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Seminar on

**Human Resource Development: Need for
Education and Administrative Sector
Reform for Realization of Vision 2041**

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BANGLADESH**

National Defence College, Bangladesh



**Seminar on
Human Resource Development: Need for
Education and Administrative Sector Reform
for Realization of Vision 2041**

**Organized by
National Defence College for Capstone Course 2017-1
on 22 February 2017**



**NATIONAL DEFENCE COLLEGE
BANGLADESH**



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Foreword

The concept of human resource development emphasizes the integration of human capital and human needs aspects of human resources in development. The various components of development - health, education, environment, employment, manpower development, and science and technology are not new. What is new is their combination in a unified approach to development policy making and planning that focuses on the role of human beings as both a critical input to, and the ultimate beneficiaries of, the development process.

Human Resource Development (HRD) has been an important issue in the socio-economic arena in Bangladesh. Human resource development is directly related to the corporate goal. An effective human resource management practice is required for the accomplishment of corporate goal. Besides, business enterprises cannot keep pace in the changing world without human resource development. In view of the situation, researchers are interested to undertake the present study to evaluate the human resource management practices in some select enterprises in Bangladesh.

On the other hand, education is the key to socio-economic development of a nation. It is also considered as one of the principal strategies of poverty alleviation and human resources development. A lot of activities has been taken up to build 'Digital Bangladesh' with the nurturing of the spirit of the Liberation war, exercising democratic values, spreading secular thinking by giving the top most priority to the education sector.

One of the major milestones of the present Government is adoption of a comprehensive National Education Policy within a shortest possible time. The Policy has 24 targets, all of which are attributed towards introducing modern and work oriented education system as stipulated in the Election Manifesto 2008 and Vision 2021. The Policy has taken into account the comments, suggestions and advices of all the stakeholders including teachers, students, parents, educationists, politicians, businessmen, professionals. The policy broadly follows the directives of the Constitution and the pledges made in Election Manifesto 2008. It aims at developing the citizens as secular, creative, open-minded, rational, patriotic, and proactive.

I like to express my heartfelt thanks to the Editorial board, all contributors, reviewers and all others involved in the process of publication of this paper despite their routine workload. May Allah give us enough fortitude to continue the publication of such papers in future.



Lt Gen Chowdhury Hasan Sarwardy, BB, SBP, BSP, ndc, psc, PhD

Commandant

National Defence College

Editorial

A central goal of development should be to effect an equitable distribution of human resources development opportunities and benefits. At the same time, priority should be given to those population groups which could benefit most from such opportunities by virtue of either the emergency of their needs or their ability to put them to best use, not only for themselves but for the development of priority sectors.

In Bangladesh, development programmes touch on virtually all aspects of human resource development, but the integrated approach has not yet been generally adopted. There has been a tendency to emphasize either economic-dominated or social welfare-dominated strategy-the human capital approach or the human needs approach. In several cases, a strong commitment to social development concerns has encountered serious budget constraints associated with disappointing performance. Where there has been a strong human capital orientation, failure to address the critical quality-of-life issues have contributed to manpower bottlenecks, low productivity growth and social instability.

And, education is a crucial sector in any nation. Being a major investment in human capital development, it plays a pivotal role in long-term productivity and growth at both micro and macro levels. It is also important to realize that discussions on education and its reforms to make it contribute meaningfully to national development should gradually and systematically move away from a politicized to a more analytical approach for revamping our educational system.

Everybody associated with the publication of this paper had been committed and serious with collection, selection, editing, proof-reading and bringing it in to light. They certainly deserve thanks and appreciation. Despite all efforts, unintentional errors in various forms may appear in the paper. I request the readers to pardon for such unnoticed errors.



AVM M Sanaul Huq, GUP, ndc, psc, GD(P)

Senior Directing Staff (Air)

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Overview of the Seminar

In pursuing the Vision-2041, NDC planned to organize a seminar for the fellows of Capstone Course-2017-1 on **“Human Resource Development: Need for Education and Administrative Sector Reform for Realization of Vision 2041”**. The seminar was held at NDC auditorium on 22 February 2017. Dr. Gowher Rizvi, Adviser to the Hon’ble Prime Minister (International Affairs) was the Chief Guest of the seminar.

