Effective Training Methodology for BCS (Administration)
A COMPARISON OF SOUTH & EAST ASIAN COUNTRIES

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Abstract

Training Methodology is very crucial in view of preparing civil servants to formulate and implement appropriate policies of government and also render service to people efficiently and effectively. In spite of having an updated training contents, BCS Administration Academy (BCSAA) cannot ensure an effective training for the officers of BCS (Administration) cadre. It is mostly because of inability of existing training methodologies to engage trainee officials in training. Though present training methods mostly include one-way lecture, exercise, discussion and workshops etc. in black and white, in practice, lecture incorporates a huge portion of teaching trainees. This ineffective method of lecture is against the principle of adult learning and time spaced learning. Consequently, trainees, at the end of training, learn nothing new from five-month long Law and Administration Course (LAC). On the other hand, most of the countries of South-East Asia who have world-class civil servants have brought about a massive change in their training methods. They are no longer dependent on lecture based methods of training rather they have adopted modern training methods. These methods provide them with comparative advantage. In this research, responses from trainees and trainers have been taken through survey questionnaire and semi-structured interviews regarding the effectiveness of existing training methods. Most of them irrespective of trainees and trainers were in the same opinion that training methods in use are obsolete, inadequately planned and ineffective. These methods barely help them learning the skills and knowledge needed for the workplace. So, it is a demand of time to restructure the training methods used by BCSAA in LAC and add in most modern methods of training civil servants.

Key Words: *Training Methodology, Time Spaced Leaning, Andragogy, Adult Learning, LBSNAA, COTI, Flipped Classroom, Case Study, Role Play*

Introduction

A young officer of civil service is socialized and taught the skills and competencies required for being a professional civil servant through appropriate training. "Training for civil service officials can also be demarcated as real-time problem-solving and knowledge gaining process which enables them in acquiring skills, concepts, and attitudes to achieve planned goals (p. 1, ZARRUGH, O.S. 1981)". Training also increases productivity, morality & self-confidence of employees (Charles C. Denova, 1971), Administration of a country needs officers who have the insight of combined academic disciplines or professional specializations in an approach. To train up the officials in both local and international training courses are important because is has got a significant impact on the grooming up of a civil servant (Thakur, R.N., 2015). Using tools to discover learning style preferences provides the option of delivering multiple training methodologies to achieve the desired outcomes (Bennett, K.A. 2008).

In grooming up the officers of Bangladesh Civil Service (BCS), the importance of training can hardly be

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overemphasized. In addition, the importance of training in BCS has got more importance than ever before for at least two fundamental reasons. Firstly, the deteriorating quality of education and the sequential decline in recruitment level in the public service call for an effective training method. Secondly, general people feel that the government machinery in Bangladesh is not enough to deliver public services in the planning and execution of development programs. Training is treated as the most appropriate mechanism that can change the situation by increasing government officials' knowledge, skills, and capabilities to accomplish their tasks with efficiency and results.

The courses taught in Law and Administration Course (LAC) in BCS Administration Academy (BCSAA) are focused on learning rules and regulations, manner and etiquette, and other theoretical aspects that do not help the young officers develop analytical skills (Ali, 2004). Training methods are mainly lecture-based, and it is not that effective to provide practical knowledge of administrative procedures and processes. Very few steps are as important as steering a Training Need Analysis (TNA) while designing a training program (Goldstein & Ford, 2002). Simultaneously, the appropriate choice of training techniques and transfer of knowledge to the trainees are also equally significant.

This research paper's main query is: Which training methodologies are required for providing young BCS (Administration) cadre officers with a global standard knowledge & skills? Training methodologies in theory and methodologies used in world's renowned civil service training institutes will be described briefly in response to the main research question. Chapter 2 will search for academic research on what actually training methodology means and the connection between work performances and training methods. Chapter 4 will define the problem of training methodologies used in the Law and Administration Course (LAC) with a background history of Bangladesh's civil service training. In chapter 5 what we are going to do is providing an orientation of civil service training in India and South Korea focusing on the training methods used in Lal Bahadur Shastri National Academy for Administration (LBSNAA) and Central Officials' Training Institute (COTI) as a representative of South Asia and East Asia respectively. Findings from the literature review, survey questionnaire, and interviews will be incorporated in chapter 6. Chapter 7 will include some recommendations to overcome barriers to incorporating modern training methods in BCSAA. As a final point, chapter 8 will conclude the research work.

Training & Learning

Training refers to gaining of 'knowledge, skills, ability, values and attitude' (KSAVA) by employees to execute their jobs better. It is more or less ceremonial, organization-based and to some extent technical, and is connected to a person's current job. Training is a kind of learning too. There are two major types of learning- Pedagogy and Andragogy. Andragogy deals with the learning of adults. In fact, it is the art & science of teaching an adult. Especially, it applies to the training developed for professional development. It is a theoretical and practical process through which adults learn in a self-directed and self-controlled manner (Training Manual, 2015).

In 1833 German educationist Alexander Kapp first used the term 'Andragogy' whereas American Malcom Shepherd Knowles made it popular as a widespread methodology of adult learning. According to Malcom Shepherd Knowles, there are few assumptions of adult learning:

- **Adults** want to know about the necessity of the topics of their training.

- **Adults'** previous experience on the topic works as a basis for learning a new experience.

- **Adults** want to take part in decision making, formulating the learning plan & evaluation of their learning process.

- **Adults** only want to learn those topics which are relevant to their work or personal development.

- **The learning of Adults** should be more effective if it is more of problem-solving based rather than subject-based

- **Adults** are bound by self-directed performance through their lives, and those adults have to covenant with some obstacles in their learning procedure (Maria and Elena, 2006).

Time Spaced Learning is an adult learning technology. The meaning of the "spacing effect", first discovered over a century ago, explains the observation that if humans and animals were to distribute the learning object as a whole, not all at once, they would be able to remember things more effectively. Learning systems is like spaces where the space from the seat to the virtual classroom to the chat room covers the entire learning area (Brown and Philip, 2005).

