used by the faculty members.

## **Section-X**

### **Comment of the Researcher**

1. The Academy often faces leadership gap. Appropriate person to lead the institution is often found.
2. Officer with adequate rural development background and administrative capacity needs to be identified to work as the DG of the Academy.

# BCS (Admn.) Academy Shahabagh, Dhaka

– Golam Mostakim

## Section-I

### 1.1 Introduction

The Bangladesh Civil Service (Administration) Academy came into being in October, 1987 with the responsibility to impart knowledge, update skills and reorient attitudes of the officers of the BCS (Admn.) Cadre and civil administration in keeping with the changing needs and demands of the country. It is a new institution set up in the premises where once Civil Officer's Training Academy functioned before its merger with the Bangladesh Public Administration Training Centre in April, 1984. The Academy is located at the heart of the Dhaka Metropolis, covering an area of 2.35 acres (100267 sq. ft.) which includes a five storied functional building, residential accommodation for the members of the faculty and staff and play grounds.

### 1.2 Administration and staff Organization

The academy is under the administrative control of the Ministry of Establishment. This is now purely a Government Organization. It has a administrative and staff organogram comprising 71 personnel total. The head of the academy is the Director General who holds the rank of an Additional Secretary to the Government. There are 3 Directors having the rank and status of Deputy Secretary to the Government. In addition, there are 5 Deputy Directors, 2 Assistant Directors, one Publication Officer, one Research Officer, one Librarian, one Medical Officer and one Accounts Officer. The academy has the provision to employ 26 class III and 29 class IV employees. Organogram of the academy is given at Annexure-I.

### 1.3 Objectives of the Academy

Bangladesh Public Administration Training Centre imparts foundation training to all BCS Cadre Officers. The course contents of the foundation training are mostly those subjects which help promote cordiality and understanding amongst the members of the various cadres. The elements to develop their professional skills are few in the foundation training syllabi. For

professional training there are many training centres for various cadres. Bangladesh civil service (Administration) Academy is that type of professional training centre for the officers of BCS (Admn.) Cadre.

BCS (Admn.) Cadre is one of the large general Cadres in terms of number of officers. About two thousand officers of this cadre are serving at field level having no training. Keeping this in view and for having a group of professionally sound officers, Govt. decided that BCS (Admn.) Cadre should have a separate academy for training of the officers of the cadre. The objectives of the Academy are :

- (a) To impart training to the members of BCS (Admn.) Cadre in constitutional law, criminal law, land law, revenue law, civil law, different minor acts, some other existing laws, rules, regulations and resource management, public administration, socio-economic administration to improve their professional skills and ability;
- (b) To turn out disciplined, responsible and committed officers with balanced development of body and mind;
- (c) To teach modern management, skills through increasing emphasis on practical training;
- (d) To develop team spirit, so that trainees can think, plan organize and work in a group;
- (e) To arrange programmes so as to facilitate exchange of ideas and experience between the young and senior members of the services;
- (f) To develop leadership quality amongst the young BCS (Admn.) Cadre officers so that they can discharge their responsibilities effectively under "decentralized people-oriented administrative structure by maintaining cordial working relationship with all other departmental officers at field level;
- (g) To conduct research in various fields of public administration including techniques and evaluation of training effectiveness;

- (h) To maintain liaison with other training institutions at home and abroad;
- (i) To provide consultancy service in the field of public administration and management.

## Section-II

### Training Programme

With the introduction of upazila system of administration ushering in a new era in the total administrative structure of Bangladesh BCS (Admn.) Cadre had to recruit comparatively more officers than the other cadres. It is paradoxical that most of these officers are discharging their responsibilities without any proper training. It is no longer possible to keep up the traditional name and fame of administrative cadre without imparting proper and effective training to its officers because remarkable change has taken place in the political and socio-economic structures of Bangladesh since independence. This unavoidable fact led the academy to think of formulating a syllabus to provide training to administrative officers on criminal law and justice, land laws, revenue laws, public administration, development administration, economic administration, economic and financial procedures, project management local govt. rural development cooperative & agricultural affairs. Report writing on court procedures and field visits on different subject concerning the socio-economic condition of the country etc. are also included in the syllabus which should be done by the trainees. Initially a 5 month course was conceived of. Accordingly, course curricula were prepared by the faculty of the academy. But as the Administrative Cadre had a backlog of about 1500 untrained officers, the academy decided to clear the backlog consisting the syllabus from 5 months' to 3 months' time. But in near future the comprehensive training programme of the academy will encompass jeep-driving, swimming, typing games & sports to give it a concrete and complete appearance. The first training course BCS-1/87 of the academy participated by 57 BCS (Admn.) Officers started on October 21, 1987 and ended on January 30, 1988. The Second course BCS-2/88 has the schedule from 22nd March, 1988 to 30 June, 1988. The course curricula have been divided into 12 modules, other activities include field visits, court attachment and report writing.

## 2.2 Training Methodology

Predominantly the training methodology of the academy includes class room lectures, syndicate sessions, case studies, group works and exercise, report writing on field visits, attachment, set and extempore speeches, individual report and action training. Keeping view the present constraints the academy is moving towards introduction of job-oriented participatory training techniques. Active discussion by the trainees in the class-room session is encouraged. It is envisaged to include short training on driving, swimming, physical training, type writing in future course. On conclusion of the training course the trainees are given certificates in recognition of their successful participation in the course.

## 2.3 Evaluation of the Training Programme

The academy has adopted a two-way evaluation of the course. The course participants are evaluated internally by the academy. They are graded for attendance in class-room sessions, dormitory and class-room conduct, written reports participation in all academic and practical exercises and performance in the examination prescribed for each module. Total marks allocated for evaluation are 1500 of which 1200 marks have been earmarked for examination in course modules. Much of the current evaluation covers the performance standard of the individual trainee. The trainees also evaluate the course, guest speakers and Faculty members. This is undertaken by the post course discussions and questionnaire techniques. Evaluation of the course by the trainees offer the academy to assess the internal validity of the training programmes relating to the learning objectives, contents and methodology. The academy is yet to undertake evaluation of the external validity of training programmes in terms of their impact on job performance.

## Section-III

### Proposed 5-Month/22 week Syllabus for Training Programme

I. The training curriculum may be in modular form as under :

- |    |                          |           |
|----|--------------------------|-----------|
| 1. | Criminal Law and Justice | 8 week(s) |
| 2. | Revenue Law              | 2 "       |
| 3. | Financial Rules          | 1 "       |

|    |                                                                   |            |
|----|-------------------------------------------------------------------|------------|
| 4. | Public Administration (Applied)                                   | 2 week (s) |
| 5. | Development Administration including project management (Applied) | 2 "        |
| 6. | Local Government Affairs                                          | 1 "        |
| 7. | Rural Development and Co-operatives                               | 2 "        |
| 8. | Practice and procedures                                           | 1 "        |
| 9. | Visits, Attachments, Report Writing etc.                          | 9 "        |

II. Syllabus - All the Acts, Regulations, Ordinances, Rules, Instructions and Orders, mentioned in the syllabus shall be read with up-to-date amendments .

#### A. Criminal Law and Justice

1. The Penal Code, 1868;
2. The Code of Criminal Procedure, 1889;
3. The Evidence Act, 1872;
4. The Civil Procedure Code;
5. Bangladesh Constitution;
6. The Oaths Act, 1873;
7. The Judicial Officer's Protection Act, 1850;
8. The Legal Practitioners Act, 1879;
9. The Bar Council Act;
10. The Contempt of Court Act;
11. The Arms Act, 1978;
12. The Explosives Act, 1884;
13. The Explosive Substances Act, 1809;
14. The Motor Vehicles Act, 1939;
15. The Vehicles Act, 1927;
16. The Metropolitan Police Ordinance; The Metropolitan Magistrate Ordinance;
17. The Police Regulations, Bangladesh;
18. The Prisons Act, 1919;
19. The Answers Act, 1919;

20. The Anti-Corruption Act, 1957;
21. The Special Powers Act, 1974;
22. The Passport (Offences) Act, 1952;
23. The Imports and Exports (Control) Act, 1950;
24. The Customs and Excise Act;
25. The Small Industries Corporation Act, 1957;
26. The Dangerous Drugs Act, 1930;
27. The Vagrancy Act, 1943;
28. The Tauts Act, 1942;
29. The Control of Disorderly and Dangerous Persons (Goondas) Act, 1954;
30. The Public Gambling Act, 1867;
31. The Suppression of Immoral Traffic Act, 1933;
32. The Children Act, 1974;
33. Dowry Prohibition (Amendment) Ordinance, 1984;
34. The Majority Act, 1857;
35. The Limitation Act, 1908;
36. The Contract Act, 1872;
37. The Specific Relief Act, 1977;
38. The Control of Essential Commodities Act, 1956;
39. The Essential Articles (Price Control and Anti-Hoarding) Act, 1953;
40. The Pure Food Ordinance, 1959;
41. The Food (Special Courts) Act, 1956;
42. The Cattle Trespass Act, 1871;
43. The Wild Life Preservation Ordinance;
44. The Privation of Cruelty to Animals Act, 1890;
45. Municipal Administration Ordinance, 1960;
46. Personal Laws (Muslim Laws, Hindu Laws);

#### **B. Revenue Law**

1. The State Acquisition and Tenancy Act, 1950;

2. The East Bengal Acquisition of Waste Land Act, 1950;
3. The East Bengal (Emergency) Requisition of Property Act, 1948;
4. The East Bengal Government Lands and Buildings (Recovery of Possession) Act, 1952;
5. The Public Demands Recovery Act, 1913;
6. The Stamp Act, 1899;
7. The Court Fees Act, 1870;
8. The Bengal Survey Act, 1875;
9. The East Bengal Shops & Establishments Act, 1951;
10. The Bengal Amusement Tax Act, 1922;
11. The Cinematography Act, 1918;
12. The Places of Public Amusement Act, 1933;
13. The Imports and Exports (Control) Act, 1950;
14. The Powers of Attorney Act, 1882.

