

PUBLIC ADMINISTRATION TRAINING CENTRE

Savar, Dhaka

INAUGURATION BROCHURE

*3rd May, 1984*

*Published by :*

H. T. IMAM

Project Director

Project Implementation Office

7, Shyamoli, Dhaka-7

*Edited by :*

Dr. M. Anisuzzaman

Project Implementation Office

## TABLE OF CONTENTS

I. Messages :	President and Chief Martial Law Administrator	
	Minister for Establishment	
	Secretary, Ministry of Establishment	
II. Articles :	New Dimensions of Public Administration Training	1
	—H. T. Imam Project Director	
	PATC as a new life philosophy	5
	—Dr. Shaikh Maqsood Ali Rector, PATC	
	Information Needs in the Ministry of Establishment	7
	—D.S. Yusuf Hyder Additional Secretary, Ministry of Establishment	
	Coordinated, Integrated, Effective Public Administration Training of the Future	12
	—Bruce Kratka Chief, IPA/TAU Consortium	
	Training Requirements for Public Enterprise Managers in Bangladesh	14
	—Dr. Lutful Hoq Choudhury Professor of Public Administration Dhaka University	

PATC and the Growing Training Needs at Local Levels 19

—Dr. A.N. Shamsul Hoque  
Professor of Political Science  
Rajshahi University

Towards a more meaningful Training in Public Administration 21

—Dr. M. Anisuzzaman  
Professor of Public Administration  
Chittagong University

Physical Facilities and Construction of Public Administration Training Centre at Savar, Dhaka 29

—Md. Mosharraf Hussain,  
Executive Engineer, Savar PWD  
Division, Dhaka.

Basic Facts about PATC 39

—Shah Aminul Hoque  
Deputy Project Director  
Project Implementation Office

Mr. H.T. Imam  
Project Director

Mr. A.Z. Chowdhury  
Deputy Project Director, (Evaluation)

Mr. Shah Aminul Hoque  
Deputy Project Director (Admin)

Mr. Md. Mosharraf Hussain  
Project Engineer

Mr. Kazi Aminul Islam  
Evaluation Officer

Mr G.M. Khurshid Alam  
Technical Assistance and Training  
Coordinator

**Technical Assistance Team**

Mr. Bruce Kratka, Chief, IPA/TAU  
Consortium

Dr. Richard Fehnel  
Consultant

Mr. Herman Bretsch  
Consultant

I am indeed happy that the Public Administration Training Centre is about to come to life by the Grace of Almighty Allah. It is our sincere endeavour to build a completely new and restructured administrative organization compatible with the needs and aspirations of an independent and sovereign nation. In this backdrop the Centre has a special significance. The present step towards establishing one training centre integrating a number of existing institutions is a new idea in the history of Public Administration in Bangladesh. The success of this effort will depend on how well the charter of duties of the Public Administration Training Centre is fulfilled. If those who are responsible for making it a "centre of excellence" in administrative training apply themselves to the task, the objective can be achieved. I feel quite hopeful and confident about its future. The PATC has responsibility for training and developing the best administrative talents of the country. Its quality of training and standard of efficiency will be closely watched.

I thank the World Bank and its affiliate—the International Development Association for their assistance and cooperation. I am happy that the Ministry of Establishment has provided the necessary support and team work to transform an idea into reality. I wish the Public Administration Training Centre all success and continued progress.

LT. GEN. H. M. ERSHAD, ndc, psc  
*President and Chief Martial  
Law Administrator  
Bangladesh.*

## Message

The Ministry of Establishment accepts responsibility for the Public Administration training in Bangladesh. Ever since the sixties, NIPA, and in the seventies, COTA and BASC have been the creation of the Ministry. The need for collocating these three major institutes of training in one campus sharing common resources has been felt both by trainers and trainees as also by specialists. After careful consideration, the decision to merge these three institutes into PATC at Savar has been taken. Experience suggests that it is meaningful to locate training institutes at a place away from the hub of city for cultivating scientific detachment, but not too far away to require long journeys spending time, money, and resources. Savar is the logical selection for such premises. PATC is a national institution providing training for those who are and will be responsible for running the administration of the country.

On this occasion, I would like to remember the various study teams, surveys, and the preinvestment study that preceded the establishment of PATC: the donors who provided the wherewithal, the architects who designed it, the engineers and contractors who built it, and above all, the Project Implementation Office Team which supervised the work from its inception.

This Ministry hopes that PATC will be worth its investments.

MAJ. GEN. MOHABBAT JAN CHOWDHURY  
*Minister for Establishment*

## Message

I am happy that PATC presents itself to the administrative ambience today. Considerable planning, organizing, and investments have gone into it. There have been times of trials and tribulations. At times the going was tough, and we all felt almost thwarted.

It is a matter of gratefulness to Allah, that PATC becomes functional from today, though some constructions are yet to be completed.

Project Implementation Office and the concerned agencies deserve congratulation for executing the construction work ahead of schedule. Thanks are due to the officers and staff of the faculty for making PATC functional, daunting the initial difficulties.

I pin a hope on it that PATC does become a centre of excellence in the field of training in public administration.

A. F. M. EHSANUL KABIR  
*Secretary*  
*Ministry of Establishment*

## New Dimensions in Public Administration Training

—H. T. Imam  
Project Director

Training public administrators for their jobs has always been one of the most challenging of all tasks. The basic hypothesis is that to do a job well, one must acquire necessary knowledge, skills, values. If we expect the best services from the public administrators, we must provide for the best training. It is on such premises that beginnings were made in the field of public administration training. The Chinese were the first to give examination to candidates for government jobs. The Scribe in the Egyptian empire was a highly trained civil servant. The famed Chinese philosopher Confucius underscored the cruciality of training public administrators. But none has gone further than Kautilya, the South Asian diplomat who gave training the most elaborate discussion in his celebrated *Arthashastra* circa 300 BC. Thus the three ancient civilizations—Egyptian, Chinese, and Indian—were the first to zero in on the training of public administrators. In modern times, Max Weber, the German sociologist theorized about bureaucracy as the most efficient system. Much of the efficient system depends on how well the work is done.

The Muslim rulers in the subcontinent took considerable care in rationalizing public administration. One of the best examples of how Emperor Akbar had the whole of north India cadastrally surveyed testifies to the training of officials that must have preceded the actual survey. The British had the Haileybury College since the days of the East India Company to train public administrators. In Bengal, the Fort William College was set-up in 1800 to provide the initial training to civil servants.



In the period between 1947 and 1971, Pakistan government maintained several institutional arrangements for training the government officers at various levels. But the best centres were in Lahore viz., the Civil Service Academy, and the Administrative Staff College. When we began our new administration in liberated Bangladesh, we did not have these institutions. They had to be provided for. Thus we had COTA, and the BASC. Together with the NIPA, these three centres catered in the main to the training needs of public administrators.

With the passage of time, it was realized that the three public administration training institutes had much in common: syllabi, methodologies, and guest speakers. The Committee on Curriculum Development and Training Needs recommended in 1979 that these three institutes be colocated for sharing the common services—library, training aids, and faculty. Although COTA had limited residential accommodation for trainees, NIPA and BASC had no hostels. Later, in 1982 the government decided that these three institutes should be merged to form the Public Administration Training Centre (PATC) at one campus with full residential capacity for all trainees. The Site Selection Committee located a site at Savar between Jahangirnagar University and Radio Bangladesh. Construction began in 1981 and is now in the final stage. This is how PATC came into being.