Training methods come in all shapes and sizes. However, training and improvement choices are not one-size-fits-all, so you can pick the preparation strategy that is the best choice, according to necessities **("How to Choose Effective Training Methods," 2013)**. The training strategy an organization picks can vary by the nature of participants or even the topic of training or many other factors. Here are the effective methods popularly used world-wide in different situations shown in image 1:
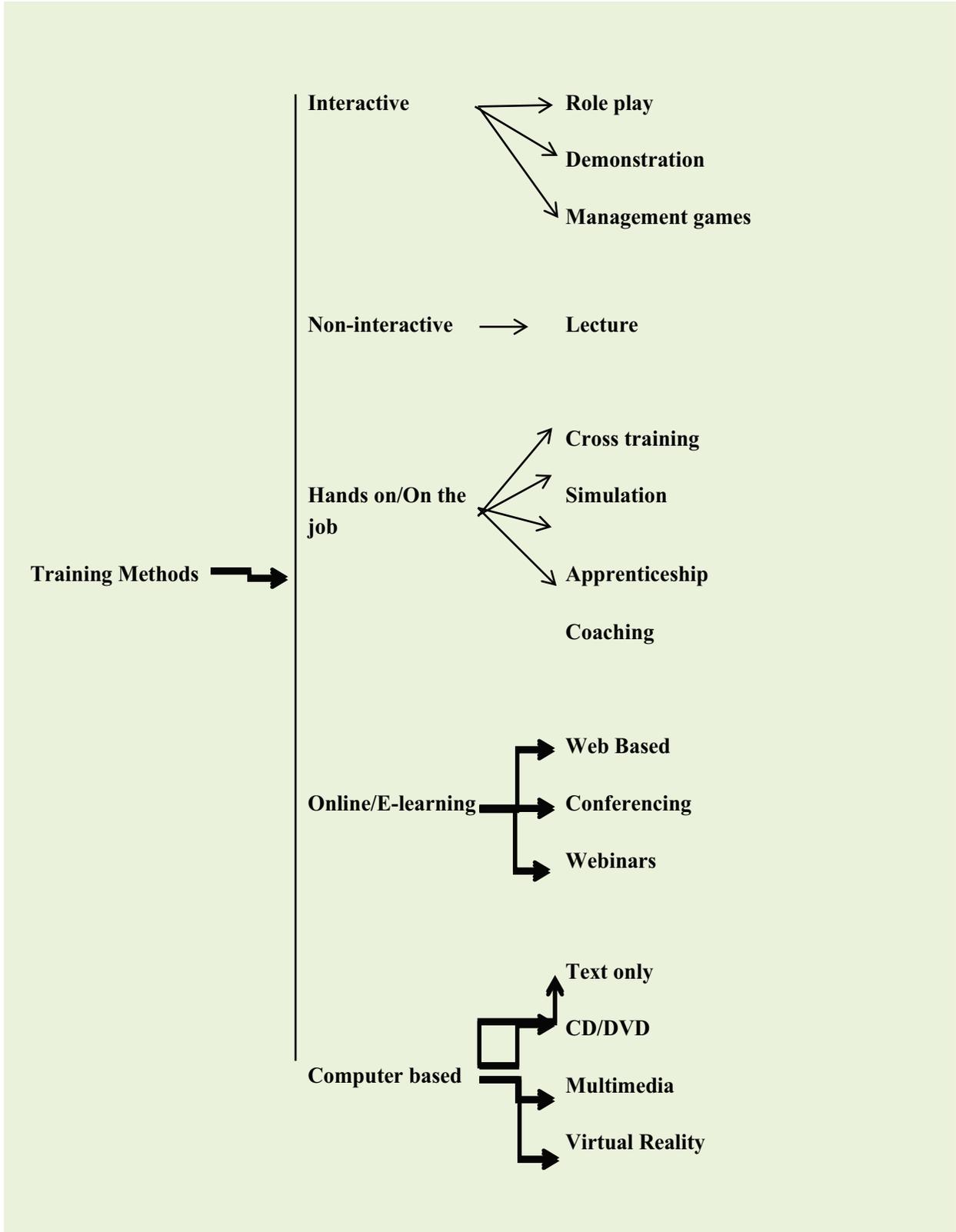
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                          Interactive ─────────────────► Role play
                                        ╲
                                         ╲──────────► Demonstration
                                          ╲
                                           ╲────────► Management games


                          Non-interactive ──────────► Lecture


                                             ╱──────► Cross training
                                            ╱
                          Hands on/On the ──────────► Simulation
                          job             ╲
                                           ╲────────► Apprenticeship

                                                      Coaching


                                             ┌───────► Web Based
                          Training Methods ──┤
                          Online/E-learning ─┼───────► Conferencing
                                             │
                                             └───────► Webinars


                                                      Text only
                                             ┌────────► CD/DVD
                          Computer based ────┤
                                             ├────────► Multimedia
                                             └────────► Virtual Reality
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Image 1: Different methods for Effective Training Worldwide

Research Objectives

This study presents a practical and analytical framework for identifying particular methods in terms of on the job and off the job trainings that lead to effective training output. The data is then used to analyse whether both the methods are relevant for train them well or not. Besides, those are also analysed to find out about the effectiveness of various teaching methods that are most likely to influence successful performance results of BCS (administration) cadre officials.

The prime research objective of this research

- To find out appropriate training methodologies required for providing young BCS (Administration) cadre officers with a global standard knowledge & skills

Secondary objectives

- To investigate existing loopholes in existing training methodologies for Bangladesh Civil Service Administration cadre officials
- To incorporate training methodologies of the world's best civil service training institutes relevant in the context of Bangladesh
- To provide detail recommendations for the law & administration training to build up a set of civil service leaders needed for vision 2041

Data Preparation & Basic Data Analysis

We worked on such a topic which requires both closed and open-ended questions. We had to depend on both primary & secondary data. Therefore, we have prepared a questionnaire containing closed and open-ended questions for current & former trainees (finished training not more than one year ago) and other four sets of semi-structured interview questionnaires for four classes of stakeholders- trainers of BCS Administration Academy (BCSAA), Bangladesh Public Administration Academy (BPATC) & Judicial Administration Training Institute (JATI), policy-level officials, supervising officers of field administration including Divisional Commissioners, Deputy Commissioners and Additional Deputy Commissioners and specialist academicians from different public universities. We have also gathered data from secondary sources and summarised the gist of them. Then we tried to set up a direct linkage of summarised outputs with our aim of the research. Finally, we have formed an outline from the data that we have found in different sources. For analysing data, we were interested in using the inductive method of sorting out information from secondary sources which helped us to make the output more realistic and widely accepted (Thomas, D.R., 2006).

Law & Administration Training & Methodologies in Bangladesh

Law & Administration Course (LAC) is a five moth long training course for probationary officers of BCS (Administration) cadre. LAC provides the entry level officers with rudimentary knowledge of the socio-economic, constitutional framework of the country and with required skills under which they have to perform their duties. It also enhances both theoretical and practical knowledge related to governance and administration. In addition, it furnishes the young recruits with appropriate knowledge, skills and attitudes to accomplish their specific tasks (Siddiquee, N.A., 2003).

Training Methods in LAC

"The training methods utilized in foundation trainings of Bangladesh Civil Service officials are still archaic and most of these have become obsolete elsewhere (P. 142, Khan and Zafarullah, 2005)". LAC is

not an exception. From the very beginning of the LACs, no visible change has been brought regarding training methods for different modules. Lecture based teaching method is still the leading methods used by trainers and it is almost 76% of the total training modules. Besides, methods like exercise, discussion, seminar, workshop, presentation, field visit/ attachment & case study are used in training officers in a very ineffective way (BCSAA, 2020). Sophisticated methods have not yet thrived though longer lasting & modern techniques like problem solving exercises, group activities, simulation and role-playing must be used for making the training an effective one.

