A Study on Training Needs of the Entry-level Officers of Bangladesh Civil Service (Administration) Cadre in Achieving 'Vision 2041'

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Abstract

In this research, training needs are assessed to highlight areas of competencies i.e. knowledge and skills that entry-level officers of BCS (Admin) cadre have to acquire through up-to-date training in attaining 'Vision 2041' of Bangladesh. This research draws some insights into training needs to update curriculum to make them competent for performing their functions to build a developed nation. This study applied multiple methods in collecting data and information such as focus group discussion (FGD), questionnaire survey, literature survey, the charter of duties of civil servants at the ministry, district and (Upazila) to analyse the roles and responsibilities of officials. This study suggests redesigning training framework and updating the existing curriculumn to fill up competency gap based on the goals and targets of the government considering cross-cutting issues of the contemporary world. The curriculum of Law and Administration Training Course (LAC) of Bangladesh Civil Service Administration Academy (BCSAA) needs to focus more on Innovation and Change Management, Digital Public Service Management, Development Studies and Challenges of the fast transforming knowledge economy to make the course functional, need-based, and result-oriented.

1.0 Introduction

The present government of Bangladesh has set 'Vision 2041', in continuation of its ongoing 'Vision 2021' and strives to transform Bangladesh into a developed and prosperous Nation dreamt by our beloved the Father of the Nation Bangabandhu Sheikh MujiburRahman. This has been stipulated in the Second Perspective Plan of Bangladesh 2021-2041 (GED, 2020). This current trend of the country has been reinforced by the effects of rapid scientific and technological advancement that has brought about fundamental changes in the daily lives of human being and their thinking process regarding their rights, opportunities and choices. Against this backdrop, the expectation of

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the people regarding efficiency and transparency of the state particularly of the civil service has been raised to a great extent. Nowadays right to information and free flow of information—driven by digitalization, automation and Information technology paved the way for people and non-state actors to have access to decision-making process of a state. The Transformation of the civil service system has been brought about to the value system. Thus service providers are more accountable to citizen and as a result, citizen are considered as customer.

Roles and responsibilities of an officer BCS (Admin) cadre cover a huge area of services including maintenance of law & order, land management, development administration, poverty reduction, public welfare, monitoring and coordination of development plans and programmes, crisis management such as natural disaster management like corona virus pandemic, fire, earthquake, flood, cyclone, etc. These multi-dimensional responsibilities require sound knowledge about the contemporary issues of innovation, change management, responsive new public management, sustainable development, challenges of knowledge-based society, and the issues of transforming the nation into a developed one.

2.0 New Perspectives

Recently, the government has merged BCS (Economic) Cadre into BCS (Administration) Cadre. Main area of BCS (Economic) Cadre relates to development planning. Planning Commission of Bangladesh facilitates the government in preparing national development vision, economic policies, strategies, goals and objectives, plans, programmes, projects for economic development. Each Ministry/Division has set up in their organisational structure for planning and development which is involved in planning process. With the merger of this Cadre, planning network would be expanded up to all administrative structure. Officers who belonged to BCS (Economic) Cadre would be posted administrative set up at district and Upazila. Course contents relating to planning and development are now relevant to all officers of BCS (Administration) Cadre. In this circumstance, it is required to accommodate issues of planning and development with more focus on Law and Administration Course (LAC).

3.0 Research Questions

Bangladesh has made landmark progress in recent years and becomes a role model of development. Bangladesh has already attained low middle-income country status in terms of per capita income (PCY) and is eyeing to emerge as a developed nation by 2041. The civil servants of Bangladesh have been playing a key role in translating the political

'vision' of the government into reality. The newly recruited entry-level officers of Bangladesh Civil Service will work for the government for more than 25 years. It is indeed essential to design a training curriculum to prepare them for the future. Thus, it is necessary to assess the extent to which the present curriculum of LAC of BCSAA meet the needs of the entry-level officers of BCS (Admin) Cadre to be competent to deal with the development challenges.