Colocating these centres is one point. The major point is the provision of an environment conducive to the growth of the personality of trainees. It is here that PATC claims its distinctiveness. The emphasis is on residence. The officer must live on campus, being physically away from preoccupations. It is here that he can cultivate his faculties without let or hindrance. Consider the uniqueness that PATC offers. The three levels of officers—beginners, mid-career, and senior executive—all living together on campus in dormitories

almost like students in hostels, not in the sense of people working for their degrees, but as pursuing necessary knowledge, skills and attitude as officers of the government. The colocation enables the officers to meet both formally and informally, exchange ideas and experience, and give PATC a unique opportunity to store this interaction for the future participants.

Another novelty that PATC provides is its experimentation with new training methods. Training gives excellence to trainees by way of courses. The excellence of training programme depends on how useful the methods are. Since the Pakistan period and during the last twelve years of independent Bangladesh the training institutes have multiplied, but their methods have remained the same. Not much innovative or thought-provoking methods have been employed. We have satisfied ourselves with the traditional methods—lectures, group discussion, syndicate report, field trips, films, etc. The PATC is obligated to try the development of case studies on Bangladesh administrative experience. The case method is perhaps the closest approximation of the office situation in a class room. The PATC faculty and consultants are already examining how and where to look for cases. The case study is one example. There are other areas where we can think of new approaches to training.

Research and consultancy is an essential handmaid of training. Without research training cannot get much ahead. Unfortunately, research and consultancy did not occupy much of the attention of the training institutes. If the faculty does not engage in research themselves, they cannot improve the quality of training. PATC takes a special interest by providing a separate wing for research and consultancy. The PATC faculty should be known by its research so that the latest in the field is available on time.

With the PATC's physical distance from Dhaka a detachment is available with which to look back upon the government policies and programmes. The officers—as operating offices—act, plan, and proceed. As trainees, the same officials can review, rethink, and recreate action. The considerable investment made in the PATC enhances the expectation that a real imaginative performance by trainees will be in order. For training, physical facilities and buildings are useful, but these are not the goals in themselves. If these are used as supportive instruments with the cultivation of the mind, development of knowledge, skills, and values, and finally, application with dispatch to the problems of administration, the objectives of training will be achieved. It is for us to cultivate all these and excel our own standards.

## PATC as a New Life Philosophy

—Dr. Shaikh Maqsood Ali  
Rector, PATC

The Public Administration Training Centre (PATC) is being inaugurated today. It is claimed that it would soon develop itself into a centre of excellence among the training institutions in Asia and the Pacific. A number of 'general' as well as 'special' factors justify this optimism. The 'general' factors for optimism are: First, the Centre is not totally a new creation. It is the product of amalgamation of our 'established' training institutes—the Administrative Staff College, the National Institute of Public Administration, the Civil Officers' Training Academy and the Staff Training Institute. Each of these component institutes had 'evolved' over time and had its own momentum of growth. Hence it is only natural for the amalgamated Centre to expand even further. Second, the Government of Bangladesh has, in recent years, accepted administrative training as a powerful tool for administrative improvement and seems determined to expand training institutes to cover not only the new entrants but also the 'backlog' in training. Third, the recent administrative decentralisation programme of the Government has imposed added responsibilities for training our civil servants in the principles of decentralised administration and planning at multi-levels.

The special factor that would help PATC to develop as a centre of excellence comes from the new realisation that the basic question in development management is whether the desired socio-economic goals can be achieved through a centralized administrative planning and technocratic process of providing services intended to benefit the poor or whether the real problem of poverty is rooted in basic social structures which relegate the poor to conditions of dependency. We visualize that PATC would be able to offer the techniques of training intervention that would not only

improve the existing centralized process of service delivery to the poor, it would also reduce, at an increasing rate, the existing dependence of the poor on this central system of service delivery. If PATC can develop itself in this way, only then it would be acceptable as a centre of excellence in Asia and the Pacific, because this seems to be the new dimension of administrative management in the 1980s. We believe that the PATC would be able to accept this challenge and that the social dynamics in Bangladesh in the 1980s would help us in this process of growth. That is why we would call PATC not a new training institute but a new life philosophy.

## Information needs in the Ministry of Establishment

—D. S. Yusuf Hyder

*Additional Secretary, Ministry of Establishment*

The Ministry of Establishment deals with the personnel administration of a large number of personnel belonging to various grades and pay scales, skills and professions, educational qualifications, and employed in various jobs. From their recruitment to retirement, from their entry post up the line to the highest point they reach, the Ministry's vigilant eyes are always watching them, guiding them, grooming them and evaluating their work. For the Ministry of Establishment, an organisation comprising 384 personnel holding and maintaining personnel files of about half a million employees can be called a daring job. How is it being done? There is no computer, there is no communication channel. There exists only some invisible threads between the personnel and the Ministry of Establishment and these invisible threads emanate from the slots and columns of hundreds of forms that these personnel have to fill up time and again for recording at the headquarters. It is through these bits and pieces of data that the Ministry of Establishment is able to do what it is doing manually.

**What are these bits and pieces?** These are many names, dates of birth, home addresses, qualifications, grades, scales, professions, family history, past service, merit, performance, discipline, leave information, training activity, experience etc. These bits and pieces of data again are scattered all over. These personnel have a wide range of activity spread all over the country. Posts and the jobs available are known to us. We know the strength and organisation of the Department or cadre they work in.

What do we do with these data? We relate these data to the context of what we are supposed to do—post, promote, depute, train, recruit, send them on pension, fix their salaries, send them on leave, give them advances, award punishment if something has gone wrong, formulate policy guidelines, train and formulate policies and rules, organise, reorganise and do uncountable other jobs of a *decision making* nature and service as well as administration oriented *management* work.

I have mentioned a few terms like *data*, *decision making* and *management* in the preceding paragraphs. What I have not used is *information*, which is the subject of my discussion. I will discuss information later. Let me first discuss data, decision making and management. There is a confusion which we very often face. The unrelated, the out-of-context bits and pieces that I have mentioned earlier are generally taken by us as information. But these are not information. These are mere data, unrelated facts. Say for example, a man, a 100-taka bill, 10 years of service are all data which are meaningless. These must be changed to a useable form and studied in context of a management function to derive some value out of them. Data are facts, but informations are not facts even though they are based on data. While all information originates from data, not all data may become information.

Data become information when they undergo a transformation through infusion with purposeful intelligence. That is, information is actually data transformed,

so that they communicate meaning or knowledge or conclusions.

*Example:*

Data.	Transformation through processing.	Information.
Day's opening balance 500 } Withdrawal : 300 } Withdrawal 300 }	Processing	What is closing balance ? <i>Information</i> Overdrawn by 300. Follow up action.
Mr. X. J. S. Date of birth : 1-1-27 }	Processing	What is the length of service today ? <i>Information</i> Superannuation reached on 1-1-84. Excess service 46 days. Follow-up action Regularisation.

So information is some kind of data, fact that describes persons, places, things or events. It is processed from data to enable the management to take decisions and to transact business.

