

Restructuring BCS Administrative Cadre

by Hedayat Ahmed

THE long overdue revision of the Rules of Business has at last been accomplished by the new government. The rules framed under the earlier autocratic governments proved anomalous in a democratic polity. The last BNP government could have done it but obviously there was a lack of sincerity on their part. Replacing the word 'President' with 'Prime Minister' did not materially alter the character and content of the rules. In fact, the concept of collective responsibility and accountability to the sovereign legislature was non-existent in the old rules. Thus, the present one is a complete break from the past and introduces a new set of rules governing the relationship between the minister and his permanent secretary on the one hand, and inter-ministerial relationship on the other. Hopefully, all ambiguity and anomalies of the past will give way to openness and transparency.

The significance of this revision has been highlighted in the editorial of The Daily Star dated 27 September 1996. Firstly, it has clearly delineated the authority between the executive head of the ministry who is the minister and the administrative chief who is the permanent secretary. This will improve the functioning of the ministry as authority and re-

sponsibility stand clearly defined. Secondly, the relationship between the head of state and head of government has also been similarly laid down. Thirdly, coordination function among different ministries has been given the attention it deserved and codified for proper observance.

Bureaucracy has a tendency of expand and proliferate. Thus, with the passage of time new ministries/organisations are created in order to meet 'emerging and new' demands on the government. Conversely, attempts are made from time to time to reduce the size of bureaucracy, sometimes with success, sometimes without.

ment. According to newspaper reports, the commission has suggested reduction of a number of ministries/divisions/attached departments, etc. Early steps may be taken to formulate an implementation programme if the report is found acceptable to the government.

This brings us to another pertinent issue: the size of the bureaucracy in relation to the concept of good governance and extent of governmental involvement in the life and vocations of its people. In order to appreciate the process of growth of administrative structure, we have to look back to the colonial era. In the days of colonial rule government was primarily concerned with the maintenance of law and order for the sake of stability, and collection of revenue, taxes and levies to sustain its administrative machinery. Welfare and development had a lower priority and so much of it was acceptable which was needed to support its primary goal.

The post-colonial era saw a radical shift in this philosophy and governments became increasingly involved with welfare of the people. Administrative structure was accordingly geared to respond to this new responsibility. The society witnessed a rapid expansion of government activities and the pre-eminence of civil service. Government became the prime mover in its quest to secure a better quality of life for its people.

Now we are witnessing a reverse shift. With a free market economy and gradual liberalisation of governmental control

banding the higher administrative cadre of civil service and merged it with a number of subordinate services thereby eroding its most important feature of competence and quality. The result is that BCS (Adm) is not being able to attract the best available talents from amongst the eligible candidates now. Instead other services like foreign service, customs, taxation, audits and accounts, etc. are drawing better talents at the cost of administrative service which stands to suffer in terms of overall quality.

There may be more than one way of meeting this situation. One option which may be looked into is to have a two-track administrative cadre. Those who will get into the fast track will move up the ladder faster than others. This will make the fast track comparable in terms of promotion prospects and related benefits to other services. This is an idea which will call for careful study and detailed scrutiny.

In spite of changes taking place in the contemporary socio-economic milieu, state's fundamental responsibility to its citizens shall remain unchanged and hence, the need for an efficient, honest and competent administrative structure shall also remain unchanged. The higher administrative cadre should be open to other services also; not to be the exclusive preserve of the administrative service alone. Selection should be done strictly on merit, free from any other bias. Most up-to-date method should be developed to determine merit and evaluate performance of all government servants.

Therefore, my conclusions are as follows: (i) creation of a higher administrative cadre from amongst the existing civil service groups, (ii) reduction of the size of bureaucracy, (iii) restructuring of ministries/departments/organisations, (iv) attractive financial and other compensations to government officials and staff, (v) pragmatic career planning, and (vi) transparency in all spheres of administration.

In the past, government was able to attract the best talents available in the country. This is no longer the case. Private sector and other professionals are putting a claim on the same set of talents. Besides, brain drain is also causing a depletion of human resources. If government wants to maintain its primacy in terms of repository of talents, attractive financial and other compensation must be offered. This calls for a review of career planning and pay structure of government officials specially those belonging to the higher administrative cadre. Likewise, a transparent policy should be formulated for employment or contract and the question of retirement age should be settled.