4.0 Objectives of the Study

The objectives of the study are to-

Identify the areas of training needs for improvement of competencies- knowledge, skills and abilities of the entry level officers of BCS (Admin) Cadre to perform their roles and responsibilities more professionally and effectively in the digital era and knowledge-basedsociety.

- Establish interrelationship between organizational mandates and roles of individual employee for accomplishment oftasks

- Facilitate BCSAA to update the curriculum of LATC by reviewing existing curriculum and assessing current training needs taking into consideration the development trend and emerging issues to achieve 'Vision2041'.

- Develop a general framework for designing curriculum for the entry-level officers of BCS (Admin) Cadre.

5.0 Key Arguments

Entrepreneurial management has been the main focus of new public management (NPM), in which economy use of resources, efficiency of service provider, effectiveness of the use of public resources and service delivery, ensuring governance and creating conditions for effective functions of market forces have redefined the role of public servants. Moreover, the advancement of science and the use of ICT in public service delivery, macroeconomic growth and development, institutionalization of democratic governance, access to information, free flow of information, have brought about a fundamental change in roles and responsibilities of officers especially those who are involved in the field administration. However, no in-depth study has been done to assess the needs for training in improving competencies of these officers. Thus, identifying training needs in the changed context is essential to make them capable of dealing with the challenges of 'Vision 2041'.

6.0 Scope of the Study and Limitations

The study covers the roles and responsibilities of entry-level officers from new perspectives of technological advancement, extended roles due to merger of BCS (Economic) cadre with BCS (Admin) cadre. The limitations of the study are:

a) This study focuses on the training needs only, other issues are not addressed in this study.

b) Participants of FGD and respondents of questionnaire survey might have given their views based on their own experiences, working conditions leading to varieties of opinions and ambiguity.

c) The respondents might have biasness of their own experience which may not be relevant to all cases.

The research team addressed these by clarifying the research issues and the respondent's biasness has been minimized. However, the scope of generalization of findings of this study is limited.

7.0 Importance of TNA and Competency Development

Training Needs Assessment (TNA) is the method of determining if a training need exists and, if it does, what training is required to fill the gap (Gupta, 2007). Training is an integral part of public administration and essential for effective service delivery (Azizuddin 2003) and continuous training is needed to keep pace with fast changing context of public service delivery (Rashid, 2008). A well-designed training programme contributes to a public organization's performance by ensuring that employees have competencies they need to meet the demands of their current and future jobs (Jacobson et al. 2002). Training is to be need and task based (Muslim, 1994). Be it a public or other sectors, each individual role will have a set of competencies needed to perform the job effectively. Thus, it is necessary to have an understanding of the role to develop a suitable competency framework (NASC, 2018). It is needed to make training more task oriented and competency based in public sector organizations for responsive public service delivery. Training needs assessment (TNA) is the first step of designing an appropriate training programme (Gupta, 2007). TNA is the process of identification of level of knowledge, skills, competency (KSC) and abilities of employees and identification of the gap between the existing level of KSC and required level of KSC to achieve goals and objectives of the organization.

Training can reduce, if not eliminate, the gap, by equipping the participants with knowledge and skills and by encouraging them to build and enhance their capabilities

(Gupta, 2007). Training is integrated with the training and human resource development policy (Tuladhar, 2009) which facilitates the achievement of the vision, mission, goals and objectives of the organization. Policy issues related to TNA include developing competency framework for the targeted employees, training and HRD strategies, linking training evaluation and feedback (Vocovik, etal. 2008) with further improvement of training programmes, regular follow-up study on the courses and building training capacity of the training institutes. Among those policy issues, the competency framework is related to TNA and curriculum development.