Image 3: Training Method in LAC
(Source: BCSAA Course Guidelines of 116th, 117th & 118th LAC, 2020)

The training sessions are generally classroom-type based on straight one-way lecture with little or no scope for participation though we can see 40% of them are both lecture & exercise based and 38% of them are both lecture & discussion. 11% of them are entirely lecture based. Other methods like seminar, panel discussion & workshops consist only 10% of total modules. A good number of trainees feel that the methods using which they are taught are dreary and cannot stimulate their thinking process. These are also devoid of any kind of interaction or discussion (Aminuzzaman, 1992). Even if there is any kind of participation of trainees, it's mostly forced by the lecturers.

Image 4: Less Effective Teaching Methods
Source: Page 96, Kabir, Lasna & Baniamin, Hasan. (2012)

According to a study conducted by a group of researchers on the participants of BPATC found lecture, extension lecture, film show, library attachment & reading assignment to be less effective methods for teaching the trainees.

Civil Service Training in South Korea

The training for the public servants is classified into the basic training, specialized training, and the training for other special purposes.

1. Basic Training

The purpose of the basic training is to enhance knowledge and competency relevant to the participant's grade level and responsibilities (e.g., Bureau Directors Program, Newly Recruited Officials Program, etc.). Basic foundation-grade courses are delivered by public service Human Resource Development (HRD) centers.

2. Specialized Training

The specialized training includes both core courses and optional courses. **Specialised courses,** such as task-related, language or information & communication technology (ICT) courses, are delivered by public HRD centers as well as domestic or overseas institutions commissioned by government agencies.

3. Training for Other Special Purposes

This is to meet the needs of the government such as to support the participatory government's reform initiatives (e.g. special programs for ministers, vice-ministers, task force teams, advisers to the ministers).

Basic and Specialized trainings can de classified into grade level:

Grade level	Basic Training	Specialized Training
Grade 2	Bureau Directors Program	
Grade 3		
Grade 4	Senior Management Program	Short term programs
Grade 5	Newly Recruited Officials Program	General Programs
Grade 6	Newly Promoted Managers Program	Customized Programs
Grade 7	Newly Recruited Staff Program	General Programs
Grade 8	Newly Promoted Staff Program	Customized Programs
Grade 9	Newly Recruited Staff Program	General Programs
		Customized Programs

Table 2: Trainings in S. Korea in Different Grades

Civil Service Training in India

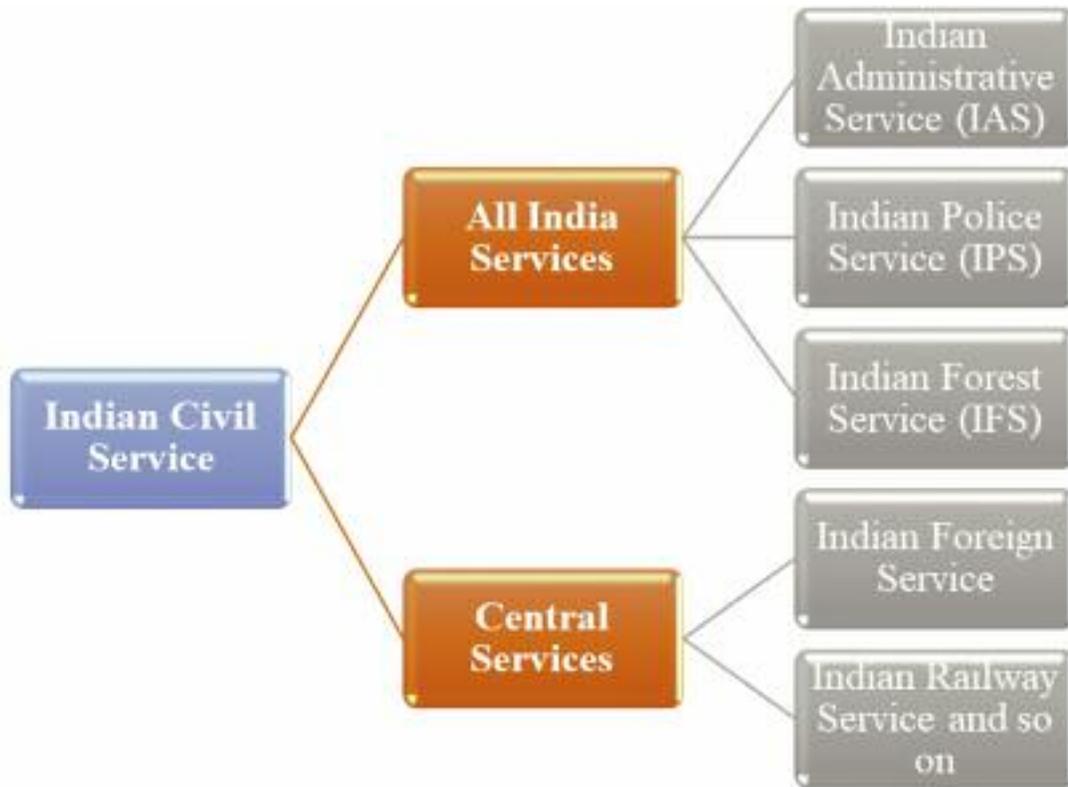**Composition of Indian Civil Service:**

Image 6: Structure of Indian Civil Service (At a Glance)

Training of Indian Administrative Service (IAS)

For logical reason we will put light on the training procedures of Indian Administrative Service (IAS) which is quite similar to Bangladesh Civil Service Administration cadre. The competitors selected to the IAS based on the aftereffects of competitive examination are put waiting on the post-trial process for a time of 2 years from the date of appointment. They experience training under the sandwich pattern. The two years training program which begins with the primary stage central training for 9 months at the Lal Bahadur Shastri National Academy of Administration (LBSNAA). The primary period of training targets reinforcing the comprehension of the political, social and authoritative condition in which an IAS official needs to work and to create qualities, thoughts and traits expected of an official having a place with the IAS. Training targets reinforcing the comprehension of the political, social and authoritative condition in which an IAS official needs to work and to create qualities, thoughts and traits expected of an official having a place with the IAS. In the second phase the IAS trainees spend twelve months in the state to which they are allotted. In the third phase, after the completion of training in the state, the probationers reports back at the academy for about three months (Bhambhri, C.P., 1970).

1st Phase

9 Months at LBSNAA

2nd Phase

12 Months at State Level

3rd Phase

4 Months at LBSNAA

Image 7: Training structure of LBSNAA, India

The Training Programs of LBSNAA

Lal Bahadur Shastri National Academy of Administration offers different training programs based on training assessment and appraisal. The major training programs organized by the Academy are as follows:

   1. Induction Training
   2. Mid-Career Training Programs (MCTP) for IAS Officers
   3. Other Programs that includes Joint Civil Military Program

Training Methods Used in LBSNAA

Traditional lecture based training system isn't generally successful or productive to have a logical effect on ethics and values of young officers. Accordingly, various teaching method is utilized in Lal Bahadur Shastri National Academy of Administration.