Small is beautiful: the size of government must be reduced in size without sacrificing quality and efficiency. This is achievable through effective restructuring of all government organisations and devolution of powers and functions to local bodies. The selection/retention process must be transparent, impartial and rigorous. There should be no compromise on quality. Thus, with reduced manpower better results can be achieved.

Reorganisation as envisaged will render surplus government officials belonging to different categories. This can be done through a judicious screening

process. Those rendered surplus may be given 'golden handshake' as was done in case of the railways a few years back. The desired result was not obtained as the package was not implemented in its entirety. There is a second rationale for the proposed screening process. In the mid seventies recruitment in the BCS (Adm) was made in hundreds. Most of them will fail to get promotion as expected due to limited number of senior positions in the service. Instead of retaining disgruntled elements in the service it is better to offer them incentives to leave the government and look for greener turf elsewhere. It will be disastrous to promote people en bloc without available vacancies only to gain short term political advantage as was done by the former regime a few years back.

Therefore, my conclusions are as follows: (i) creation of a higher administrative cadre from amongst the existing civil service groups, (ii) reduction of the size of bureaucracy, (iii) restructuring of ministries/departments/organisations, (iv) attractive financial and other compensations to government officials and staff, (v) pragmatic career planning, and (vi) transparency in all spheres of administration.

The writer is a former secretary to the government and a former ambassador.

The Daily Star invites its readers to send in their views on this subject which is of an extreme national interest, especially after the recent changes in the Rules of Business. — Editor

IPSHIC is Integrated Pre-School for Hearing Impaired Children. It is a project of SAHIC — Society for Assistance to Hearing Impaired Children.

Now, hearing impairment (HI) is the malfunctioning of hearing organ. The person who can't hear properly or can't hear at all is called a 'hearing impaired' person. And the term 'pre-school' means an institution where the children are given training to cope with schooling before going to actual school. Their age range is between 3-6 years. So IPSHIC is the institution where HI children of age range 3-6 years are getting auditory training.

For the purpose of 'integration', same number of children with hearing impairment and children with hearing ability are needed in the same class. Because it makes easier for the HI children to learn to speak by observing the speaking postures among the children with hearing ability, specially during play time.

This institution is housed in a two-storied building at Mohakhali in Dhaka with eight class rooms, four therapy rooms, one multipurpose room, one teachers' common room, one parents' waiting room, eight facilities, each floor has a long verandah adjacent to class rooms, one store room, two gardens, one play ground and a flag-pole. The children are served with tiffin during tiffin break when they use those verandahs. Here we usually take the HI children of range of Hearing Loss (HL) between severe to profound. But sometimes we take HI children of moderate HL and total deaf, too.

Teaching the HI children to audition is a team work. Professional persons within the team are: 1) Otolologist: A medical doctor specializing in problems of the ear; 2) Audiometician: A highly trained non-medical professional in the field of hearing and deafness who tests hearing and evaluates; 3) Mould Technician: Highly trained non-medical professional in the field of making mould for H/A; 4) Hearing Aid Technician: Serves hearing aids (H/A) after helping to select and feed them according to the audiometician's specifications; 5) Psychologist: Highly trained non-medical professional who evaluates children and counsels parents; 6) Language & Speech Therapist: A highly trained professional who works with children or adults who have language or speech problems; These may include children whose language and speech problems result from impaired hearing; 7) Teacher: A term we use broadly to include teachers trained to work for HI children. They may be the teacher in ordinary class rooms where a HI child may be enrolled full or part time (mainstreamed or regular school) or a resource teacher who may work with a child who has special needs (who will be appointed from outside of the school); 8) Social workers: They work within professionals and

parents by home visit.

IPSHIC of SAHIC: Helping the Hearing Impaired Children

by Rtn Nargis Begum

Process of selection: 1) First, psychologists have to evaluate whether there is any psychological problems besides HI, because we take only those children who have HI. 2) Then their HL is determined by audiometician and diagnosed by audiologist. 3) If the child's HL is in acceptable range, then his case history is taken from the parent(s) by a teacher here. 4) After that, we provide the child with an H/A and get him admitted to this pre-school.