A competency is a cluster of related knowledge, skills, abilities, and characteristics that are related to the performance of a significant aspect of the practice of a profession. A competency model is a collection of competencies that are relevant to the performance in a particular job, job family, or functional area (HRPA, 2014). Competencies are tailored to organizational goals and strategies (CDF of Servia Civil Service, 2017). Competency management can be considered one of the central themes in modern public service development. It is seen as a strategic and integrated approach to leadership development. Competency frameworks designed to improve and make clear the capabilities and skills of public servants. Competencies provide a critical mechanism for integration of human resource practices which is considered essential to a strategic approach (Jarvelt & Weisson, nd). It is the standard level of knowledge, skills, and capabilities which are integrated in HRD policy of the organization. The people in the organisation need a full set of capabilities and competencies and organizations need them to the highest standards (Clayton, 2018). Thus, achieving that standard level of specific competencies by developing knowledge, skills, and capabilities is the main focus of training intervention.

TNA is a comprehensive process comprising of identification of training needs in relation to organisational vision, goals and objectives (Miller & Osinski, 2002), its analysis, its validation and its evaluation in terms of job performance. Every organization spends money on implementing effective training programmes to maximize the value of their existing human capital. Human development training programmes have been an integralpar to encouraging the employees to be a competent and skilled labour force that is knowledgeable and able to perform assigned tasks based on their training needs (Mazhisham, et al. 2019). TNA analyzes both individuals and organizations, because individuals are employed according to the needs of an organization. Individual's need can be seen as to be more knowledgeable, skilled, proactive, efficient and well-equipped so that he/she can contribute effectively to goals of the organization. Training Needs Assessment refers to the organizational process of collecting and analyzing data that supports decision making about when training is the best option (or not) to improve individuals performance, define who should be trained, and exactly what content should be taught (Clarke, 2003 quoted in Ferreira & Abbad, 2012).

TNA is an on-going process of collecting data to determine what training needs exist (Brown, 2002), what are required level of competency for effective service delivery, what are the gaps between existing and required level of knowledge, skills and attitude of employees so that training can be developed to facilitate the organization to accomplish its objectives. Organizations can be best served by well-rounded, creative and forward-thinking staff and group members.

Conducting needs assessment is fundamental to the success of a training programme. Often, organizations develop and implement training without conducting a needs analysis. These organizations run the risk of overdoing training, doing too little training, or missing the point completely (Brown, 2002).

A comprehensive and in-depth study of training needs assessment (TNA) in public sector is almost non-existent in literature (Jacobson et al. 2002). Especially training need assessment for the entry level officers of civil service is very crucial to make public service delivery efficient, effective, and compatible with the fast changing context of knowledge, science and technology. So far our knowledge goes no in-depth and comprehensive study of TNA for the officers of FTC conducted by Bangladesh Public Administration Training Centre (BCSAA) and Law and Administration Course (LAC) of BCSAA is available.

8.0 Overview of LAC

Regional Public Administration Training Centre (RPATC) conducted Law and Administration Course (LAC) from 1984 to 1987. During this period LAC was for two months only and contents covered magistracy related Acts, Rules and Regulations only. BCSAA came into beingin October 1987. Since then BCSAA has been pursuing training courses for the entry level officers of BCS (Administration) Cadre. The first law and AdministrationTraining Course of BCSAA was for three months from 21 Oct 1987 to 20 Jan 1988. Major modules were major Acts such as CrPC, Penal Code, Evidence Act, PRB, Acts relating to land administration, rules and regulation. Over the period of decades, the contents of LAC have been changed. Initially the main focus of the training course was on magistracy and judiciary until the separation of judiciary from administration. After the separation, major changes took place in the contents, new modules such as Public Administration and Management, Development Administration, e-governance, Innovation added to existing courses. These changes were made based on the changed role of the officers of BCS (Administration) Cadre.

Those changes were made mainly on the basis of faculty-consensus. This kind of change is generally done in preparatory meeting of the course. In preparatory meeting, feedback

and suggestions taken from participants of immediate past course have been placed and discussed in faculty meeting and changes in contents are adopted.

