Part I

Introduction to Bangladesh Civil Service Administration Academy

1.1 The Academy

Bangladesh Civil Service Administration Academy (BCSAA) is the core training institute for the members of Bangladesh Civil Service Administration Cadre recruited through competitive examinations conducted by the Bangladesh Public Service Commission.

The Academy offers a good number of multi-disciplinary training programs/courses throughout the year. These include a five-month long Law and Administration Course for the newly recruited civil servants of Administration Cadre and a one-year long master’s program titled ‘Masters in Public Policy and Management’ (MPPM). It also conducts research on matters related to administration, governance, management, development etc. and publishes journals, books, magazines, and souvenirs on pertinent issues.

The Academy began its journey on 21 October 1987 as an attached department under the Ministry of Establishment (now Ministry of Public Administration). The premise of the Academy was used as Gazetted Officers Training Academy (GOTA) till its renaming as the Civil Officers Training Academy (COTA) in 1977. Both GOTA and COTA were assigned to train up the officers of all cadres of Bangladesh Civil Service.

In the beginning, the Academy provided training only to the entry and mid-level officers of the B.C.S. Administration Cadre. For quite a long time, this Academy arranged trainings for the officers of BCS (Foreign) Cadre until the establishment of a separate Foreign Service Academy in 1997.

Initially, the Academy started with only eight faculty members. The number of faculty members and support staff presently increased to100. The first course of the Academy was a 3-month long Law and Administration Course, which was held from 21 October 1987 to 30 January 1988 with a number of 57 participants from BCS Administration Cadre. Since its inception, the Academy has offered a total number of 393 long and short courses for about 10,311 participants up to June 2016. A. Z. M. Shamsul Alam, an Additional Secretary to the government, was the first Director General. The post of Director General was re-designated as ‘Rector’ on 31 March 2013. ‘Additional Director General’ was also renamed as ‘Member Directing Staff (MDS).’

1.2 Location

The Academy is situated on 2.35 acres of land at Shahbag Avenue in Dhaka Metropolitan City. The location of the Academy is in the heart of the metropolis and gives the trainees an opportunity to have the access to different ministries, offices of the various government departments, corporate bodies, universities, training institutes and other centers for learning and research. The academy is very close to two sophisticated hospitals of the country i.e. Bangabondhu Sheikh Mujib Medical University Hospital and Bangladesh Institute of Research and Rehabilitation in Diabetes, Endocrine and Metabolic Disorder (BIRDEM) Hospital.

**1.3 Vision, Mission and Goals of the Academy**

Academy sets out its vision to become a national training hub of excellence for dedicated, competent and motivated professional civil servants. It is effectively working with the mission to prepare the young civil servants to be efficient, capable and resolute. The Academy has specified certain activities as its goals. The vision, mission and goals of Bangladesh Civil Service Administration Academy have been presented in the following chart:

**Vision**

Mission

Goals

To become a national training hub of excellence for accomplished competent and pro-active professional civil servants.

To build up efficient, capable and upright civil servants through effective training and research

* To impart professional training
* To develop the esprit de corps among the trainees
* To mould the civil servants into a disciplined and responsive force
* To develop leadership quality among the officers
* To conduct research and publication
* To provide consultancy and advisory services to the government on administrative and development issues

**Chart: Academy’s Mission, Vision and Goals**

**1.4 Organogram of the Academy**

The Rector, with the rank of Secretary to the Government of Bangladesh, is the chief of the Academy. There are posts of one Member Directing Staff (MDS), four Directors, six Deputy Directors, four Assistant Directors, one Senior Librarian, one Research Officer, one Publication Officer, one Medical Officer and one Accounts Officer and a range of support staffs. While the MDS assists the Rector in overall matters, four directors supervise four departments of the Academy. These are- a) Administration b) Training c) Planning and Development and d) Information Technology. Currently, a total of around 100 officers and staffs are working in the academy. The organogram chart of the Academy is shown in the annexure.

**1.5 Members of the Faculty**

This Academy has a contingent of very committed and competent faculty members. Presently, the Academy has 20 faculty members. All of them hold Master’s Degree from reputed universities. Some of the faculty members have Master’s Degree and diploma from USA, UK, Australia, Japan and India. In addition to them, the Academy has a pool of resource persons including professors, existing and retired civil servants, barristers, political leaders, and eminent civil society personalities. The Academy also invites guest speakers of noted expertise to conduct sessions.

**1.6 Importance of Training**

Bangladesh is crossing a transition of the development process. At the same time, public sector is experiencing challenges to provide various services to the citizens due to cutting edge information & communication technology, globalization, climate change and shortage of natural resources. Therefore, public sector officials are experiencing challenging situations to provide services to the citizens and implementing the policies and programs of the government. Devoid of specific need and result-based training, public sector officials cannot obtain essential skills to tackle new challenges. Hence, the Academy is arranging suitable and relevant training to the young and mid-level officers.

**1.7 Offered Courses and Participants**

The Academy offers various types of courses to the junior and the mid-level officers of BCS Administration and other cadres. Participants include Assistant Commissioners/Assistant Secretaries to Deputy Secretaries. Besides, the Academy is conducting a one-year long master’s program in Public Policy and Management in collaboration with the Northern University. The following Table gives a brief on the courses conducted by the Academy. The list of training programs is given on the following page.

**Table 1: Courses offered by BCSAA**

|  |  |  |  |
| --- | --- | --- | --- |
| **Sl.** | **Name of the course** | **Duration** | **Participants** |
| 1 | Law and Administration Course | 05 months | Assistant Commissioners and Executive Magistrates  |
| 2 | Foundation Training Course | 06 months | Entry level officers of different BCS Cadres |
| 3 | Development Administration and Management Course | 04 weeks | Newly promoted Deputy Secretaries of different cadres (excluding the BCS Administration Cadre) |
| 4 | Course on Effective Negotiation Skill | 04 weeks | Assistant Commissioners/Assistant Secretaries to Deputy Secretaries  |
| 5 | Orientation Course for Fit-listed Upazila Nirbahi Officers | 02 weeks | Fit-listed Upazila Nirbahi Officers |
| 6 | Public Procurement Management Course  | 02 weeks | Assistant Commissioners/Assistant Secretaries to Deputy Secretaries  |
| 7 | Course on Etiquette and Manners | 01 weeks | Assistant Commissioners/Assistant Secretaries to Deputy Secretaries  |
| 8 | Course for Executive Magistrates | 02 weeks | Executive Magistrates of different levels |
| 9 | Public Relation Management Course | 02 weeks | Assistant Commissioners/Assistant Secretaries to Deputy Secretaries  |
| 10 | Construction Inspection and Monitoring Course | 01 week | Assistant Commissioners/Assistant Secretaries to Deputy Secretaries  |
| 11 | Master’s degree in Public Policy and Management (MPPM) | 01 Year | Members of BCS Administration Cadre who have completed 10 years of service |
| 12 | Orientation Course for Newly Appointed Deputy Commissioners | 04 Days | Newly appointed Deputy Commissioners |
| 13 | Project Management Course | 01 Month | Senior Assistant Secretaries |
| 14 | Innovation in Public Service Course | 04 Weeks | Assistant Commissioners/ Assistant Secretaries to Deputy Secretaries |
| 15 | Orientation Course for the Spouses of DCs and ADCs | 01 Week | Spouses of DCs and ADCs |
| 16 | Course on Budget Management and Audit | 04 Weeks | Assistant Commissioners/Assistant Secretaries to Deputy Secretaries |

Apart from the above courses the Academy also organizes-

* 1. Workshops/Seminars on different aspects of Law, Administration and Management;
	2. Lecture programs by senior members of the Civil Service on various topics of national and international importance; and
	3. Special training and orientation course for different levels of government officers as and when assigned by the government.

**1.8 Training methods in the Academy**

The academy is keen to maintain the effectiveness of training programs. Structure of both short and long term training courses are constantly improved and tailored to meet the institutional needs and goals. The methods followed are based more on practical work in comparison to theoretical discourses. Attachment with different organizations and training institutions and study tours are arranged for the participants. There are some variations in the training methods based on the nature and the purpose of the training courses. With some exceptions, the academy generally follows the following methods:

1. Lecture
2. Participatory discussion
3. Case study
4. Role-play
5. Workshop/Seminar
6. Field Visit
7. Brainstorming
8. Simulation
9. Games, etc.

BCSAA analyzes the training methods of similar training academies and updates its own training methods accordingly. The academy is successfully maintaining regional/Asian standard in this regard.

**1.9 Facilities**

**1.9.1 Physical Facilities**

The Academy is well equipped with various types of physical facilities for conducting state-of-the-art training programs. It has two multi-storied buildings with modern facilities. The old building houses the library, dormitories, medical center, indoor games room and auditorium. The eight-storied new building started functioning in 2001. It accommodates class rooms, computer lab, mock trial room, syndicate room, reception, dining hall, power station, VIP dining room, syndicate room, examination hall, dormitory, guest room, Rector’s and other faculty members’ offices etc. With these facilities, BCSAA has the ability to run six courses at a time. The following Table shows floor-wise distribution of facilities in the new and old building:

**Table 2: Floor-wise distribution of facilities in new building**

| **Floor** | **Facilities** |
| --- | --- |
| Ground Floor | Reception, dining hall, kitchen and executive dining hall |
| 1st Floor | Rector’s office, office accommodation for other officers, conference room with video conferencing facilities and Store |
| 2nd Floor | Classrooms, syndicate rooms and office accommodation |
| 3rd Floor | Classrooms, computer lab, syndicate rooms and office accommodation |
| 4th Floor | Syndicate rooms, mock trial room and examination halls |
| 5th Floor | Dormitory |
| 6th Floor | Dormitory |
| 7th Floor | Dormitory |
| 8thFloor | Syndicate Room, Language Lab, Rector's Suit and multipurpose rooms |

**Table 3: Floor-wise distribution of facilities in old building**

|  |  |
| --- | --- |
| **Floor** | **Facilities** |
| Ground Floor | Medical Centre, Gymnasium, Library, auditorium |
| 1st Floor | Dormitory, Class room, Library  |
| 2nd Floor | Dormitory, Recreational room, Computer Lab |
| 3rd Floor | Dormitory, Indoor games |
| 4th Floor | Dormitory |

**1.9.2 Library**

BCSAA has a very rich library. It contains more than 45 thousand books on Law, Public Administration, Diplomacy, Economics, Management, Sociology, Humanities, Theology, Environment, Literature and so on. As a part of the training programs, the participants are attached to the library from time to time for study, research and group work. Generally the library remains open from 8.30 am to 9.30 pm during the course. The trainees can use the library as well as borrow books at that time.

**1.9.3 Computer Lab and IT facilities**

There are two computer labs and one cyber centre in the academy. One lab is housed on the 3rd floor of the new building and another one is housed on the 2nd floor of old building. The cyber centre is on the first floor of the Library building. Wi-Fi internet connection is also available in the classrooms and dormitories.

**1.9.4 Language Lab**

The Academy has a state-of-the-art Language Lab to enhance the English languages skill of the participants. It is situated on the 8th floor of the new building and can accommodate 40 participants at a time.

**1.9.5 Recreational Facilities**

The academy has a recreation room equipped with a color TV and audio-visual systems. The trainees are provided with musical instruments including *harmonium*, *tabla*, guiter etc. These are used for rehearsal and stage performance during cultural shows. Participants can enjoy video films supplied by the library. They are encouraged to organize and participate in various kinds of cultural and literary activities.

**1.10 Research and Publication**

BCSAA has a research and publication wing. It has published 14 volumes of annual academic journal titled ‘Bangladesh Journal of Administration and Management’ till to date. Over the years, the academy also published a good number of books and conducted research on gender, training, governance, and cultural issues.

**1.11 Links with other Training Organizations**

The Academy maintains mutual engagements with other training academics of the country, including Bangladesh Public Administration Training Centre, National Planning Academy, and Land Administration Training Centre etc. Besides, it has collaborative links with prestigious regional and international training institutions like Asian Institute of Technology of Thailand, The Lal Bahadur Shastri National Academy of Administration of India, Chinese Academy of Governance, Japan International Cooperation Agency and Korean International Cooperation Agency.

**Part-II**

Features of the Foundation Training Course

**2.0 Foundation Training Course (FTC)**

FTC is the basic training course on public service management and development for the new members of Bangladesh Civil Service. As per Bangladesh Civil Service Recruitment Rules, 1981, Foundation Training Course is compulsory for all the new entrants to the Bangladesh Civil Service. The contents and methods of this course are designed in a manner that the participants can enhance their basic knowledge of various theories, concepts and issues of administration and development in general and of rules, regulations, process, and procedure in public service delivery in particular. The course aims at building personality, stimulating creativity and instilling leadership qualities into the trainee officers. The course also provides opportunity to the officers to familiarize themselves with various dimensions of history, culture and socio-economic development of the country.

Mere knowledge on rules and regulations and law is not enough to deliver public services effectively and professionally. Service providers are required to be more responsive to the needs of the recipients to sustain in the competitive environment. Complex interactive process and technological advancement have brought about a radical change in the role of the state. Public servants must possess analytical insight to construct, function and perform responsibilities across all public administration settings and competencies. The Foundation Training Course (FTC) strives to improve their competencies to deliver public services efficiently and effectively.

**2.1 Course Objectives**

**2.1.1 General Objective**

To create a set of skilled, innovative, proactive and well-groomed civil servants committed to the welfare and development of the people in an ever-changing global context.

**2.1.2 Specific Objectives**

Through the course the participants will be able to:

* develop an insight into the national goals and objectives through analyzing socio-cultural, political and economic development issues, strategies and processes realistically;
* translate essential laws, basic service norms, rules, policies and procedures into practice;
* identify the real needs of the backward society and realize their problems and the way out;
* internalize the real problems of the backward section of the society and take initiatives for probable solutions;
* recognize the role of civil servants in a changing national and global environment;
* utilize information and communication technology in management;
* prepare research papers, reports and other documents professionally;
* foster esprit de corps, empathy, common perception and understanding among diverse stakeholders; and maintain physical fitness and ethical values to meet the challenges.