The world today is in the midst of a technological revolution and the fuel for this revolution is information. It is an abundant resource which generates power, initiates changes and leaps towards further technological development.

An organisation is made up of several parts and divisions. To operate this organisation it is desirable that the manager coordinates with different parts so that the goals and objectives of the organisation are achieved. To achieve this objective information is required to flow from its different parts. This flow of information, this receiving and providing information to accomplish the Ministry of Establishment's objectives is done by means



of various forms, archaic, slow moving and defective. In the modern concept of management these are simply crude data, unprocessed data and therefore at times management defaults in even routine decision making.

If you ask me today to give you the information requirement of this ministry, I admit that I shall not be able to give you any information. I can however, give you lots of data. Information has to be processed in the context of management decisions, decisions that are in the nature of Ministry of Establishment's responsibility.

Information processing involves a set of procedures that transform data into useable information. All data that are available are not wanted for a specific task. The point is that only selected data are processed to transform them into needed information. After the data are selected, the necessary processing takes place. The processing may be based on a manual system or on a computer based system. In computer based processing, the computer carries out the calculations and manipulations to make the transformation, reducing the data to a manageable and relevant form of information.

For manual processing of information there is also a need to develop a MIS (Management Information System) properly organised and controlled. MIS is a system that condenses and filters data until they become useable information for decision making. The files containing the data have to be organised and grouped in a meaningful manner for easy use when needed. Whether we set up paper files or envelopes for storage of information, grouping of information along with the line of management decisions will be handy. For convenience the personnel data could be alphabetically, or numerically or topically arranged and grouped. File maintenance activity should be continuous. New data should be entered, out dated ones removed or altered. Guidelines have to be followed in file maintenance to prevent disruption in the system.

Let me set a guideline to go about the information needs of Ministry of Establishment. We have files and correspondence files on the respective subjects we deal with. Side by side we should maintain an information file/register where we will be required to enter all relevant data against a person's name. With every new data entry, we will be required to transform the data into a management information.

We have to work out a questionnaire, the answers to which will help in decision making. These answers will form relevant information. The raw materials required to answer them are the data which are available in forms or files. Through processing of these data we will get what is desired—the information needs of Ministry of Establishment.

# Coordinated, Integrated effective public administration training of the future

—Bruce Kratka

*Chief, IPA/TAU Consortium*

The commissioning of the Public Administration Training Centre at Savar is a milestone in seven years of effort by the Government of Bangladesh to improve Public Administration. The development of a common campus for the integration of the Administrative Staff College, the National Institute of Public Administration, the Civil Officers' Training Academy and four Regional Staff Training Institutes at Khulna, Chittagong, Rajshahi and Dhaka will be able to provide the integrated, coordinated effective training desired.

The Centre, with its regional branches, will be responsible for improving the systems and procedures of administration, management development, personnel and training related to participant needs, improved performance and career development.

The Centre with training, research, evaluation and consultancy inputs for all seniority levels of government staff will be a major factor in reaching the following goals in GOB's Second Five Year Plan, 1980—85:

- a. Upgrading the knowledge and skill in the public services by imparting universal and compulsory training in administration and management through functional and integrated training programs;
- b. Introducing career planning and personnel policy in administration to promote specialization and professionalism in the public service;
- c. Strengthening action research activities in administration and management development as a continuous process;

- d. Strengthening organization methods systems in Government in order to rationalize systems, procedures and structures to increase organizational efficiency and effectiveness;

While the total number of government staff to be trained is large, the PATC will be able to train larger numbers as well as have the resources to identify strategies and methods to make effective training available to larger numbers of govt. staff in the future.

It is hoped that the PATC, with the cooperation and coordination of all, will become a centre of excellence in Bangladesh as well as in the region as envisioned by the regional planners. Some examples of things to be done in order to accomplish this are:

PATC/RPATC staff will receive overseas and in-country training, local case studies will be developed and used in courses, processes of systematic assessment of training needs and training outcomes will be established with high standards of performance, the content of all training courses will be upgraded and the number of participants trained will be expanded. Special emphasis will be given to training of trainers. Training of trainers (TOT) programme will permit the training of a large number of personnel leading to improved performance at their respective organisations.

# Training Requirements for Public Enterprise Managers in Bangladesh

Lutful Hoq Choudhury,

*Professor of Public Administration*

*Dhaka University*

This paper broadly attempts to discuss training requirements for public enterprise managers in a developing country like Bangladesh. Public administration, particularly, management of public enterprises has assumed special importance in a developing country like Bangladesh, where public sector plays a major role in the total national developmental efforts. At present about 80 to 85 percent of the industries in Bangladesh fall in the public sector. There are 125 autonomous public corporations/bodies in Bangladesh. There is a wide diversity of enterprises ranging from manufacturing to financial, developmental, state trading and services. The growth in terms of numbers, resources and importance of public enterprises in Bangladesh underlines the importance for continuous manpower development through education and training particularly for management level personnel to improve quality and efficiency of the public enterprise management.

Conceptualization of government as a catalyst of social change and development makes it almost imperative to redefine the role and function of public officials in society. Now the government employees like public enterprise managers will be required to assume new roles as business executives, administrator of economic policy, planner and industrial manager. There will be need for acquisition of more new knowledge, skills, attitudes and values by them to ensure effective functioning of public enterprise as an organi-

zation within a dynamic environment. In this paper an attempt has been made to determine training needs in terms of knowledge of public enterprise managers in Bangladesh.

Public enterprise managers need greater breadth and depth in blending and reconciling multiple social, economic and political forces in the process of managing public enterprises in a changing environment. National and international environment have been generating diverse pressures and obstacles within which public enterprise managers operate and carry on developmental tasks. It has been observed that public enterprise managers are either inadequately or inappropriately trained to deal with problems of the interface with government on the one hand and with the private sector and the community on the other hand. It is, therefore, necessary that public enterprise managers are aware of the national and international environment in which public enterprises operate. They must have ability to manage the forces which impinge on the totality of organizational functioning. It is essential that the public enterprise managers have knowledge and understanding about the various environmental factors (international developments, government affairs, socio-cultural, economic and technological) prevailing within and beyond the national boundary directly or indirectly impinging upon the functioning of public enterprises. the inter-relationships between the national and international environmental factors and the enterprise, and the implications of this interface of public enterprises with national and international environment for the attainment of goals and objectives of the enterprise. Public enterprise managers must have also knowledge of the existing social, cultural, political and economic values that affect their work as well as the management of public enterprise in general. They must have an accurate understanding of the general social structure involving knowledge of socio-economic relationships

and principles. Such a broad perspective and awareness would make our public enterprise managers more sensitive to factors and forces—some of which are within their control while others are beyond their control—influencing the management of their organization and the framework for their managerial behaviour and actions. Moreover, the knowledge of systems concepts and analysis which help public enterprise managers to comprehend, understand and analyse problems related to linkages in the organization and with external organizations, and will assist them in solving these problems as well as to meet effectively the challenges posed by a changing environment.