Methods of teaching: There are five different ways of teaching hearing impaired children: 1) Natural Aural Method: Emphasis on H/A, listening, and developing speech naturally. 2) Maternal Reflective Method (Aural-Oral Method): Aural means H/A, it's development of oral language by using H/A. Here we use written support, reading, writing, skill talent, and follow natural rhythm. Combination of both 1 and 2 will be the best. 3) Oral Method: Development of oral language by using lip reading, speech therapy, note sign, written language, reading for pleasure. 4) Total Communication Method: Use of oral language together with sign language, hearing, speech, sign, finger spelling, written word and discussion. All together appear to be a bit confusing. 5) Signed English: Sign for every spoken word of English. It is visual. No speech development.

We use 'Maternal Reflective Method' for teaching HI children. We cautiously maintain a good optical and acoustic environment in the class room. For optical visual communication through speech reading, it is projecting light into teacher's mouth as well as face for maximum post-dental tongue articulation. Teacher always faces the major source of class room light while speaking to the children.

For visual reception of speech, children's chairs are arranged in a semi-circular way around the teacher in the class room. It is the most suitable arrangement. The horizontal viewing angles are within the range of 0-45°, and the distance of their chairs is one metre from the teacher's. It is the best distance for speech reading.

The Acoustic Environment: For maintaining teacher's speech as well as the speech of children at a favourable Signal-to-Noise ratio, where signal, speech of teacher as well as children's, and noise surrounding, hand-eye combination and amplified, transmitted by H/A.

The class room window is constructed with double glass, gap in between, and it is silled type. So class room is sound proof. No other noise can be heard from outside. For reducing reverberation which causes delayed echoes by reflection of signal off walls, ceiling, floor and hard surfaces, the floor is carpeted.

teacher's face clearly. So teacher should face the child. 2) While pronouncing other sounds, like animal sounds, give them the chance to hear and produce those sounds. 3) Allow the child to watch teacher's lip for lip reading while talking. 4) During doing any activity simply explain the situation to the child. 5) Utter clearly, not too prolonged or in a distorted way. 6) It should always be remembered that due to communication problem the child can be short tempered. So, try to be understanding to his needs. 7) Re-inforce in the child the chance to play with different objects and manipulate the things. 8) Re-inforce the child when he takes initiative for communication. 9) For conductive HL, teachers has to utter the sound loudly because he has 'I can't hear' problem. 10) For Sensory-Neural HL (SNHL) loud speech can't help them, because he has 'I can hear but can't understand' problem. 11) Maintenance of H/A is very important. You have to be conscious about battery check every day. Check ear mould, specially for developmental period when children grow faster, so the size is also changed after two to two-and-a-half months. Check the cord regularly whether it is broken or not. Check the mould for wax and feed back, and check the volume.

Class Activity: (1) We teach the children the speech sounds. (2) To strengthen the speech muscles we teach them different types of exercises. (3) To acquire the skill of holding pencil and of writing we use freehand drawing. (4) Different types of activities for acquiring skills of attention, memory, planning, hand-eye combination (vision), increase of perceptual and conceptual skills, increase of visual perception, etc. are undertaken. (5) Different types of planning for acquiring different strength are made. (6) Meaning of different phonemes and of different words in Bengali language is introduced. (7) Conception about different numbers and different sizes and shapes is given.

Different types of activities and conversation through picture is introduced. With the help of H/A, the children can hear for the first time but they don't know the meaning of that sound. So they don't give any importance to that sound. So, the first task of teacher is to give children training to hear, then to talk. For this, children have to learn to lip read, rhythm, articulation and to feel vibration of throat, lip and nose by putting palm on the teacher-shown respective places during his/her (teacher's) pronunciation.