**2.2 Course Duration**

The duration of the Foundation Training Course is 6 months (180 days). Hence, the trainee officers need to engage themselves for 6 months for the course. No leave is granted during the course. With a view to utilizing the time properly, some programmes need to be organized in the weekends and in the evening.

Duration of training days and the course activities are as follows:

**Allocation of days**

|  |  |
| --- | --- |
| **Total days** | **180 days** |
| Week-ends and public holidays at BCSAA | 37 days |
| Working days at BCSAA | 87 days  |
| Total days at BCSAA | 124 days |
| Field Attachment | 56 days |
| **Total days 180 days** |
| Inaugural and closing | 2 days |
| Attachment to Secretariat | 2 days |
| Field trips/visit | 2 days |
| Sessions | 81 days |
| **Total working days at BCSAA 87 days** |

**Tentative Schedule of Daily Activities**

|  |  |
| --- | --- |
| **Time** | **Activities** |
| 05:45- 06:30 | Physical Exercise\* |
| 07:30-08:50 | Breakfast |
| 09:00-11:00 | Classroom Session |
| 11:00-11:25 | Tea Break  |
| 11:25-13:30 | Classroom Session |
| 13:30-14:30 | Prayer and Lunch |
| 14:30-15:30 | Classroom Session |
| 16:15-17.00 | Games & Sports\* |
| 19:00-21:00 | Extension Lecture/Library Work/Film Show |
| 20:30-21:30 | \*Dinner  |

**\*Subject to change according to sunrise and sunset**

**2.3 Course Management Team (CMT)**

The CMT comprises of Course Advisor (CA), Course Director (CD) and Course Coordinator (CC) and Assistant Course Coordinator (ACC). The CD is in charge of the overall responsibility of the course. He/she supervises and guides the coordinators and consults with the CA on various academic and management issues. CD, CC and ACC are to ensure the implementation of academic, extra-academic and administrative activities of the course.

* 1. **Requirements of the Course**

Successful completion of the course requires fulfillment of the following conditions:

* maintaining discipline, ethics, norms and formalities inside and outside the classroom;
* attending all instructional sessions and other training activities punctually;
* participating in Bangladesh Academy for Rural Development (BARD), Comilla; Rural Development Academy (RDA), Bogra; Secretariat attachment, and field visit programs;
* submitting ‘exploring Bangladesh’ report, ‘village study’ report, ‘book review’ report and other assignments;
* staying compulsorily in the dormitory of the Academy and follow the rules and regulations thereof;
* participating in all co-curricular activities such as debate, extempore speech etc.;
* maintaining stringent discipline; following the rules of the Academy and code of conduct.

Success or failure in meeting the above requirements will be reflected in the final evaluation by the CMT and in pen-picture of the participants.

* 1. Medium of Instruction

The medium of instruction is English. The academy encourages the participants to develop their oral and written English skills. However, Bangla may be used in special circumstances to make the deliberations more stimulating, interactive and participatory.

**2.6 Career Counseling**

The Rector and the Course Advisor will provide the participants counseling and consultation on their academic and professional career. The CMT will prepare the schedule of the counseling on the basis of specific needs of the participants.

* 1. **Course Contents**

The course contents are being continuously reviewed and updated by the Bangladesh Public Administration Training Centre (BPATC). The contents of the course are:

* Bangladesh Studies,
* Public Administration,
* Management Process,
* Development Studies,
* Ethics and Human Rights, and
* Skill Development.

Each area is divided into separate modules consisting of a number of topics. There are 24 modules in the course. The details of course contents are given in the later part of the course guideline.

**2.8 Attachment Programs**

**a. Field Attachment**

There will be a 2-month long field attachment programme and the trainees will be sent to different districts to enhance their capacity and competency through practical experiences. Detail of the field attachment programme is given in Annexure-1.

**b. Attachment to Secretariat**

Secretariat attachment is an important component of the FTC. The purpose of this attachment is to orient the participants with the decision making process through files. The participants are divided into different groups and are attached to different ministries with view to getting practical knowledge about the activities of the concerned section, its work procedures, decision-making and implementation process. Each participant will prepare an individual report based on the practical experiences of secretariat attachment.

**c. Attachment to BARD/RDA**

The purpose of this attachment program is to know the role of rural development institution in the development of rural Bangladesh. Bangladesh Academy for Rural Development (BARD), Kotbari, Comilla; Rural Development Academy (RDA), Bogra are the institutions engaged in rural development programs. The participants will be attached to the aforementioned institutions to acquaint with the concepts, strategies, techniques and policies of rural development. The performance of the participants will be assessed by BARD/RDA

**2.9 Extension Lecture**

Extension lectures will usually be held in the evening. These lectures will focus on the issues of national/international importance and offer the participants a scope to interact and share experiences with senior government officials and renowned personalities.

**2.10 Group Work**

Participants are required to participate in group works and group exercises. Topics of group works and exercises given by the resource person will be discussed and presented by the group members. The group will select a Chairperson and a Secretary from their group to conduct the exercise session. The exercise will be followed by presentations of the group reports.

**2.11 Book Review**

Reviewing is another important component. Each participant will write a critical review of a book which is to be presented in a session where a faculty member will evaluate the participants' performance. The presentation on the book review will be followed by a question-answer session.

**2.12 Examination and Evaluation**

BCSAA has a transparent output-based prescribed system of evaluation.

* The participants will be evaluated on the basis of the prescribed evaluation form.
* The participants will also evaluate the speakers, course administration and other aspects of the course as well as the Academy.
* Participants will give feedback, which will facilitate in redesigning the curriculum of the future course.

Participants will be evaluated on 1200 marks in total. Distribution of marks has been shown in the course contents. In conformity with the Public Administration Training Policy, the training courses are evaluated individually and comprehensively. The entire process of evaluation, pursued by the Academy corresponds to a two-pronged system. First, the Academy evaluates the Trainees. Secondly, all the Trainees evaluate the overall training program of the Academy and the performance of the trainers. The Documentation and Evaluation Section of the Academy formulates the modus operandi of evaluation.

The course management with the following sequence of activities evaluates the trainees’ performance:

The subject-wise score of the trainees are consolidated in a prescribed broadsheet and averaged in percentage to determine grades. Each trainee is graded as AA, A+, A, B+ and B. A consolidated merit list is prepared and finalized through this process.

The subject-wise scores of the trainees are also shown in the 1st part of Trainees Confidential Report (TCR) and the 2nd part is used for evaluating their subjective qualities numerically. The trainee who is rated at 90% or above is regarded “Outstanding”. A precise pen-picture reflecting the distinctive qualities of a trainee’s personality is also incorporated into the TCR.

The draft forms of TCR are placed before the Course Management Team (CMT) for approval. The CMT actively participates in analyzing and reviewing the entries of (scores, remarks, ratings etc.) every TCR critically. It leaves good scope for revision, amendments, addition as proposed and agreed upon by the CMT.

During the initial period of every training course, the trainees are required to sit for pre-training test. Trainee’s pre-test performance does not affect final evaluation. This test is conducted only to assess their pre-training knowledge level and to identify their training needs. This also eventually helps the Academy determine the extent of progress and effectiveness of training. Each Module is considered to be an independent training subject.

**2.13 Grading System**

The National Training Policy for government officials has made it mandatory that all participants in a training course be graded on the basis of their performance and reports are to be forwarded to the concerned Administrative Ministries/Divisions for retention in the officers' dossiers. All assessments are based on a quantitative scale and graded in the following way:

|  |  |  |
| --- | --- | --- |
| **Sl.** | **Percentage of Marks** | **Grading** |
| 1 |  90 and above | AA (Outstanding) |
| 2 |  80- <90 | A+ (Very Good) |
| 3 |  70- <80 | A (Good) |
| 4 |  60- <70 | B+ (Above Average) |
| 5 |  50- <60 | B (Average) |
| 6 |  <50 | Failed |

The participants must attend at least 95% of the instructional sessions and physical training and games. Absence from classroom sessions by one percent will result in a deduction of 10% marks. A participant will be instantly released from the Academy for unauthorized absence in a single session. Qualifying marks in each module is 50 percent.

Qualifying in all the examinations will make a participant eligible for obtaining the certificate. A participant failing to obtain requisite pass marks gets two chances to sit for supplementary examinations. The supplementary examination is held after the course, provided that the Ministry of Public Administration nominates the participants. A participant will be finally disqualified if he/she fails in a single module even after availing him/herself of the two chances.

2.14 Rector's Award

Rector’s Award is the much coveted recognition for academic and other accomplishments during the course. The awardee is selected not only for his/her academic brilliance, but also for overall performance throughout the course. Some special types of analytical skills and abilities are taken into consideration for this award.

**2.15 Discipline**

A strict conformity with the rules of the Academy is important for successful completion of the course. Violation of any rules, activities subversive to discipline or code of conduct, adopting unfair means in the examinations or unauthorized absence by any participant will render him/her liable to disciplinary action. The course authority and the evaluation authority may visit the dormitory at any time and check the presence of the participants. All participants must wear name badges in all occasions except sports activities. The course management expects the participants to follow the norms and values of the civil service while they are in training. The course management ensures that the participants maintain strict ethical and disciplinary rules.

Late attendance in the sessions; improper dress-up; discourteous behavior to the faculty, guest speakers, female colleagues; embezzlement; unauthorized leave; academic dishonesty; plagiarism etc. are deemed as misconduct and subject to penalty. Any violation of discipline may result in disciplinary action leading up to expulsion from the course, withholding certificates and/or departmental proceedings. However, the authority believes that participants are mature enough and are guided by their conscience.

2.16 Manager of the Day

Participants are also part of the Course Management. Every day by rotation, a ‘Manager of the Day’ (MoD) is nominated from the trainees. MoD is the representative of the class for the day. MoD performs the following tasks:

(a) Receives the guest speakers of the day at the lobby and takes them to the classroom, thanks them on behalf of the class at the end of each session and sees them off.

(b) Ensures the class is ready for the sessions. If someone is absent in any session (including games and PT), the MoD informs the course management.

(c) Maintains liaison with the course management and submits a brief written report about daily sessions to the Course Coordinator.

**2.17 Outfit and Table Manners**

**2.17.1 Outfit for Male Participants**

**Formal Sessions:** All participants must wear formal dresses in all academic sessions and formal occasions. Male participants will wear tie and full-sleeved shirts with or without suit. It is advisable that male participants wear suits during mess nights, guest nights and at official dinner. Participants not intending to wear tie on religious ground may wear sherwani/prince coat.

**Sports and PT Session:** All participants must wear white t-shirt with collar, white trouser and white running shoes with white socks.

**2.17.2 Outfit for Female Participants**

**Formal Sessions:** The dress code of female participants is Sari with or without blazer

**Sports and PT Sessions:** All participants must wear white three pieces or white t-shirt with collar, white trouser and white running shoes with white socks.

**2.18 Table Manners**

Government officials attend banquettes with guests in home and abroad. Besides, they have to arrange formal dinners on various occasions. Thus, to make the participants familiar with table manners and to enable them to practice it, several dinners with formal etiquette are arranged. The participants are expected to attend these dinners in formal dress.

**2.19 Accommodations and Food**

The Foundation Training Course is residential. The participants must stay in the room allocated to them at BCSAA dormitory. Leaving the Academy without permission is treated as misconduct. Meals are arranged through Mess Committee formed by the participants. The participants will take their breakfast, working tea, lunch, evening tea and dinner in scheduled time at the specific dinning place of the Academy. The Mess Committee is responsible for maintaining the overall quality of meals. Dress codes, table manners and other dinning norms will be observed and evaluated.

**2.20 Other Skills Development Programs**

The Academy provides the participants with a good number of facilities to develop their skills. Computer training is compulsory for all participants. In the computer lab, all the computers are connected with Broadband Internet facilities and the BCSAA has a wide coverage of Wi-Fi internet.

**2.21 Medical/Clinical Facilities**

The Academy maintains a small clinic with limited medical facilities. A medical officer and a pharmacist manage the medical services. Participants are given free medical consultation, prescriptions and limited medical care. The participants are entitled to have medical prescription free of charge and some common medicines that are available at the clinic, especially on emergency basis. However, the medical facilities can only meet the primary needs or minor cuts and injuries.

2.22 Going Digital

Given the current impetus for going digital in the public offices, the Academy puts much emphasis on IT based learning. Most of the classroom sessions are presented via multimedia. Participants also use multimedia while presenting their reports and assignments. Participants are provided with course materials electronically. In order to improve on their IT skills, participants are provided with laptops. Participants can also use computer labs and cyber center beyond office time. An IT Committee is also formed to oversee and facilitate the activities of IT learning.

**2.23 Activities of Different Committee**

The participants will be encouraged to form various committees among themselves. These committees will manage different activities of the course. Mess Committee, Sports Committee, Cultural Committee, Souvenir Committee, Environment Committee, Audit Committee, and ICT Committee are formed with a view to developing leadership qualities among the officers.

**2.24 Extra-Curricular Activities**

As part of the Foundation Training Course, various extra-curricular activities like cultural programs, debate competitions, drama show etc. are organized with a view to enhancing group dynamics among the participants. Besides, participants are supposed to prepare a wall magazine and publish a souvenir as part of extra-curricular activities. Such activities also help them develop and flourish their leadership quality. These sorts of activities raise the confidence level of the participants by enhancing their interpersonal communication skills.

**2.25 Miscellaneous**

**2.25.1 Interpersonal Relations**

One of the objectives of the FTC is to develop interpersonal relations and foster team spirit among the officers of different cadres through interactions. This will create an attitude of cooperation and fellow feeling among the officers of different cadres.

**2.25.2 Visiting Faculty Members**

No participant shall meet any faculty member in his/her office room if otherwise be called by him/her. In case of urgency, meeting between the participant and the faculty member may be held with prior appointment with the respective faculty.

**2.25.3 Smoking, Taking Drugs or Drinking Alcoholic Products**

The Academy has been declared non-smoking area. No participant is allowed to smoke in the campus. Taking drugs and alcoholic products are strictly forbidden and any participant found violating these norms would be severely dealt with.

2.25.4 Visitors

Visitors are prohibited during training hours. Trainees are allowed to meet their visitors only at the reception between 5.30 p.m. and 8.00 p.m. (if there is no evening sessions).