9.0 Designing the Process of TNA

This study applied a pluralistic approach using multi-methods to collect and analyse qualitative and quantitative data including qualitative and quantitative approaches for assessment of needs. Qualitative approach includes interviews, focus group discussion, analysis of rules, Acts and policies, discussion with the supervising officer, entry-level officers, researchers to share ideas, experience. With regard to quantitative approach the survey method applied to gather first-hand information through structured and guided questionnaire. Primary data for this research has been collected through opinion survey of entry-level officer, officers who have participated LAC or FTC and their supervisors working at Upazilas, Districts, Training needs analysis is the first stage in the training programme and involves a series of steps (Bansal, 2017; Gupta, 2007). Stages followed in TNA studies depends on the context e.g. Gupta (20007) applies five stages—Identifying problems & Needs, designing need assessment, collecting data, analysing data, and proving feedback while Bansal and Tripathi (2017) applies four stages namely—identifying competencies for job, identifying competencies individuals held, identifying competency gap and outlining the training requirements, while Shatorupa (2016) analysed in seven stages. The study team reviewed TNA studies and has adopted *seven stages for analysing TNA of the entry-level of ficers. **Step1**defines the jobs specification at three stages-organization, tasks and person, competency requirements and needs; **Step 2** identifies the study area; **Step 3** designs the total research methods- sampling and data collection process; **Step 4** analyses the results and derives findings through triangulation; **Step 5** draws inferences; **Step 6** identifies the areas of training needs for intervention, and finally **Step 7** develops a framework for redesigning LAC (adopted from Gupta, 2007; Hassan et al.2015).

Research design of this study includes job specification, respondent selection, data collection and data analysis. Job specification is generally carried out in three phases such as Organisation Analysis, Task Analysis, and Person Analysis (three tier approach by McGhee and Thayer, 1961; quotedin Bansal and Tripathy, 2017); Shafeek, 2018; HR-Survey. Com; Sokolowski 2016; Miller & Osinski, 2002; Zafar Sha torupa, 2016; Pradhan & Pradhan, 2016). The study team analysed goals, objectives, duties and responsibilities at ministry, district and upazila level, analysed tasks and entry-levelofficers.

10. DataAnalysis

Entry-level officers of BCS (Admin) Cadre work at the lowest administrative layer at Upazila, at mid-level in District and Division and at central level in the Ministry. Their roles and responsibilities and job criterion are diversified. Thus, in order to identify their training needs, the study team has reviewed the charter of duties of officers at Upazila, District and Ministries. These are analysed at organisation level, task level and person level.

10.1 Secondary Data Organization Analysis

The organizational analysis is done at three-level administrative hierarchies at Ministry, District and Upazila levels.

Areas of Job Activities in Ministries

Process of accomplishment of businesses of the government has been defined in the Rules of Business 1996 (revised up to April 2017) and businesses of the Government of Bangladesh are allocated among ministries in Schedule I of the Rules of Business. Job areas include Policy Analysis; Preparing draft Rules, Regulations, Acts, Policies, Strategies; Development Planning; Development Administration; ICT Application in everyday accomplishment of tasks; Implementation and monitoring of decisions of the Cabinet, Cabinet Committees, and other decisions of the government, Annual Performance Agreement (APA), Integrity Strategies, Right to Information Act, Citizen Charter etc.; Administration of Department, Directorate, field offices under the Ministry; Coordination among relevant Ministries; Human Resource Management;

Executive Functions at District and Upazila

Executive functions of Deputy Commissioner (DC) and Upazila Nirbahi Officer (UNO) cover a vast diversified areas. Broad areas includes implementation of decisions, policies, plans, programmes of the government at local levels including general administration, land management, resource mobilisation, educational management, conducting mobile court to maintain law and order, ensuring public interest by protecting consumer's rights to control food adulteration, drug control etc. In addition to these regular activities they need to manage and coordinate crisis such as corona virus pandemic, cyclone, flood, other natural calamities, market price of essential goods, fire, accidents etc.