The public enterprise managers must possess knowledge and understanding about resolving conflicts, roots of conflict and approaches to effective conflict management and conflict resolution. Managers possessing such knowledge would be in a better position in reducing and managing inter-group and inter-personal conflicts which very often obstruct smooth functioning of enterprises in Bangladesh. Management of human resources is considered to be an important and continuing function of all managers in public enterprises regardless of their level. The exposure of managers to the knowledge and techniques of modern group dynamics, team building and management of inter-personal relations for mobilization of human resources would be most effective to induce greater participation and commitment for the advancement of the goals and objectives of enterprises. Knowledge about theory and

practice of leadership, motivation and other theory/concepts and techniques of human resource management and human resource development would increase and improve manager's capability to deal with the human side of the enterprise. Since many development programmes of public enterprises emphasize behavioural change, it is necessary that public enterprise managers have the knowledge of the determinants of human behaviour and some psychological/sociological/anthropological training would benefit them. The knowledge and application of behavioural principles will help managers in public enterprises to bring their development programmes and projects to successful completion while lack of such knowledge might ruin development endeavours.

Public enterprise managers would need knowledge and ability to effectively plan and manage organization changes which are necessitated by behavioural, structural, technical and other factors operating in the internal and external environment. Training in this area would emphasize upon theories/concepts of the change process/technical, structural and behavioural and the various approaches/strategies relating to planned organizational change. The problem of how to maximize the effectiveness of an enterprise so that it contributes to growth and efficiency in the direction of development and maximum services is a problem of how to strengthen rational and creative forces in the enterprise. Public enterprise managers must be familiar with different forms of rationality needed for various functions of the enterprise. Knowledge should be



transmitted to managers to develop intellectual creativity and ability to enable them calculate risks and take the calculated risk for achieving objectives of enterprises in a fluid and changing national and international environment.

Public enterprise manager's effectiveness in managing the affairs of the enterprise would increase if they possess adequate knowledge of management control and information systems which include introduction, operation and management of information and control system both manual and computer operated. It is also desirable that all public enterprise managers have advanced knowledge about basic concepts and techniques in one of the functional/special areas such as personnel, finance, marketing, materials, corporate planning and research and development relevant to their level.

## PATC and the growing training needs at the local levels.

Dr. A. N. Shamsul Hoque

*Professor of Political Science  
Rajshahi University*

The decision of the present Government to integrate the major institutions of public administration training in the country namely the BASC, NIPA, COTA and STI into one campus called the Public Administration Training Centre (PATC) at Savar is a responsible response to a long felt need of creating an invigorating atmosphere for administrative training in the country, specially in line with the government's policy of administrative innovation.

The creation of a large number of Upazila and Districts by the Government would immediately and urgently need the services of a large number of officers of various cadres at those levels. In addition to the general training programmes of the Government, the officers at the Upazila and District levels are given adequate training at a short notice to enable them to undertake their responsibilities.

A multipurpose training complex like the PATC with the most upto-date facilities would be in a better position to cater to the immediate and administrative training needs of the country.

As it appears, the PATC would accommodate all the public administration training institutions in the country which would train officers at several levels.

their service career—such as post-entry, middle-management and senior executive levels. It would perhaps be advisable and necessary to create and maintain district branches of the PATC to train officers at different levels of their career, within the overall PATC framework. With 64 districts, and 460 upazilas now functioning, the need of training officers at these levels has never been more pressing. The four Regional RPATC at Chittagong, Dhaka, Khulna and Rajshahi are well-thoughtout. To keep pace with the growing administrative services, RPATC would need restructuring into district and upazila levels of operation.

## Towards a more meaningful Training in Public Administration

—M. Anisuzzaman

*Professor of Public Administration.*

*Chittagong University.*

It may be hazardous to pinpoint a prologue for public administration training in Bangladesh. The difficulties stem from two perspectives: (1) the first relates to which training we may accurately designate as public administration training *per se*; (2) the second refers to date—whether a particular year can be identified when public administration training formally began in this country.

For the sake of brevity, we determine, rather arbitrarily, that public administration training has to do primarily with preparing public administrators. Then the question boils down to who the public administrators are. All government officers, and staff may be called public administrators in the sense that public administration is carried on by these personnel. It is a rather broad definition. A much shorter one is to refer to, and mean the civil servants, viz., the government officers who man the various services other than the military. When we refer to the civil servants, we generally exclude the judges, munsifs, and other judicial officers. The reason for this exclusion is that these judicial officers sometimes review the decisions of the civil servants, including magistrates.

In Bangladesh, the civil servants mean the magistrates, the law officers including police, the revenue collectors, the developers, viz, the officials of

the development schemes, projects, and programmes and the service agencies including planning, budgeting, financing, accounting, auditing and finally, regulations, viz, dos' and dont's for officials. These classifications, if not exhaustive, at least give a bird's eye view of what civil servants are concerned with.

As to the second issue, 1948 might be considered the date when the then nascent government of Eastern Bengal recruited fresh graduates for the East Bengal Civil Service and began a training camp at Shahbagh, Dhaka. This training camp at Shahbagh is the harbinger of public administration training (hereinafter referred to as PAT) in the country. Later, in 1960 Gazetted Officers' Training Academy (GOTA) was set-up at the same site Shahbagh for regular and systematic training of civil servants. GOTA trained only the provincial civil servants as the then central civil servants of Pakistan—particularly the CSPs—were trained at the Civil Service Academy in Lahore. After independence, GOTA was replaced by COTA (Civil Officers Training Academy), for training the newly recruited cadres of the Bangladesh Civil Services (the BCS officers). Another institution of PAT in the country was the NIPA (National Institute of Public Administration) which began to train both provincial and central civil servants of mid-career seniority (e.g. Deputy Secretaries and equivalent) since 1961. After independence, NIPA continued without changing its name. In 1977, Bangladesh Administrative Staff College (BASC) was created where senior civil servants (e.g., Joint Secretaries and equivalents) can

train themselves through the syndicate method. The newly created PATC (Public Administration Training Centre) incorporates COTA, NIPA, BASC into an one-campus centre of PAT.

This paper seeks to identify a few operational problems of PAT on the basis of the present writer's experience as a trainer. This relates primarily to NIPA, but it might apply to other PAT institutes. For convenience, these problems are discussed under the following heads:—

(A) **The Trainers:** Who are the PAT trainers? Briefly, the trainers are of two broad categories:

(A) Government deputationists.

(B) Direct recruits.

The heads of the PAT institutes have always been government deputationists—that is to say that they have been transferred from some government departments to head the training institutes for a specific period. Not only the heads, many instructors have come from various government departments. These government officers leave the PAT institutes after some time, ranging from a few months to a few years. Naturally, they could not look upon the PAT institutes as a place for career advancements. Another issue was presented by their transfer. Many of them were trained in PAT, but on completion were transferred to jobs other than PAT. This was particularly the case in foreign PAT training. Many government officers were sent abroad for Ph.D, M.A. or diploma in Public Administration, but did not or could not serve PAT institutes for a reasonable period for reasons best known to the government. Under such conditions or to the extent such conditions prevailed, the best could not be expected of the PAT trainers from the government.