**2.25.5 Any Question or Query**

This Course Guideline gives an outline of the various aspects of the Foundation Training Course. If there is any query, participants may contact the Course Coordinator/Assistant Course Coordinator personally. List of faculty members, list of participants, reading list are shown in Annexure. In case of any emergency, participants may contact the Course Director or Course Coordinator through their office and residence telephone numbers which are attached as Annexure.

Part-III

Course Content

# 3.1 Modules and Marks at a Glance

|  |  |  |  |
| --- | --- | --- | --- |
| **Module No.** | **Name of the Module** | **Evaluation Method** | **Marks** |
| **Individual** | **Group** |
| 1. **Bangladesh Studies**
 |
| 1 | Bangladesh: History, Society and Culture | IA(25) | - | 25 |
| 2 | Liberation war of Bangladesh | - | GA(25) | 25 |
| 3 | Village Study | - | GR(50) | 50 |
| 4 | Poverty Reduction and Rural development: Bangladesh Perspective  | WE(25)+ OE(10) | GA(15) | 50 |
| 5 | Field Attachment | IA (15)+ ICA (25) | GA+ GP(35) | 75 |
| **B. Management Studies** |
| 6 | Fundamentals of Foundation Training Course | WE (25) | - | 25 |
| 7 | Organization and Human Resource Management | WE (25) | GR(25) | 50 |
| 8 | Important Statutory Service Laws in Bangladesh | OBE (50) | - | 50 |
| 9 | Modern Office Management | WE (50)+ IA (25) | - | 75 |
| 10 | Important Statutory Financial Management | WE (25) + IE (25) | - | 50 |
| **C. Public Administration** |
| 11 | Governmental System & Essential Laws | - | GA+ GP (50) | 50 |
| 12 | Public ServiceManagement | IA (25) | GR (25) | 50 |
| 13 | Child Rights, Gender and Development  | - | GE (25) | 25 |
| 14 | Integrity in Public Administration |  WE (50) | - | 50 |
| **D. Development Studies** |
| 15 | Macroeconomic Management | WE(50) | - | 50 |
| 16 | Economic Development: Bangladesh Perspective | - | GE+GR(50) | 50 |
| 17 | Environment and Disaster Management | WE (25) | - | 25 |
| 18 | Project Management | IR (25) | GE (25) | 50 |
| 19 | Procurement Management | - | GE (25) | 25 |
| 20 | Basics of Social Research | WE(25) | GR(25) | 50 |
| 21 | Contemporary Issues | IR (25) | - | 25 |
| **E. Skill Development** |
| 22 | Language Skills | WE (25) + IE (25) | - | 50 |
| 23 | Art of Reviewing | IR (20) + IP (30) | - | 50 |
| 24 | ICT and e-Governance | WE (25) + PT(25) | - | 50 |
| 25 | Physical Conditioning and Games | IE (10)+IA (15) | - | 25 |
| 26 | Car Driving | Individual Test | - | - |
| **F. CMT** |
|  | Evaluation by the CMT | ATT (50) |  | 50 |
| OE (50) |  | 50 |
|  | **Total** | **825** | **375** | **1200** |

**ATT**=Attendance, **CMT**=Course Management Team, **CT**=Class Test, **IA**=Individual Assignment, **GA**=Group Assignment, **GP**=Group Presentation, **ICA**=Individual Conduct Assessment, **IE**=Individual Exercise, **IP**=Individual Presentation, **IR**=Individual Report, **GE**=Group Exercise, **GR**=Group Report, OBE= Open Book Examination, **OE**=Overall Evaluation, **PT**=Practical Test, **PR**=Presentation, **WE**=Written Examination.

**3.2 Modules in Detail**

**Thematic Area: Bangladesh Studies**

**Module 01: Bangladesh: History, Society and Culture**

**Module Director:**

**Evaluation Method:** IA – 25; **Total Marks -** 25

**Module Objectives:** Objectives of the module are:

a. to acquaint the participants with the anthropological milieu and culture of Bangladesh;

b. to enhance understanding of the roots of socio-economic transformation of Bangladesh.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Code** | **Hrs** | **Topics** | **TM** | **RP** |
| 1.01 | 01 | Anthropological Background of Bangladesh  | L&D |   |
| 1.02 | 01 | Social & Cultural Heritage and Transformation  | L&D |   |
| 1.03 | 02 | Potentials Resources of Bangladesh  | D&GW |   |
| 1.04 | 02 | Demographic Transformation: Opportunities & Challenges  | L&D |   |
| 1.05 | 02 | Glimpses OF BD history: Ancient, Medieval & Modern eras.  | L&D |  |

**Module 02 : Liberation war of Bangladesh**

**Module Director:**

**Evaluation Method:** GA -25; Total Marks – 25

**Module Objectives:** Objectives of the module are:

a. to acquaint with the genesis and spirit of liberation war of Bangladesh;

b. to have understanding of genocide and struggle of 1971;

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Code** | **Hrs** | **Proposed Topics** | **TM** | **RP**  |
| 2.01 | 01 | Background & Spirit of Liberation War  | L & D |   |
| 2.02 | 01 | Historic Speech of 7 March 1971: Declaration of Independence  | L ,D & Film Show |   |
| 2.03 | 02 | Nine Month Liberation War & Mujibnagar Government  | L & D |   |
| 2.04 | 02 | Genocide in Bangladesh , 1971  | L ,D & Film Show |   |
| 2.05 | 02 | Liberation War of Bangladesh: Dreams & Realities  | L & D |  |

**Module 03: Village Study**

**Module Director:**

**Evaluation Method**: GR; **Total Marks - 50**

**Module Objectives:** Objectives of the module are:

a. to expose participants to rural Bangladesh

b. to enable participants to apply research techniques in collecting, processing and analyzing

 data; and

c. to make them capable to prepare research reports.

**Note:** The participants will go to rural (village) or urban, and to explore informal sector, this sector of the economy is playing a vital role in regards to entrepreneur development, employment generation and poverty reduction. Notably, street venders are a very common informal entrepreneur group in Bangladesh. Although unorganized, this group is developing in a very faster space across the country without any government support. This kind of attachment and survey protocol will find out the ways and means for developing street entrepreneurship and to explore its contribution to poverty reduction. Besides, it will also examine the obstacles faced by the street vendors in Bangladesh. In order to obtain the objectives of the study (field attachment programme) as well as to understand the demographic characteristics of the aforesaid vendors, a structured questionnaire will be used. Survey will be administered both in urban and rural regions by the Foundation Course Participants. Upon accomplishing the task, each group will find out a successful vendor and prepare a teaching case for entrepreneurship development as well economic development of Bangladesh. Two days attachment at urban or rural region, they will be given a research instruments for collecting data or information.

Each group will find out a successful vendor and prepare a teaching case for entrepreneurship development as well economic development in terms of poverty reduction and employment generation.

**Module 04: Poverty Reduction and Rural Development: Bangladesh Perspective**

**Module Director:**

**Evaluation Method:** WE – 25, GA – 15, Overall evaluation - 10**; Total Marks - 50**

**Module Objectives:** The objectives of the Module are:

a. to acquaint the trainees with the history, concept and techniques of rural development; and

b. to make them capable of dealing with the issues of rural development

|  |  |  |  |  |
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| **Code** | **Hrs** | **Topics** | **TM** | **RP** |
| 4.01 | 1 | Poverty: Concepts and Measurements  | L & D |   |
| 4.02 | 2 | Poverty reduction in Bangladesh: Trends and strategies  | L & D |   |
| 4.03 | 2 | Poverty Reduction Models: Ekti Bari Ekti Khakar, Palli Sanchoy Bank, CVDP,SFDF,PDBF , CLP  | CS & E |   |
| 4.04 | 1 | Microfinance and Micro Savings in Poverty Reduction: Strategies for financial Inclusion.  | D & E |   |
| 4.05 | 2 | Social safety net programmes: critical analysis  | D & E |  |
| 4.06 | 2 | Cooperative Movement and Social development : An analysis  | CS & E |  |
| 4.07 | 2 | Introduction to Rural Development in Bangladesh: Basic Concepts and History, Major Approaches & Experiments  | L & D |  |
| 4.08 | 1 | Rural Economy in Bangladesh: Challenges and Potentials  | L & D |  |
| 4.09 | 1 | Rural – Urban migration: causes and impacts  | L & D |  |
| 4.10 | 2 | Cases in Rural Development: Experiences from home and abroad  | L & D & GE |  |

**Module 5: Field Attachment**

**Module Director:**

**Duration: 8 Weeks**

**Evaluation Method:** IA- 15; GA & GP- 35, ICA -25; **Total Marks-75**

As FTC is undergoing in different training institutes and every participants will need to go for BARD/RDA attachment; all participants (including other training institutions) will be grouped in three (3) clusters named Group A, B, C. Assume that about two hundred (200) participants will make one group. Every group will again subdivided in two sections and one section will be attached with BARD and another will be attached with RDA simultaneously. All groups will perform in similar way by turn.

**Week, task, output and evaluation at a glance:**

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Group A (200)** | **Group B (200)** | **Group C (200)** |
| Week | Location  | Activities  | Location  | Activities  | Location  | Activities  |
| 1st Week | Own Office  | Individual Office Ins. Report Module-5 Evaluation-25  | Own Office  | Individual Office Ins. Report Module-5 Evaluation-25  | Own Office  | Individual Office Ins. Report Module-5 Evaluation-25  |
| 2nd Week | BARD/RDA  | Module on Rural Development-40 Overall discipline in BARD/RDA-10  | BARD/RDA  | Module on Rural Development-40 Overall discipline in BARD/RDA-10  | Know different Departments   | Group Report &Presentation-20 (DEC)  |
| 3rd Week |  |  |  |  |  |  |
| 4th week | Know different Departments (District)   | Group Report & Presentation-20 (DEC)  | Know different Departments   | Group Report & Presentation-20 (DEC)  | BARD/RDA  | Module on Rural Development-40 Overall discipline in BARD/RDA-10  |
| 5th week |
| 6th week | Understanding Local Govern./SSP/ Visit the Ultra poor (Upazilla)  | Group Report & Presentation-15 before DEC on Eighth week Group Report-50 (M-10)  | Understanding Local Govern./SSP/ Visit the Ultra poor (Upazilla)  | Group Report & Presentation-15 before DEC on Eighth week Group Report-50 (M-10)  | Understanding Local Govern./SSP/ Visit the Ultra poor (Upazilla)  | Group Report & Presentation-15 before DEC on Eighth week Group Report-50 (M-10)  |
| 7th week |
| 8th week | Explore Attached District Potential (District)  | Preparation of individual Report-15 (DEC)  | Explore Attached District Potential (District)  | Preparation of individual Report-15 (DEC)  | Explore Attached District Potential (District)  | Preparation of individual Report-15 (DEC)  |
| Overall Evaluation by District Evaluation Committee (DEC) 25 |
| District Attachment (40+35=75), M-5(25), BARD/RDA (40+10=50) M-10 (50) |
| **Note-1: A committee headed by DC will evaluate on 50 marks [task from 2nd to 7th wk (15+20) &****8th wk (15)] and by District Administration on 25 marks on Discipline, Norms and Attitude.****Note-1: Details Programmes of Field Attachment is attached in Annex 03** |

**Thematic Area: Management Studies**

**Module 06: Fundamentals of Foundation Training Course**

**Module Director:**

**Evaluation Method:** WE - 25**; Total Marks – 25**

**Objectives:** This module will enable the participants to understand the content, context and philosophical basis of the six- month- long training they will undertake. A major objective of this module is to develop the mindset of the newly recruited civil servants to meet their public service mandate and bring attitudinal change for that goal.

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| **Code** | **Hrs** | **Topics** | **TM** | **RP** |
| 6.01 | 1 | Foundation Training Course and its Philosophy  | L & D |   |
| 6.02 | 2 | Introduction to Cadre Services (including Bangladesh Judicial Service) and Inter Cadre Relationship  | L & D |   |
| 6.03 | 4 | Presentation on Role and Functions of Different Cadre Services  | P |   |
| 6.04 | 2 | Attitude and Building Mindset for Public Servants  | L & E |   |
| 6.05 | 1 | Etiquette, Manners, Dress code for Public Servants  | L & Demo |  |
| 6.06 | 1 | Table Manners  | D & E |  |

**Module 07: Organization and Human Resource Management**

**Module Director:**

**Evaluation Method:** WE - 25, GR - 25**; Total Marks** – **50**

**Objectives:** The objectives of the module are:

1. to make trainees understand the basic forms, structure and nature of organizations;
2. to apply the HR functions effectively in own organization for optimum utilization of available HR.

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| **Code** | **Hrs** | **Topics** | **TM** | **RP** |
| 7.01 | 2 | Organization: Concepts, Forms, Structure and Nature  | L&E  |   |
| 7.02 | 2 | Basics and Practices of HRM and HRD in Organization;  | L & D  |   |
| 7.03 | 1 | Coordination: Horizontal and Vertical  | Case Study  |   |
| 7.04 | 2 | Leadership: Concepts and Styles  | L&E  |   |
| 7.05 | 2 | Concept, Dynamics and Complexity of Change  | L&E  |  |
| 7.06 | 2 | Team Building  | Role Play  |  |
| 7.07 | 2 | Recruitment, Training, Placement and Promotion  | L & D  |  |
| 7.08 | 1 | Motivation  | Case Study  |  |
| 7.09 | 2 | Career Planning and Career Development  | L & D  |  |
| 7.10 | 1 | Mind Mapping  | E  |  |
| 7.11 | 1 | Self-Analysis  | E  |  |
| 7.12 | 1 | Job Analysis, Design and Specification | L & D  |  |
| 7.13 | 1 | Communication | L&E  |  |
| 7.14 | 1 | Decision Making | L & D  |  |

**Module 08: Important Statutory Service Laws in Bangladesh**

**Module Director:**

**Evaluation Method:** Open book Exam - 50, **Total Marks** – **50**

**Objectives:** Objectives of the module are:

1. to make understand the participants the essential service acts, rules and regulations; and
2. b. to understand the application of different acts, rules and regulations in appropriate situation.