Managerial and Coordinating Role

Officers of BCS (Administration Cadre) working in field administration have to play managerial and coordinating role in development administration, public service management, management of educational institutions such as schools, colleges, madrasahs, maktabs and other religious and philanthropic organizations and institutions, resource mobilization, managing crisis such as natural disaster e.g. flood, cyclone, river erosion, earthquake, pandemic like corona virus (COVID-19), coordinate among public sector departments, agencies, NGOs, private sector organizations, voluntary organisations, trade unions, associations, civil society, political organisations, at all administrative tiers from Upazila to Ministry.

Task Analysis

Entry-level officers are required to provide secretarial supports to the senior officials for decision for example desk officer initiates file explaining the issues with relevant rules, regulations and legal provisions, prepare proposals in files and place it to the next senior for decision or onward passing to the next senior for decision. This decision making process starts with the desk officers and ends at the top of the organization. Although a desk officer initiate a file and decision is made by the senior, the desk officer has to explain all relevant rules, regulations, legal provisions and finally give a proposal for decision. Thus a desk officer must have in-depth and comprehensive knowledge on the issue of decision. Hence, a desk officer needs to know relevant rule, regulations, laws, process, procedure so that appropriate decision can bemade.

Person Analysis

Officers of BCS general cadre including BCS (Admin) cadre are recruited through competitive examination of aspirant candidates of diversified academic background with various orientations. Some of newly recruited officers are outstanding in Economics, while some are in English, literature, Culture, in any subject of Sciences, Social Sciences, Humanities, Businesses, Law etc. They are quite new to official process, procedure, rules, and regulations. Thus, Law and Administration Training Course needs to bring them in a common platform to cover all broad areas of roles and responsibilities of public administration at district and Upazila.

Primary Data

Focus Group Discussion

The FGD was guided by a checklist designed to collect information from officers of BCS (Admin) Cadre having experiences of working in Ministries, Districts and Upazila.

The participants of FGD viewed that organisational vision, mission, goals and objectives are linked with the national and ministerial vision, mission, goals and objectives. Officers working at the grass roots level must have comprehensive knowledge of vision, goals and objectives of the organization, administrative ministry and also the national vision, goals, objectives, policies and strategies, office management, process, procedure, rules and regulations, digital management (ICT, artificial intelligence etc.) to accomplish their tasks professionally to achieve national vision of 2041.

The participants of the FGD viewed that a competency framework covering Knowledge on national and organizational vision, goals and objectives, Skills covering digital technology, virtual management, Executive Capability of dealing with the critical issues of translating policies, plans and programmes in to reality, Managerial Efficiency for effective moblisation of resources and Interpersonal Efficacy to ensure effective public relations is needed.

10.2 Analysis of Data of Questionnaire Survey

Three sets of questionnaires were distributed all targeted respondents working in the field administration such as supervising officers, participants of LAC and newly recruited officers.

Analysis of Tasks of Entry-level Officers

Table1: Frequency Distribution of Tasks, of Entry-level Officers of BCS (Admin) Cadre

.	Tasks/duties/responsibilities/activities	Degree of Importance					Total
		Everyday	Frequently	Occasionally	Rarely	Not atall	
		5	4	3	2	1	
1	See dak file	xviii	ix	iv	0	0	31
2	See rules, regulation, manual relating to file management,	iv	vi	x	i	0	21
3	Public service management	ix	viii	iv			21
4	Managing public service discipline	x	vii	ii			19
5	Tasks relating to treasury management,	ii	v	iii	v	ii	17
6	Tasks relating to public money recovery,	ii	ii		i	i	06
7	Issues relating to land management	ii	ix	xii	ii	i	20
8	Magistracy, conducting mobile court	iii	ix	xii	iv	v	31
9	Deal with Acts, Rules and Regulations relevant to public services	iv	ix	ix	vi	iii	31
10	Maintenance of records and public documents etc.	i	ii	xvii	ii		22
11	Promote innovative ideas and implementation of innovative ideas	ii	vii	vii	i	ii	19
12	Coordinating development activities of govt. departments	iii	v	iv	iii	i	16
13	Coordinating govt. departments, NGOs	i	ii	i		ii	06
14	Maintenance of law and order	iii	i	iii	i		07
15	Management of schools/colleges/madrasah as a member of GB	ii	i	ii	iii		08
16	Disaster management (Storm, fire, flood, river erosion etc.)	ii	ii	xv			19
17	Relief operation	ii	i	xii	i		16
18	Oversee market price of essential goods	ii	ii				04
19	Crisis management (food, fertilizer, natural disaster etc.)	iii	xi	xvii			31
20	Issuing license	ii	i	v			08
21	Provide information to the client according to RTI Act	iii	vii	x	i		27
22	Implement citizen charter	vi	xiv	xii			31
	Tasks/duties mentioned by the respondents	0	0	0	0	0	0