The Institute understood that no specific strategy can satisfy the diverse needs and a blend of strategies is called for. Be that as it may, it needed to depend for the most part on the five essential arrangements of strategies,

   ● Classroom instructions,
   ● The case study method,
   ● Exercises,
   ● Management games and
   ● Group Study methods.

The actual pedagogic methods used in all the training programmes are lectures by both internal and guest faculty, case studies, exercises, group discussions /conferences, management games and field

visits. Be that as it may, one extra strategy utilized in few programs is the syndicate and project work. The greater part of the adult training is done in the class room even despite such advances as computer-assisted instructions, closed circuit television, teaching machines and the instructional devices and the new learner controlled instructions. The class room training keeps on being of extraordinary essentialness in India as somewhere else in all developing nations.

Findings

The preceding section has described the present practice of training methodology used in Bangladesh civil service Administration academy (BCSAA), Lal Bahadur Shastri National Academy of Administration (LBSNAA) of India and Central Officials' Training Institute (COTI) of South Korea. It is evident from the previous discussions that despite a few changes brought about in training methods; training methodologies of BCSAA have in many respects remained deeply rooted in traditional practices. There are a variety of inconsistencies and inadequacies, which are likely to affect efficient work performance in field administration.

This section probes into it further, seeking to make a comprehensive assessment of training methodologies used in BCSAA nowadays. While it builds on the earlier section, it also introduces some new material in order to indicate that the current approach is not only too far removed from the propositions of andragogy, but also inadequate in terms of what probationary officers actually need.

In this research, survey responses were collected from current and former participants of Law and Administration Training course and few of them have finished the training recently. The responses of each survey were received through Google form developed for this research. We received a total of 103 valid survey responses with a questionnaire containing both open-ended & close-ended questions. Similarly, we categorized findings into two parts: responses for open-ended questions & responses for the closed-ended question. For each question, we have incorporated the interview findings as well.
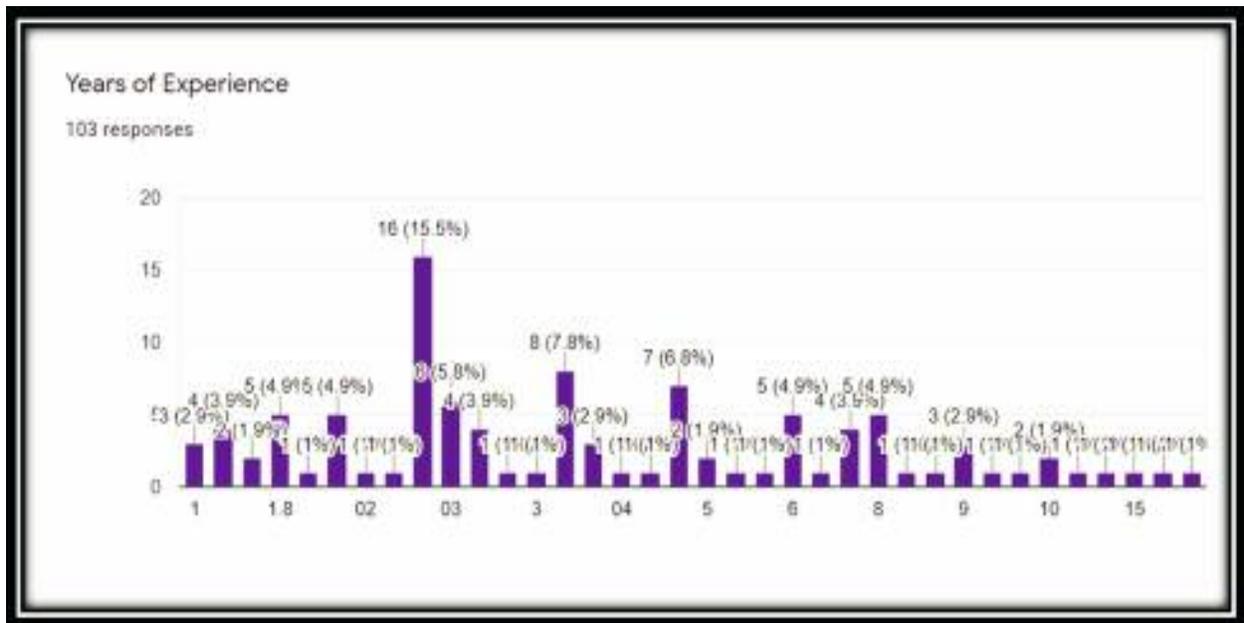
Close-ended Questions:

Image 8: Working Experiences of The Respondents

- ■ **WORKING EXPERIENCE:** From image 8, we see a wide variety of experiences among the respondents ranging from 1 year to 16 years, and they got the training opportunity in between their first to fifth year of service life which has made the responses more credible and effective because we found all the probable responses required for the survey. The responses received from the respondents and interviewees have been categorized into the following dimensions:

- ● **INTERACTIVITY OF SESSIONS:** From Image 9, the response to a question whether present training methods are interactive or not, more than two-thirds of the respondents agreed that those are not interactive as they disagreed with the statement. On the other hand, 10% of the respondents agreed on the same point. So, there is no doubt about the fact that present methods are not interactive.

Image 9: Response regarding Interactivity of Sessions

- ● **OUTCOME-BASED SESSIONS:** In image 10, it is clear that half of the respondents think that existing training methods of LAC is outcome-based though it's a general response. Only 13.6% strongly agreed to this point on the contrary, one-third of them think those not to be outcome-based.
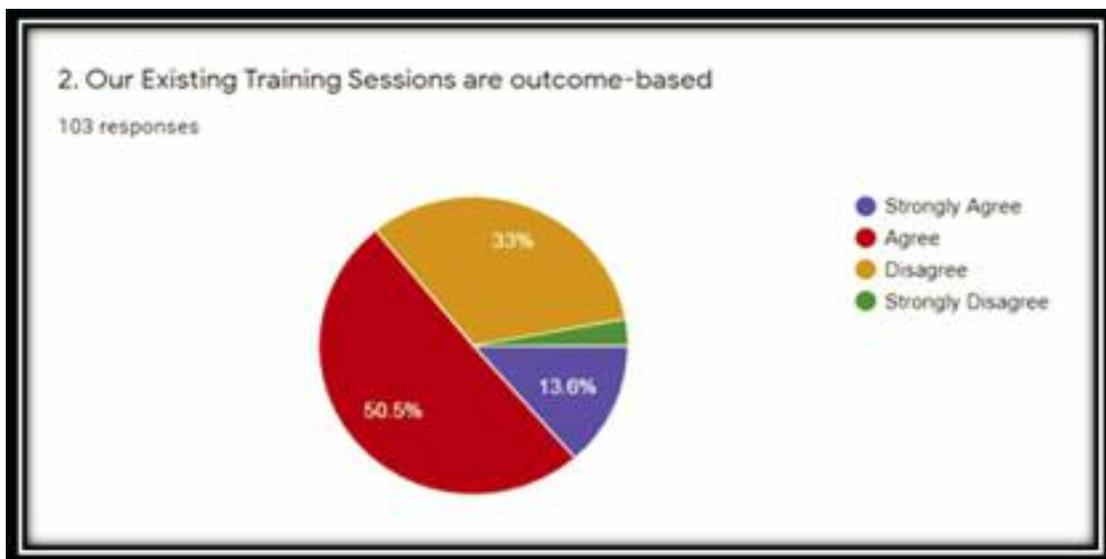

Image 10: Response regarding Outcome-based Sessions

- **Session Planning:** Image 11 depicts that half of the respondents disagrees on the statement that existing training sessions are well-planned. In addition, another 22% accounts for strongly disagree on the statement. So, it can be said that existing training sessions are not well planned. While talking with the faculties of BCSAA, few of them admitted the point.