Teaching Aids: During class, there must be some teaching aids. These are — own body, household objects, play materials, model, colour blocks, counting picture, matching con-

trast, etc. During play they express their feelings automatically. So it makes it easier to make them talk. Here, the teachers also teach them how to read and write. Importance of parents' presence in the class room: Parents' role is as important as teachers' for children's speech and language development. So, in this institution, during class parents stay in class room most of the time for observing and practicing the techniques and process of auditory education to build up their children's speech and language. Moreover, we have a music teacher to teach them music. Because children are fond of rhythm and melody. We use separate room for children's speech therapy. We follow the 'Block Teaching Method.' In this method children, who once belong to a particular class with a particular teacher, should always be with that particular teacher throughout the school life. Because they are accustomed with that teacher for lip reading. We have parents' guidance and counseling class for those parents whose children are below three years. We have audiometry section for children's hearing test every 2/3 months. We have monthly check up system, in which H/A, ear and earmould of each child is checked up monthly. Moreover, if any child needs treatment we send him to otologist. For recording those activities, we have a file for each child. It is not possible to go through the files everyday. So I thought it essential to have a chart to maintain each and every particular of each child in each class, like, Serial No., Name, Reg. No., Date of birth & age, Date of monthly check-up, Date of medical follow-up, Date of last test taken (before this month), Date of re-test, Date of test to be done, Next appointment on hearing test, Cause, Ear for H/A, Loudness, HL, Capacity to talk, Capacity to understand speech, remark on progress or not, Total working days, Present, Absent, Percentage of presence. The proforma has been accepted by the Secretary of IPSHIC.

Conclusion: We love these children and feel sympathy to them and we also are sympathetic to the parents of these HI children. This is a social welfare organization and we came here to serve the needy. By the way, I mentioned that this institution is running with the help of donations from a foreign organization. But after a year they will decrease their donation. Then we need more donors locally. Two-three Rotary Clubs already donated for children's tiffin and ear camps, but IPSHIC needs more donations now for children's tiffin, for free hearing aids to very poor children, and for other essential expenses for the children and staff.

The writer a medicalistic psychotherapist and psych. is auditory trainer, IPSHIC, SAHIC.

Saturday 12th October

(All programmes are in local time. There may be changes in group programmes.)

BTV

3:00pm Opening Announcement Al-Quran Programme Summary 3:15 Revival from the Tripitak 3:30 News in Bangla 4:00 News in Bangla 5:00 News in Bangla 5:25 Banarshor: Folk Songs 6:00pm News in Bangla 6:05 Shamachar 6:30 Moneer Mukure 7:00 News in English 8:00 News in Bangla 8:30 Maiti-o-Manush Programme based on Agricultural Development 9:00 Abhinav 10:00 News in English 10:30 Shashatatha: Health Programme 10:35 Drama Series: Dynasty 11:30 News in Bangla 11:35 Tomorrow's programme summary 11:40 Close down

BBC

6:00am BBC World News 6:20 The Last Days Of The Wall 7:00 BBC World News 7:10 Newsnight 8:00 BBC World

News 8:20 Window On Europe

9:00 BBC World Headlines 9:05 World Focus: Correspondent 10:00 BBC World News 10:20 Britain In View 11:00 BBC World News 11:20 Window On Europe 12:00noon BBC World Headlines 12:05 World Focus: Everyman 1:30 BBC World Headlines 1:05 World Focus: BBC Global Report 2:00 BBC World News 2:30 Time Out: Tomorrow's World 3:00 BBC World News 3:30 Time Out: The Travel Show 4:00 BBC World Headlines 4:05 World Focus: Horizon 5:00 BBC World News 5:20 The Last Days Of The Wall 5:50 Earth Report 6:00pm BBC World Headlines 6:05 World Focus: Timewatch 7:00 BBC World News 7:20 This Week 8:00 BBC World News 8:30 Time Out: Film 9:00 BBC World Headlines 9:05 World Focus: Correspondent 10:00 BBC World News 10:30 Time Out: Floyd's American Pie 11:00 BBC World News 11:20 This Week 12:00pm BBC World News 12:20 Britain In View 1:00 BBC World Headlines 1:05 World

Focus: Horizon 2:00 BBC

World News 2:30 Time Out: Fat Man In France 3:00 BBC World News 3:25 Window On Europe 4:00 BBC World News 4:25 This Week 5:00 BBC World News 5:20 Window On Europe