Analysis of Tasks: Only 31 respondents including entry-level officers, participants of LAC and supervising officers provided their views on tasks. Most of the respondents ranked knowledge of rules and regulations, office management, administrative rules and procedure, land management, mobile court, crisis management, development administration and public service related tasks at the top. Less preferred tasks are related to issuing license, public money recovery and development administration, planning, moderately preferred.

10.3 Knowledge, Skills and Abilities

In order to assess the knowledge, Skills and Ability (KSA) gaps, the supervising officers were requested to give views on existing and required KSA of entry-level officers. Following table discusses data output on KSA.

List of Capacities to	Degree of Importance					
	Most Important	Important	ImportantModerately	Least Important	Not Important	Total
	5	4	3	2	1	
Identify clients' need and deliver services according to their needs	6	2				8
Simplify the service delivery process	5	I	2			8
Identify and manage organizational resources	2	4	2			8
Prepare and implement innovation Project	0	2	5	1		8
Lead working team effectively and manage change accordingly	0	2	4	I	1	8
Use digital device in service delivery	4	2	1	I		8
Manage on-line service delivery in an effective manner	6	2	0	0		8
Prepare, manage and implement ICT Project	2	1	3		2	8
Provide information to the client according to RTI Act 2009.	1	4	2	I		8
Any other capacities you suggest please mention below	0	0	0	0	0	0
Total Respondents						**8**

Table 2: Skills Analysis

Analysis of Skill Gaps

The most important areas of skills required to improve as identified by the supervising officers of entry-level officers are skills to identify client's needs, deliver services according to their needs, simplify the service delivery process, use digital device in delivering public services, manage online services and other areas, which are moderately preferred by the respondents.

No	Important Little	Moderate	Very Good	Excellent	Officer's Required Knowledge on	Most Important	Important	Important Moderately	Least Important	Not Important
1	2	3	4	5		5	4	3	2	1
i	iv	iii			citizen charter	iv	ii	i		
i	iv	iii			service process simplification		iv	iv		
ii	v		ii		basic elements of qualitative improvement of service delivery	v	ii	i		
iii	iii	ii			service delivery outlet	ii	iii	iii		
iv	ii	ii			organizational resource management	ii	iv	ii		
ii	iv	i	i		basic factors of reviewing progress of implementation annual actionplan	ii	iii	iii		
i	iii	iii	i		innovation techniques	iii	iii	ii		
ii	iii	iii			team building	i	iv	iii		
iv	ii	ii			inter-departmental communication & coordination	ii	iv		ii	
iv	ii	i	i		Local Area Network (LAN)		ii	iv	i	i
v	i	i	i		web portal management		i	iv	i	i
	i	v	ii		essentials of e-file management (exchanging files and documents electronically)	v	iii			
iv	iii	i			the process of transferring organizational service delivery to e-service delivery	v	ii	i		
ii	iii	i	ii		roles and responsibilities of officer under RTI Act 2009	iii	iii	ii		
iii	ii	ii		i	basic Concept of e-Governance Interoperability Framework (e-GIF)	i	iv	ii	i	
					Total Respondents 16					

Table 3: Knowledge Analysis

Analysis

Areas of knowledge required to be improved as identified by the supervising officers of entry- level officer are basic elements of citizen charter, qualitative improvement of service delivery, organizational resource management, implementation of plans, inter-departmental communication and coordination, e-file management, right to information and e-governance; other areas are considered less important.