Image 11: Response regarding Existing session planning

- **Fulfilment of Timely demand:** In image 12, existing training sessions can fulfil the demand to be a world-class bureaucrat- the statement is denied by almost half of the respondents. Moreover, 15.5% of them vehemently denied the statement. Only one-third of them agree with the point.
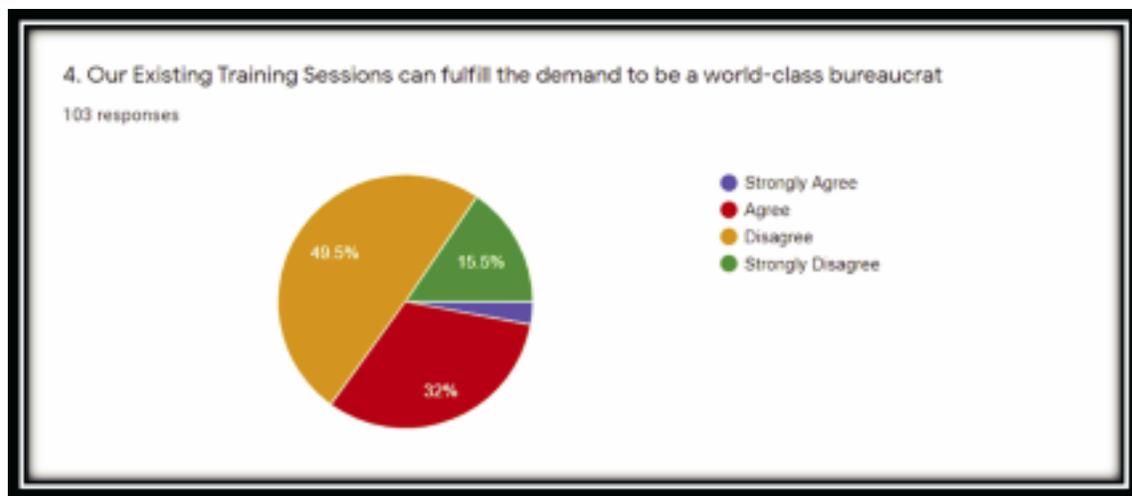

Image 12: Response regarding Fulfilment of Timely Demand

- **Service Length While Imparting Training:** From image 13, we noticed that four quadrants represent almost similar percentage. It is a quite optimistic sign because we have got respondents who got the training opportunity not only at the beginning of their service but also at later years. There were trainees who have their training on their 2nd, 3rd, 4th or even later years of the service.
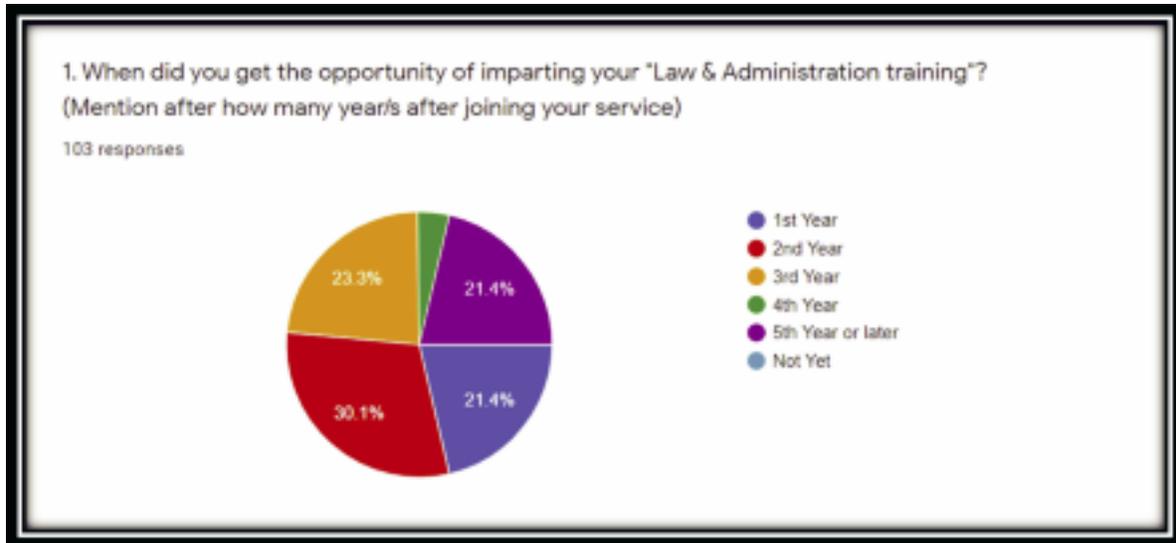
Image 13: Response Regarding Service Length While Imparting Training

- **OPTIMUM SERVICE LENGTH FOR IMPARTING LAC:** From image 14, we have seen that 48.5% of the respondents think this training should be provided at the beginning of their service. 23.3% accounts for the respondents who think this training has to be provided after 6 months of joining the service. An almost equal portion of them opines that this should be after 1 year. They suggested for providing this training after a few months of orientation in field administration so that it can create a sense of urgency to learn.

Image 14: Response Regarding Best Time for Imparting Training

- **LECTURE-BASED TRAINING METHOD:** From image 15 what we see, the responses from this question have made it clear enough to state that lecture-based training pattern is the least popular and perhaps most ineffective of all the training methods. 79% of respondents do not think that lecture-based training is enough for providing proper training, and it also calls the effectiveness of lecture method as a training method in question.