### **C. Financial Rules**

1. General Financial Rules, Vol. I and Vol. II;
2. Civil Account Code;
3. Audit Code;
4. Audit Manual;
5. Bangladesh Service Rules, Part-I and Part-II;
6. Fundamental and Subsidiary Rules;
7. Treasury Rulers subsidiary Rules made thereunder;
8. General Provident Fund Rules;
9. The Government Servants' Benevolent Fund Rules;
10. The Government Servants' Group Insurance Rules;
11. Pension Rules;
12. Delegation of Financial Powers.

#### **D. Public Administration (Applied)**

1. The Constitution of the Peoples' Republic of Bangladesh;
2. Practices of Public Administration;
3. Legislature, Executive and Judiciary;
4. Tiers of Government in Bangladesh;

#### **E. Development Administration Including Project Management**

1. Decentralization of Administration and Delegation of Powers;
2. Upazila Administration at Upazila, District and Division level;
3. Development Projects in Bangladesh;
4. Project Formulation, Implementation, Monitoring, Evaluation etc.

#### **F. Local Government Affairs**

This will include subjects such as Municipality, District Parishad, Thana Parishad, Union Parishad etc.

#### **G. Rural Development and Co-operatives**

#### **H. Practices and Procedures**

1. Bangladesh Service Rules;
2. Practice and Procedures Manual;
3. Secretariat Instructions;
4. Rules of Business;
5. Allocation of Business;
6. The Government Servants (Conduct) Rules;
7. The Government Servants (Discipline & Appeal) Rules;
8. Upazila Administration Manual;
9. Use of Govt. Transport Rules;
10. Preparation of Annual Budget;
11. Preparation of Tender Notice, Bill, Voucher etc.
12. Maintenance of Accounts, Cash Book etc.
13. Preparation of Balance-sheet;

14. Maintenance of Service Records;
15. Writing of Annual confidential Report;
16. Submission of Reports and Returns;
17. Office Inspection;
18. Establishment Manual.

### **I. Visit, Attachment, Report Writing**

This will include visit to Mills, Factories, Corporations, Autonomous Agencies, Secretariat, Courts of Judges and Magistrates and attachment thereto. The trainees will submit written reports on their experiences of such visits and attachment for evaluation.

### **J. Driving, Swimming, Physical Training, Type-writing etc.**

#### **Planning and Development :**

BCS (Admn.) Academy is the only training institution for imparting professional training to the BCS (Admn.) Cadre Officers. The problems of development administration like other developing countries are also there in Bangladesh. Institutional training plays a vital role for solving these problems. The well thought and well planned training becomes more helpful for an officer in upgrading his/her efficiencies and to discharge his/her entrusted responsibilities. In the present socio-economic context of Bangladesh, the noble purpose of BCS (Admn.) Academy is to build up an officer required for the decentralized people oriented administration. Keeping this objectives, in mind suitable and realistic development plans and programmes are required to make the academy an ideal training institution. It need not be explained that this plan includes the appointment of efficient and willing instructors and maintenance of congenial atmosphere in the campus.

In order to conduct any training programme one should meet up some essential needs at first. Among these the suitable working condition of the academy and supply of adequate training materials are to be ensured. The newly created BCS (Admn.) Academy has been accommodated in the then journals, magazines etc. are to be ensured.

Steps are to be taken on urgent basis to extend the library Bhaban and it should be well-equipped with all required books and reference materials. For this, contact can be maintained with the library authorities of BPATC, Planning & Development Academy, BARD etc.

It is essential to arrange for games and sports for the trainee officers for their mental make up and physical fitness. Presently there are arrangements in the academy for volley ball and compulsory physical training (PT) in the morning for the trainee officers.

The Medical Officer of the academy has been entrusted with the responsibilities to check up the physique of the trainee officers just after their arrival in the academy. He also provides free Medicare to its faculty members, staff and their families and also to the trainee officers. Modern instruments can be purchased in order to ensure proper treatment and due medical check up of the trainee officers.

Attention would be given to keep the academy campus neat and clean. To create hygienic atmosphere, dustbins should be rightly placed and the drains and latrines should be kept clean accordingly. Pieces of papers, cigarettes, empty cigarette boxes and other garbage's are often found in the campus. In order to prevent such practices, all these matter should be brought to the notice of all concerned.

## **Section-IV**

### **Research and Publication**

The main purpose of the academy is to train the BCS (Admn.) Cadre Officers to make them able to discharge their duties and boldly facing all other problems in central and also field level administration. To achieve this goal, these officers should be aware of various service problems in the very beginning of their service career. A research can be conducted upon all level officers to find out the problems they face and their way of solution which can formulate a standard means of solution. A relevant and realistic questionnaire would be prepared to do so. In the world, particularly in the developing world, here are a lot of administrative problems. Contact

can be made with their training institutes to find out the nature of their problems and their procedures of solution.

The academy , in its development can utilize the experiences of those who remarkably contributed in the administrative field in case of theory and practices through arranging seminar, symposium, discussion etc. from time to time.

The academy should take initiative to convert its all activities including research work into literature which must be published and preserved for future references. Keeping this in view, the academy is to regularly publish journals in Bengali for local readers and in English for the foreigners to keep them informed about the academy.

## **Section-V**

### **Comment of the Researcher**

- 1) The Director General of the Academy should be a milling person to serve here with training background.
- 2) The other officers who are working on deputation should be well educated, motivated and well trained.
- 3) The on going development project should be implemented in time.
- 4) Proper care should be taken to select books for the library.
- 5) The academy should have more liaison with the other training institutes both local and international.

# Bangladesh Academy for Rural Development Comilla

– Golam Mostakim

## Section-I

### Introduction

Bangladesh Academy for Rural Development popularly known as BARD was established on the 27th May, 1959. On Akther Hanmid Khan a veteran ex-meulue of Indian Civil Service (ICS) was instrumental in establishing the Academy. Later the Academy got its final shape through Ordinance No LXIV of 1986. Now the Academy is run by Bangladesh Academy for Rural Development Employees Service Rules, 1989 (Model Service Rule). It is an autonomous organization.

The Academy came into being with the objective of training the different types government officials with a view to achieving human resource development. Following are the main objectives of the academy.

- a) to conduct researches on rural development related issues ;
- b) to train the government officials and also the officials of governmental organization and nongovernmental organizations if national or local levels who are associated with rural development activities .
- c) to conduct need based researches and different issues of development and evaluate he ongoing development activities ;
- d) to offer constancy services with regard to formulating the policies of governmental and other agencies ;
- e) to arrange/conduct both national/international seminars, conferences and workshops;
- f) to help national or international students prepare their dissertations.

Now the Academy is offering training conducting need-based reserches and other reserches. It also offers consultancy services to development oriented activities.

The organizations offers training to the participants both from inside the country and abroad. The in-country trainees include:

- a) officers of Bangladesh civil service cadres;
- b) the engineers of local government engineering department (LDED);
- c) Government officials related with development activities ;
- d) Officers of the non-government organization (NGOs) of development oriented programmes
- e) Beneficiaries of Projects run by the Academy ;
- f) University students and leaders of the cooperatives.

The foreign participants include the following :

- a) Officers of the SAAARC (South Asian Association for Regional Cooperation) Countries and development workers ;
- b) Officers of the commonwealth countries ;
- c) Students of the University of Manchester;
- d) Students of the different Universities of the ;United States.

## **Section-II**

### **2. Physical Infrastructure and capacity**

The institution is located on its own area of 156 acres of land. There are 60 rooms used for oficial purpose. There are 4 class rooms with the totoal capacity of 140. The organization has 5 dormitoties which can accomodate 235 persons , 2 cafeterias have a capacity for 300 persons. There is abig auditorium for 250 persons, 60 persons can woek in three syndicate room. There are 3 coference halls for 170 persons.

### Section-III

#### Officers and Staff

- a) Number of Officers : 1st Class : 63  
2nd Class : 6
- b) Own Officers : 67
- c) On deputation : 2
- d) Out of 69 Officers 60 work as trainers,
- e) There are 7 guest speakers and the percentage is 11.66%
- f) Number of employees : i) 3rd class : 138  
ii) 4th class : 158

### Section-IV

#### 4. Academic qualification, training and experience

- a) Masters Degree : 47
- b) M.Phil/Ms : 17 (from abroad)
- c) Doctorate Degree : 1 (inside the country)
- d) Diploma : 6, 1 from the country and 7 from abroad

#### 4.1 Training

46 officers took training from within the country and 16 from abroad. The details of the training are given in Annexure- A.

#### 4.2 Experience

| Experience           | year |      |       |       |     |
|----------------------|------|------|-------|-------|-----|
|                      | 0-5  | 6-10 | 11-15 | 16-20 | 21+ |
| 1. As a Trainer      | 9    | 14   | 7     | 8     | 10  |
| 2. In Relevant Field | 9    | 14   | 7     | 8     | 10  |
| 3. At the Field      | 9    | 14   | 7     | 8     | 18  |
| 4. As a Researcher   | 9    | 14   | 7     | 8     | 18  |
| 5. As a teacher      | 7    | 14   | -     | -     | -   |

There are plans for training both from within the country and abroad. All the members of the faculty are bound to do research works and faculty seminars are held regularly.

## Section-V

### 5.1 Field of Training

The Academy offers the following training programmes :

| Name of the Course                                   | Duration | Level of the Trainees                       | Objectives in brief                                          |
|------------------------------------------------------|----------|---------------------------------------------|--------------------------------------------------------------|
| 1. Poverty focused rural development                 | 3 weeks  | officers from commonwealth countries        | understanding on rural development and poverty in Bangladesh |
| 2. Environment and sustainable agriculture           | 3 weeks  | ditto                                       | conceptual study on poverty and environment.                 |
| 3. Participate rural development                     | 7 days   | BCS cadre officers                          | Orientation on rural development in Bangladesh               |
| 4. Special foundation training course                | 2 months | LGED and BCS (health Cadre Officers)        | To input knowledge in governmental rules and regulations.    |
| 5. Research Methodology                              | 2 weeks  | Govt. officials and NGO officials           |                                                              |
| 6. Management Development                            | 2 weeks  | ditto                                       | Relevant                                                     |
| 7. Disaster Management                               | 2 weeks  | ditto                                       | relevant                                                     |
| 8. Gender and Development                            | 1 weeks  | ditto                                       | Efficiency                                                   |
| 9. Planning at Local level                           | 1 week   | ditto                                       | Development                                                  |
| 10. Environment Impact Analysis                      | 1 week   | ditto                                       |                                                              |
| 11. Training of trainers                             | 2 weeks  | ditto                                       |                                                              |
| 12. Leadership and Management of Co-operatives       | 1 week   | Beneficiaries of the projects               |                                                              |
| 13. Primary health Care                              | 2 weeks  | ditto                                       |                                                              |
| 14. Improvement Technology for Livestock Development | 1 week   | ditto                                       |                                                              |
| 15. Project Planning and Management                  | 2 weeks  | ditto                                       |                                                              |
| 16. Basic Training on Poverty Alleviation            | 2 Weeks  | Officers of the different projects of BRDB. |                                                              |

5.2 In the last six years till 1994-95 the Academy had a target of imparting training to 85,000 trainees and 1,08,727 persons were trained with 128% achievement. Moreover, the Academy arranges Foundation Training Course for officers of BCS (Health) and engineers of local government Engineering Department.