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| **Code** | **Hrs** | **Topics** | **TM** | **RP** |
| 8.01 | 1 | Constitutional Provisions Relating to Public Servants and Public Service Commission  | L&D |   |
| 8.02 | 2 | General Conditions of Service  | L&D |   |
| 8.03 | 3 | The Government Servants (Discipline and Appeal) Rules 1985  | L, GD & E |   |
| 8.04 | 2 | The Government Servants (Conduct) Rules, 1979  | L, GD |   |
| 8.05 | 2 | The government Servants (Special Provisions) Ordinance, 1979 The Public Servants (Dismissal on Convictions) Ordinance, 1985 The Public Employees Discipline (Punctual Attendance) Ordinance, 1982 The Administrative Tribunal Act,1980  | L, GD |  |
| 8.06 | 2 | Rules Related to Leave Rules related to Joining Time  | L, GD & E |  |
| 8.07 | 1 | Constitutional Provisions Relating to Public Servants and Public Service Commission  | L,& GD |  |
| 8.08 | 2 | The Bangladesh National Flag, Anthem and Emblem Order, 1972 and Rules Public Administration Award Rules  | L, GD & E |  |
| 8.09 | 2 | Right to Information Act, 2009 The Official Secrets Acts, 1923  | L, GD & E |  |

**Module 09: Modern Office Management**

**Module Director:**

**Evaluation Method:** WE - 50, IA -25**; Total Marks – 75**

**Objectives:** Objectives of the module are:

1. to enable participants to manage own office/business effectively;

b. to apply effective techniques of new office management;

c. to gather practical knowledge about office management procedures at ministerial level; and

d. to have practical knowledge about file management and official procedures.

**Note: 1.** Secretariat attachment (SA) is an important component of the Foundation Training Course. Participants will be divided into different groups and will be attached to Ministries for two working days. They will get practical knowledge about the activities of the concerned section, its working procedures, decision-making and implementation process. The participant will study the decision making process of a file (from the receipt of a letter/memo, putting up of the same to final decision) from the initiation to the end. After that each participant will prepare an individual report based on the practical experiences of secretariat attachment.

**2.** As part of the field attachment, participants will visit their own office in the 1st week of 2 month field attachment. They will require preparing an Individual Inspection Report (IIR) based on the findings and submit it to the concern Module Director (Module 8).

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| **Code** | **Hrs** | **Topics** | **TM** | **RP** |
| 9.01 | 3 | Office Management Procedure: Docketing, Filing, Noting, Referencing and Flagging  | L &E |   |
| 9.02 | 1 | The Bengal Record Manual, 1943 (Relevant Portion)  | L& D |   |
| 9.03 | 2 | Writing Summary  | L & E |   |
| 9.04 | 2 | Forms of written communications  | L &E |   |
| 9.05 | 2 | Conducting Meeting, Video Conferencing, Preparing Working paper and Minutes  | L &E |  |
| 9.06 | 1 | Office Inspection  | L &E |  |
| 9.07 |  | Secretariat Attachment  | Study Visit |  |

**Module 10: Important Statutory Financial Management**

**Module Director:**

**Evaluation Method:** WE - 25, IE -25**; Total Marks – 50**

**Objectives:** Objectives of the module are:

a. to acquaint the trainees with the national budgetary framework including MTBF;

b. to make enable in managing public expenditure as a responsible DDO;

c. to prepare organizational budget applying MTBF approach, and

d. to implement budget following existing financial rules.

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| **Code** | **Hrs** | **Topics** | **TM** | **RP** |
| 10.01 | 1 | General Financial and Treasury Rules  | L&D |   |
| 10.02 | 2 | Public Budgetary Framework of Bangladesh & Preparation of Office Budget using MTBF  | L&D |   |
| 10.03 | 2 | Duties and Responsibilities of Drawing and Disbursing Officer  | L&D |   |
| 10.04 | 2 | Delegation of Financial Power  | L&D |   |
| 10.05 | 1 | Pay Fixation  | L&IE |  |
| 10.06 | 2 | Pension and Gratuity  | L&IE |  |
| 10.07 | 2 | TA and DA Rules  | L&IE |  |
| 10.08 | 1 | Income Tax Rules  | L&D |  |
| 10.09 | 2 | Preparing Income Tax Return  | L&IE |  |
| 10.10 | 1 | VAT Rules  | L&D |  |
| 10.11 | 2 | Audit Procedure: Objection and Reply  | L&IE |  |

**Thematic Area: Public Administration**

**Module 11: Governmental System and Essential Laws**

**Module Director:**

**Evaluation Method:** GA + GP - 50**; Total Marks** – **50**

**Objectives:** The objectives of the module are:

a. to understand the governmental system of Bangladesh;

b. to analyze the provisions of constitution and essential laws.

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| **Code** | **Hrs** | **Topics** | **TM** | **RP** |
| 11.01 | 1 | Salient Features of Bangladesh Constitution  | L&D |   |
| 11.02 | 1 | Legislature of Bangladesh  | L&D |   |
| 11.03 | 1 | Judiciary of Bangladesh  | L&D |   |
| 11.04 | 1 | Executive of Bangladesh  | L&D |   |
| 11.05 | 2 | Interrelation of Legislature, Judiciary & Executive  | Panel Discussion |  |
| 11.06 | 2 | Local Government System, Decentralization and development in Bangladesh  | L,D & Film Show |  |
| 11.07 | 2 | Minor Acts  | L&D |  |
| 11.08 | 2 | Overview of Land Management: Mutation, Land Dispute, Land Records and Land Acquisition Ordinance 1982  | L, D & E |  |
| 11.09 | 2 | Rules of Business & Allocation of Business  | L&D |  |
| 11.10 | 2 | Penal Code, CrPC, Evidence Act : Section essential for public servants  | L&D |  |
| 11.11 | 2 | The PDR Act 1913 and Limitation Act 1908  | L&D |  |

**Module 12: Public Service Management**

**Module Director:**

**Evaluation Method:** GR – 25, IA - 25**; Total Marks** – **50**

**Objectives:** The objectives of the module are:

a. to enhance capability of dealing with the issues of public service delivery;

b. to inform the role of civil service in the context of national and global level;

c. to identify governance issues, solve problems and seek innovative ways of better public

service delivery.

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| **Code** | **Hrs** | **Topics** | **TM** | **RP** |
| 12.01 | 1 | Essentials of Public Management  | L&D |   |
| 12.02 | 1 | Development Administration: Bangladesh Perspective  | L&D |   |
| 12.03 | 1 | Changing Dynamics of Public Sector Management  | L&D |   |
| 12.04 | 2 | Business Process Re-engineering  | GE&P |   |
| 12.05 | 1 | Citizen Charter: Bangladesh Perspective  | L&E |  |
| 12.06 | 2 | Policy Process  | L&E |  |
| 12.07 | 1 | Problems of Policy Implementation  | L&D |  |
| 12.08 | 1 |  Good Governance: Principles and Practices  | L&D |  |
| 12.09 | 2 | Total Quality Management  | L, D & E |  |
| 12.10 | 2 | Public Private Partnership (PPP)  | L,D & Case Study |  |
| 12.11 | 2 | Strategic Management in Public Sector  | L&E |  |
| 12.12 | 2 | Performance Management: PA & APA  | L&E |  |

**Module 13: Child Rights, Gender and Development**

**Module Director:**

**Evaluation Method:** GE –25; **Total Marks** – **25**

**Objectives:** Objectives of the module are:

1. to enable the participants to identify and analyze the prevailing social issues with respect to

male and female,

b. to recognize intervention required for ensuring rights of women and children.

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| **Code** | **Hrs** | **Topics** | **TM** | **RP** |
| 13.01 | 2 | Historical Overview of Gender and Development  | L & D |   |
| 13.02 | 2 | Women and Child Rights (National and International perspective- Convention on Child Right and CEDAW)  | D & E |   |
| 13.03 | 1 | Situation of Children in Bangladesh  | L & D |   |
| 13.04 | 1 | Initiatives of GoB for protecting Child Right  | L & D |   |
| 13.05 | 1 | Challenges of Working Women  | L & E |  |
| 13.06 | 1 | Prevention of Violence Against Woman and Children  | Film ShowCase Study |  |
| 13.07 | 1 | Rehabilitation of Street Child in Bangladesh  | Film Show &D |  |

**Module 14: Integrity in Public Administration**

**Module Director:**

**Evaluation Method:** WE –50; **Total Marks** – **50**

**Objectives:** Objectives of the module are:

1. to enable the participants to distinguish correctly between ethical and unethical practices,

and

b. to apply the ethical values in their respective work places and day to day life.

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| **Code** | **Hrs** | **Topics** | **TM** | **RP** |
| 14.01 | 1 | Introduction to Norms, Ethics, Values and Morality  | L & D |   |
| 14.02 | 3 | National Integrity Strategy (NIS)  | Workshop |   |
| 14.03 | 1 | Human Rights and Access to Public Services  | L & D |   |
| 14.04 | 1 | Combating Corruption in Public Service Delivery  | L & D |   |
| 14.05 | 1 | Religious Values in Controlling Corruption  | L & D |  |
| 14.06 | 2 | Transparency and Accountability in Service Delivery  | L & E |  |

**Thematic Area: Development Studies**

**Module 15: Macroeconomic Management**

**Module Director:**

**Evaluation: Method:** WE – 50; **Total Marks** – **50**

**Objectives:** Objectives of the module are:

a. To make the trainees understand the basics of economics and

b. Have an insight into various macro-economic aspects of Bangladesh.

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| --- | --- | --- | --- | --- |
| **Code** | **Hrs** | **Topics** | **TM** | **RP** |
| 15.01 | 1 | Basic Concepts of Micro and Macro Economics  | D & E |   |
| 15.02 | 1 | Market Economy: Concept and Issues  | D & E |   |
| 15.03 | 1 | Key Macroeconomic Variables and their Implications  | D & E |   |
| 15.04 | 1 | National Income Accounting (GDP, GNP, NNP etc)  | D & E |   |
| 15.05 | 1 | Monetary Policy and Inflation  | D & E |  |
| 15.06 | 1 | Fiscal Policy and Deficit Financing  | D & E |  |
| 15.07 | 2 | Role of Financial Institutions in Economy  | D & E |  |
| 15.08 | 1 | Public Goods and Externalities  | L & D |  |

**Module 16: Economic Development: Bangladesh Perspective**

**Module Director:**

**Evaluation Method:** GE – 25, GR- 25; **Total Marks** – **50**

**Objectives:** Objectives of the module are:

1. To provide idea about various issues related to economic development, and
2. To get a holistic picture of strategies and the process of development of Bangladesh

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| **Code** | **Hrs** | **Topics** | **TM** | **RP** |
| 16.01 | 1 | Economic Development: Concept and Issues  | D & E |   |
| 16.02 | 2 | Experience of 6th FYP and overview on 7th FYP  | Gr. E |   |
| 16.03 | 3 | Sustainable Development Goal (SDG): Challenges for Bangladesh  | Workshop |   |
| 16.04 | 1 | Middle Income Country, LDCs (Graduation Criteria): Bangladesh Perspective  | D & E |   |
| 16.05 | 1 | Regional Cooperation and Economic Development  | D & E |  |
| 16.06 | 2 | Human Development Index  | Gr. E |  |
| 16.07 | 1 | Driving Forces of Economic Development of Bangladesh  | L & D |  |

**Module 17: Environment and Disaster Management**

**Module Director:**

**Evaluation Method:** WE – 25; **Total Marks** – **25**

**Objectives:** Objectives of the module are:

1. to provide idea about various environmental issues,
2. to acquaint with the disaster and disaster management in Bangladesh and
3. to get a holistic picture of strategies and the process of development of Bangladesh

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| **Code** | **Hrs** | **Topics** | **TM** | **RP** |
| 17.01 | 2 | Sustainable Development: Concepts and Issues  | L & D |   |
| 17.02 | 1 | Environmental Pollution: Bangladesh Perspective  | L & D |   |
| 17.03 | 1 | Go Green: Green Economy and Green Energy  | L & D |   |
| 17.04 | 2 | Natural Resource Management and Nature Conservation: International Conventions and Protocols  | L & D |   |
| 17.05 | 1 | Waste Management : Role of Civil Servant  | L & D |  |
| 17.06 | 2 | Climate Change, its impacts on Bangladesh and way forward to overcome  | L & D |  |
| 17.07 | 2 | Environment Protection and Climate Change related International Conventions and Initiatives  | L & D |  |
| 17.08 | 2 | Comprehensive Disaster Management in Bangladesh: Strategy and Initiatives  | L & D |  |

**Module 18: Project Management**

**Module Director:**

**Evaluation Method:** GE-25; IR- 25**; Total Marks** – **50**

**Objectives:** Objectives of the module are:

1. To make understand the trainees the different stages of project cycle; and
2. Enable them to use different tools of project management.