Image 15: Response Regarding of lecture-based training

- **Open-ended Questions:**

Apart from the findings derived from the survey questionnaire, a few more points were apparent from the interviews. Those are described in following manner:

The major gaps in different areas for the three levels of BCS (Administration) Cadre officers:

Gap Areas	Probationer officers	Mid-level Officers	Top-level officers
Knowledge	Implementing Knowledge	Procedural Knowledge	Technological Knowledge
Skills	Executive Skills	Analytical/ Adaptive	Conceptualization Skills Planning Skills
Attitude	Towards Work and Organization	Logical	Towards Environment
Performance	Appraisal & Recognition	Application & Skills	Target Setting
Policy	Nil	Sensitization	International Scenario & Public Policy

Table 4: Gap areas of Officials of Different Level

How we want to see our future young officials:

	Professional	Strategic	Innovative
Necessary Qualities of Future Civil Servants	• Academically & Professionally Qualified • Independent • Values Driven • Ethical	• Outcomes driven • Evidence based • Future Oriented • Proactive • Networked	• Interactive • Data Literate • Citizen Centred • Curious • Insurgent

Table 5: Skills of Future Civil Servants

Relation between On the Job Training and BCSAA

One year-long on the job training is one of the essential parts for a probationary officer of BCS (Administration) cadre. It is a kind of apprenticeship under the supervision of deputy commissioner of a district where young officers have their basic knowledge about the service and experience it practically. Nonetheless, the existence of this training is still in the reports only. Interviewees admit that most of the authorities are not putting necessary emphasis on this training. The Deputy Commissioner (DC) of Dhaka Mr. Abu Saleh Mohammed Ferdous Khan proposed a quantifiable evaluation system for on the job training by which every officer can be judged properly. Moreover, it can certainly make the training an effective one.

Badrun Nessa, Rector, BCSAA suggested that in order to make on-the-job training more fruitful for the trainee officers a linkage of this training with BCSAA should be established. She also said that the equal & supportive supervision of BCSAA would reap the best benefit from the training. However, Director (Administration) of BCSAA Dr. Subhash Chandra Biswas expressed his doubt whether the institution can supervise such a considerable number of officers across the country. He preferred to build up the institutional capacity of BCSAA before taking the responsibility.

Loopholes in Existing Training Methods

It is evident from image 9, 10 and 11 that existing training methods are not interactive, well-planned and not outcome-based. Besides, there are few loopholes found after discussing with policy-level officials and trainers of BCSAA:

- Intending to develop problem-solving skills of young officers, lecture-based method is somewhat ineffective. It is also unable to develop high-level cognitive skills, intellectual skills and attitudes as well.
- In most cases, it is a one-way method where immediate feedback is not available.
- It does not ensure equal participation in the learning process and amount of information received by trainees through lecture might vary from one trainee to another.
- It is such a process of delivering knowledge where trainees remain relatively inactive, and it does not allow trainees to recall a subject matter for a long time.
- It is a wastage of time for the trainees who already know what the topic is but do not know how to apply it.
- Existing methods are against the spirit of curiosity and inquisitiveness. Consequently, training sessions become boring and monotonous.

- They do not ensure effective learning as a result, and young officers are committing gross mistakes in their daily activities which can be detrimental to their career. On 11 March, 2020 while providing a verdict on a writ filed against a mobile court the division bench of Justice Sheikh Hasan Arif and Justice Md. Mahmud Hasan Talukder said, 'the magistrates have a very little knowledge of the law. They need proper training (Daily Inquilab, 2020)'.

Appropriate Training Methods

Bearing above mentioned factors in mind, the experts recommended two of the methods to be added in teaching as much as possible. One is Case Study, and another one is management games. The case study involves a real-time problem based on a theoretical or legal provision. It requires extraordinary ability both in the development of quality case studies and in their application. On the other hand, management games are operated without a feeling by trainees that they cannot apply their experience. The participants recognize that these games expand their ability and techniques of analysis, enabling more significant interaction of functions and decision-making in the condition of uncertainty and promoted working as a team**.**

Besides, we have found that the most used training methods in LBSNAA are:

- **Case study method,**
- **Exercises,**
- **Management games,**
- **Group Study methods and**
- **Classroom instructions.**

Similarly, in Korea, they use the following methods for effective learning:

- **Internal knowledge-sharing events,**
- **E-learning,**
- **Audiotapes and videos,**
- **Mentoring and buddying schemes,**
- **Coaching by external practitioners,**
- **Job rotation**

After scrutinizing teaching methods used in LBSNAA & COTI, receiving responses from the survey & consulting with more than dozens of expert in the knowledge & skill areas taught in LAC, we have found following sets of methods accordingly:

Module No	Name of The Modules	Suggested Methods
M-01	Manners, Etiquettes and Protocol	Exercise, Role-Play, Simulation
M-02	Jurisprudence and the Constitution of Bangladesh	Lecture, Exercise, Flipped Classroom
M-03	Laws Relating to Criminal Procedure	Role-Play, Case Study, Simulation, Exercise
M-04	Mobile Court, Magisterial Responsibilities and Minor Acts	Role Play, Order Sheet Writing Practice, Flipped Classroom

Module No	Name of The Modules	Suggested Methods
M-05	Land Laws	Case Study, Exercise, Flipped Classroom
M-06	Land Administration and Management	Role-Play, Case Study, Exercise, Simulation
M-07	Civil Laws	Case Study, Presentation, Exercise
M-08	Administrative Rules and Procedure	Management Games, Case Study, Role-Play, Exercise, Policy Analysis
M-09	Development Plans and Practices	Discussion, Group Work, Case Study, Policy Paper Analysis
M-10	Public Administration and Management	Discussion, Management Games, Presentation, Simulation, Policy Paper Analysis
M-11	Project Management	Case Study, Group Work, Role-Play, Exercise
M-12	Public Procurement	Case Study, Group Work, Role-Play, Exercise
M-13	E-governance and Innovation in Public Management	Video Lesson, Role-play, Simulation, Mentoring, Management Games
M-14	English Language Skills	Flipped Classroom, Exercise, Simulation

Table 6: Appropriate Training Methods Suggested by Experts

Factors Affecting Training Methods

The effectiveness of training methods largely depends on plenty of things. It also requires proper planning that takes care of all the training-related activities. Unfortunately, such planning is a bit weak in Bangladesh Civil Service Administration Academy (BCSAA). The MoPA, the mother agency, accords little or no emphasis on such planning and manages somewhat arbitrarily about human resources. The system of training developed here has failed to advance the situation in the count of efficacy and performance. It is still held up with old baggage in the spheres like the objective of training, training content, training techniques and training evaluation system and consequently, it has been unsuccessful to emerge as a ''hub of excellence''. There is no systematic Training Need Assessment (TNA) of trainees done by BCSAA. TNA is usually taken for granted by BCSAA and trainees are nominated somewhat capriciously.

What is more, there are several other factors which have been identified as crucial factors to make a

training method fully effective. Those are:

- Quality of Trainers
- Quality Guest Speakers
- Updated Training Curricula
- Trainers Manual
- Trainees Manual
- Reading Materials
- Systematic Monitoring
- Systematic Evaluation

Recommendations

How far this formal and regulated training at the Academy is important for the future civil servants and what purposes are served by it is to be replied with regards to the inquiry: can any arrangement of training be anticipated a generalist Civil Service like BCS (Administration) cadre? There is no vagueness about a training program for the workforce who have a clear and concrete set of responsibilities. The aptitudes required for such work can be taught in a training program. The specialist general services like Police, Tax, Postal, Railways, Audit and Accounts are given training which has a stable connection between the training program and the activities which authorities will perform. As there is no clear-cut chart of the job description of a BCS (Administration) cadre official, he/ she finds it difficult to relate his training at the Academy with his future assignment. Following points hit the minds of the trainees at the Academy frequently:

- The purpose of this training
- The relationship of this training with their future job assignments
- Nature of training theoretical or practical
- Is it an extension of University classes?