### 5.3 Training Methodology

Training methodology at the Academy includes lectures, syndicate methods, simulation, process, role play, exercises, assignments, seminar, case study and discussions. But it differs from course to course. Handout, and other course materials are supplied to the trainees.

## **5.4 Examination and Evaluation**

To assess the accomplishment of training, evaluation is carried out through administration of the proforma supplied by the Academy.

A two-way evaluation method is pursued at Bangladesh Academy for Rural Development. The participants are evaluated on curricular and extra-curricular activities like written examination, viva-voce, report preparation, book reviews, field study, presentation, study in the library and physical training and games. On the other hand, the participants evaluate the different aspects of the course and trainers.

## **Section-VI**

### **6.1 Budget**

The budget is entirely financed by the government.

### **6.2 Research and Publications**

The Academy has so far conducted 490 research projects and till December, published 385 research reports. The Academy so far has published 600 books, 51 journals, 30 quartities, 35 annual reports and 35 training Calendars and there are published regularly. ?

### **6.3 Library**

The Academy has a library. containing 54,000 books, 85 local journal 62 foreign journals and it can accommodate 200 persons at a time.

### **6.4 Seminar and Workshop**

The Academy has so far ( December '95) conducted 170 seminars with 11,300 participants and 207 workshops with 10,410 participants.

## Section-VII

### Comment of the Researcher

- a) The post the Direct (Administration) should be filled in by a competent member of BCS (Admn.) cadre on deputation as the overall situation of the Academy has considerably deteriorated.
- b) There should be proper career planning for the members of the Faculty.
- c) The Academy should have more liaison training institutes both local and international.

### 13. Conclusion

Bangladesh Academy for Rural Development so far has done a good job in the field of rural development in Bangladesh. The legendary rural development worker Dr. Akther Hamid Khan first introduced the rural development activities through the Academy at a large scale. However, there immense scope for development Government should take every step to enhance the efficiency of the Academy that will surely tell upon the future development in rural development activities in Bangladesh.

**Annexure - A****Fields of local training**

- I) Training of Trainers (TOT)
- ii) Project Management
- iii) Research Mithodology
- iv) EIA
- v) Cooperations
- vi) Rural Development
- vii) Health Neetrition and Sanitation
- viii) Management Development
- ix) Child Rights

**Fields of foreign training**

- I) Rural Reserch
- ii) Agricultural Equipments Management
- iii) Participation and Development
- iv) Primary Health Care
- v) Training of Trainers (TOT)
- vi) Regional Development Planning
- vii) Development Communication and
- viii) Rural Financing.

# **Meteorological Training Institute Dhaka**

**– A. Z. M. Shafiqul Alam**

## **Section-I**

### **1.1 Background**

Meteorological Training Institute (MTI) was established in March, 1975 as a specialized training institute under the Ministry of Defense. The institute was located in Karachi and after the independence of Bangladesh, it was located on its own land at Agargaon, Dhaka. The institute is headed by a Deputy Director equivalent to the rank of a Deputy Secretary of the Government. The institute functions under the supervision of the Ministry of Defense. It was established to train the Officers and staff of the Meteorological Directorate with a view to enhance their efficiency. The main aim of MTI is to enhance the efficiency of the functionaries working in the meteorological department through achieving the objectives listed in the following section.

### **1.2 Objectives of MTI**

Meteorological Science is not included in the curricula of the Universities, colleges and other academic institutions. As such it is essential to train the functionaries of the meteorological departments to enhance their professional competence in the area of meteorological science. Keeping in view the above aim the objectives of MTI can be listed as follows:

- \* to organize professional training for the officers and staff of the Meteorological Department;
- \* to extend active support to the meteorological department in conducting research studies.

The institute is headed by a Deputy Director equivalent to the rank of Deputy Secretary of the government. Category-wise statistics of officers and staff of the institute are as follows:

**A. Officers**

|                       |           |
|-----------------------|-----------|
| Class-I               | 06        |
| Class-II              | 00        |
| <b>Total Officers</b> | <b>06</b> |

**B. Staff**

|                              |           |
|------------------------------|-----------|
| Class-III                    | 17        |
| Class-IV                     | 02        |
| <b>Total Staff:</b>          | <b>19</b> |
| <b>Total Human Resources</b> | <b>25</b> |

**Section-II****Physical Facilities**

The physical facilities of MTI appears to be adequate (Table-1). The institute is situated on its own land. It has 12 office rooms and 03 class rooms having total sitting capacity of 45. The institute has no hostel or dormitory because it does not organize any residential training course. Other logistic facilities like cafeteria/canteen, syndicate and seminar hall, etc. are not adequate at all. The institute has no canteen or cafeteria. It has no auditorium nor it has any conference room. Since the institute does not organize any residential training course, it does not need any hostel or dormitory. But without any canteen or cafeteria, it is not possible for the trainees to attend the courses comfortably. Having no auditorim or conference room, the institute can not arrange to show training films. It is understood that any training on meteorological science needs visual training aids. In absence of such facility, the training can not be effective.

**Table-1**  
**Physical Facilities of MTI**

|    | <b>Structure</b>  | <b>Room</b> | <b>Seat/ Accommodation</b> |
|----|-------------------|-------------|----------------------------|
| 1. | Office Room       | 12          | -                          |
| 2. | Class Room        | 03          | 45                         |
| 3. | Hostel            | 00          | 00                         |
| 4. | Cafeteria/canteen | 00          | 00                         |
| 5. | Auditorium        | 00          | 00                         |
| 6. | Syndicate/Seminar | -           | 50                         |
| 7. | Other Rooms       | 00          | 00                         |
| 8. | Conference Room   | 00          | 00                         |
| 9. | Library           | 1           | 00                         |

### Section-III

#### Training Aids

Table-2 shows the list of training aids of MTI which demonstrates the capacity of MTI to conduct training sessions effectively. It appears that MTI has no PA System/microphone. Without having any PA system, it becomes difficult to conduct class room sessions, briefing and discussion sessions. MTI has no computer facilities. Without computer facilities, a training institute working in the area of Meteorological science, can not impart effective training. MTI has no display board, slide projector, film projector and cassette recorder. It shows the inadequacy of training aids of MTI.

**Table-2**  
**Training Aids of MTI**

| Sl No. | Item                 | Number |
|--------|----------------------|--------|
| 1.     | PA System/Microphone | -      |
| 2.     | Overhead Projector   | 01     |
| 3.     | Opaque Projector     | -      |
| 4.     | Photocopier          | 01     |
| 5.     | Duplicating Machine  | 01     |
| 6.     | Computer             | 00     |
| 7.     | Typewriter           | 03     |
| 8.     | Video Camera         | -      |
| 9.     | VCR                  | -      |
| 10.    | White/Black Board    | 03     |
| 11.    | Display Board        | 00     |
| 12.    | Slide Projector      | 00     |
| 13.    | Film Projector       | 00     |
| 14.    | Cassette Recorder    | 00     |

### Section-IV

#### **Budget and Expenditure**

The expenditures of Meteorological Training Institute is met out of the annual budget allocation of the Meteorological Department. So there is no separate budget of MTI. As such it was not possible to assess the pattern of annual budget allocation and expenditure.

## Section-V

### 5.1 Training Activities

The MTI organizes a wide range of training courses. In organizing training courses, they do not prepare any training plan. So the training objectives, training curricula and other important details are not available. The duration of training courses organized by MTI ranges from 03 weeks to 01 year. It reveals from the data furnished by the MTI that since its establishment, MTI trained about 529 persons and the rate of achievement is 100 percent. This statement is subject to examination since MTI do not prepare any training plan.

Table-3  
Types of Courses Organized by MTI

| Sl  | Name of Course                        | Duration  | Level of Participants |
|-----|---------------------------------------|-----------|-----------------------|
| 1.  | Forecasters' Course                   | 01 Year   | Class -I Officers     |
| 2.  | Forecasters' Refreshers Course        | 06 Months | Class - I Officers    |
| 3.  | Courses for the Assistants            | 35 Weeks  | Class - III Employees |
| 4.  | Courses for the Inspectors            | 02 Months | Class - III Employees |
| 5.  | Courses for the Observers             | 24 Weeks  | Class - III Employees |
| 6.  | Radar Meteorology and its application | 03 Weeks  | Class - I Officers    |
| 7.  | Courses for Electronic Assistants     | 03 Months | Class -II Officers    |
| 8.  | Telecommunication Course              | 01 month  | Class-III Employees   |
| 9.  | Wireless Supervisors Course           | 03 Weeks  | Class - III Employees |
| 10. | Satelite Meteorology Course           | 03 Weeks  | Class - I Officers    |
| 11. | T.P. Operators Course                 | 02 months | Class - III Employees |
| 12. | Maloon Makers Course                  | 02 Months | Class - III Employees |

Table-4

## Year-wise Training Performance (1985-96)

| Year         | Target | Actual | Percentage |
|--------------|--------|--------|------------|
| 1989-90      | -      | 46     | NA         |
| 1990-91      | -      | 42     | NA         |
| 1991-92      | -      | 35     | NA         |
| 1992-93      | -      | 49     | NA         |
| 1993-94      | -      | 27     | NA         |
| 1994-95      | -      | 77     | NA         |
| Total        |        | 276    |            |
| Average/Year |        | 49     |            |

## 5.2 Training Methodology

MTI mainly uses lecture methods in their training courses. The lecture method constitutes about 50 percent of their techniques used. They also use case study methods and exercise and discussion oriented methods. Table-6 shows the different types of methodology used by the MTI in their training courses.