11.0 Findings: Derived from Data

Multiple sources of data and information were collected to assess the competence level and are as of learning needs of the entry-level officers. Through the process of triangulation the study team has derived findings. Findings are summarized below.

11.1 Competency Framework

The competency assessment matrix shows the structured and analytical process whereby various dimensions of competencies within the broader socio-economic and service delivery environment are evaluated for entry-level officers. On the basis of views of FGD participants and analysis of organization, tasks and persons of a competency development framework has been developed and shown in Matrix 1below.

Areas of Competency	Desired Capacity	Existing Capacity	Capacity Gaps are Estimated	Strategies to develop
Knowledge	Desired level of knowledge is measured	Existing level of knowledge is measured	Knowledge gaps are estimated	Training contents are designed to include task related areas of knowledge
Skills	Desired level of Skills is measured	Existing level of capacities is measured	Skills gaps are estimated	Skill development practices are given more weightage in training programme
Abilities	Desired abilities are identified	Existing abilities are identified	Ability gaps are identified	Issues of abilities are addressed
Executive Capability	Desired level of knowledge is measured	Existing level of capacities is measured	Executive capacity gaps areestimated	Field attachment focusing on execution of tasks included in the trainingcourse
Managerial Effectiveness	Desired level of managerial effectiveness is measured	Existing level of capacities is measured	capacity gaps areassessed	Effective managerial functions are included in thetraining
Interpersonal Efficacy	Desired level of interpersonal efficacy is measured	Existing level of efficacies is measured	Interpersonal efficacy gaps areestimated	Socialisation issues are included in the training course

Matrix 1: Competency Framework for the Entry-level Officers of BCS (Administration) Cadre

Overlapping Modules

Since the entry-level officers undergo either for FTC or LAC, the study team reviewed the curriculum of these two courses to identify if there is any overlapping or repetitions. The study finds that 192 session hours are overlapped.

Areas of Training Needs

On the basis of analysis of national vision (Vision 2041), goals and objectives, charter of duties of officers at Upazila, district and ministries, views obtained from FGD and questionnaire survey, relevant reports, journal articles, tasks to be accomplished at upzila, district and ministries, background of the newly recruited entry-level officers of BCS (Administration) Cadre, the study team has identified the following broad areas of learning needs-

- Bangabandhu, the Architect of Liberation War and Modern Bangladesh Bangladesh Studies: History, Culture and Development Vision 2041

- District Administration and Upazila Administration (Roles and Responsibilities of Deputy Commissioner and Upazila Nirbahi Officer)

- Leadership in Public Service Management and Development Administration Maintenance of Law and Order,

- Constitution and relevant Laws (Relevant Sections of CrPC, Penal Code, Evidence Act, Civil Laws, PRB) and other minor Acts)

- Executive Magistracy, Mobile Court and Public Interest Land Administration and Management

- Development, Welfare Administration, Coordination, Public Relation;

- Planning and Development (Development Models, National Vision, Goals and Objectives, Plans, Programmes, Strategies, Policies)

- Macroeconomic Management including Knowledge Economy, Trade and Commerce Project Management

- Procurement Management

- Innovation, ICT and Change Management (Including Artificial Intelligence, Digital Public Service Management)

- Administrative Rules and Procedure (Digital Office Management and Online Public Service Delivery)

- Crisis Management, Relief and Rehabilitation (Man-made and natural disaster), Etiquettes, Manners, Creative Skills and Public Relations

- Health, Physical Education and Sports

General Recommendations

Study on TNA of newly recruited entry-level officers of BCS (Administration) Cadre should be carried out regularly to maintain 'the state of the art' in the training programme. Considering the dynamics of public service management an in-depth study is needed to develop a competency framework. A central Curriculum Development Committee (CDC) may be formed that represents the stakeholder-regulatory ministry e.g.Ministry of Public Administration, Cabinet Division and relevant training institutes, researchers, academicians. FTC and cadre-based training need to be centrally coordinated and linked to minimize repetitions.