- The LAC needs reform intending to overcome the problems stated above. Existing training is not connected to on-the-job training which minimizes the effectiveness of the training. The time-span of training has to be 16 months in place of the current practice of keeping the trainee for five months at the Academy. It should comprise of four parts –

Image 16: Proposed Time Span for LAC

- All undertakings must be made to

reorient the concentration to the objectives of "adult learning" and conceiving appropriate methods to sufficiently attract the Trainees, both inside and outside the classroom. Even more expressly, we propose the accompanying for making training strategies more effective:

- ✔ The profound dependence on lecture based method must be decreased and the utilization of contextual analysis or case study technique, workshops, role plays, films, simulation, management games and group work must be essentially expanded as a major aspect of "mixed learning".

- ✔ The Academy should look to saddle the advantages of ICT and include the instructional method of "flipped classroom" wherein lectures are webcast or accessible for web based view and class time is used for seminars to accommodate closer and more serious conversation to encourage greater learning.

- ✔ Entry-level testing in basic service norms ought to be done just after the starting of the LAC to address the individual training gaps in each Officer Trainee. Extra classes might be sorted out outside of class hours for weaker Trainees in the initial weeks of the course. A portion of the more capable Officer Trainees might be engaged with peer coaching.

- ✔ Specific time ought to be assigned for self-study/group work in an organized way to foster better internalization of training inputs.

- ✔ View Exchange Seminars and Seminars on TOTs should be arranged by BCSAA at regular intervals with in-house and guest speakers.

- ● On the other hand, training method is a single link of a chain. There are many links which are connected to it and determine how effectively teaching methods are imposed. So, all these links are very crucial to ensure proper implementation of the training methods. Potential links are described in short:

    - ● **Ensuring Quality Trainers & Recruiting Academic Faculty:** Jahan & Monem (2014) stated that civil service training institutes like BCSAA lacks of competent and well trained instructors. On top of that, the trainers lack of professionalism. They identified few reasons for this problem;

      Firstly, qualified civil servants treat the posting as a punishment,

      Secondly, there is no specialized skill development training for the faculties of BCSAA within the country let alone in foreign institutes,

      Thirdly, trainers work here for a short period of time and their commitment is likely to be low.

So, MoPA should address these burning issues with a view to bringing out realistic solutions for the greater interest of civil service. Following steps can be considered:

- ● **Increasing Facilities for Faculties: First of all**, facilities should be increased for the trainers which will make the posting appealing to officers. For illustration, officers working in LBSNAA are rewarded with 30% of the basic pay and a rent free house.

- ● **Recruiting In-House Fellow: Similar to LBSNAA**, few posts like-

    - ● Professor (Criminal laws, Land laws, Public Policy, Foreign Language etc.)

- Programmer
- Research Officer

- Publication Officer have to be preserved for external recruitment other than deputation. Special efforts must be made to attract top quality academic faculty from higher education institutions of national repute.

- **Forming Committee/ Policy for Posting in Training Institutes:** A committee can be formed to find out the benchmarks (background, experience, academic excellence etc.) for posting in training institutes like BPATC or BCSAA. Only the officers who are recommended by the committee will be posted there.

In addition, the current faculty strength must be reviewed by Ministry of Public Administration. Concerted efforts must be made to create a healthy blend of serving practitioners drawn predominantly from BCS (Administration) with academic faculty.

- **Ensuring Sufficient Manpower:** There is a need to appoint extra subordinate officials to release routine administrative tasks of the Academy. This would permit the instructors to concentrate on the more basic parts of training and to make progress toward consistent improvement in both the content and conveyance of guidance at the Academy.

- **Inviting Quality Guest Speakers:** Owing to scarcity of professional trainers, BCSAA has to depend profoundly on 'guest speakers' and it causes multifarious problems like rescheduling of the sessions and replacement of incompetent trainers (Kabir and Baniamin, 2012). This does not solve the problem of quality instructors all the time because guest speakers themselves are not qualified each time. There is no standard procedure of inviting guest speakers in the Academy. For that reason, guest speakers are invited whimsically serving personal interest of the course coordinators or other relevant faculties. To ensure the quality of guest speakers, there must be a committee headed by the Rector who will prepare a 'Resource Pool' for different subject areas taught in the Academy.

- **Trainer's & Trainee's Manual:** There should be a trainers manual containing following ingredients:

    - Learning points
    - Objectives
    - Methods of Teaching
    - Standard Power point Slides having basics of that course
    - Reading Resources/ Video Resources
    - Exercises/ Case Studies with answer
    - Evaluation Process

  This manual must be provided to the guest speaker at least a week ahead of the class.

- **Gap Analysis:** A Gap Analysis of trainees ought to be undeniably completed 30 days before the initiation of the LAC. BCSAA should do it in a structured way and it can be taken through an online survey and would help BCSAA to prepare individual strategy for overcoming skill gaps of each probationer. It would also guarantee more prominent customization of training inputs.

- **Tutorial Groups:** According to the result of gap analysis survey, several tutorial groups can be formed under supervision of individual instructors. A specific charter of duties should be prepared for the instructors. Along with regular academic activities, they will work with individual problem of the trainee to fill up their gap areas in line with the charter of duties.