Table-6  
Training Methodology Used by NIPORT

| Sl  | Training Methodology | Percentage used |
|-----|----------------------|-----------------|
| 1.  | Lecture              | 50.0            |
| 2.  | Syndicate            | -               |
| 3.  | Simulation           | -               |
| 4.  | Role Play            | -               |
| 5.  | Exercise             | 10.0            |
| 6.  | Assignment           | 15.0            |
| 7.  | Seminar              | -               |
| 8.  | Case Study           | 05.0            |
| 9.  | Discussion           | -               |
| 10. | Other                | 20.0            |
|     | Total                | 100.0           |

## **Section-VI**

### **8. Research and Publications**

The professional strength of any training institute is exhibited by the volume of research and publications of its faculty members. Unfortunately MTI do not have any significant number of publications. The exact number was not available. However, the number is insignificant to mention. This demonstrates the professional weakness of the faculty of MTI.

### **9. Comment of the Researcher**

1. MTI should publish its annual plan of training. In absence of such a plan it is very difficult to mobilize necessary resources to ensure effective training. If there is no such plan, it is not possible to assess the actual achievement of the institute compared to its target.
2. Faculty members of MTI should be trained to develop knowledge and skill to meet the challenges of future.
3. MTI should design integrated and comprehensive procurement plan for training aids keeping in view the annual target of persons to be trained.

# National Institute of Population Research and Training (NIPORT) Azimpur, Dhaka

– A. Z. M. Shafiqul Alam

## Section-I

### 1.1 Background

National Institute of Population Research and Training (NIPORT) was established in 1977. The institute is constituted with three organs namely, NIPORT, FWVTI and RTC. The institute is located on 2 acres of land at Azimpur, Dhaka. It functions under the supervision of the Ministry of Health and Family Welfare. The institute was established to impart training to the officers and staff who are engaged in the implementation of the programmes of health and family welfare and also to conduct researches. The main aim of NIPORT is to enhance the efficiency of the functionaries working in the field of health and family welfare through achieving the objectives listed in the following section.

### 1.2 Objectives of NIPORT

The main objectives of NIPORT are to

- \* organize professional training for the officers and staff of the Directorate of Health and Family Welfare;
- \* organize training for the Health and Family Welfare Officers of SAARC countries;
- \* organize training for the Health and Family Welfare Officers of the developing countries; and
- \* conduct researches in the field of health and family planning.

The institute is headed by a Director General equivalent to the rank of Joint Secretary of the government. Category-wise statistics of officers and staff of the institute are as follows:

#### A. Officers

|          |    |
|----------|----|
| Class-I  | 36 |
| Class-II | 02 |

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|                |    |
|----------------|----|
| Total Officers | 38 |
|----------------|----|

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**B. Staff**

|           |    |
|-----------|----|
| Class-III | 64 |
| Class-IV  | 50 |

|              |     |
|--------------|-----|
| Total Staff: | 114 |
|--------------|-----|

|                       |     |
|-----------------------|-----|
| Total Human Resources | 152 |
|-----------------------|-----|

**Section-II****Physical Facilities**

The physical facilities of NIPORT appears to be adequate (Table-1). The institute is situated on its own land measuring 2 acres. It has 36 office rooms and three class rooms. It has two hostels having total seats of 89. Other facilities like cafeteria/canteen, syndicate and seminar hall enable NIPORT to organize on-campus training programmes smoothly. Moreover, the auditorium, conference room, library and other facilities of NIPORT are adequate to cater the needs to organize training programmes.

Table-1

Physical Facilities of NIPORT

|    | Structure         | Room | Seat / Accomodation |
|----|-------------------|------|---------------------|
| 1. | Office Room       | 46   | -                   |
| 2. | Class Room        | 03   | 90                  |
| 3. | Hostel            | 02   | 89                  |
| 4. | Cafeteria/canteen | 01   | 60                  |
| 5. | Auditorium        | 02   | 150                 |
| 6. | Syndicate/Seminar | -    | 190                 |
| 7. | Other Rooms       | 40   | -                   |
| 8. | Conference Room   | -    | 40                  |
| 9. | Library           | 1    | -                   |

Source: NIPORT

### Section-III

#### 4. Training Aids

Adequate supply and availability of training aids are necessary pre-requisites to organize professional training courses successfully. Training aids listed in table-2 below depicts the capacity of NIPORT to organize and conduct training courses effectively. It transpires from the table that the available training aids of NIPORT are not adequate to organize professional training courses of a national training institute which is entrusted with the job of imparting training to the health and family welfare officers and staff. It appears that a training institute like NIPORT has no PA System/microphone. The institute has no duplicating machine even. It has no slide projector nor it has any film projector. Without showing any training films or other documentary films, training in the area of health and family welfare can not be effective. NIPORT, being the leading training institute in the health and family welfare sector, should have PA System, microphones, slide projectors and film projectors. However, since the annual training calendar of NIPORT is not available, it was not possible to assess whether the available training aids are adequate to cater the need of NIPORT or not. The training aids of NIPORT should be procured and made available keeping in line with the need of the institute.

Table-2  
Training Aids of NIPORT

| Sl No. | Item                 | Number |
|--------|----------------------|--------|
| 1.     | PA System/Microphone | 00     |
| 2.     | Overhead Projector   | 03     |
| 3.     | Opaque Projector     | 00     |
| 4.     | Photocopier          | 03     |
| 5.     | Duplicating Machine  | 00     |
| 6.     | Computer             | 07     |
| 7.     | Typewriter           | 16     |
| 8.     | Video Camera         | 00     |
| 9.     | VCR                  | 00     |
| 10.    | White/Black Board    | 04     |
| 11.    | Display Board        | 04     |
| 12.    | Slide Projector      | 00     |
| 13.    | Film Projector       | 00     |
| 14.    | Cassette Recorder    | 00     |

## Section-IV

### Budget and Expenditure

Table-3 shows six years' (FY 1989-90 to FY 1994-95) budget and actual expenditure of NIPORT. It is evident from the table that in all the years under review, a significant amount of allocated money remained unspent. While the annual average of actual amount of money spent was Tk. 791.21 lakh, the average unspent amount of money was Tk 435.70 Lakh which is about 58 percent of the budgeted amount. It can be inferred that the institute failed to utilize the allocated amount of money which in turn demonstrates that either the training programmes of the institute suffered or the budget estimates were subjective.

Table-3  
Budget and Expenditure of NIPORT

(Figures in Lakh Taka)

| Year            | Budget         | Expenses       | Surplus/deficit |
|-----------------|----------------|----------------|-----------------|
| 1989-90         | 945.30         | 740.00         | 205.30          |
| 1990-91         | 740.00         | 645.46         | 94.54           |
| 1991-92         | 875.00         | 598.60         | 276.40          |
| 1992-93         | 930.00         | 790.62         | 139.38          |
| 1993-94         | 2077.00        | 879.68         | 1197.32         |
| 1994-95         | 1794.17        | 1092.90        | 701.27          |
| <b>Total:</b>   | <b>7361.47</b> | <b>4747.26</b> | <b>2614.21</b>  |
| <b>Average:</b> | <b>1226.91</b> | <b>791.21</b>  | <b>435.70</b>   |

## Section-V

### 5.1 Training Activities

In organizing training courses NIPORT does not prepare any annual training plan. In absence of such a training plan, the achievements of the institute in the area of training is difficult to assess. However, it can be identified from the table-4 that NIPORT organizes two types of

Training courses. One type is management development courses and the other type is skill development courses.

Table-4  
Type of Courses Organized by NIPORT

| Sl | Name of Course                      | Duration  | Level of Participants             |
|----|-------------------------------------|-----------|-----------------------------------|
| 1. | Management Development Training     | 30 days   | District and Thana level Officers |
| 2. | Job Training                        | 07 days   | District and Thana level officers |
| 3. | Induction Training                  | 14 days   | District and Thana level officers |
| 4. | Training on Family Planning Methods | 18 months | NA                                |
| 5. | Training on Nutrition               | 02 months | NA                                |
| 6. | Training on EPI                     | NA        |                                   |

Table -5 below demonstrates the training performance of NIPORT from the year 1985 to 1996. It transpires that during the period under review, NIPORT achieved 87 percent of its training target. The institute had a target to train 13,477 persons per year, against which it trained 11,762 persons which constitutes 87 percent of the target.

Table-5  
Year-wise Training Performance (1985-96)

| Year             | Target   | Actual   | Percentage |
|------------------|----------|----------|------------|
| 1985-90          | 57,457   | 44,700   | 78         |
| 1990-91          | 9,577    | 7,618    | 80         |
| 1991-95          | 53,616   | 53,145   | 99         |
| 1995-96          | 14,129   | 12,157   | 86         |
| Total            | 1,34,779 | 1,17,620 | 87         |
| Average/<br>Year | 13,477   | 11,762   |            |

## 5.2 Training Methodology

NIPORT uses wide variety of training methods in its training courses. Table - 6 shows the training methods being used by NIPORT. It transpires that the institute gives least emphasis on lecture methods while lays much importance on other modern techniques and applied methods like syndicate, simulation, role play, seminar, case study, etc. It can be inferred that by using these methods in its training courses NIPORT is trying to make its training courses more effective.