Next comes the direct recruits. The directly recruited instructors and researchers played a second fiddle right from the beginning. They almost always filled the second and third level positions—the first level positions being reserved for the government officers on deputation. The promotion opportunity was extremely limited. And no direct recruit has ever risen to the position of any PAT head. The direct recruits at least some of them were a discontented group. Some have gone abroad with either government or donor country scholarship to earn degrees or diplomas in public administration. On return or after serving for a few months or years many of them joined universities and other places with somewhat better prospects. The PAT institutes do not appear to have prevailed upon the trained personnel to stay on with the institutes. This is particularly true of NIPA whence almost all directly recruited instructors have left. The training then had to be carried on with other deputationists and direct recruits with rather limited PAT orientation or experience. The government talked of many incentives for the trainers. But so far no concrete step has been taken. A training cadre was discussed without any effect.

(B) **The Syllabi** : The syllabi or the course contents included subjects of general interest requiring long lecture presentations. Such topics as economic development, Bangladesh studies, and governmental system at COTA account for 20%, 34%, and 38% of the total hours respectively in its major programme (foundation course). (see COTA: Fourth Foundation Course, 1983). The syllabi of the basic course at NIPA and BASC have almost the same topics, differing only in names or emphases. The question is why and how are these topics decided? Are these based on any felt need of the officers at their respective levels? Has there been any pre-course study to ascertain what the training

needs are and what course contents would meet these most adequately? Have the syllabi been revised on annual or periodic feed-back from trainees? It seems to me that the syllabi of the basic courses of these institutes need much more searching analysis than we have been able to make so far. It would be worthwhile to have a national committee of specialists reexamine the present courses, identify limitations, and suggest their relevance.

The PATC before embarking on new training courses should organize workshops with past and future trainees, faculty, specialists from the universities and government departments so as to make the basic courses up-to-date, meaningful and relevant. The courses must respond to the training needs identified in advance. In our zeal for proliferating training institutes, we did not seem to direct rivetted attention to what these institutes would teach and why.

(C) **Methodology:** Methods are of essence to any training situation. If one were to identify the various methods used by PAT institutes, the following would feature prominently; lectures, syndicate, reporting—both individual and group, field trips, films, tests—oral and written, etc. Relative weightage to each of these methods can be assigned. Most courses are organised around lectures either by in-house instructors or by guest-speakers. The training scenario begins with lectures. Thus lecture might be viewed as one of the Key methods used in training. A subject-matter is introduced through an oral presentation—a lecture with or without handouts, showing key points, facts and figures. Then after the lecture is made, participants ask questions, seeking clarification, elaboration or explanation. Lectures also take part of the time in other methods—syndicate, reporting, field trips, films, tests; etc. Thus in a sense lectures encompass more of the training endeavours than meets the eye.



For the lectures, the PAT institutes depend heavily upon (a) the in-house faculty (the instructors), (b) The guest speakers, and (c) foreign specialists. The foreign specialists are few and far between so that the lectures are almost entirely delivered by PAT instructors and guest speakers. The guest speakers include government officials of various Ministries, university professors, and other specialists.

Table I suggests a breakdown of the relative contribution of these groups to lectures.

PAT Institutes	Faculty	Guest Speakers
COTA	65 hours or 35%	118 hours or 65%
NIPA	185 hours or 67%	90 hours or 33%
BASC	31 hours or 53%	29 hours or 47%

Source: COTA, NIPA, BASC

As of 1983.

It thus appears that lectures are employed by all three institutes with NIPA, using it the most and that all of them depend in varying degrees on the guest speakers.

Lectures are useful training aid no matter how much we attempt to depend less on it. With lectures, the crucial point is the ability of the speaker to diversify it by using charts, diagrams, tables, etc. Irrespective of the training subject-matter, lecturers cannot be done away with. What we can do is to convert lecture into an art by those with broad-spectrum experience from government, universities, private companies, and voluntary organizations. Other devices include case

studies, role-plays. PAT institutes have introduced case studies in their courses. It has been a welcome diversity from the monotony of lectures. The case method has, however, certain limitations. First, it is difficult and time consuming to collect cases from actual happenings of government departments.

Second, the case method requires exceptional ability on the part of the case writer to undertake that a farrago of materials is sifted by the sieve of critical examination. For all cases are not suitable for classroom presentation. Third, while the case studies enable the participants to have a feel for what went wrong in the past, these do not permit on-going analysis. Nonetheless, the case method perhaps gets more of real life into the classroom than any other method. It confronts the discussion groups with situation which persons like themselves faced somewhere else.

The case method of training should be used with the greatest care and caution. It is heartening to learn that the PATC has a scheme of collecting appropriate cases from the various offices of the Bangladesh government and preparing these for classroom discussion. If collected with detachment, these case studies can form a basis for further innovation and sophistication in administrative training.

Role-plays have been adopted as training aids in Bangladesh, albeit on a limited scale. Role-plays are closely related to the case method. For the various parts are played *i.e.*, acted out by participants who receive prior orientation to act as characters in the play based on the case studies. In a sense, role plays have the same strength and weakness of the case method. Yet the role play method adds a new dimension to training. This method has not yet been widely used and perhaps requires a permissive climate for it to grow in depth.

The emphasis on institutional methods has relegated into the background another technique—the administrative intern method. By this method, new recruits to the civil service could be given necessary training by the officer to whom they are assigned. In the British days and the early Pakistan periods, young CSP officers were given necessary induction training by the District Magistrate/Deputy Commissioner. The DM/DC would take the young intern to tour with him, stay outside headquarters, watch him decide cases, hear complaints, make investigations. The intern would take notes, discuss with the DM/DC during off time. This was learning by doing. The growing load of the DC's work and the increasing number of officials assigned perhaps leave little time for such face-to-face interaction and field experience. This intern method may be thoughtfully reemployed and the intern may return to the PATC with the experience thus gained. The PATC in its turn should maintain touch with DCs' and interns and thus make the whole process a mutually rewarding experience.

In the same vein, the intern method may be employed in the public corporations where officers attached could learn both from files and fields running back and forth. The PATC is ideally located to cultivate detachment necessary to experiment with ever new methods of training using a trial and error approach. The fact that its trainers are high government officials themselves gives them the perceptive eye to pinpoint new directions in the training fields.

The PATC should try its hands in experimenting with training methods which are at once indigenous and innovative. At the same time, PATC ought to keep pace with the latest developments in training methods in sister organisations the world-over. With such continuous efforts at excelling the best, can a new institution really grow into a "centre of excellence".

Physical Facilities and Construction of  
Public Administration Training  
Centre at Savar, Dhaka

—Md. Mosharrat Hussain

*Executive Engineer*

*Savar PWD Division, Dhaka*

The Public Administration Training Centre (PATC) is located at Savar in between Radio Bangladesh and Jahangirnagar University on the left of on-way from Dhaka to Aricha. The site is 14 miles from Dhaka.

The campus stretches over a land of 54.26 acres that originally belonged to Jahangirnagar University. The site is most suitable for a comprehensive national institution like Public Administration Training Centre where all sorts of facilities will be available to the staff, trainers, and trainees.

The entire complex has been broadly classified into two major blocks one 'Administrative Block' and the other 'Residential Block'. In the Administrative Block, all functional buildings and other ancillary structures are set together for the effective functioning of the administrative staffs and for training the officials residing in the dormitories within the block. In the Residential Block, family accommodation for the different categories of staff have been provided. In between two blocks a large artificial lake has been created to increase the scenic beauty and drainage facilities of the campus as well as to keep the character of the administration and Residential Blocks undisturbed. There will also be provision for further expansion and development in future keeping pace with the growing need.