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| **Code** | **Hrs** | **Topics** | **TM** | **RP** |
| 18.01 | 2 | Overview of Project Planning Process in Bangladesh  | L & D |   |
| 18.02 | 2 | Introduction to Project Cycle Management: Concepts and Issues  | D & E |   |
| 18.03 | 3 | Preparation of Log Frame and Result Based Project Management (RBM)  | D & E |   |
| 18.04 | 1 | Project Risk Analysis and Scoping  | Case Study |   |
| 18.05 | 1 | Project Implementation and Monitoring: Techniques, Issues and Challenges  | D & E |  |

**Module 19: Procurement Management**

**Module Director:**

**Evaluation Method:** GE - 25; **Total Marks** – **25**

**Objectives:** Objectives of the module are:

1. to make understand the procurement act, rules and procedures to the trainees
2. to make understand about the public procurement

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| **Code** | **Hrs** | **Topics** | **TM** | **RP** |
| 19.01 | 1 | Overview of PPA 2006 and PPR 2008  | L&D |   |
| 19.02 | 1 | Public Procurement Planning  | L&D |   |
| 19.03 | 2 | Procurement Methods  | L&D |   |
| 19.04 | 1 | Procurement Related Committees, Complaints and Appeals  | L&D |   |
| 19.05 | 1 | Standard Tender documents & Request for Proposal  | L&D |  |
| 19.06 | 1 | Exercise on tender data sheet  | Exercise |  |
| 19.07 | 1 | Electronic Government Procurement (E-GP)  | L&D |  |
| 19.08 | 1 | Approval of Tender/ Proposals  | L&D |  |

**Module 20: Basics of Social Research**

**Module Director:**

**Evaluation Method:** WE 25; GR - 25; **Total Marks** – **50**

**Objectives:** Objectives of the module are:

1. to make understand the process and techniques of research, collect, process and analyze data;
2. to enable participants to use statistical tools in research work;
3. to enhance the capacity of the trainees in preparing research proposal and report.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Code** | **Hrs** | **Topics** | **TM** | **RP** |
| 20.01 | 1 | Introduction to Social Research  | L&D |   |
| 20.02 | 2 | Research Problem Statement and Developing Research Question(s)  | L&D |   |
| 20.03 | 1 | Literature Review and Referencing  | L&D |   |
| 20.04 | 1 | Sampling Techniques  | L&D |   |
| 20.05 | 1 | Collecting Quantitative Data: Preparing Questionnaire  | L&D |  |
| 20.06 | 1 | Collecting Qualitative Data: Interview & Observation  | L&D |  |
| 20.07 | 1 | Collecting Qualitative Data: FGD  | L&D |  |
| 20.08 | 2 | Analyzing Quantitative Data  | L&D |  |
| 20.09 | 2 | Analyzing Qualitative Data  | L&D |  |
| 20.10 | 1 | Writing a Research Proposal  | L&D |  |
| 20.11 | 1 | Writing a Research Report  | L&D |  |
| 20.12 | 1 | Ethics in Social Research  | L&D |  |

**Module 21: Contemporary Issues**

**Module Director:**

**Evaluation Method:** IR – 25; **Total Marks** – **25**

**Objectives:** Objectives of the module are:

1. To well orient with the contemporary important issues in regard to administration and development; and
2. To share ideas with renowned personalities of the country.

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| **Code** | **Hrs** | **Topics** | **TM** | **RP** |
| 21.01 | 2 | Blue Economy  | L & D |   |
| 21.02 | 2 | Cyber Security  | L & D |   |
| 21.03 | 2 | Autism  | L & D |   |
| 21.04 | 2 | Management of Mega Project  | L & D |   |
| 21.05 | 2 | Universal health coverage : Bangladesh perspective  | L & D |  |
| 21.06 | 2 | Changing Interface between Politicians and Public Officials  | L & D |  |
| 21.07 | 2 | Challenges of Mega Cities  | L & D |  |
| 21.08 | 2 | Energy Security of Bangladesh  | L & D |  |
| 21.09 | 2 | Aging Problem in Bangladesh  | L & D |  |
| 21.10 | 2 | Trans Boundary Water Management  | L & D |  |
| 21.11 | 2 | Ensuring Expatriates Welfare in Bangladesh  | L & D |  |
| 21.12 | 2 | Social Media & Governance  | L & D |  |
| 21.13 | 2 | Challenges of black economy  | L & D |  |
| 21.14 | 2 | Food safety situation in Bangladesh  | L & D |  |
| 21.15 | 2 | Demographic Dividend  | L & D |  |

**\***Course Management may arrange extension lectures on any other suitable issues.

**Thematic Area: Skill Development**

**Module 22: Language Skill**

**Module Director:**

**Evaluation Method:** WE – 25, IE - 25; **Total Marks** – **50**

**Objectives:** Objectives of the module are:

1. to improve Bangla spelling, syntax and pronunciation norms; and
2. to improve English listening, speaking, reading and writing ability

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| **Code** | **Hrs** | **Topics** | **TM** | **RP** |
| 22.01 | 2 | প্রমিত বাংলা বানান রীতি  | L & D |   |
| 22.02 | 1 | Use of Correct Bangla  | L&E |   |
| 22.03 | 1 | Practice of Bengali Writing  | L & D |   |
| 22.04 | 2 | IELTS Listening Skills: A Brief Introduction  | Exercise |   |
| 22.05 | 2 | IELTS Listening Skills: Practice Session  | Exercise |  |
| 22.06 | 1 | IELTS Reading Skills: A Brief Introduction  | L & E |  |
| 22.07 | 1 | IELTS Reading Skills: Practice Sessions  | L & E |  |
| 22.08 | 2 | IELTS Speaking Skills: A Brief Introduction  | L & E |  |
| 22.09 | 2 | IELTS Speaking Skills-Practice Sessions  | L & E |  |
| 22.10 | 2 | IELTS Writing skills: A Brief Introduction  | Exercise |  |
| 22.11 | 2 | IELTS Writing Skills: Practice Sessions  | L & E |  |
| 22.12 | 2 | The Phonetic Symbols and The rules of Pronunciation  | L & E |  |
| 22.13 | 1 | Writing for Official purposes  | L & E |  |
| 22.14 | 1 | Writing for Academic Purposes  | L & E |  |
| 22.15 | 2 | Common Mistakes in English  | L & D |  |
| 22.16 | 10 | Debate Competition (Bengali & English)  | P |  |
| 22.17 | 5 | Extempore Speech  | P |  |

**Module 23: Art of Reviewing**

**Module Director:**

**Evaluation Method:** IR : 20(Introduction- 4,Style & Format- 4, Main Discussion- 8, Suggestion & Conclusion- 4), IP: 30 (Material- 6, Delivery (Language, Style, Gesture & Posture, Sense of Hummer, Time Mgt.)- 15, Q&A- 9); **Total Marks**: 50

**Objectives:** Objectives of the module are:

1. To develop skills in critically reviewing books;
2. To enhance public speaking capability of the trainees; and
3. To develop reading habits.

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| **Code** | **Hrs** | **Topics** | **TM** | **RP** |
| 23.01 | 2 | Introduction to Book/Article/Case Study Review  | L & D |  |
| 23.02 | 2 | Art of Public speaking  | L & D |  |
| 23.03 | 15 | Book/Article/Case Studies Report Presentation (20 min. each presentation)  | R & P |  |

**Special Instruction:**

* No bangla book / article
* Presentation will be in English
* Excluded books reviewed in last three courses
* Duration of presentation will be 20 minutes including Q&A

**Module: 24 ICT and E-Governance**

**Module Director:**

**Evaluation Method:** WE – 25, PT - 25; **Total Marks** – **50**

**Objectives:** Objectives of the module are:

1. To develop ICT skills and contribute towards e-Governance;
2. To develop capacity in public sector for improving delivery of public service through ICT; and
3. To adopt organizational changes in public sector related to technology, strategies and policies.

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| **Code** | **Hrs** | **Topics** | **TM** | **RP** |
| 24.01 | 1 | Need assessment on ICT Skill  | E |   |
| 24.02 | 2 | Use of appropriate software for effective presentation & reporting  | L & P |   |
| 24.03 | 2 | Bangla Typing (Unicode)  | L & P |   |
| **E- Governance** |
| 24.04 | 1 | Concept of e-Governance  | L & D |  |
| 24.06 | 1 | ICT Policy  | L & D |  |
| 24.07 | 3 | Innovation in service delivery  | Workshop |  |
| 24.08 | 1 | e-Filing  | L & D |  |
| 24.09 | 1 | Use of ICT for Effective Service Delivery  | L & P |  |
| 24.10 | 1 | Use of Social Media for Problem Solving  | L & E |  |

**Module 25: Physical conditioning & Games**

**Module Director:**

**Evaluation Method:** IE – 10; IA – 15 (Participation, Dress, Fitness); **Total Marks** – 25

**Objectives:** Objectives of the module are:

1. To enhance capacity of the participants to gain knowledge on health and nutrition;
2. To manage stress in day to day life; and
3. To improve and maintain physical fitness.

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| **Code** | **Hrs** | **Topics** | **TM** | **RP** |
| 25.01 | 1 | Nutrition & Physical Fitness  | L & D |   |
| 25.02 | 1 | Effect of Exercise on Different Organs  | L & D |   |
| 25.03 | 1 | Wellness Concept & Management  | L & D |   |
| 25.04 | 1 | Common Sports Injuries & Prevention / Rehabilitation of Back Pain  | L & D |   |
| 25.05 | 1 | Social Impact of Sports  | L & D |  |
| 25.06 | 1 | Sedentary Life Style and Effects  | L & D |  |
| 25.07 | 1 | Stress Management  | L & D |  |
| 25.08 | 1 | Work Related Musclo-Skeletal Disorder & Physiotherapy  | L & D |  |
| Mandatory Activities |  | Physical Conditioning (Morning): Walking, Jogging, Freehand Exercises, Ground Exercises, Stretching, Minor Games, Yoga.  | Exercise |  |
|  | Games (Evening): Volleyball, Basketball, Handball, Football, Tennis, Badminton, and Swimming.  | Exercise |  |

**Module 26: Car Driving**

**Module Director:**

**Objectives:**

At the end of the course the participants will be able to:

1. drive the vehicle safely;
2. qualify himself in the driving test to get a driving license; and
3. detect and repair minor faults of engine

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| **Code** | **Hrs** | **Topics** | **TM** | **RP** |
| 26.01 | 1 | Introduction to Vehicles  | L & P |   |
| 26.02 | 1 | Traffic Rules  | L & E |   |
| 26.03 | 1 | Traffic Signals  | L & E |   |
| 26.04 | 1 | Vehicle Maintenance  | L & P |   |
| 26.05 | 1 | Vehicle Maintenance  | L & E |  |
| 26.06 | 1 | Trouble Shooting  | L & E |  |
| 26.07 | 1 | Motor Vehicle Ordinance  | L & D |  |
| 26.08 | - | Car/Light Vehicle Driving  | Demo. & Practice |  |

**Part IV**

**Annexure**

**4.1 Details Work Plan of Field Attachment**

**Annex 01**

**Exploring Own Office (First Week)**

**Objective:** Re-inventing own office

**Tasks:**

* Identify the objectives and functions of the office;
* Identify the work culture in the office;
* Analyze SWOT of the office;
* Identify actual performance of the office;
* Identify gaps between set objectives and actual performances;
* Identify the root causes for the gaps;

**Methodology:**

* Study and analyze concerned files and documents
* Observation of work culture;
* Discussions with staffs and dignified citizens, stakeholders;
* Consultation with supervisors.

**Output:**

* Prepare detail individual inspection report as a participant of the FTC along with an action plan.

**First week monitoring mechanism:**

* Learning diary will be a compulsory work for the trainee officers and it will be examined/inspected by ADC/respected supervising officers/ Focal point
* Supervising officer monitor the activities
* Examine/inspect the progress of the assigned works
* Inspect the learning diary of the trainees.

**Attachment with BARD/RDA**

**Objective:**

* To acquaint the trainees with the history, concept and techniques of rural development;
* To make them capable of dealing with the issues of rural development
* To know about the rural poverty and rural economy
* To observe the role of micro-economy in rural development

**Task:**

* Participants will complete the task of Module 3;
* The will visit rural development related institutions;
* Identify the role of cooperative in rural development; and,
* The task that BARD/RDA will assign.

**Methodology :** Will beset by **BARD/RDA**

**Output :** Completion of Module 3

**Second week monitoring :** Will beset by **BARD/RDA**

**District Attachment**

Participants will stay at attached district for two weeks.

**Objective:**

* Understanding activities prevalent in the districts both in public and private sector.
* Knowing the activities and work culture of all district level offices and a potential cooperative society/any potential firm/NGO etc. of the district (Selected by Deputy Commissioner)

**Tasks:**

* Identify the objectives and charter of works perform by the organizations
* Identify the gaps
* Indentify the work culture
* Conduct stakeholder analysis.

**Methodology:**

* Study the objectives and functions of the offices/cooperative society/firm/NGO etc.;
* Study the achievement/performance of the offices/organizations for at least one year (last fiscal year);
* Discuss with concerned dignified citizens, personnel/stakeholders.

**Output**

* Prepare a group report on overall activities of the district both in public and private sector and make a linkage with national plan.

**Monitoring:**

* ADC/Focal point will coordinate and monitor the activities
* Concerned officer will put remarks in the learning diary at the completion of the task and may report the ADC/Focal point regarding the progress and relevant issues (if any)
* Reports on the activities will be presented before the committee headed by the Deputy Commissioner (nice to present in front of all district level officers).

**Upazilla Attachment**

Participants will stay at selected upazilla(s) of attached district for two weeks.

**Objectives:**

* Understanding the Local Government Bodies and receive ideas about difficulties they face;
* Knowing the poor and find out ways to overcome their problems, if possible making linkage with any appropriate programme;
* Know the effectiveness of the Government Social Safety Net Programmes /Study disadvantaged family (poorest of the poor).

**Task:**

* Visit a Union Parishad/Municipality
* Explore the works and service delivery process of Union Parishad/Municipality
* Identify gaps between set objectives and actual performances;
* Identify the problems and challenges of visited Union Parishad /Municipality.
* Identify activities taken under Social Safety Net Programmes;
* Visit & Identify one or two disadvantaged family (poorest of the poor)
* Identify their social problems;
* Identify effectiveness of the Social Safety Net Programmes;
* Prepare an action plan to solve the problems which are not covered by the Social Safety Net Programmes;
* Attempt to solve some of the problems, if not all.

**Methodology:**

* Study/examine the performance of the visited Union Parishad/Municipality;
* Discussion with the Chairman/Mayor/members/councilors of the Union Parishad/Municipality;
* Secondary data collection and analysis;
* Interview family members of the identified disadvantaged family;
* Discussion with the concerned officials, social leaders, academics and local stakeholders.

**Output:** Prepare and presentation of a group report.

**Fourth- Seventh week monitoring:**

* ADC/Focal point will monitor and coordinate the tasks
* The UNO/Chief executive of the concerned local government organization will report ADC/Focal point about the progress of the tasks
* Also will put remarks in the learning diary of the participants at the completion of the tasks
* The report will be presented in front of the committee headed by DC and other district level officials in Eight week and,
* The task will be evaluated by the Committee headed by DC.