Table-6  
Training Methodology Used by NIPORT

| Sl  | Training Methodology | Percentage used |
|-----|----------------------|-----------------|
| 1.  | Lecture              | 06.0            |
| 2.  | Syndicate            | 12.5            |
| 3.  | Simulation           | 13.5            |
| 4.  | Role Play            | 13.5            |
| 5.  | Exercise             | 13.5            |
| 6.  | Assignment           | -               |
| 7.  | Seminar              | 14.0            |
| 8.  | Case Study           | 13.5            |
| 9.  | Discussion           | 15.0            |
| 10. | Other                | -               |
|     | Total                | 100.00          |

## Section-VI

### Research and Publications

Research and publications contribute a lot to the training activities of every training organizations. The research activities enable the trainers to enrich and update their knowledge by searching new horizons of knowledge. The output of the research works are used as input in the training courses. Thus research has a paramount importance in the activities of the training organizations. The research and publications creates data base, develop and modernize curricula, facilitates case studies and help to develop reading materials. Table - 7 shows the number of publications of NIPORT. It has published 89 books and 28 journals so far. The number of publications may be considered encouraging provided these are good quality professional

publications. Unfortunately NIPORT does not publish any Annual Plan/Calendar of training and Annual Report.

**Table-7**  
**Professional Contribution**  
**of NIPORT's Faculty Members**

| Sl | Type of Publications                      | Number |
|----|-------------------------------------------|--------|
| 1. | Books                                     | 89     |
| 2. | Journal/Periodical                        | -      |
| 3. | Bulletin (weekly/fortnightly/<br>monthly) | 28     |
| 4. | Annual Plan/Calendar                      | 0      |
| 5. | Annual Report                             | 0      |

## Section-VII

### Comment of the Researcher

1. NIPORT should publish its annual plan of training. In absence of such a plan it is very difficult to mobilize necessary resources to ensure effective training. If there is no such plan, it is not possible to assess the actual achievement of the institute compared to its target.
2. NIPORT should develop institutional linkage programmes with regional training institutions working in the area of health and family welfare. Faculty members should be trained to develop knowledge and skill to meet the challenges of future.
3. NIPORT should design integrated and comprehensive procurement plan for training aids keeping in view the annual target of persons to be trained.

## **Civil Aviation Training Centre (CATC) Dhaka**

**– A K M Enamul Haque**

### **Section -I**

#### **Organizational description**

The civil Aviation Training Centre (CATC) is the training institute of the Civil Aviation Authority. It is located at Kurmitola on the Dhaka-Mymensingh Highway. The Centre was established in 1974.

The objective of the Centre is to generate skilled manpower for the operation and management of civil aviation in the country, such as, successful operation and management of all kinds of public and private flights and enabling the international flights to fly over Bangladesh.

The only activity of the centre is training. Conducting research on matters of civil aviation and advising the government or the Civil Aviation Authority of these matters are not included in its mission.

The trainees at CATC include (1) newly recruited officers and staff of the Civil Aviation Authority; (2) working officers and staff of the Civil Aviation Authority; (3) cadets of different flying academies; and (4) officers and staff of Bangladesh Biman. The centre however does not get any participants from abroad.

The centre is housed in a nice campus on the west side of the Dhaka-Mymensingh highway, north of Zia International Airport, and to the South of the office of the Civil Aviation Authority. The Campus has an area of approximately 7 acres. The dormitory for the trainees is housed in different campus having an area of approximately 3 acres of land that lies to the south east of Zia International Airport. The training premise consists of a large three-storied building in which there are 12 spacious class rooms, 21 spacious office rooms and 15 other rooms. The 12 class rooms can altogether accommodate 240 trainees. The dormitory consists of a large two-

storied building that can accommodate 106 participants. The dormitory has playgrounds, indoor games room, prayer room and a dinning hall that can accommodate 40 participants at a time. In short the physical infrastructure and facilities of the centre is adequate.

## **Section -II**

### **Manpower**

The centre has 13 class I officers, and 83 staff. Among the 13 officers 12 share the instructional load. The Principal is responsible for administration and management of the centre. There is no faculty member on deputation. However, there are always some part-time guest speakers. the number of whom vary from course to course.

All of the 13 class I officers hold Masters degrees in different disciplines. Ten of them have received training from abroad in different fields, such as. Radar. AIS. Communications technology, VOR, ILS, Airport management, training of trainees, etc. Five of them have received training in computer technology from within the country. The Centre however, does not have any definite plan for faculty development.

The Centre has experienced faculty members. Two officers have more than 11 years of experience as trainer, 5 other officers have 6 to 10 years of experience and 4 officers have less than 6 years of experience.

The Centre, however, does not have regular research and publication activities and as such there is no system of holding faculty seminars at regular intervals.

## **Section -III**

The CATC conducts the following 10 types of long and short term courses. The general objective of each course is apparent from the title of the course.

| Sl.No. | Title of the Course                     | Duration | Participants |
|--------|-----------------------------------------|----------|--------------|
| 1      | Commj. Operation Officers' Basic Course | 26 weeks | A.C.O        |
| 2      | Communication Basic Engineering Course  | 56 weeks | A.C.E        |
| 3      | Basic Air Traffic Control Course        | 30 weeks | A.A.O        |
| 4      | Radio Operator Course                   | 26 weeks | R.O          |
| 5      | Radio Technision Course                 | 56 weeks | R.T          |
| 6      | Aerodrome Operator Course               | 18 weeks | A.O          |
| 7      | Com. Operation Refresher Course         | 7 weeks  | C.A.R.O      |
| 8      | Elementary Aviation Security Course     | 4 weeks  | A.S.G        |
| 9      | Airport Gosh Five & Rascue Course       | 20 weeks | A.F.O        |
| 10     | Basic Aviation Security Course          | 2 weeks  | S.S/S.O      |

The centre has conducted a total of 20 courses of different types during the last 6 years (1989-95) in which a total of 200 participants have received training. The centre does not have the system of setting annual training targets on its won and approaching client organizations for participants. It only conducts training for trainees nominated by the Civil Aviation Authority. Since its inception, the centre has trained a total of 750 participants in different courses. According to CATT, all of these courses contributes to both short and long-term skill development of the participants.

The training methods used in different training courses include mostly lectures (60%) and simulation (30%) with some assignments (5%) and reviews (5%). Manuals are prepared for the participants and are given to them at the beginning of each course. Handouts are also given by trainers.

Trainees are evaluated at the end of each course through theoretical and practical tests. However, there is no system of evaluation of the instructors, the course curriculum, the course management and the organization itself by the trainees. There is also no system of conducting pre-training and past-training evaluation of trainees using same set of questionsl. Among training aids, they have 2 PA systems, 3 Over-head projectors, 1 photocopier, 1 duplicating machine and 25 typewriters. They also have course specific equipment such as a language laboratory and communications equipment. They also have a plan to procure 10 microcomputers this year. As far

as training aids and equipment is concerned the centre needs 9 more over-head projectors to equip the class rooms and they also need to replace the morse code equipment with its modern counterpart.

## **Section -IV**

### **Library, Research and Publications**

The centre has a library having an area of 400 square feet that can accommodate 30 users at a time. There are a total of 2163 books and a good number of local and foreign periodicals. The annual budget of the library is Taka 20,000. The centre however, does not have any formal research and publication activities.

## **Section -V**

### **Budget, Income and Expenditure**

The centre's budget for 1995-96 is Taka 1.10 crore. All of this money is from the government. The centre does not have any income of its own. There is no system of taking course fees from trainees. Average cost for each trainee in the major courses is Taka 10,000 per month.

## **Section -VI**

### **Comment of the Researcher**

There has not been any formal evaluation of the centre by its own faculty. Also there has not been any such evaluation by any outside expert or consultant. However, according to me, the CATC is one of the most important training institutes of the country. It is playing a vital role by training all kinds of civil aviation officers and staff. As a training organization, the CATC has a nice physical environment, wide class rooms, considerable amount of training equipment and adequate number of well-trained instructors. Through discussions with trainees and instructors it has appeared to me that CATC is imparting quality training to its participants.

# **Regional Public Administration Training Centre Dhaka**

**– Md. Anisur Rahman**

## **Section-I**

### **1.1 Description of the Organization**

Regional Public Administration Training Centre (RPATC), Dhaka is one of the regional branches of Bangladesh Public Administration Training Centre (BPATC) was established by the government in the year 1984 and started functioning on 28th April, 1984.

Since RPATC is the regional branch of BPATC, the background of creation of BPATC should be discussed here in brief.

Before the creation of BPATC, four major training institutions were in operation. They were - Bangladesh Administrative Staff College (BASC), National Institute of Public Administration (NIPA), Civil Officers Training Academy (COTA), and Staff Training Institute (STI).

The BASC was set up in 1977 for imparting training to senior administrators and top executives so that they can make effective contributions to policy analysis and development activities. The NIPA was created in 1961 to train mid-level civil servants while the COTA was entrusted with the responsibilities of organizing foundations courses for newly recruited class-I cadre officers and the STI and its regional branches were given the responsibilities to impart training to non-class-I officials.

The United Nations Development Programme (UNDP) undertook a study titled "Pre-investment for a public administration training and management improvement in Bangladesh" in the year 1980. The study observed that little attention had been made to training needs of officials working at the lower level. There was also a lack of realization in the functions and responsibilities

of STI. Accordingly, the study recommended for redressing the training needs of lower level public officials and suggested upgradation of the status of STI.

In the light of this study, the Martial Law Committee on organizational set up headed by Brigadier Enam, recommended for amalgamation of RSTIs, STI, COTA, NIPA and BASC into one organization under the nomenclature "Bangladesh Public Administration Training Centre (BPATC)" with its regional branches which shall be called 'Regional Public Administration Training Centre (RPATC)'. This recommendation was accepted by the government and by means of promulgation of the Bangladesh Public Administration Training Centre Ordinance (No. XXVI of 1984), 1984, BPATC was created. It started functioning as Bangladesh Public Administration Training Centre (BPATC) located at Savar, 25 Kilometres to the north-west of Dhaka city beside the Dhaka-Aricha highway in a beautiful environment since 28th April 1984. Its Regional branches also started functioning on the same day in the name of RPATC.

## **1.2 Objectives of the Organization**

- (a) To impart training to the officers (class-I, II) and employees (class-II, IV) of the government, semi-government and autonomous organizations in different fields.
- (b) To assist BPATC in the functions of syllabus and curriculum development.
- (c) To assist BPATC by prescribing courses on training
- (d) To share the responsibilities of BPATC by carrying out the directives of the same.
- (e) To distribute certificates to the successful trainees of RPATC.

## **1.3 Present Programme**

Organizing different training courses for class-I, II, III & class-IV public servants and for officials of other organizations and agencies.