The Administration Block constitutes three Administrative Buildings, Syndicate and Classroom Building, Library, Cafeteria, Kitchen, Lecture Theatre, Multipurpose Hall, Common Facility Buildings, three Dormitories, and Guest House.

**Administration Building :** The three Administration buildings each three storied, and cover a total plinth area of 45,900 sq. ft. These constitute institutional headquarters of Public Administration Training Centre. The buildings are placed in close proximity to each other by a triangular plaza connected by covered corridor. This block will accommodate the Rector, his staff and deputy. The Director of Administration will also be located here together with his staff relating to classroom, cafeteria, dormitories, etc.

**Syndicate Building :** It is a two-storied structure with space of 17,900 sq. ft. Foundation-level, Mid-level and Senior-level, all the three categories of training will be held here. There are altogether 11 classrooms ranging from the smallest of 388 sq. ft. to the largest of 784 sq. ft. The trainers' rooms are in close touch with the classrooms as the faculty will be carrying various teaching materials and between other offices and classrooms. The rooms are spacious, and having regard to the hot and humid climate of Bangladesh it is typically modern. On functional consideration it is the main focal point around which the entire complex will concentrate its activities.

**Library and Reading Room :** It is a two-storied structure having a total space of 22,100 sq. ft. with all modern amenities. It has got adequate stock capacity of about 60,000 books. There are one reading room for seating 150 persons at a time, two small reading rooms, one room for newspaper and for journals, documentation unit, rooms for classification, indexing

and cataloguing, audiovisual and the production centre rooms for officer and staff of the library and reading room.

**Cafeteria and Kitchen:** This is an one-storied building with a 16'-0" feet high dining halls, the main dining hall will accommodate 250 persons at a time. There is another small dining room exclusively for the trainers and executive staff. Besides, there are tea-room, service room, kitchen, pantry, store, cold-store, waiting room, office room for cafeteria staff, lounge, toilets, etc.

**Dormitories:** There are altogether three dormitories for three levels of trainees.

**Dormitory No. 1:** 200 trainees will be accommodated in a four-storied building where 2 persons will be living in one room. 4 persons will be provided with common bath, toilet, dress and one built-in closet for each. Besides in each floor of the dormitory there is one common big hall room near the entrance for common use of T.V., reading room, prayer room or sitting room as required. The total plinth area of the dormitory is 38,400 sq. ft. and per person comes to 192 sq. ft.

**Dormitory No. 2:** 85 Nos. of mid-level officers will be accommodated, each in a single room. Two persons will be using common toilet, bath, dress and built-in closet for each like dormitory building No. 1. There is also common big hall room in each floor of the 3-storied building for the purpose of common use of T.V., reading, prayer, or sitting places as needed. The total plinth area of the dormitory is 21,252 sq. ft. and per head comes to 250 sq. ft.

**Dormitory No. 3:** It will accommodate 50 Nos. of senior officers with all the amenities of a standard hotel. The total space of the 3-storied structure is 17,280 sq. ft. and each trainee will enjoy 346 sq. ft.

**Guest House:** The guest house is two-storied building having plinth area of 5,496 sft. It will accommodate 15 guests. Each guest will get separate room with independent toilet facility, and enjoy over all plinth area of 366 sft. The guest house has got its own cooking arrangement and common room facility.

**Lecture Theatre:** The Lecture Theatre is designed to seat 125 at a time. It is intended for the passing out exercises especially when the classroom will not be able to accommodate medium-sized assembly of trainees. The total covered area of the theatre is 4,400 sq. ft. with fixed and curved galary sitting arrangement.

**Multipurpose Hall:** It is the largest hall of 16,250 sq. ft. with 22-feet for multipurpose use. 600 hundred persons can be accommodated very comfortably. The seats can be arranged and stacked as and when necessary. This hall is intended for the use for time to time assembly of outstanding speakers, available occasionally, for international conference as well as for social and cultural functions of PATC.

**Ancillary Building:** These are to meet the daily needs of the PATC staff and trainees. Some utility services have been provided within the campus. The *Common Facility Building* having 6,000 sft. where services of bank, post-office laundry, saloon will be available. *Clinic* with its 2,750 sft. area will render common and regular medical services. The *Primary School* has got 8,580 sft. of area where the children of the staff living within the campus can be admitted for basic primary education. *Club* having 1,784 sft. plinth area provides in-door game facility. Shopping Centre, situated near the residential block, having 14 shops of most common use of articles, readily available to the residents of PATC. The total area of the centre is 3,100 sft. with common toilet facility. There is a Mosque, a beautiful architecture designed to accommodate 700 persons without maximum limit, situated in

between residential and administration blocks. The mosque has got its total space of 7,975 sft. comprising main hall, ablution block, corridor and open terrace. Out-door games facilities like foot-ball, hockey, tennis, volley, squash etc. have been provided for all participants, particularly as part of training of foundation level course. Outside the above facility, all the buildings within the administrative block are connected with covered corridors, to move on foot easily during summer and rainy seasons.

**Residential Block:** Out of 428 employees of PATC, 243, i.e., 57% will be provided with family accommodation at site. There are altogether 7 categories of residents grading with A, B, C, D, E, & F. The top most type is A-type for the residence of Rector and it is only one bungalow with total plinth area of 1,825 sft. Next B-type, 12 in Nos. in 3 buildings for the use of MDS and other high officials having 1,687 sft. plinth area of each unit. C-type, 24 units in 4 buildings for mid-level officers having 1310 sft. for each. D-type, 48 units in 3 buildings for junior officers and other staff of higher scale with 909 sft., each. E-type, 96 units, in 3 buildings having 674 sft. in each and F-type, 90 units, in 3 buildings for class IV employees having 536 sft. for each.

Savar PWD Division of Public Works Department has been entrusted with the physical execution of the entire project and PWD engaged M/S. Engineering Consultant and Associates Ltd. (ECA) for Engineering and Architectural consultancy for quick and timely completion of the project.

The first scheme was titled "Public Administration Training Complex", Phase-I under the Head 64-Dev. It corresponded to the Two-year Plan 1978-1980. It



was mainly for feasibility study, field survey, soil test, site office and project preparation, costing Tk. 43.05 lakhs.

The Phase-II scheme of the project was approved for Tk. 3,374.42 lakhs out of which Tk. 2232.10 are for physical facilities to be executed by PWD. The scheme plan period was staggered in nine years, starting in 1980-81 and ending in 1988-89. PWD will complete all works by December, 1985. Other items of the schemes like equipment and vehicles, books, journals and films, technical assistance, fellowship etc. will be continuing up to the end of the plan period.