**Exploring Attached District Potentials (Eighth week)**

All groups will be attached with respective attached districts. Group A – D will come back from Upazilla and group E & F will come back from BARD/RDA.

**Objective:**

* Knowing the district as a whole and finding out its potentials.
* Discover/ explore economic potentials and Social /cultural /historical importance of the visiting district.

**Task:**

* Identify the productivity and economic trend of last 10 years;
* Identify the present resources and expected future demand;
* Identify the major two economic products and its potentials;
* Explore the marketing channel of the products and identify the barriers;
* Study the social/cultural/historical importance of the visited district.

**Methodology:**

* Discussion with government and non- government organizations.
* Discussion with social leaders, academics and other local stakeholders;
* Secondary data collection and analysis.

**Output:** Prepare an analytical individual report.

**Eighth week monitoring:**

* Learning diary will be a compulsory work for the trainee officers and it will be examined/inspected by ADC/respected officers/ Focal point
* Examine/inspect the progress of the assigned works
* Inspect the learning diary of the trainees.
* Also will put remarks in the learning diary of the participants at the completion of the tasks
* The report will be presented in front of the committee headed by DC and other district level officials and,
* The task will be evaluated by the committee headed by DC.

**Overall Monitoring Mechanism:**

* One Senior Assistant Commissioner will be assigned by DC as a focal point with the responsibility to coordinate.
* Course coordinators will be assigned for specific districts to monitor from the course management.
* The authority may assign faculties from the Academy for visiting the districts.
* Officers from research section will be assigned to supervise preparing research paper.
* The authority may assign faculty as mentor for a group of 8-10 participants for the whole course and the mentor may be given some responsibilities regarding monitoring and other aspects of training.
* Reports on the activities of week 3rd-5th, 6th and 8th (3 reports) may be presented before the committee headed by Deputy Commissioner (nice to present in front of all district level officers).

**District Evaluation Committee (DEC)**

|  |  |  |
| --- | --- | --- |
| 1. | Deputy Commissioner | Chairperson |
| 2. | Superintendent of Police | Member |
| 3. | Deputy Director (Agriculture) | Member |
| 4. | District Livestock Officer | Member |
| 5. | District Fisheries Officer | Member |
| 6. | ADC (General/Education) | Member Secretary |

**Evaluation Criteria**

**Group Presentation**

1. Contents: Creative and innovative ideas, relevance, consistence
2. Presentation style
3. Questions and answer

**Individual Conduct**

1. Discipline
2. Allegiance
3. Public relation (dealings with colleagues and clients)
4. Overall

**Individual Assignment**

1. Relevance
2. Creativity and innovative ideas
3. Consistence
4. Quality of analysis
5. Quality of recommendations and replicability

Evaluation committee will consider the above mentioned criteria and assess performance of the participants.

**General Instructions**

**Maintaining Learning Diary:** Each and every trainee officer must maintain learning diary. A format for writing learning diary is attached. Each and every training activity must be written in the learning diary and signed by the trainee and must be authenticated by the concerned monitoring/supervising officer or focal point.

**Village Study and Research:** Know Bangladesh and Disadvantaged Citizen Visit report will be presented at BCSAA.

**Submission of Reports at BCSAA:** Reports on activities under various modules must be submitted to the Course Director.

**Reviewing the Field Attachment Programme:** The field attachment programme will be reviewed again if necessary in consultation with the CMTs and concerned authorities of FTC conducting training institutes and BARD & RDA.

**4.2 Faculty Members**

**Annex 02**

|  |  |  |  |
| --- | --- | --- | --- |
| **Sl. No.** | **Name & Designation** | **Residential Address** | **Telephone Number** |
| **Office** | **Residence/****Personal** |
| 01. | **Dr. M Aslam Alam**Rector & Secretary |  | 55165901Fax:55165922 |  |
| 02. | **Paritosh Chandra Das**Member Directing Staff(Additional Secretary ) | Bldg.-6, Flat-C-11, Govt. Officers Complex, Block-I, Mirpur, Dhaka | 55165903 | 5507607701711037825 |
| 03. | **Md. Zafar Iqbal ndc**Director (ICT) | House No.8, Road No. 5, Block-A, Section -6, Mirpur, Dhaka-1216. | 55165907 | 9004334 01711594179 |
| 04. | **Mohd. Zahirul Islam**Director ( Training ) | House # 15, Road # 02,Block- D,Mirpur – 2, Dhaka-1216 | 55165905 | 5507471701729097143 |
| 05. | **Dr. Shah Alam**Director ( Administration) | House No. 56, Road No-16, Sector-14, Uttara, Dhaka-1230. | 55165904 | 5509345701715134365 |
| 06. | **Farhina Ahmed**Director (Planning & Dev.) | House Surovi#01Eskaton Garden Govt. Officers Quarter, Dhaka | 55165906 | 01819153002 |
| 07. | **A. K. M. Sohel**Deputy Director (Service) | House No.22, Road No.08,Block- C, Niketon, Dhaka. | 55165908 | 01711646667 |
| 08. | **Towhidul Islam**Deputy Director (Training) |  | 55165909 | 01744368245 |
| 09. | **A. K. M. Fazlul Hoque**Deputy Director (Planning & Dev.) | Flat No.5, Tista Bhaban, BCSAA Officer’s Quarter, Nilkhet, Dhaka. | 55165913 | 01712 838118 |
| 10. | **Dr. Rahima Khatum**Deputy Director (Res. & Pub.) | Flat No.1, Tista Bhaban, BCSAA Officer’s Quarter, Nilkhet, Dhaka. | 55165919 | 01746302476 |
| 11. | **Md. Tariqul Islam**Senior Assistant Secretary |  | 55165910 | 01716858728 |
| 12. | **Mallika Dey**Deputy Director (Docu. & Eva.) | 99 Hrishikesh Das Road, Luxmibazar, Dhaka-1100 | 55165916 | 01745967594 |
| 13. | **Musammat Shahina Akter**Deputy Director  | Summerlin, C-5, 34/1,35,35/1,Dilu Road, Newskaton, Dhaka. | 55165915 | 01712251770 |
| 14. | **Md. Emdadul Hoque**Senior Librarian. | BCSAA Dormitory Bhaban | 55165917 | 967622101818480439 |
| 15. | **Mohammad Afzal Hossain**Programmer ( Snr. Asstt. Sec.) | Flat No.10, Tista Bhaban, BCSAA Officer’s Quarter, Nilkhet, Dhaka. | 55165925 | 01712 753778 |
| 16. | **Mr. Imrul Kayes**Assistant Director (Service) | Room-805, BCSAA Dormitory, Shahbag, Dhaka. | 55165918 | 01716131118 |
| 17. | **Md. Nazmul Islam Sarkar**Assistant Director (Admin) |  | 55165921 | 01722148777 |
| 18. | **Md. Mahmudul Hoque**Assistant Director (Training) |  | 55165912 | 01715594857 |
| 19. | **Muhammad Muradul Islam**Assistant Director |  |  | 01759893253 |
| 20. | **Dr. Nur Mohammed Sharif As Shams**Medical Officer  | 52, Road-7/C, Sector-9,Uttara, Dhaka. | 55165924 | 01914389877 |
| 21. | **Md. Abdul Malek**Accounts Officer | B-9/D-6 Govt. Officer’s Quarter Sector No-8, Uttara Model Town | 55165923 | 0167007187201822022172 |

**4.3 List of the Participants of A64th Foundation Training Course**

**Annex 03**

| **Sl** | **Name and Designation** | **Batch** | **Mobile No.** | **E-mail** |
| --- | --- | --- | --- | --- |
|  | **BCS (Administration)** |
| 01 | AYSHA AKTHERAssistant CommissionerOffice of the Deputy Commissioner, *B*rahmanbaria | 34 | 01765913344 | mamun.ruma88@gmail.com |
| 02 | UMME SALIK RUMYAAssistant CommissionerOffice of the Deputy Commissioner, Sylhet. | 34 | 01946395881 | ummesalikr@gmail.com |
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| 12 | MD. MINHAJ UL ISLAMSenior Assistant Superintendent of PolicePolice Headquarters, Dhaka | 31 | 01712531290 | rajminhaj@yahoo.com |
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| 15 | MD SAIFUL ISLAMSenior Assistant Superintendent of PoliceIntelligence Wing, RAB Forces Headquarters, Kurmitola, Dhaka | 31 | 01814421997 | saifpol3187@gmail.com |
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| 20 | PIJUSH CHANDRA DASASPRAB-9; Sylhet. | 33 | 01711137437 | pijushchandradas150@gmail.com |
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|  | **BCS (Ansar)**  |
| 22 | FARIHA AZAMAssistant EngineerBridge Design Division-2, Sarak Bhabon, Tejgaon, Dhaka. | 32 | 01924720759 | azam\_fariha@yahoo.com |
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|  | **BCS (Roads and Highways)** |
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|  | **BCS (Customs)** |
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| 36 | DR. SHAMIMA AKTERScientific Officer Central Disease Investigation Laboratory (CDIL), 48 Kazi Alauddin Road, Dhaka | 33 | 01718294328 | shamimabau@yahoo.com |
| 37 | DR. SALEHA AKTERVeterinary SurgeonUpazila Livestock Office,Kishoreganj Sadar. | 33 | 01957292691 | chondon.jahan@gmail.com |
|  | **BCS (Fisheries)** |
| 38 | SHARHA NAHINInspectorDistrict fisheries office, Satkhira | 33 | 01719340879 | nahin.sarha@gmail.com |
|  | **BCS (Railway Engineer)** |
| 39 | FAIZ AHMED KHANAssistant Mechanical EngineerOffice of the Divisional Mechanical Engineer (LOCO), Bangladesh Railway, Chittagong | 34 | 01670285106 | faiz071424@gmail.com |
|  | **BCS (Family Planning)** |
| 40 | MEHER AFRUJFamily Planning Officer DG-FP, 6 Karwan Bazar, Dhaka, 1215 | 31 | 01914105833 | sweet.vapi@yahoo.com |

**Course Management Team**

**Annex 04**

|  |  |  |
| --- | --- | --- |
| **Course Adviser** | **:** | Rector |
|  |  | Bangladesh Civil Service Administration Academy |
|  |  | Email: rector@bcsadminacademy.gov.bd |
|  |  |  |
| **Course Director** | **:** | Farhina Ahmed |
|  |  | Director (Planning and Development) |
|  |  | Email: farhina15@gmail.com |
|  |  |  |
| **Course Coordinator** | **:** | Md. Tariqul Islam |
|  |  | Senior Assistant Secretary |
|  |  | Email: mgtrariqul@gmail.com |

**Support Staff**

|  |  |  |
| --- | --- | --- |
|  |  |  |
| **Course Assistant** | **:** | Md. Mahbub AlamSteno typist cum computer operator Email: mahbubalam41@gmail.com  |
|  |  |  |
| **Training Assistant** | **:** | Md. Abdul BarekTraining Assistant  |
|  |  |  |
| **Office Sohayok** | **:** | Md. Shohidul Islam |
|  |  | Office Sohayok |
|  |  |
| **Class Attendant** | **:** | SM Shahabul IslamClass Attendant  |

**Annex 05**

**Asst. Director**

**(Documentation & Evaluation)**

**1 Computer Operator**

**1 Office Assistant**

**1 Computer Operator**

**1 Office Assistant**

**1 Sr. Data Entry Operator**

**1Data Entry Operator**

**1 Office Assistant**

**Librarian**

**1 Computer Operator**

**1 Office Assistant**

**Publication Officer**

**1 Computer Operator**

**1 Office Assistant**

**1 Computer Operator**

**1 Office Assistant**

**Research Officer**

**2 Cateloger**

**1 Library Asst.**

**1 Data Entry Operator**

**1 Office Assistant**

**Organogram of** the**BCS Administration Academy**

1 **UD**

**1 Imam**

**2 Computer Operators**

**1 Receptionist**

**1 Office Assistant**

**3 Security Guards**

**1 Recreation Room Attendent**

**1 Sports Attendent**

**4 Class attendents**

**2 Class attendents (Contractual)**

**Deputy Director (Admin)**

**Asst. Director (Admin)**

**Administrative Officer**

Rector

**Member Directing Staff**

**1 Computer Operator**

**1 Office Assistant**

**Director (Admin)**

**Director (Training)**

**Director (ICT)**

**Deputy Director (Service)**

**Deputy Director (Training)**

**Programar**

**Deputy Director (Documentation & Evaluation)**

**Deputy Director (Planning and Dev.)**

**Deputy Director (Research and Publication)**

**Senior Librarian**

**Asst. Director (Service)**

**1 Computer Operator**

**1 Office Assistant**

**1 Computer Operator**

**1 Office Assistant**

**1 Computer Operator**

**1 Office Assistant**

**1 Storekeeper**

**1 Caretaker**

**2 Computer Operators**

**1 Electrician**

**1 Plumber**

**7 Drivers**

**1 Despatch Rider**

**2 Office Assistant**

**1 Cook**

**1 Asst. Cook**

**1 Transport Asst.**

**1 Photocopier Operator**

**3 Gardeners**

**6 Cleaners**

**4 Dining Boys**

**1 Computer Operator**

**1 Office Assistant**

**1 Computer Operator**

**1 Office Assistant**

**1 Computer Operator**

**1 Office Assistant**

**Pharmacist**

**1 Computer Operator**

**1 Office Assistant**

**1 Asst. Accounts Officer**

**1 Cashier**

**1 Accounts Asst.**

**1 Office Assistant**

**Asst. Director (Training)**

**1 Audio Video Operator**

**1 Training Assistant**

**1 Office Assistant**

**1 Computer Operator**

**1 Office Assistant**

**Accounts Officer**

**Medical Officer**

**Director (Planning and Dev.)**

**1 Computer Operator**

**2 Office Assistants**

**Reading List**

**Annex 06**

**Module 01: Bangladesh: History, Society and Culture**

**Books available in the Academy Library:**

1. Sirajul Islam [Ed.], History of Bangladesh.
2. R.C. Majumder, History of Bengal.
3. evsjv‡`‡ki ¯^vaxbZv hy× `wjjcÎ (15 *খণ্ড*), m¤úv`bv: nvmvb nvwdRyi ingvb, *হাক্কানি পাবলিশার্স,* XvKv|
4. evsjv‡`k miKvi 1971, †jLK: GBP.wU.Bgvg, AvMvgx cÖKvkbx|
5. evsjv‡`‡ki BwZnvm 1704 -1971, m¤úv`bv: wmivRyj Bmjvg, GwkqvwUK †mvmvBwU Ae evsjv‡`k|
6. e½eÜz †kL gywRe‡K wN‡i wKQ y NUbv I evsjv‡`k, †jLK: Gg.G. Iqv‡R` wgqv, BDwcGj|
7. *স্বায়ত্তশাসন* †\_‡K ¯^vaxbZv 1966-1971, †jLK: Kvgvj †nv‡mb, *অঙ্কুর* cÖKvkbx|
8. Bangladesh Documents (Vol. 1 & 2), m¤úv`bv: Sheedndra Kumar and others, BNK press, Madras (evsjv‡`k, BDwcGj)
9. j¶ cÖv‡Yi wewbg‡q, †jLK: iwdKzj Bmjvg exiDËg, Abb¨v|
10. mv‡iÛvi A¨vU XvKv: GKwU RvwZi Rš§, †jLK: †j.†R. †RGdAvi R¨vKe, BDwcGj|
11. `yw`©‡bi w`bwjwc, Aveyj dRj, mgq cÖKvkb|