## **1.4 Trainees of the centre**

Regional Public Administration Training Centre, Dhaka offers training to class-I, II, III & class-IV public servants and officials of different organizations and agencies.

## **Section-II**

### **Physical Infrastructure**

The Centre has one 3 storied administrative building and one 6 storied functional building on its own land at 49, New Exkaton of Dhaka city. The 3-storied building is used for residential purposes (dormitory) of the trainees. The first floor of this building is partially used for official purposes and the second floor is used for residential purpose of the Deputy Director. The six storied building is used for training, other official works, library and auditorium. The total area of land of this Centre is 2 Bighas. In total, 14 rooms are used for official purposes.

There are 3 class rooms, each having the accommodation capacity of 60 participants. The dormitory has the accommodation capacity of 30 persons and cafeteria has the same accommodation capacity. The auditorium can accommodate 200 persons at a time. The Centre has one dining hall for the use of the participants.

## **Section-III**

### **3.1 Staff Position**

There are three class-I and two class-II officers working at RPATC, Dhaka. The Deputy Director who is now working at RPATC, Dhaka has been posted by the Ministry of Establishment of deputation. Other 4 are BPATC's own officers. Among the 5 officers, 4 are working as trainers of different courses. About 65% trainers come from outside as guest speakers.

The Deputy Director is the head of the office. He is assisted by two Assistant Directors and one Junior Instructor. The other staff help the Deputy Director in discharging his official duties.

The present staff position of RPATC, Dhaka is shown in the following table.

Table-1

| Post                         | No. |
|------------------------------|-----|
| Deputy Director              | 1   |
| Assistant Director           | 1   |
| Junior Instructor            | 2   |
| Technical Supervisor         | 1   |
| Statistical Assistant        | 1   |
| Head Assistant               | 1   |
| Cataloguer                   | 1   |
| Accountant                   | 1   |
| Cashier                      | 1   |
| Stenotypist                  | 1   |
| Training Assistant           | 1   |
| L.D.A. Cum Typist            | 1   |
| L.D. Assistant               | 1   |
| Driver                       | 1   |
| Duplicating Machine Operator | 1   |
| Night Guard                  | 1   |
| M.L.S.S                      | 5   |
| Cook                         | 1   |
| Mess boy                     | 1   |
| Sweeper                      | 1   |

-----  
25

### 3.2 Trainers and their educational qualifications

Among the five officers who are now working at RPATC, Dhaka, three have Master degree, one has MS degree while another one has Diploma degree.

### 3.3 Administrative system

The Centre is under the administrative control of BPATC. The Director (ST & TOT) of BPATC is entrusted with the responsibilities of constant supervising, controlling, coordinating, evaluating and monitoring the activities of the Centre and also taking remedial measures. To this end, coordination meeting at the interval of a quarter is held at RPATC alternatively where various problems are discussed and remedial measures are suggested.

## Section-IV

### 4.1 Training Activities

Since the Centre is under the administrative control of BPATC, it strictly follows and conducts the courses detailed in the "training calendar" prepared by BPATC for a financial year which is approved by its Board of Governors.

The Centre normally conducts the following courses in a financial year :

Table-2

| Sl.No. | Name of the course                        | Duration | Tartet Group                        |
|--------|-------------------------------------------|----------|-------------------------------------|
| 1.     | On the Job-training                       | 3 days   | Class-I Officer                     |
| 2.     | Financial Administration                  | 2 weeks  | Class-I, II & III Officer/Officials |
| 3.     | Conduct & Discipline                      | 2 weeks  | Class-I, II & III Officer/Officials |
| 4.     | Disaster Management                       | 1 week   | Class-I Officers                    |
| 5.     | Development Administration and Management | 4 weeks  | Class-II Officers                   |
| 6.     | Refresher course                          | 1 week   | Class-II Officers                   |
| 7.     | Office Correspondence                     | 1 week   | Class-II & III                      |
| 8.     | Basis Office Administration               | 4 weeks  | Class-III                           |

|     |                                       |         |                                                                  |
|-----|---------------------------------------|---------|------------------------------------------------------------------|
| 9.  | Stenography Course                    | 8 weeks | Stenographer & Stenotypist                                       |
| 10. | File & Record Management              | 2 weeks | U.D. Asstt., Head Asstt. & equivalent officials                  |
| 11. | Office Supervisory                    | 2 weeks | -do-                                                             |
| 12. | Tahsilder training course             | 2 weeks | Tahsilder, Asstt. Tahsilder & other officials of revenue office. |
| 13. | Typing course                         | 4 weeks | Typist.                                                          |
| 14. | Bench Asstt. Training Course          | 2 weeks | Bench Asstts.                                                    |
| 15. | Preparation and preservation of bills | 1 week  | Accountants, Bench Asstts. & equivalent officials.               |
| 16. | Disposal of Audit objection           | 1 week  | Accountants, Bench Assistant & equivalent officials.             |
| 17. | Certificate Asstt. Training Course    | 1 week  | Certificate Asstt. & equivalent officials.                       |
| 18. | Human Relation                        | 4 days  | Class-IV employees.                                              |

Some courses are held more than once in a financial year. The Centre conducts 35 to 45 courses every year according to the training calendar prepared by BPATC. Sometimes, few courses are organised on the request of a particular department for its own officials.

## 4.2 Target and achievement of training

The Centre's target of training and its achievement during last 6 years are shown in the Table-3 below :

Table-3

| Year    | No. of participants targeted | No. of participants actually trained | No. of courses |
|---------|------------------------------|--------------------------------------|----------------|
| 1989-90 | 1155                         | 1270                                 | 36             |
| 1990-91 | 1260                         | 1342                                 | 39             |
| 1991-92 | 1375                         | 1058                                 | 41             |
| 1992-93 | 1315                         | 1160                                 | 42             |
| 1993-94 | 1350                         | 1067                                 | 40             |
| 1994-95 | 1220                         | 1345                                 | 34             |
| Total   | 7675                         | 7242                                 | 232            |

During last 6 years, the Centre's total target was 7675 out of which 7242 No. of participants were trained through 232 different courses. The achievement is 94.35% of the target.

### 4.3 Training Methods

The Regional Public Administration Training Centre, Dhaka adopts different training methods in its training courses, such as : lecture method, syndicate method, exercise, assignment method, seminar method, and discussion & review method, etc.

### 4.4 Training Aids

The Centre uses the following training aids in its different training courses :

- a) Mike 2 Nos.
- b) Overhead Projector 2 Nos.
- c) Black & White Board 3 Nos.
- d) Display Board 1 No.
- e) Photocopier 1 no.
- f) Duplicating Machine 3 Nos.
- g) Type-writer 49 Nos.
- h) Camera 1 No.
- i) Paper cutter (Machine) 1 No.
- j) Electric Stencil Cutter 1 No.  
(Machine)

The Centre lacks modern training aids, such as : wireless, microphones, computer, VIDEO camera, etc. The Centre provides handout in every session and course module at the time of course opening. It also supplies handbooks & other related books according to the necessity of the participants.

RPATC, Dhaka strictly follows the following evaluation systems in every training courses :

- a) Pre-training and post-training evaluation of the trainees.
- b) Evaluation of the trainers by the trainees.
- c) Evaluation of course management by the trainees.
- d) Evaluation of the course curriculum by the trainees.
- e) Evaluation of the institution as a whole by the trainees.

## Section-V

### Budget & Expenditure

The Centre is fully funded by the government. The year-wise budget and actual expenditure of last 6 years are shown in the Table-4 below :

Table-4

| Year    | Budget (in Taka) | Actual expenditure (in Taka) |
|---------|------------------|------------------------------|
| 1989-90 | 27,58,500        | 27,19,750                    |
| 1990-91 | 45,45,000        | 44,96,871                    |
| 1991-92 | 17,40,000        | 16,02,478                    |
| 1992-93 | 14,62,000        | 14,37,423                    |
| 1993-94 | 3,57,000         | 2,99,447                     |
| 1994-95 | 11,22,000        | 10,98,740                    |

In the financial year 1994-95, the average expenditure per participant was estimated as Tk. 1482.50.

## **Section-VI**

### **Library, Research and Seminars**

RPATC, Dhaka provides library facilities to the trainers and trainees. It has got a library which can accommodate 25 participants at a time. Total area of the library is  $23 \times 55 = 1265$  sq. ft. Total number of books in the library is 16,000. At present, it contains about 500 Journals collected from different institutions of the world. Annual allocation for the library is Tk. 30,000/-.

### **Comment of the Researcher**

To make efficient and effective public administration system in Bangladesh there is no alternative of training. As staff training programme is an integral part of the whole public administration training system, it has a positive impact on the overall development activities of the country. If the supporting staff are trained up, they can contribute significantly to the nation building activities. So, the investment in this sector is highly appreciated.

# **Officers Training Institute (OTI)**

## **Savar, Dhaka**

**–Md. Anisur Rahman**

### **Section-I**

#### **1.1 Description of the Organization**

Officers Training Institute (OTI), Savar, Dhaka was established in the year 1984 with a view to impart training to the officers of livestock department of the government. It was set up under 'Livestock Development and Training Project-II' of the ministry of Fisheries and Livestock. The background of establishing the institute was to impart training to the officers of livestock department in the field of administration, management, government rules & regulations and training related to increase efficiency of the officers in departmental activities.

Officers Training Institute is a government institution and functions under the administrative control of the Ministry of Fisheries and Livestock of the government. The executive head of the institution is designated as Principal who is equivalent to Joint Secretary of the government.

#### **1.2 Objectives of the Institute**

- (a) To prepare the departmental officers to discharge their duties efficiently in nation building activities.
- (b) To impart training to the departmental officers in the field of administrative activities, maintenance of office records, office management financial rules and regulations, audit and accounts, etc.
- (c) To acquaint the departmental officers with the modern technology related to livestock development.
- (d) To create positive attitudes of the officers so that they can work by establishing inter-departmental coordination & cooperation.
- (e) To enhance the analytical capabilities of the officers and to make them efficient in decision making activities.

- (f) To equip the officers so that they can solve any problem promptly and accurately.
- (g) To bring attitudinal change of the officers so that they can serve the peoples of the Republic enthusiastically.
- (h) To give knowledge to the officers about the social, administrative and economic structure of the country.