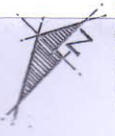
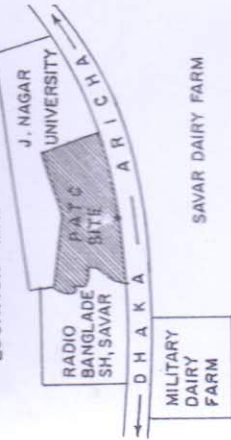
In spite of lots of problems and hardles in starting the work, PWD has maintained a steady pace in its physical progress. In real terms, the work could not be started in 1980-81 and in the first half of 1981-82, due to local disturbance as well as for revision of plans due to rationalisation of spaces by the Government. The foundation was laid by the then President Justice A. Sattar on December, 1981. From that date actually the construction of different buildings started. The funds allotted to PWD so far stand at Tk. 41.50 lakhs in 1980-81, Tk. 300.00 lakh in 1981-82, Tk. 381.90 lakh in 1982-83 and Tk. 481.21 lakh in 1983-84. The physical progress till today has kept pace with the allotment of funds.

Indeed, it is a pleasure to mention that since its start I am in close touch with the scheme. By the grace of Almighty Allah, we are about to hand over the Project, partly, to the authority for immediate use. Behind our success in achieving the progress lies the role of the Project Director, Mr. H. T. Imam. Whenever any problem arose, his prompt response solved that instantly. Furthermore, time-to-time visits of the

members of World Bank team, Minister for Establishment, the Secretary and the Additional Secretary of the Establishment Ministry, have encouraged us—the field workers to get the quality work done in time.

During execution, the full co-operation of the contractors and staff of Project Implementation Office and field staff of Savar Division has contributed immensely to the implementation of the project. We all worked as a team and successfully managed to maintain the substantial progress and quality of work with our utmost effort. Let us hope and pray for the real success of PATC in achieving its goals.

LOCATION MAP

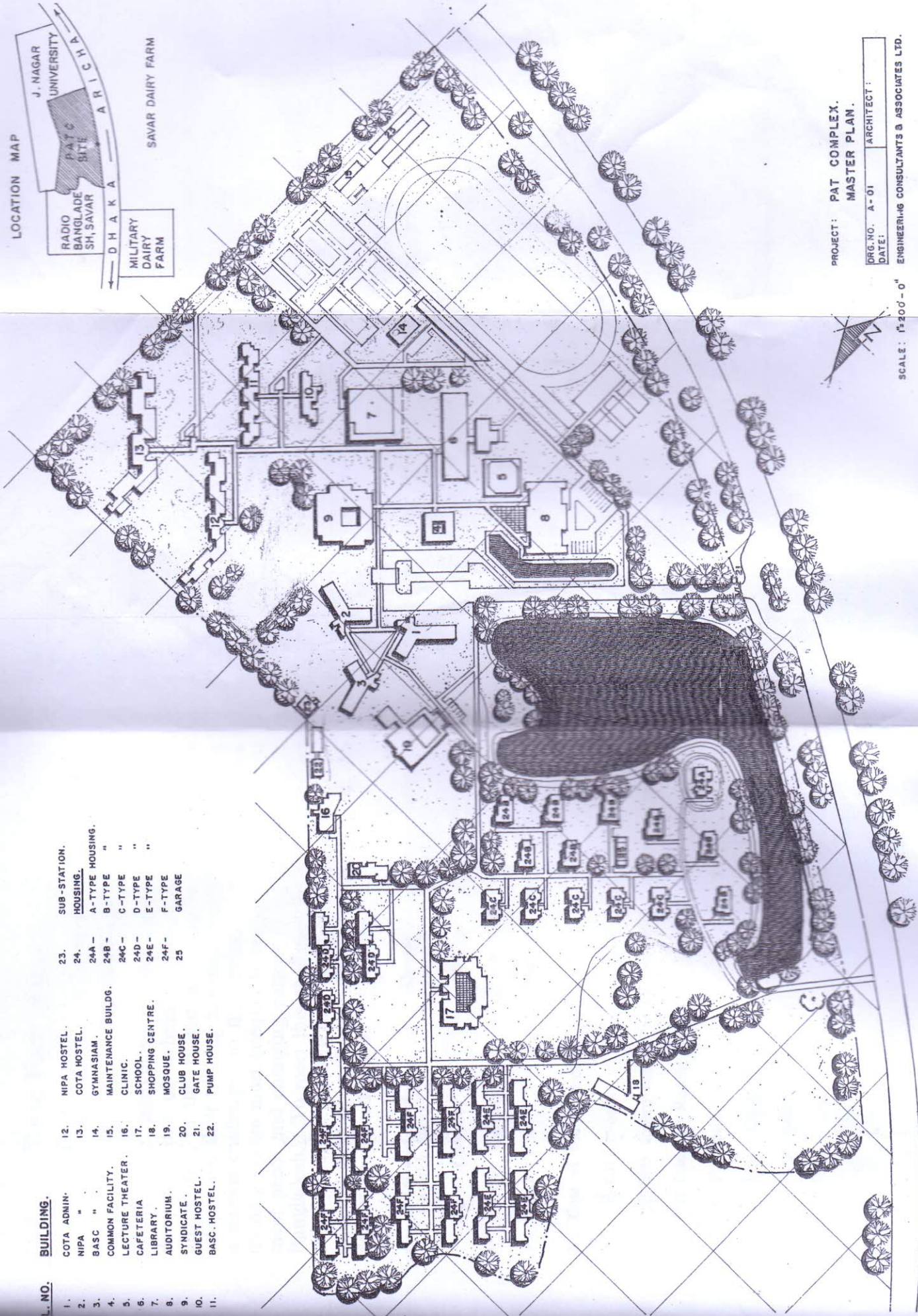


PROJECT : PAT COMPLEX.  
MASTER PLAN.

ORG. NO. A-01 ARCHITECT :  
DATE:

SCALE : 1:200 - 0'

- |               |                   |
|---------------|-------------------|
| 11. BLDG. NO. | BUILDING.         |
| 1.            | COTA ADMIN.       |
| 2.            | NIPA              |
| 3.            | BASC              |
| 4.            | COMMON FACILITY.  |
| 5.            | LECTURE THEATER.  |
| 6.            | CAFETERIA         |
| 7.            | LIBRARY.          |
| 8.            | AUDITORIUM.       |
| 9.            | SYNDICATE.        |
| 10.           | GUEST HOSTEL.     |
| 11.           | BASC. HOSTEL.     |
| 12.           | NIPA HOSTEL.      |
| 13.           | COTA HOSTEL.      |
| 14.           | GYMNASIUM.        |
| 15.           | MAINTENANCE BLDG. |
| 16.           | CLINIC.           |
| 17.           | SCHOOL.           |
| 18.           | SHOPPING CENTRE.  |
| 19.           | MOSQUE.           |
| 20.           | CLUB HOUSE.       |
| 21.           | GATE HOUSE.       |
| 22.           | PUMP HOUSE.       |
| 23.           | SUB-STATION.      |
| 24.           | HOUSING.          |
| 24A -         | A-TYPE HOUSING.   |
| 24B -         | B-TYPE "          |
| 24C -         | C-TYPE "          |
| 24D -         | D-TYPE "          |
| 24E -         | E-TYPE "          |
| 24F -         | F-TYPE "          |
| 25            | GARAGE            |



## Basic Facts about PATC

—Shah Aminul Hoque

Deputy Project Director, PIO.