CHANNEL V

6:00am Frame by Frame 7:00 Rewind VJ Sophia 8:00 Frame by Frame 8:30 Asian Top 20 VJ Trey 10:30 Big Bang Weekend VJ Alessandra 12:30 Billboard US Countdown 2:30 The Ride VJ Trey 3:30 Rewind VJ Sophia 4:30 House Of Noise VJ Luke 5:30 VJ's 6:00pm Classic Rock 7:00 Top of The Pops 8:00 BPL Oye! 9:00 The Ticket 9:30 Palmolive Extra 10:00 Time Pass 10:30 Yat the Hard Rock Featuring MLTR 11:00 Rewind 12:30 The Ticket 1:00 Over The Edge VJ Sophia 2:00 Music Update Tokyo 2:30 The Ride VJ Trey 3:00 Big Bang VJ Alessandra 4:30 V Spot

STAR PLUS

6:30am Voltorn 7:00 Incredible Hulk 7:30 Spider Man 8:00 Capital Critters 8:30 Count Duckula 9:00 Sabar Rider & The Star Sheriff 9:30 Zoofie With Jack Hanna 10:00 Katts & Dog 10:30 Voyage to the Bottom of the Sea 11:30 The Wild Wild West 12:30 Movie: 'McMillin and Wife' 2:30 E TV 3:00 The Wonder Years 3:30 Civil Wars 4:30 Hardcastle And Mc Cormick 5:30 Fantasy Island 6:30pm Charlie's Angels 7:30 The Addams Family 8:00 The Simpsons 8:30 Baywatch 9:30 Sirens 10:30 L A Law 11:30 Code 3 12:00am COPS 12:30 Mystery Movie: Inspector Morse - Last Seen Wearing 2:30 Movie: 'Bells on their Toes' 4:30 E! TV 5:00 The Sullivans 5:30 Wild Wild West

STAR SPORTS

6:00am Watersports World 7:00 Marlboro League CNFL HL 7:30 Sports India 8:30 World Wrestling Federation Raw 9:30 NBA-Inside Stuff 10:00 Live - Formula One World Championships 1996 Japanese Qualifying 11:00 Gillette World Sport Special

Bay Watch On Star Plus Tonight at 8:30 PM

—19 11:30 Wild Rally Champ Telstra Rally Australia 12:00 Live Beijing Open 1996 1st & 2nd Semi Finals 4:30 Sports India 5:30 NBA-Inside Stuff 6:00 Asia Sports Show 6:30 Live Join in Progress Alfred Dunhill Cup Day 3 9:30 Formula One World Championships 1996 Japanese Qualifying 10:30 Asia Sports Show 11:30 Omega Tour Yokohama Singa-PGA Champ HL 12:00 Wild MCycle Champ Rio GP Rev 12:30 Thai Kickboxing Highlights 1:30 World Cup Classics 1990 West Germany v Yugoslavia 1st Round 3:30 International Motorsports News 4:30 World Windsurfing HL 5:00 The Asian Football Show

STAR MOVIES

7:30am Comedy: Love Potion #9 15 9:30 Adventure: Raise The Titanic 12 11:30 Comedy: Bill And Ted's Bogus Journey 15 (Hindi Subtitles) 1:30 Classic: The Fantastic Voyage 12 (Hindi Subtitles) 3:30 Family: Where The Red Fern Grows PG (Hindi Subtitles) 5:30 Family: The Fabulous Adventures of Baron Munchausen 12 (Hindi Subtitles) 7:00 Classic: Search On a Wet Afternoon 15? 9:00 20:30 The Preview 9:30 Globetrotting Greece Mediterraneo ? (English Subtitles) 11:30 Comedy: When Pigs Fly 18 (Hindi Subtitles) 1:30 Fright Night: God's Army 18 (Hindi Subtitles) 3:30 Film Club: Over The Edge 18 5:30 Comedy: Cadillac Man 18 (Hindi Subtitles)