### **1.3 Present Programme**

- (a) Organizing training programmes of various duration for departmental officers.
- (b) Conducting Departmental Seminars.
- (c) Seminars on Inter-departmental Cooperation
- (d) Conducting International Seminars.

### **1.4 Trainees of the Institute**

Officers from entry level to divisional level of BCS (Livestock) and BCS (Fisheries) are the trainees of the institute.

## **Section-II**

### **Physical Infrastructure**

The institution has its own two-storied building on its own land which is located 25 Km north-west of Dhaka city and on the right side of the Dhaka-Aricha highway. Total area of land is 10 acres. There are 7 office rooms, 2 class rooms, 1 dormitory, 1 auditorium, 1 seminar room in the functional building of the institute.

Seat capacity of each class room is 40 while dormitory has 45 seats, auditorium 300 seats and the seminar room has a seat capacity of 20.

In addition, there are 1 dining hall and 1 conference room having 40 seat capacity each.

The institute is shaded by various green trees and plants which give a good look of the premises.

## **Section-III**

### **3.1 Staff Position**

There are 7 class - 1 officers who are working permanently at OTI. All these 7 officers are working as trainers. About 82% trainers come from outside as guest speakers and their number is about 30. Moreover, 4 class-III and 16 class-IV employees are working at OTI.

### **3.2 Trainers (Officers) and their educational qualification**

Among the trainers (own), 4 have Bachelor degree, 2 have Master degree, 1 has MS degree obtained from UK, and 1 holds Diploma degree obtained from Germany.

In total, 5 officers got overseas short training in the fields of Training Methodology, Animal production, Animal health and poultry development. As trainers, 5 are experienced by 0-5 years, one is 6-10 years, one is over 15 years experienced. Four officers have more than 21 years experience in field service who are now working as trainers.

The institution has the plan to develop the skill of the faculty members through short term in-country training.

## **Section-IV**

### **Training Activities**

#### **4.1 Training Courses of the Institute**

The institution basically conducts 3 courses : namely :-

- (a) Foundation training course for entry level class-1 officers upto the level of Deputy Directors. The duration of the course is 2 months.
- (b) Administrative management course.
- (c) Extension course.

Both the above courses are for entry-level class-1 officers upto the level of Deputy Directors and the duration of each course is 2 weeks.

## 4.2 Target and achievement of training

The institution's target of training and its achievement during last 6 years are shown in the table below :

Table-1

| Year    | No. of participants targeted | No. of participants actually trained | No. of course |
|---------|------------------------------|--------------------------------------|---------------|
| 1989-90 | 310                          | 310                                  | 5             |
| 1990-91 | 500                          | 495                                  | 5             |
| 1991-92 | 180                          | 162                                  | 3             |
| 1992-93 | 140                          | 139                                  | 3             |
| 1993-94 | 520                          | 439                                  | 13            |
| 1994-95 | 480                          | 415                                  | 12            |

From its inception, the institution's total target was 3610 out of which 3421 No. of participants were trained through 41 different courses. The achievement is 95% of the target.

## 4.3 Training Methods

Officers Training Institute (OTI) adopts different training methods in its training courses such as lecture method (88%), syndicate method (2%), Roll play method (3%), exercise (1%), assignment method (2%), seminar method (1%) and discussion & review method (3%), etc.

## 4.4 Training Aids

OTI uses the following training aids in the different training courses :

- |                         |        |
|-------------------------|--------|
| (a) Mike                | 2 Nos. |
| (b) Overhead Projector  | 2 Nos. |
| (c) Opaque Projector    | 1 No.  |
| (d) Black & White Board | 2 Nos. |
| (e) Photo-copier        | 1 No.  |
| (f) Duplicating Machine | 2 Nos. |
| (g) Type-writer         | 2 Nos. |
| (h) Slide Projector     | 2 Nos. |

OTI lacks modern training aids, such as : wireless, microphone, computer, VIDEO camera, etc.

OTI, in every training course provides handout, manuals, related books, handbooks and course module at the time of course opening and in the session.

OTI strictly follows the following evaluation systems in every training course :

- (a) Pre-training and post-training evaluation of the trainees
- (b) Evaluation of the trainers by the trainees.
- (c) Evaluation of the course management by the trainees.
- (d) Evaluation of the course curriculum by the trainees.
- (e) Evaluation of the institution as a whole by the trainees.

## Section-V

### Budget & Expenditure

The institution is fully funded by the government. The year-wise budget and actual expenditure of last 6 years are shown in the following table :

Table-2

| Year    | Budget (in Taka) | Actual expenditure<br>(in Taka) |
|---------|------------------|---------------------------------|
| 1989-90 | 27,58,500        | 27,19,750                       |
| 1990-91 | 45,45,000        | 44,96,871                       |
| 1991-92 | 17,40,000        | 16,02,478                       |
| 1992-93 | 14,62,000        | 14,37,423                       |
| 1993-94 | 3,57,000         | 2,99,447                        |
| 1994-95 | 11,22,000        | 10,98,740                       |

In Foundation Training Course of 2 months, total expenditure per participant is estimated as Tk. 9000/- while in Extension Course of two weeks, total expenditure per participant is estimated as Tk. 1800/-

## Section-VI

### Publication

The institution has so far published 2 Books, 1 Annual Report and 1 Training Calendar.

## **Section-VII**

### **Library, Research and Seminars**

Officers Training Institute provides library facilities to the trainers and trainees. It has got a mini library having seat capacity of 20. Total number of books in the library is 2222. Total number of Journal is 12 out of which 10 are domestic and 2 are foreign. No research work has been conducted by OTI as yet.

From its inception to December 1995, the institute arranged 12 seminars and 15 workshops where the number of participant was 2778.

In addition to training activities, the institute accomplishes its day to day administrative activities and gives consultancy related to livestock production and development.

## **Section-VIII**

### **Comment of the Researcher**

Under the present socio-economic condition of the country, the development of livestock sub-sector is a must. The development of the sub-sector largely depends upon the professional knowledge, skills and attitudes of the departmental officers. The institution is entrusted with the responsibilities to train and equip the officers of the livestock department and makes them able to discharge their duties efficiently and effectively. The officers and employees of the institute have been trying for the gradual beautification and overall development of the institution. The institute deserves further more assistance and proper attention of the appropriate authorities for its macro and micro development.

# National Social Service Academy

## Dhanmondi, Dhaka

– Md. Altaf Hossain

### Introduction

Professional social work started in Bangladesh by three month training programme on social welfare in 1952-53 by the help of united nations. By the help of united nation in 1955 urban social development project established at kawititule Dhaka. For the success of this project ; it was expanded in other area . Social welfare department established in 1961. The workplan of social welfare department enlarge in medical social work, probeson service, school social work, babyhome etc. For the successful implementation of this work it was thought that trained and skilled officer and staff are necessary.

### Section-I

#### 1.1 Inception of the organization

The child care training centre which established in 1st march 1963 by the help of united nation transfered to social welfare directorate in 1st February 1967 and from that time it is used as a social welfare inter-training institute. Under second five year plan in 1980-81 it was developed and named by national social service academy. In 1984 national social service academy recognized as a permanent institute. After liberation in Bangladesh social work enlarge in rural and urban area. under control of social welfare ministry social service directorate one of the biggest office and 36 project is going on by this directorate. National social service academy giving training on administrative and skill oriented of the officer who are engaged in different social work.

## 1.2 Objective

The main objective of the social service academy is to improve knowledge and skill of the officer working in various project.

- a) For this short term and long term training programme are arranged for the officers who are working in various project and offices.
- b) To arrange various workshop and Seminar on social service.
- c) To interlink with various offices for maintaining the training programme smoothly.
- d) To arrange field visit for gathering practical experience of the Trainee.
- e) Prepare case study on various project on social service.

## Section -II

### Officer/Staff

The designation of the head of the institute is principal who is in the status of deputy secretary.

The following officer and staff are working in the institute :

|    |           |                |     |     |
|----|-----------|----------------|-----|-----|
| a) | Officer : |                |     |     |
|    |           | First class    | 5   | Nos |
|    |           | Second class - | Nos |     |
|    |           | <hr/>          |     |     |
|    |           | Total          | 5   | Nos |
| b) | Staff :   |                |     |     |
|    |           | Third class    | 6   | Nos |
|    |           | Fourth class   | 9   | Nos |
|    |           | <hr/>          |     |     |
|    |           | Total          | 15  | Nos |

Within above there are no deputation or contract basis officer. Two officer working as a trainer. Fifty percent are guest speaker. Educational qualification of the five officers are master degree. All of them have taken training in the country and two have taken training out side the country. Two of them have field experience more them 21 years and three have experience more them 16 years.

### Section -III

#### Physical facility

National social service academy stands on a rent basis house at Dhammondi. In that house number of officer room seven. There are one class room whose capacity is 40. One floor is used as a dormitory whose seat capacity is fifteen. There is library in the institute whose size is 18'x10' and seat capacity is ten. There are 3000 book in the library. All the physical facility in the house used in training purpose.

### Section -IV

#### 4.1 Training Courses

In the national social service academy there is yearly training planning and in each year a training calendar is prepared. Most of the training programme is limited with in one week to two week.

Training Courses of the national social service academy are given below :

| Sl.No | Name of the course                                                   | duration | participant                                                             |
|-------|----------------------------------------------------------------------|----------|-------------------------------------------------------------------------|
| 1.    | Foundation course on programing management and development           | 6 Weeks  | Social service officer/Equivalent officer                               |
| 2.    | Training of officer who are engaged on probation work.               | 2 Weeks  | -Do-                                                                    |
| 3.    | Training of officer who are engaged in hospital social service work. | 6 Weeks  | -Do-                                                                    |
| 4.    | Training of officer on office administration and management          | 3 days   | Assistant Director/ equivalent officer.                                 |
| 5.    | Leadership and supervision                                           | 8 days   | Social service officer /Equivalent officer                              |
| 6.    | Short training course on office administration and management.       | 8 days   | -do-                                                                    |
| 7.    | Orientation Course                                                   | 1 day    | Deputy director who are working district level in social service office |

## 4.2 Target and Achievement

Yearly target of training of the institute and actual training taken are given below :

| <u>Year</u> | <u>Target of the training</u> | <u>Actual training taken</u> |
|-------------|-------------------------------|------------------------------|
| 1989-90     | 340 persons                   | 353 persons                  |
| 1990-91     | 189 persons                   | 141 persons                  |
| 1991-92     | 150 persons                   | 66 persons                   |
| 1992-93     | 180 persons                   | 82 persons                   |
| 1993-94     | 120 persons                   | 83 persons                   |
| 1994-95     | 260 persons                   | 384 persons                  |

From june 73 to december 96 total 5259 trainee have taken training from the academy.