With the introduction of the massive scheme for decentralization of administration in the country and upgradation of the thanas to Upazilas, the need for officers and their training has increased manifold, posing a serious challenge to the existing resources. The training system must adequately respond to the development needs and changing pattern of administration in Bangladesh. To meet this challenge the PATC project seeks to create training and physical facilities in one national campus at Savar. The basic facts about the project are stated below:

A. Investment Cost (in lakh taka)	Already incurred	To be incurred	Total
Local Currency	1210.54	632.39	1842.93
Foreign Currency	50.00	1481.49	1531.49
Total	1260.54	2113.88	3374.42

B. Cost of the Project	GOB	IDA	Total
(i) Civil works	1264.25	445.20	1709.45
(ii) Site Improvement	23.00	43.00	66.00
(iii) Internal Roads	51.60	..	51.60
(iv) Furniture	..	77.91	77.91
(v) Land Cost	16.20	..	16.20
(vi) Equipment, Telephone	..	82.16	82.16
(vii) Books and Journals (including Films and publication)	..	161.00	161.00

	GOB	IDA	Total
(viii) PWD contingencies and Engineering Consultants fees.	246.79	104.71	351.50
(xi) Technical Assistance:			
Local Consultant	..	87.86	87.86
Foreign Consultant	..	253.41	253.41
(x) Fellowship	..	144.22	144.22
(xi) Incremental Staff Salaries :			
For PATC	..	55.38	55.38
For PIO	...	17.02	101.06
(xii) Others (Sports and Games, Garage, Cons. Training Materials, CDST, Gas, Model, Survey)	154.05	59.62	213.67
	<u>1842.93</u>	<u>1531.49</u>	<u>3374.42</u>

C. Aims

- a. Creation of National Training Institution.
- b. Increased capabilities for training, research and consultancy in the field of Public Administration.
- c. Development of a Centre of excellence in Public Administration Training through linkage with the Training Institutions and Universities at home and abroad.

D. Training Programme

	No. of Trainees.	Batches in a year.	Total
(i) Regular Courses:			
Foundation level	200	2	400
Mid-level	85	6	510
Top level	50	5	250
	<u>335</u>		<u>1160</u>

- (ii) Short courses will also be run according to the needs.

E. Facilities Created	No.	(Area/sq.ft.)
Administration buildings (Office accommodation)	3	45,900
Syndicate building (Class Room)	1	17,900
Dormitories (Hostel facilities)	3	81,890
Guest house	1	4,000
Library	1	22,100
Cafeteria	1	12,700
Residential Accommodation (57%)		192,730
Mosque, Shopping Centre and Clinic		9,000
Primary School and Club		10,200
Multipurpose Hall and Lecture Theatres	1+2	20,650
Covered Corridor		25,000
		<u>438,070 sq.ft.</u>

F. Committees Names	Chairman
a. Project Advisory Panel	Minister for Establishment.
b. Fellowship Committee	Rector/Principal, BASC.
c. Project Coordination Committee	Project Director, PATC.
d. Technical Committee	Project Director, PATC.

BGP-83/84-6338A-2,000.



PANORAMIC VIEW OF THE RESIDENTIAL AREA OF PATC



DORMITORY FOR TRAINEES



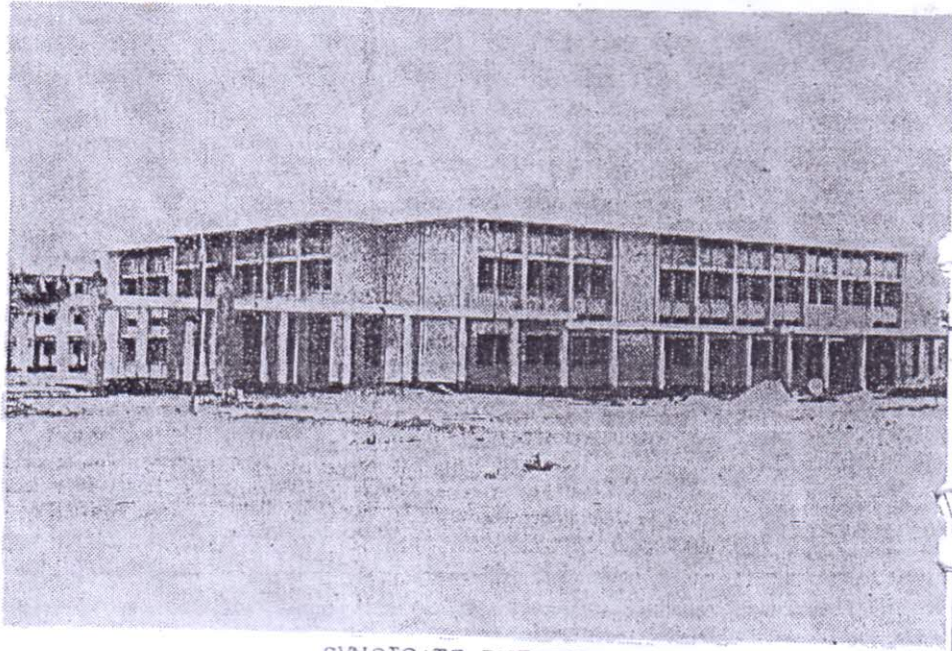
DORMITORY FOR TRAINEES



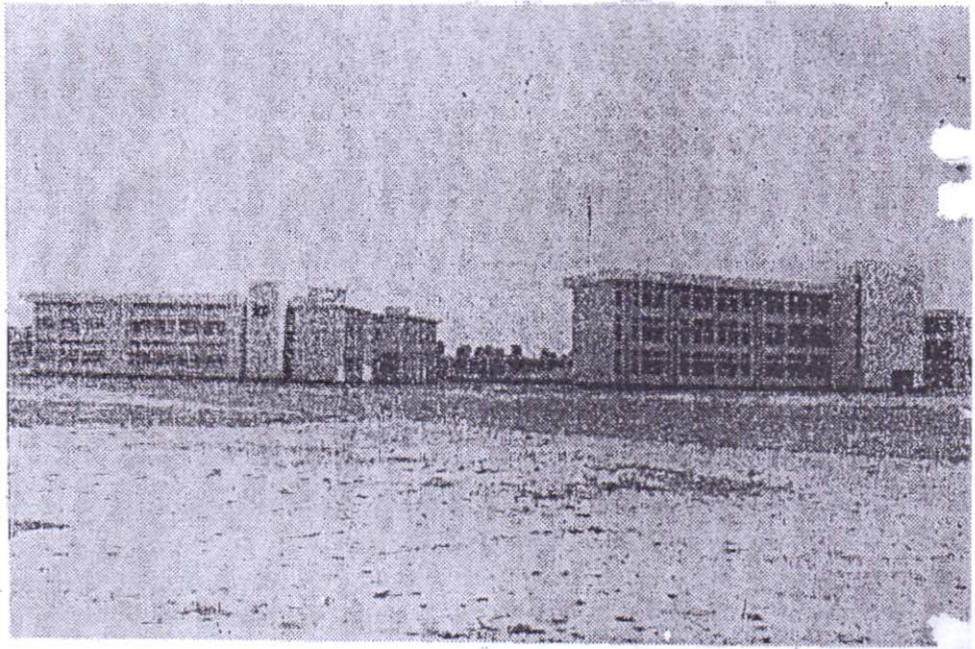




PANORAMIC VIEW OF PATC



SYNDICATE BUILDING



BACK SIDE OF SYNDICATE BUILDING AND ADMINISTRATIVE BUILDING