13.0 Curriculum Designing Framework

An integrated curriculum development is recommended for reviewing LATC regularly.
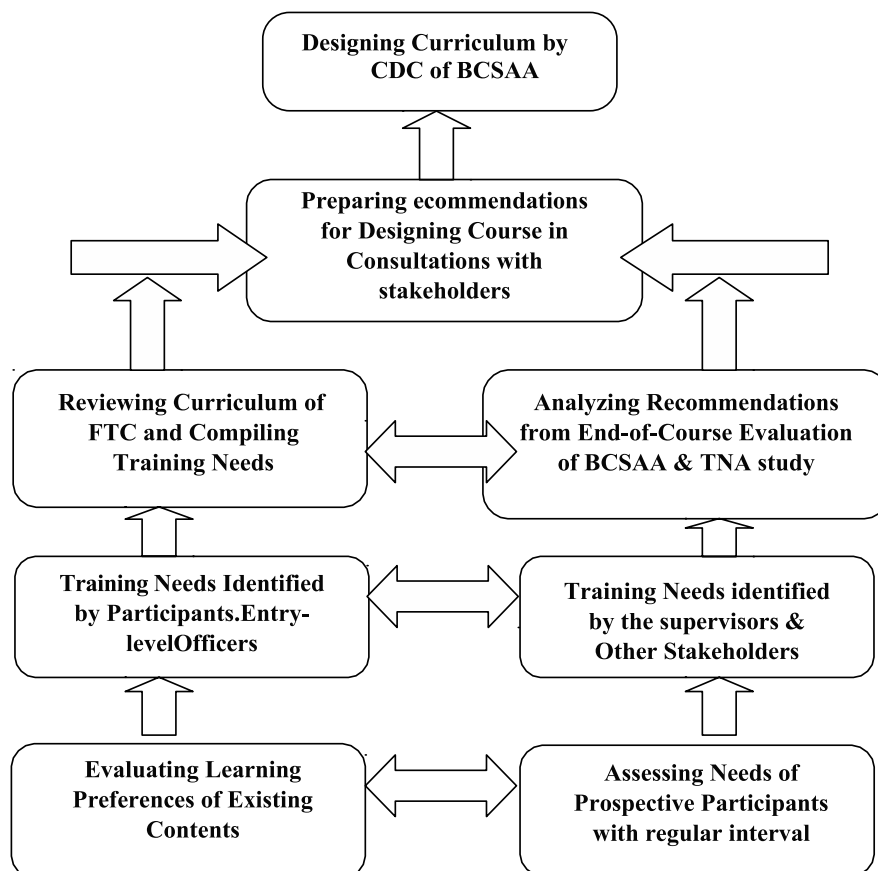

Fig: 4.1: *Framework for Designing Training Curriculum*

14.0 Conclusion

In this digital age, physical presence of a person to get service is being replaced by virtual process. Present corona virus pandemic is the glaring example of virtual service delivery and service management. People are locked down in their houses, everyday activities, although in a limited scale are done, life is not stopped, most of the office works are accomplished online, the world is changed. Adaptability with this change is essential for survival. Training and continuous process of learning about technology and the way of life paves the way for moving forward.

Entry-level officers are the foundation block of Bangladesh Civil Service (Admin) Cadre. They will serve the nation for the next two to three decades. During the next decades, there will be a rapid transformation of public service management based on knowledge, science, and technology. Role of public servant will be more challenging especially in achieving our 'Vision 2041'. Therefore, a functional, need-based, task oriented training is imperative to build a responsive workforce for the government.

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