**Other Relevant Books and Journals:**

1. Nihar Ranjan Roy, History of Bangladesh.
2. J.N Sarker, History of Bengal.
3. evOvwji gyw³ msMÖvg I RvwZi RbK e½eÜz, †jLK: *হারুন-*Ai-iwk`, Xv.we.|
4. ZvRDÏxb Avng‡`i *ডায়রি* (1I 2 *খণ্ড*), m¤úv`K: wmwgb †nv‡mb wiwg|
5. Bangabondhu Sheikh Muzib: A Leader with a difference, †jLK: Ievq`yj nK, Radical Asia Publications.
6. The Awami League, †jLK: Shyamali Ghosh, Academic Publications. (evsjv ms¯‹iY, BDwcGj cÖKvwkZ)|
7. †jL‡Ki †ivRbvgPvq *চার* `k‡Ki ivRbxwZ-cwiµgv 1953-93, †jLK: Ave`yj nK, BDwcGj|
8. evsjv‡`‡ki gyw³ msMÖv‡gi BwZnvm 1947-1971, m¤úv`bv: mvjvnDÏxb Avng` I Ab¨vb¨, AvMvgx cÖKvkbx|
9. *বাঙ্গালির কণ্ঠ,* m¤úv`bv: †gvbv‡qg miKvi, AvMvgx cÖKvkbx|
10. evsjv‡`‡ki gyw³hy‡×i BwZnvm, †jLK: W. †gv: nvbbvb, *হাক্কানি পাবলিশার্স*
11. gyw³hy‡×i bq gvm: *অবরুদ্ধ* ivR*শাহী* wek¦we`¨vjq, †jLK: Avgvbyjøvn Avng`, *হাক্কানি পাবলিশার্স*|
12. evOvwji gyw³hy‡×i BwZe„Ë, †jLK: gvneyye-Dj-Avjg, Abcg cKvkbx|
13. ¯^vaxbZv msMÖv‡g cÖevmx evOvwj, †jLK: Ave`yj gwZb, Abb¨v|
14. Blood Beaten Track by Ahmad Salim, HwZn¨|
15. International Document of Great Liberation War in Bangladesh (Vol. 1,2&,3) †jLK: Dr. M.A. Mannan Chowdhury & Sharifa Mannan, RvZxq MÖš’ cÖKvkb|
16. gyw³hy‡×i †cÖ¶vc‡U e¨w³i Ae¯’vb, †jLK: G. Gm. Gg. mvgQyj Av‡iwdb, BDwcGj|
17. The Cruel Birth of Bangladesh by Archer K. Blood, UPL.
18. evsjv‡`k 1971 (1-4 *খণ্ড*), Avdmvb †PŠayix|
19. †m±i KgvÛviiv ej‡Qb gyw³hy‡×i ¯^iYxq NUbv, m¤úv`bvq kvnwiqvi Kwei, gvIjv eªv`vm©|
20. †W*ড*jvBb evsjv‡`k: bvBbwUb †m‡fw›U Iqvb, g~yj: wmWwbkbevM©, *অনুবাদ:* gwd`yjnK, mvwnZ¨ cÖKvk|
21. gyw³hy× Rbhy×: Av\_© mvgvwRK cwi‡cÖw¶Z, †jLK: AvwZDi ingvb, mvwnZ¨ cÖKvk|
22. gyw³hy× †Kvl (5 *খ*ণ্ড), W. gybZvmxi gvgyb m¤úvw`Z, mgq cÖKvkb|
23. civwRZ পাকিস্তানি †Rbv‡ij‡`i `„wó‡Z gyw³hy×, gybZvmxi gvgyb m¤úvw`Z, mgq cÖKvk|
24. 1971: Av‡gwiKvi †Mvcb `wjj, wgRvbyi ingvb Lvb, mgq cÖKvkb|
25. পাকিস্তানি hy×vcivax 191 Rb, Wv. Gg.G. nvmvb, mgq cÖKvkb|
26. Evidence (1 & 2), Lt. Gen. (Retd.) Mir Shawkat Ali.
27. evsjv‡`‡ki gyw³hy×, cwÎKvcwÄ, m¤úv`K: KzzZe AvRv`, kv‡n` ggZvR, evsjv GKv‡Wwg|
28. gyw³hy‡× evOvwj †eŠ× m¤úª`vq, †jLK: cÖYe Kzgvi eo~qv, evsjv GKv‡W*মি*|
29. gywRebMi miKvi I evsjv‡`‡ki gyw³hy×, †jLK: W. gy. dv‡qKz¾vgvb, evsjv GKv‡W*মি*|

**Module 06: Organization and HRM**

**Books Available in the Academy Library:**

1. Robbins, S.P. and Coutler, M (1999) Management, N.J. Prentice-Hall
2. Koontz and O’Donnell (1955) Principles of Management: An Analysis of managerial Functions, NY, McGraw Hill

**Other Relevant Books and Journals:**

1. Davis, R.C. (1951) The Fundamentals of Top Management, NY, Harper &Row
2. Miles, R.H. (1980) Macro Organizational Behavior, CA, Goodyear Publishing
3. K.B. DeGreene (1973) Sociotechnical Systems: Factors in Analysis, Design and Management, NJ, Prentice Hall
4. Himelstein, L. and Forest, S.A. (1997) “Breaking Through”, Business Week, pp. 64-70

**Module 07: Service Laws and Rules in Bangladesh**

**Books Available in the Academy Library:**

1. The Constitution of the Peoples Republic of Bangladesh, Government Publication
2. Bangladesh Service Rules-Part 1,Government Publication
3. Establishment Manual Vol.-I and II, Government Publication
4. Bangladesh Service Rules Part-I, Government Publication
5. Establishment Manual -Vol-I & II, Government Publication
6. Fundamental Rules & Subsidiary Rules, Government Publication
7. Office Secrecy Act.
8. The Bengal Records Manual, 1943.

**Other Relevant Books and Journals:**

1. Kreitner, Robert, *Management,* Houghton Mifflin Company, Boston New York, 9thEdition, 2004.
2. Byars, Rue, *Management*, IRWIN, London, Seventh Edition, 1995.
3. Black, J. Stewart, Porter, W. Lyman, Management, Prentice Hall, Upper Saddle River, New Jersey, 2000.
4. Flippo, Ediwin B., Personnel management, New York: McGraw-Hill Book Co.
5. Lewis, Chad T. et. al. (1990), Managerial Skills in Organizations, Singapore, Boston, London: Allyn and Bacon.
6. Human Resource Management, Stephen P. Robbins.
7. Human Resource Management, Harry Desner.
8. Personnel/Human Resource Management, Herbert G. Heneman.
9. Organizational Behavior, Keith Devis
10. Management, Kraitner.
11. Group Insurance Rules – 1982

**Module 08: Modern Office Management**

**Books Available in the Academy Library*:***

1. The Constitution of the People’s Republic of Bangladesh
2. General Financial Rules (GFR)
3. Rules of Business, 1996
4. Office Memorandum No. FM/FD/Exctr.1/DP-1/2000/2 Dated 03.02.2005.
5. General Provident Fund Rules – 1979
6. Benevolent Fund Rules – 1982

**Other Relevant Books and Journals:**

1. Local Audit Manual, Local and Revenue Audit Department.
2. Group Insurance Rules-1982

**Module 09: Financial Management**

**Books Available in the Academy Library:**

1. wgqv, †gvnv¤§` wd‡ivR, GKPwjøkZg ms¯‹i*ণ*, PvKwii weavbejx
2. Avjg, †gvnv¤§` kwdDj I Avjg †gvnv¤§` kvn (Rvby. 2011) miKvwi PvKwii wewagvjv
3. Adhikary, Lal Bahadur (July 2013), Income Tax Manual, Part 1 & II
4. wgqv, †gvnv¤§` wd‡ivR (2010), Aóv`k ms¯‹i*ণ*, evsjv‡`k mvwf©m iæjm
5. wgqv, †gvZvnvi †nv‡mb (1987) 2q ms¯‹i*ণ*, ev‡RUvwi wm‡÷g
6. Finance Division, Ministry of Finance, General Financial Rules & Treasury Rules
7. e¨qwbqš¿Y wefvM, A\_© gš¿Yvjq (2009), Avw\_©K ¶gZvc©Y Av‡`k

**Other Relevant Books and Journals:**

1.Arndt, Sven W et al, (ed) (1985) *Exchange Rates, Trade and the U.S. Economy*,

**Module 10: Governmental System & Essential Laws**

Books Available in the Academy Library:

1. The Constitution of the People’s Republic of Bangladesh.
2. The Code of Criminal Procedure, 1898.
3. Constitution, Constitutional Laws and Politics: Bangladesh Perspective; Md. Abdul Halim
4. Bangladesh: Constitution Quest for Autonomy; Ahmed, Moudud (Dhaka UPL, 1978)
5. Constitutional law of Bangladesh; Mahmudul Islam (Dhaka: Bangladesh Institute of law and

International Affairs, 1995)

1. Bangladesh Constitution: Trends and Issues; Justice Mustafa Kamal ,(Dhaka: Dhaka University, 1994)

7. f~wg প্রশাসনের ˆ`bw›`b পদ্ধতি (fwjDg-1,2), †jLK: dv‡qKz¾vgvb †PŠayix

8. f~wg e¨e¯’vcbv g¨vbyqvj, 1990

9. f~wg g¨vbyqvj, †gv: Ave`yj Kv‡`i wgqv

10. evsjv‡`‡ki f~wg e¨e¯’vcbv, bvivqb P›`ª †`ebv\_

11. evsjv‡`‡ki ¯’vbxq ¯^vqZ¡kvmb-W. †gv: gKmyi ingvb

12. Local Government in Bangladesh, Edited by Kamal Siddiqui, 2nd Revised ed. Dhaka UPL 1995.

13. Principles of Local level Planning in Bangladesh. By M Zillur Rahman. NILG. 1986.

14. Local Government in South Asia. Edited by Kamal Siddiqui. UPL Dhaka, 1995.

15. Development of Local Government in Bangladesh, Mohammad Faizullah. National Institute of Local Government, Dhaka 1987.

**Other Relevant Books and Journals:**

1. f~wg cÖkvmb g¨vbyqvj

2. Theory of Local Government. Md. Akbar Ali Khan and M.A. Muttalib. Sterling publishers Private Limited.

3. Local Government in the Modern State, Martin Loughlin. London Sweet & Maxwell 1986.

**Module 11: Public Sector Management**

**Books Available in the Academy Library:**

1. Public Administration and Public Affairs, Nicholas Henry, Prentice Hall of India.

2. Development Administration, Dr. RK Sapru, Deep & Deep Publishers, India.

3. Development Administration, RD Sharma, HK Publications & Distributors, India.

4. Development Administration, TN Chaturvedi (Edited), Indian Institute of Public Administration.

5. Public Management & Administration, Owene E. Hughes, McMillan Press Limited (UK).

6. Administrative Reforms in Bangladesh, Mohammad Mohabbat Khan, UPL, Dhaka.

7. Administrative Reforms, PR Dubhashi, BR Publishing Corporation, Delhi.

8. Towards Good Governance in Bangladesh, Kamal Siddiqui, University, Press Limited, Dhaka.

9. Governance: South Asian Perspective, Hasnat Abdul Hye (Edited), UPL, Dhaka.

10. Ombudsman for Bangladesh, Ali Ahmed, Academic Publishers, Dhaka.

11. Commonwealth Secretariat (1996) Current Good Practices and New Developments in Public Services Management: The Commonwealth Portfolio, London.