Image 17: Links with Successful Application of Training

Stress needs to be laid on expedient attention regarding public complaints and successful disposal of cases. The main emphasis in training should be to create in the probationers a viewpoint of administration without any sentiments of bossism or bureaucratic attitude. The achievement or disappointment of a training program must not be assessed by holding positions in the examinations and getting a foreign exposure tour as is the tradition now. Assessment of the effect of training program on the trainees ought to be finished by the faculties of the Academy. The arrangement of assessment of the training program by written examination is an unmistakable Bangladeshi contribution and ought to be minimised at the soonest.
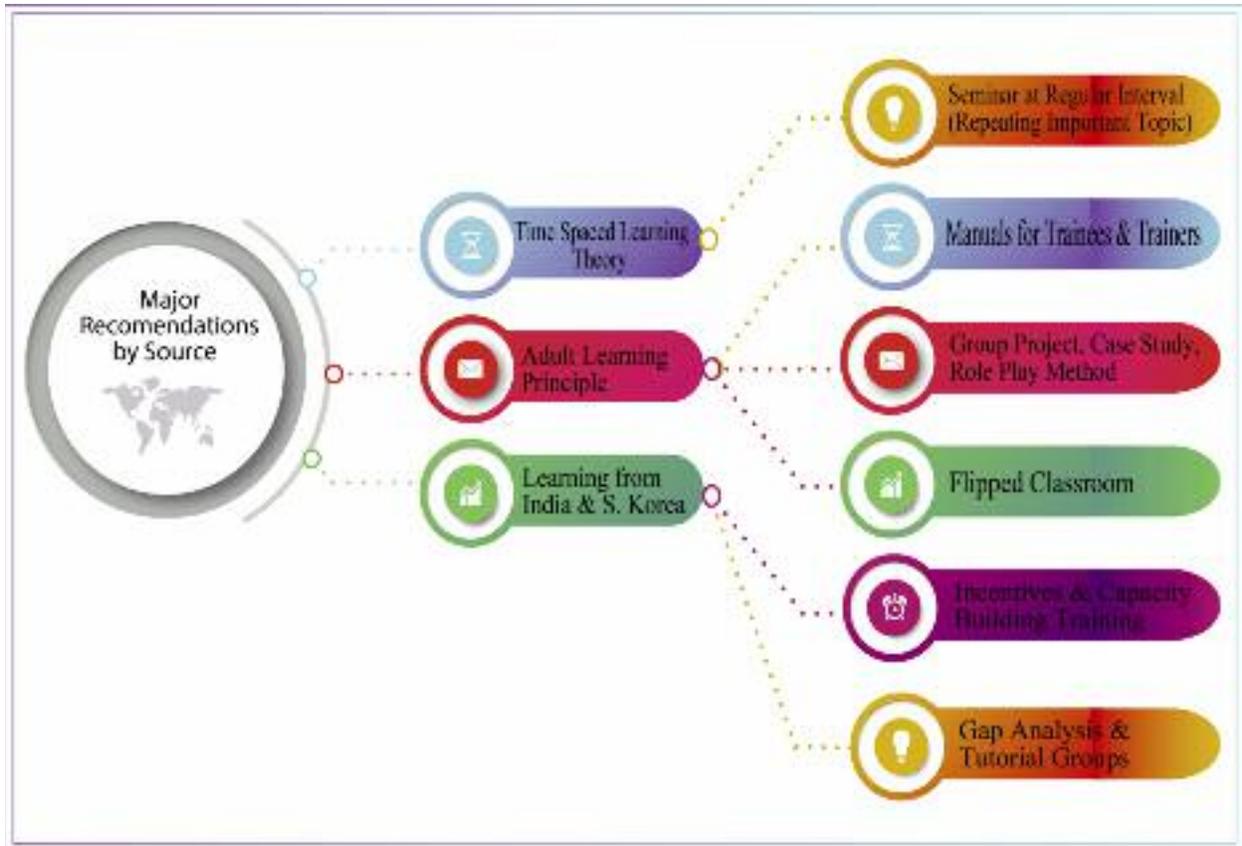
Image 18: Major Recommendations by Source

Considering adult learning principles, time spaced learning theory and modern training methodologies, a sample guideline for module 8 of LAC is prepared with the consultation provided by the Lecturer of Institute of Education and Research (IER) under University of Chittagong Rajib Ahmed Faisal and Director of BCSAA Dr. Dewan Muhammad Humayun Kabir. The proposed guideline consists of both lecture sessions and seminar sessions. The lectures will introduce relevant concepts and theories and illustrate these with practical examples - building upon the material covered in the associated readings. Each lecture will include a ten minute break and will allow time for questions and discussion. Besides, it will include flipped classroom method where applies. On the other hand, all the lectures are split into seminars (Image 19) for time spaced repetition of the topics and ensuring active participation of the trainees. The seminars are designed to encourage experiential learning through a mix of simulation games, case studies, group presentations and class discussion.

Image 19: Lectures Split into Seminars for Module 8

Conclusion:

There is a popular myth that rulers and administrators are born has been supplanted by the reality that an appropriate arrangement of training is basic to create abilities and capacities of organization among the public administrators. With progression of democratic qualities and beliefs, the distinguished idea that individuals with blue blood have acquired the normal ability to administer has offered path to the input that training can make great administrators (Bhambhri, C.P., 1970).

Regarding first secondary research objective 'to investigate existing loopholes in existing training methodologies for Bangladesh Civil Service Administration cadre officials', what is seen here, the effectiveness of a training institute relies on addressing multifarious issues raised from its training network. All the aforesaid problems of BCSAA are derived from its training network. Training techniques in LAC is more or less out-dated and these have failed to serve the main purpose of inspiring trainees to learn and apply what they have learnt. In a consequence, trainee officers returning to their work stations cannot contribute to rendering service to the people as they cannot apply properly their acquired knowledge from the training institute.

Second subordinate research objective is to incorporate training methodologies of world's best civil service training institutes relevant in the context of Bangladesh. In order to modify our present training method, we thoroughly investigated training methods of COTI, South Korea and LBSNAA, India. After conducting an intense study on both the training institutes, it was found that their training curricula are according to their government's policy guided. Besides, they put as less emphasis as they can on lecture

method of guiding training. Rather, they use case study, group study, management games, e learning, mentoring and buddying schemes and coaching by external practitioners as their training methods.

Third subsidiary research objective is to provide detail recommendations for the law & administration training course to build up a set of civil service leaders needed for vision 2041. Skills like project management, procurement and contract management, network management, negotiation and information technology have got more importance than ever before. To construct a developed nation, these skills must be taught to our future leaders.

Considering the prime research objective: to find out appropriate training methodologies required for providing young BCS (Administration) cadre officers with a global standard knowledge & skills, what is found can be a great lesson for BCSAA in formulating its training guidelines and teaching skills to young officers of BCS (Administration) cadre. Not only this, it will help the institution to ensure an effective training for the officers which can enable them to transfer the knowledge from classroom to the workstation. After a thorough consultation with training experts and going through the training methods of world famous training institutes like LBSNAA and COTI, it is found that methods like case study, management games, e learning and role playing should be incorporated by BCSAA as much as they can. However, all endeavours must be made to reorient the concentration to the goals of "adult learning" and conceiving appropriate techniques to adequately draw in the trainees, both inside and outside the classroom.

To finish up, formal and institutionalized training for BCS (Administration) cadre raises few issues, the solutions of which are yet to be found. A few challenges are inborn in any training for the generalist civil service. It doesn't imply that the formal and systematized arrangement of training ought to be adjusted for on-the-job training. The Law and Administration Training of BCS (Administration) cadre officials must be seen as a critical national undertaking and little effort ought to be spared by both the Academy and MoPA towards guaranteeing its fruitful conduct and conveyance. The conveyance of quality training at the Academy will, without a doubt, have a cascading impact on the training of other civil services that have ordinarily seen BCSAA as the model in the field of training government servants in the country. Critically, this would go far in understanding the vision of Bangabandhu, the Father of Bengali nation, for building up an expert and objective civil service that would keep the nation flawless and moving forward in a good direction.

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