EL TV

00:30 Mein Nashe Mein Hoon 01:30 Bacche Man Ke 02:30 Ched Chad 03:30 Devotional 04:30 Tarane 05:30 Mein Nashe Mein Hoon 06:30 Ched Chad 07:30 Ched Chad 08:30 Devotional 09:30 Tarane 10:30 Dear ER 11:00 Halka Bolke 11:30 Karz 12:30 Teen Do Paanch 12:30 Intezar 01:00 Akanksha 1:30 Kushyari 02:00 Rajesh Khanna Special 3:00 Praful V3- 3:30 Ajnabi 4:30 Nukkad 5:00 Emmal The Real Count Down 5:30 Main Nashe Mein Hoon 06:30 Kushyari 6:00 Brigadier Bawant Bhawan 7:30 Panyas 8:00 Meri Marzi 8:20 Kinetic Hassen Pal 8:30 Hoo Hee Ha Ha 9:00 Kam 9:30 Siyaram

ZEE TV

5:30 Suno Bhai Sadho 6:00

The Daily Star Entertainment Guide

Kamal Kombination 10:00

Suhana Safar 10:30 Stand By 10:40 Liberty Public Demand 11:30 Teri Bhi Chup Meri Bhi Chup 12:00 Kinetic Hassen Pal 12:10 Gambler

PTV

8:00am Tilawat Aur Tarjuma/Ham/Naat 8:20 Cartoon 8:30 Khabrain 8:45 Visitors Book 9:10 Phool Khushboo 9:25 Dastarkhwan 9:40 Mehman 10:05 Aap Ki Anwar Magsood 10:30 English Film: Tarzan 10:55 Milli Naghma

EL TV

00:30 Mein Nashe Mein Hoon 01:30 Bacche Man Ke 02:30 Ched Chad 03:30 Devotional 04:30 Tarane 05:30 Mein Nashe Mein Hoon 06:30 Ched Chad 07:30 Ched Chad 08:30 Devotional 09:30 Tarane 10:30 Dear ER 11:00 Halka Bolke 11:30 Karz 12:30 Teen Do Paanch 12:30 Intezar 01:00 Akanksha 1:30 Kushyari 02:00 Rajesh Khanna Special 3:00 Praful V3- 3:30 Ajnabi 4:30 Nukkad 5:00 Emmal The Real Count Down 5:30 Main Nashe Mein Hoon 06:30 Kushyari 6:00 Brigadier Bawant Bhawan 7:30 Panyas 8:00 Meri Marzi 8:20 Kinetic Hassen Pal 8:30 Hoo Hee Ha Ha 9:00 Kam 9:30 Siyaram

Flash Point 1:05 Urdu Feature

Film: Khas Khabrain-Close Down

SONY ET

8:30am Kuch Dil Ne Kaha 9:00 Yaadon Ki Baar 9:30 Cine Matinee-Hindi Feature Film 12:30 Chamalkar 1:00 Siddhi 1:30 Kaash 2:00 Sunday Ki Sunday 2:30 The Nirlep Rascal Show 3:00 Khoya Khoya Chand 3:30 Movie Mania 4:30 Humse Barker Gong 5:00 Movie Club Film 7:00 Rangleela Re 5:30 Mere Measage Meri Geet 6:00 Aaina

DD 7

10:30 Janmadin 10:35 Movie Club Film 1:00 Movie Club Film 4:35 Movie Club Film 7:00 Nandanik 7:30 Bangla Sambad 8:00 Dhitang Dhitang Bole

6:30 Video CD Premier 7:00

Good Shot 7:30 Jai Bir Hanuman 8:00 Surf-Wheel Of Fortune 8:30 Cine Prime-Hindi Feature Film 11:30 Fortune Hunter 12:30 Humse Barker Gong 1:00 Hospital 1:30 Aahaat 2:00 Kuch Dil Ne Kaha 2:30 Closed

ZEE CINEMA

06:30 Songs 08:00 Film: Sazaa 10:45 Off Screen 11:15 Film: Bina Bina Hum Are 02:00 Ikke Pe Ikke 02:30 Film: Boond Jo Ban Gaya Moti 5:15 Songs 06:00 Film: Baazi 08:45 Box Office 09:30 Film: Meri Awaz Sunao 12:15 Trailers 12:30 Film: Kala Shak 03:15 Songs 03:45 Film: Jawab

Garfield® by Jim Davis



Tom and Jerry



The Simpsons on Star Plus tonight at 8:00 PM