12. Hughes, E. O. (1998), Public Management and Administration: An Introduction, St. Martin’s Press Inc., USA.

13. World Bank (1997), World Development Report: The State In A Changing World, Oxford University Press, Oxford.

**Other Relevant Books and Journals:**

1. Collins, P. and Kaul, M. (1995), ‘Governments in transition: towards a new public administration’.
2. Administration and Development, Vol. 15 (3): 201-208.
3. Caiden, G. E.(1969) Administrative Reform, Chicago, Aldine Publishing Company.
4. Caiden, G. E.(1991) Administrative Reform Comes of Age, Berlin, Walter de Gruyter.
5. Chueng, A (1996) ‘Performance Pledges-Power to the Consumer or a Quagmire in Public Service
6. Collins, P. and Kaul, M. (1995), ‘Governments in transition: towards a new public administration’,
7. Public Administration and Development, Vol. 15(3): 201-208.
8. Commonwealth Secretariat (1995) From Problem to Solution: Commonwealth Strategies for Reform, London.
9. Gunn, L. (1988), ‘Perspectives on Public Management’ in. Kooiman, J. and Eliasson, K. (ed), Managing
10. Public Organisations: Lessons from Contemporary European Experience. London, Sage.
11. Halachmi, A.(1995) ‘Re-engineering and Public Management: Some Issues and Considerations’,
12. International Review of Administrative Sciences, Vol. 61( 4): 104-112.
13. Hill, C.W.C. and Jones, G.R. (2001) Strategic Management: An Integrated Approach (5thedition), Boston,
14. Houghton Mifflin Company.
15. Ingstrup, O. and Crookall, P. (!998) The Three Pillars of Public Management: Secrets of Sustained
16. Success, Mcgill-Queen’s University Press, Montreal.
17. Kaul, Mohan (1998) Introducing New Approaches: Improved Public Service Delivery, London, Commonwealth Secretariat.
18. Khan, M. M. (1998) Administrative Reforms in Bangladesh, Dhaka, The University Press Limited.
19. Khandwalla, P.N. (1999) Revitalising the State: A Menu of Options, Sage Publications, London, New Delhi.
20. Lane, Jan-Erik (ed.) (1997) Public Sector Reform: Rationale, Trends and Problems, London, Sage Publications.
21. Minogue, M., Polidano, C. and Hulme, D. (ed.) (1998) Beyond the New Public Management: Changing
22. Ideas and Practices in Governance, Chelteham, Edward Elgar.
23. PARC (2000) Public Administration for 21st Century: Report of the Public Administration Reform
24. Commission, Bangladesh, Dhaka.
25. Schick, A. (1998) 'Why Most Developing Countries Should Not Try New Zealand's Reforms', World
26. Bank Research Observer, 13(1): 85-92.
27. Sundaram, P.S.A. (1997) ‘Recent Initiatives for Administrative Reform in India’ The Indian Journal of Public Administration, Vol-XLIII(3): 553-559.
28. Turner, M. and Hulme, D. (1997) Governance, Administration and Development: Making the State Work, Macmillan Press Limited, London
29. UNDP (1993) Report on Public Administration Sector Study in Bangladesh, New York, United Nations Department of Development Support and Management Services, United Nations Development Programme.
30. Wadhani, M. Minocha, O.P. and Sharma, A.K. (1995) ‘Reforms to Improve Public Sector Performance:
31. The Indian Experience and Perspective’, Asian Review of Public Administration, Vol-VII(2):12-21.
32. World Bank (1996) Government That Works: Reforming the Public Sector, UPL, Dhaka

35. Ahmed, M.(ed.) (1998) Public Service Management: Achieving Quality Performance in the 21stCentury, Manila, Eastern Regional Organisation for Public Administration.

**Module 12: Child Rights, Gender and Development**

**Books Available in the Academy Library:**

1. The State of the World Children 2004, UNICEF.
2. Gender and Development Training Manual for Bangladesh Civil servants, CBGM project, Module-2. Theoretical Context of Gender, UNDP Dhaka, Bangladesh.
3. Oxfam 1994, The Oxfam Gender Training Manual, Oxfam London.

**Other Relevant Books and Journals:**

1. First Call of Children: a booklet published by UNICEF
2. First Periodic report of the Government under the Convention on the Right of the Child, M/O Womenand Children Affairs, December 2000
3. OECD Development Assistance committee 1998, source book on concept and approaches linked togender equality, OECD Paris.
4. A curriculum for the Training of Trainers in gender mainstreaming, FEMNET, African Women’s Development and Communication Network, 2004.
5. Social Mobilization Strategies for Elimination of Gender Discrimination in Bangladesh, Edited by M. Mahbubur Rahman Morshed, Published by BPATC and UNFPA, 2002.

**Module 14: Basics of Economics and Module 15: Bangladesh Economy: Development Perspectives**

**Books Available in the Academy Library:**

1. Bangladesh Bank, Statistics Department, Annual Report, Various issues
2. Bhattacharya, B.B.(2006): Macroeconomic Reforms, Growth and Stability, Oxford University Press, India
3. Byrns, Ralph T. and Stone, Gerald W (1984) Economics Glenview, Illinois: Scott Foresman and Company
4. Desai, Padma (ed. 1997) Going Global: Transition from Plan to Market in the World Economy
5. [Ephraim, Kleiman (2010): Externalities and Public Goods in the Talmud, The Oxford Handbook of Judaism and Economics ,](http://www.oxfordhandbooks.com/view/10.1093/oxfordhb/9780195398625.001.0001/oxfordhb-9780195398625)DOI:10.1093/oxford/9780195398625.013.0005, The Oxford University India
6. GOB, External Resources Division (ERD), Aid Management in Bangladesh-2011
7. GOB, External Resources Division, Flow of External Resources into Bangladesh, Various issues
8. GOB, Ministry of Finance, Bangladesh Economic Review-2013
9. GOB, Ministry of Planning, Sixth Five Year Plan (FY2011-FY2015)
10. Mankiw (2007) Macroeconomics
11. Mankiw, N. Gregory (1998): Principles of Economics, The Dryden Press (Tokyo)
12. Sen, Amartya (2006): Development as Freedom, Oxford University Press, New Delhi
13. Todaro, Michael P, (1992) Economic Development in the Third World, New York & London: Longman

**Others Relevant Books and Journals:**

1. Asian Development Bank, Macroeconomic Management and Government Finance, OxfordUniversity Press (2009), India
2. [Amelia U. Santos-Paulino (2004): "Trade Liberalization and the Balance of](http://ideas.repec.org/a/bla/manchs/v72y2004i1p100-118.html) [[Payments in SelectedDeveloping Countries," Manchester School](http://ideas.repec.org/a/bla/manchs/v72y2004i1p100-118.html),](http://ideas.repec.org/s/bla/manchs.html) University of Manchester, vol. 72(1), pages 100-118,
3. Arndt, Sven W et al, (ed 1985) Exchange Rates, Trade and the U.S. Economy, Cambridge
4. Bangladesh Bank, Statistics Department, Monthly Economic Trends, Various issues
5. Hanson, J.L. and Orchard, E.W (1983) Monetary Theory and Practice, London and plymouth: The English Language Book Society and Mac Donald & Evans Ltd.
6. Jhingan, M.L (1998) Micro Economic Theory, Delhi: Vrinda Publications (p) Ltd.
7. Kirzner, Israel. (1976): The Economic Point of View: An Essay in the History of Economic Thought. 1960. Reprint. Kansas City: Sheed&Wa.
8. Lachmann, Ludwig M.(1969): "Methodological Individualism and the Market Economy," In
9. Roads to Freedom: Essays in Honour of Friedrich A. von Hayek, edited by Eric Streissler, et al.,104 London: Routledge & Kegan Paul
10. Little, Ian M.D. (1982) Economic Development: Theory, Policy and International Relations, New York: Basic Books Inc. Publishers.
11. Lulsey, Jane (ed. 2002) International Economic Regulation, Burlington: Ashgate Publishing Company.
12. 11. McConnell, Campbell R. and Stanley Brue (2004): Principles of Economics, sixteenth edition, New York: McGraw-Hill / Irwin
13. Miller, Roger Le Roy (1999) Economics Today the Micro view, New York: Addison-Wesley.
14. Murshed, Syed Mansoob (1997) Macro Economics For Open Economics, London: The Dryden Press.
15. Parveen, Farida (2005) “Currency Devaluation as a Strategy for Export Promotion and Resource Toward Reallocation the Tradable Goods Sector”, Bank Parikrama-A Journal of Banking & Finance, Vol 30, No. 1.
16. Rajan, Ramkishen S. (2009): Monetary, Investment and Trade Issues, Oxford University Press, India
17. Rakshit, Mihir (2010): Macroeconomics of Post-Reform India, Oxford University Press, India.
18. Ray, Partha (2013): Monetary Policy, The Oxford University Press, India
19. [Richard G. Lipsey](http://www.amazon.com/s/ref%3Dntt_athr_dp_sr_1?_encoding=UTF8&field-author=Richard%20G.%20Lipsey&search-alias=books&sort=relevancerank)et al. (1990): Economics (9th edition), Longman Higher Education; ISBN-13: 978-0060439088
20. Samad (2009) Macroeconomic Stability and Investment Opportunity in Bangladesh, Paper Presented at Investment Conference and Road Show on Power and Energy Projects, Millennium Gloucester Hotel & Conference Centre, London, 15-16 December 2009
21. Samuelson, Paul. A and Temin, Peter (1976) Economics, Tokyo: Mc Graw-Hill Kogakusha Ltd.
22. Sikder, Soumyen (2011): Principal of Macroeconomics (Second Edition), Oxford University Press, India
23. Thirwall, A.P. (1983): Growth and Development with special reference to developing countries (third edition), Macmillan Education Limited, London, ISBN 0-333-34862-1
24. UNDP, Human Development Report -2013.

**Module 16 : Environment and Disaster Management**

**Books Available in the Academy Library:**

1. DMRD, 2010, *National Plan for Disaster Management, 2010-2015.*

**Other Relevant Books and Journals:**

1. Sustainable Development: Concepts and Issues

a. GED, Planning Commission, 2013, National Sustainable Development Strategy, 2013.

b. Meadows, D. H., 2008, Thinking in Systems: A Primer, EARTHSCAN, UK.

c. UNDP, 2011, Human Development Report (Chapter-1).

2. Environmental Pollution in Bangladesh

a. DoE, 2010, National 3R Strategy for Waste Management.

3. Climate Change Impacts and Adaptation in Bangladesh

1. MoEF, 2009, Bangladesh Climate Change Strategy and Action Plan, 2009.
2. Climate Change Unit, MoEF. 2007, Climate Change and Bangladesh.
3. Adger, W.N., Lorenzoni, I., O’Brien, K.L. 2009, Adapting to Climate Change: Thresholds, Values, Governance, Cambridge University Press, UK.

4. National Disaster Management Strategy in Bangladesh

5. Biodiversity Conservation

1. DoE, 2010, Fourth National Report: Biodiversity National Assessment and Programme of Action 2020.
2. National Research Council (USA), 2003, Perspectives on Biodiversity: Valuing its Role in an Ever-changing World, National Academy of Sciences, Washington DC.
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1. Park, J., Conca, K. & Finger, M., 2008 (Eds.), The Crisis of Global Environmental Governance:
2. New Political Economy of Sustainability, Routledge, London.

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1. Khan, I., Alam, F. & Alam, Q., 2013, ‘The global climate change and its effect on power generation in Bangladesh’, Energy Policy, Vol-61, pp.1460-1470.
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**Module 17: Integrity Public Administration**

**Books Available in the Academy Library:**

1. Ethics in Public administration Management H George Frederickson and Richard K. Ghere, Editors. Second
2. Begum, Hasna, Ethics in Social Practice.

**Other Relevant Books and Journals:**

1. Myths about Governance and Corruptions Daniel Kaufmann <http://www.worldbank.org/publicsector/anticorrupt/feb06course/10\_myths\_\_english.pdf

3. Making a Anti Corruption Agencies more effectives. Jeremy Pope and Frank Vogl<http://cism.my/cismv2/uploads/articles>

4. Mashite, Hiroyuki, Theology, Ethics and Meta-physics

5. Sterba, James P., Ethics: Classical Western.

6. Rohr, John A., Ethics for Bureaucrats.

7. Werhane, Patricia H, Business Ethics.

08. Sterpa, Jame P., Ethics.

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10. Sadeq, AbulHasan, Ethics in Business and Management.

**Module-19: Basics of Social Research**

**Books Available in the Academy Library:**

1. Aminuzzaman M. Salahuddin, (1991) *Introduction to Social Research*. Dhaka: Bangladesh

**Other Relevant Books and Journals:**

1. Abedin M. Zainul, (1996) A Hand Book of Research for the Fellows of M. Phil and Ph.D. Programmes. Dhaka: Book Syndicate.
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19. Kalton, G., and Moser, C.A. (1986), Survey Methods in Social Investigation. England: Gower.
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21. LincoIn (eds.), The Landscape of Qualitative Research, London: Sage Publication.
22. Mian, Muhammad Ali (1984), an Introduction to Statistics, 4th ed. Dhaka: Ideal.
23. Mir Obaidur Rahman, Introductory Quantitative Methods: A Policy Approach.
24. Mostafa, M.G. (1981), Methods of Statistics, 2nded. Dhaka: Anwari-2
25. Nagar, A.L. (1986), Basic Statistics, 2nded. Delhi: Oxford.
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**Module 21: Language Skills**

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1. Cambridge IELTS (2007-2008). Cambridge: Cambridge University Press (All Volumes)
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**Other Relevant Books and Journals:**

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**Module 22: Art of Reviewing**

**Books Available in the Academy Library:**

1. Muslim, Syed Naquib (1999) Public Speaking and Writing Seminar Paper, Syndicate Report, Book review; Theory and Practice, Dhaka, BPATC.

2. Rahman, Mir Obaidur, ed.(1997) “Book Review on Local Government in Bangladesh, by Dr. Kamal Siddiqui” in Bangladesh Journal of Public Administration. Vol. VI, No.1. (Annual Issue) 1997, Dhaka, BPATC.

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**Module 23: ICT and e-Governance**

**Books Available in the Academy Library:**

1. Islam, Tariqul: Computer Trouble Shooting. Gyankosh Prakashoni, Dhaka

**Other Relevant Books and Journals:**

1. Bouwman, H et al (2005). Information & Communication Technology in Organizations. London: SAGE.
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**Module 24: Physical Conditioning and Games**

1. Fox, Borwers, Foss, Exercise Physiology
2. Hardyail Singh, Sports Training
3. Dr. A.K. Uppal, Sports Training
4. Zegler, Sports Management
5. I.B.F. Official Rules Book of Basketball
6. F.I.F.A. Official Rules Book of Football
7. I.V.E Official Rules Book of Volleyball.
8. I.C.C. Official Rules Book of Cricket
9. I.T.F. Official Rules Book of Tennis
10. I.H.F. Official Rules Book of Handball

**Other Relevant Books and Journals:**

1. UNDP, Human Development Report, 1990-2005.
2. Meier, G.M. Leading Issues in Economic Development (Sixth Edition) (New York: Oxford

University Press, 1994).

1. Chadha, Skylark (1989): Managing Projects in Bangladesh: A Scenario Analysis of Institutional
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McGraw-Hill Book Company, International Student Edition, Humburg, New Delhi.

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