## 4.3 Training Methods

National social service academy use various types of method for training. With in this , lecture is 60% and others are 40% whose details description are given below :

|    | <u>Name of the training method</u> | <u>percentage</u> |
|----|------------------------------------|-------------------|
| 1. | Lecture method                     | 40%               |
| 2. | Role play method                   | 01%               |
| 3. | Exercise method                    | 02%               |
| 4. | Assignment method                  | 02%               |
| 5. | Seminar method                     | 03%               |
| 6. | Case study method                  | 02%               |
| 7. | Discussion method                  | 25%               |
| 8. | Chart graph/Film show              | 05%               |
|    |                                    | -----             |
|    | Total                              | 100%              |

#### 4.4 Training Aids

In the training academy the equipment for training is very limited whose description are given below :

|    |                     |    |    |
|----|---------------------|----|----|
| a) | Over head projector | 01 | No |
| b) | White/Black board   | 04 | No |
| c) | Display board       | 01 | No |
| d) | Duplicating machine | 01 | No |
| e) | Type machine        | 03 | No |

### Section VII

#### Evaluation System

In the national social service academy the trainee are evaluated by class examination ; assignment, and disussion of question. The trainer are evaluated by taking openion of the trainee. Course management and course curricula are evaluated by discussion and taking openion of the officer, trainee and trainer.

### Section-VIII

#### Budget and expences

Budget of the institute is not adequate. Average training expenditure per participant of the core course are 909.42 taka. Year wise budget and actual expences are given below :

| Year               | 1991-92 | 1992-93 | 1993-94 | 1994-95 |
|--------------------|---------|---------|---------|---------|
| Budget             | 1270825 | 1718187 | 1746893 | 1659731 |
| Actual<br>expences | 1211995 | 1299696 | 1011118 | 1787294 |

### Section IX

#### Recomendation

The training institute do not have any publication and research work. It also do not conduct an seminer or workshop. so more emphasis should be given on publication, research work; seminer and workshop. The physical fasility of the institute should be increased more. More training programme should be arranged for the trainer. Training equipment and audiovisual system for the training should be increased.

## B. R. T. C. Training Institute Joydevpur, Gazipur

– Md. Altaf Hossain

### Section-I

#### 1.1 Introduction

B. R. T. C training institute established at Jaydevpur which stands 40 K.M. from Dhaka for creating skilled man power in transport management under controll of communication ministry by the help of U.N.D.P and I.L.O in 1975. After creating B.R.T.C. in 1961, it was taken under consideration to develop skilled manpower specially skilled driver. Its construction work finished in 1982.

#### 1.2 Objective of the Organization

The main objective of the training academy is to develop skilled manpower for maintenance and driving vehicles. Another objective is to given more information for road signal and traffic rule of the country and aslo the international rule. It also have objective to give practical conception about machinary of vehicle and how to maintain the vehicle.

### Section-II

#### Manpower

Ilead of the training institute is training manager. He is in status of Deputy Secretary. In the institute the following officer and staff are working.

|                                                       |           |              |   |     |
|-------------------------------------------------------|-----------|--------------|---|-----|
| a)                                                    | Officer - | First class  | 4 | Nos |
|                                                       |           | Second class | 2 | Nos |
| <hr style="width: 100%; border: 0.5px solid black;"/> |           |              |   |     |
|                                                       |           | Total        | 6 |     |

|    |       |   |              |    |     |
|----|-------|---|--------------|----|-----|
| b) | Staff | - | Third class  | 15 | Nos |
|    |       |   | Fourth class | 7  | Nos |
|    |       |   | <hr/>        |    |     |
|    |       |   | Total        | 22 | Nos |

There are no deputation or contact basis appointed officer. With in officer four are working as a trainer. Driver of the institute also gives practical training. With in officer one master degree holder ; two bachalar degree holder and two diploma degree halder. Three officer have taken training in the country and two have taken training outside the country. As a trainer one have experience more than 21 years ; two have experience more than 16 years and two have experience 6 years.

### Section - III

#### Physical fasility

B. R. T. C training institute stands 40 k.m. from Dhaka and 3 k.m. from Jaydevpur rail station. The institute stands on five acre land. It have four class room whose capacity is ninety. There is a dormatory for trainee whose capacity is ninety six. It also have one cafe toria and one auditorium. It have a library of 600 Syt and total book number is 200.

### Section-IV

#### 4.1 Area of training

There are no training calender of B.R.T.C training institute. The main training programme are given below :

| <u>Sl. No.</u> | <u>Name of the course</u> | <u>Duration</u> |
|----------------|---------------------------|-----------------|
| 1.             | Basic light Driving       | 4 Week          |
| 2.             | Special basic driving     | 3 Week          |
| 3.             | Basic heavy driving       | 12Week          |
| 4.             | Up-grading driving        | 6 Week          |
| 5.             | Auto-mechanism            | 24 week         |
| 6.             | Up-grading mechanism      | 10 week         |

Yearly target of training of the institute and actual training taken are given below :

| <u>Year</u> | <u>Target</u> | <u>Actual training taken</u> |
|-------------|---------------|------------------------------|
| 1989-90     | 450 persons   | 279 persons                  |
| 1990-91     | 450 persons   | 305 persons                  |
| 1991-92     | 600 persons   | 450 persons                  |
| 1992-93     | 950 persons   | 903 persons                  |
| 1994-95     | 950 persons   | 856 persons                  |

## 4.2 Training Methods

B.R.T.C Training academy use various types of method for training. With in this, class room lecture is 40% and practical training 30% . The details are given below :

| <u>Name of the training method</u> | <u>Percentage</u> |
|------------------------------------|-------------------|
| 1. Class room lecture              | 40%               |
| 2. Exercise method                 | 30%               |
| 3. Assignment method               | 30%               |
| Total                              | 100%              |

## 4.3 Training Aids

In the training academy the equipment for training is very limited whose description are given below :

|    |                             |    |     |
|----|-----------------------------|----|-----|
| a) | Over head projector         | 02 | Nos |
| b) | White /black board          | 04 | Nos |
| c) | Slide and 16 m.m. projector | 02 | Nos |
| d) | Type machine                | 02 | Nos |

## 4.4 Evaluation System

As B.R.T.C is a technical training institution ; so participant are evaluated by using practical method and those who success, certificate are given to them. Without these driving licence are given by contact with B.R.T.A for the trainee of P.A.T.C. and S.A.R.D.I.

## Section-V

### Budget

Budget of the institute is not adequate year wise budget and actual expences are given

below :

| Year            | 1989-90 | 1990-91 | 1991-92 | 1992-93 | 1993-94 | 1994-95 |
|-----------------|---------|---------|---------|---------|---------|---------|
| Budget          | 2183650 | 2116756 | 1979600 | 215200  | 2164000 | 2348400 |
| Actual expences | 2055730 | 2004972 | 1842000 | 2014000 | 2006820 | 2203320 |

## Section-VI

### Comment of the Researcher

The training institute do not have any publication and research work. It also do not conduct any seminer or workshop. So more emphasis should be given on publication, reserach work , seminar and workshop. 40% physical facility of the institute are unused. The physical facility of the institute may be utilized fully by conducting more training programme. More training should be arranged for the trainer.

Training Equipment and audio visual system for the training should be increesed. More vehicle should be purchase for training.

# Bangladesh Police Training Academy

## Sardah, Rajshahi

– A.K.M. Mahbubuzzaman

### Section-I

#### 1.1 Introduction

The Bangladesh Police Training Academy (BPTA) is a very old training institute for the police officials. It was established in July, 1912, by the 'Police Commission Report' of 1902. It was the single training institute for the police in British India to impart the training programme of Bengal and Assam Province. In 1936, one 'Police Training College Manual' was circulated, which has been guiding the institute till date. The institute is headed by a 'Principal', who is chosen from the Deputy Inspector General of Police (DIG) equivalent to the rank of joint secretary.

The academy is a pure governmental institute located at Sardah, 28 kilometers away from Rajshahi city corporation. It has 142 acres of land and situated on the north bank of the Padma river in Charghat Thana under the district of Rajshahi.

#### 1.2 Objectives of BPTA

The principal objectives of BPTA are as follows :

- a) To impart basic training to the newly recruited police constables, sub Inspectors and Assistant Police Superintendents,
- b) To develop physical and mental strength of the officials to serve the police force as it required,
- c) To develop leadership qualities for the competent police force.

#### 1.3 Present Activities of BPTA

- a) Imparting basic and foundation training to the newly recruited police officials,
- b) Command and Inquiry training courses for the additional S.P and S.P,

- c) Course for the promotee officers,
- d) Refreshers' courses for the sub Inspectors, Asstt. Sub Inspectors,
- e) Forest and Custom officials for basic security courses.

## **Section-II**

### **Level of Trainees**

- a) Superintendents of police
  - b) Additional Superintendents of police
  - c) Assistant Superintendents of police
  - d) Inspectors
  - e) Sub-Inspectors
  - f) Sergants
  - g) Assistant sub-inspectors, Head constables and constables
  - h) Officials of customs and forest department
- N.B. No foreign trainees are trained here.

## **Section-III**

### **Physical Infrastructure**

The academy has its own multi-storied building for office, syndicate, seminar hall, class room, auditorium etc. A newly built 3 storied building has been established in 1994. Some old buildings, astables, dormitory, staff quarters and hospital are there in the campus.

It has 142 acres own land including play ground, training field and parade ground. Numerous old raintrees, teaks, mahoganees etc. shades the academy all around. The physical facilities of the academy are stated in table-1.