Two Keynote Papers were presented by two presenters addressing two different sub themes. They are: “Human Resource Development: Need for Education Sector Reform for Realization of Vision 2041” by Syed Manzoorul Islam, Professor, Department of English, BRAC University and “Human Resource Development: Need for Administrative Sector Reform for Realization of Vision 2041” by Md Nazrul Islam Khan, Chairman, National Wages and Productivity Commission-2015.

Both the speakers presented informative and resourceful sessions. At the end of the presentation there was an interactive session, where Commandant NDC, Resource Persons, Faculty, Sponsor Senior Directing Staffs, Fellows of Capstone Course-2017-1 and all Course Members of National Defence Course 2017 interacted and exchanged their views, critics and suggestions.





Address of Commandant, NDC

Lt Gen Chowdhury Hasan Sarwardy

BB, SBP, BSP, ndc, psc, PhD

Bismillahir Rahmanir Rahim.

Respected Adviser to the Hon'ble Prime Minister on International Affairs Dr. Gowher Rizvi

Esteemed Participants of Capstone Course 2017-1 and Course Members of NDC-2017, Distinguished Academicians, Professionals, Senior Military Officers, Government Officials, Representatives of Civil Society.

Distinguished Guests, Ladies and Gentlemen,

Assalamu Alaikum and Very Good Morning

I am honoured and privileged to welcome you in the Seminar. Bangladesh is aspiring to become a middle income country by 2021. Very recently, the Prime Minister of the Peoples' Republic of Bangladesh declared her vision to take Bangladesh at par with the advanced countries by 2041. "Vision 2041" is now synonymous to an advanced Bangladesh. NDC, as the pioneer think tank organization triggered the thinking process of Vision-2041 in last October 2016 by a seminar on "Foreign Policy of Bangladesh: Road Map to Realization of Vision 2041" jointly organized with Bangladesh Institute of International and Strategic Studies (BIISS) and Bangladesh Enterprise Institute (BEI). In pursuing the Vision-2041, NDC planned to organize today's seminar on "Human Resource Development: Need for Education and Administration Sector Reform for Realization of Vision 2041".

We express our deepest gratitude and sincere thanks to the Respected Adviser to the Hon'ble Prime Minister for gracing this occasion as the Chief Guest.

We are also grateful to the Former Secretary Md Nazrul Islam Khan, Chairman, National Wages and Productivity Commission and Prof Manzoorul Islam , Department of English , BRAC University for presenting Key Note Papers in the seminar.

Distinguished Guests, Ladies and Gentlemen

The National Defence College is dedicated to be the premier national centre of excellence on defence, security, strategic and development studies - meeting the challenges of the 21st century. Globalization, interdependence and rise of Asian States underpinned by technological breakthroughs have forced a wider paradigm of security for the emerging states. Rapid and sustained development has become sine qua non for security of the developing countries. The college has always promoted a holistic appreciation of national security challenges that enables the course members to not only examine the individual components of the challenges but also search for systemic relationship and solutions to these problems. Past 18 years of track record attests to the practicability of the learning regime that has made this premier institution a centre of excellence at home and in the region. A very hearty welcome to our distinguished guests for their presence and for their support for the National Defence College. I thank you all, as your presence honours this Institution and the participants of this seminar.

Distinguished Guests, Ladies and Gentlemen

Vision 2041 is “Bangladesh is a self-reliant and developed country by 2041”. As announced by our Hon'ble Prime Minister, the Government's Vision 2021 to become a middle income country has been extended to Vision 2041, which is an ambition of where this nation needs to be in 2041. Hon'ble Prime Minister also said “In implementing the Vision-2041, Bangladesh will be a peaceful, prosperous, happy and developed nation comparable with the developed world”. Bangladesh is now ready to assume its rightful

place and lead the way by example for resource constrained, geographically vulnerable and climatically challenged least developed countries around the world towards sustainable development and long term prosperity. Inspired by Bangabandhu's vision for a "Sonar Bangla" –a Golden Bengal –Prime Minister Sheikh Hasina has laid out a blueprint for a developed and prosperous Bangladesh by 2041.

Distinguished Guests, Ladies and Gentlemen

A developed country, industrialized country, or "more economically developed country", is a sovereign state that has a highly developed economy and advanced technological infrastructure relative to other less industrialized nations. Most commonly, the criteria for evaluating the degree of economic development are gross domestic product, gross national product, the per capita income, level of industrialization, amount of widespread infrastructure and general standard of living. Which criteria are to be used and which countries can be classified as being developed are subjects of debate. Now, as Bangladesh aspires to become a developed country, Bangladesh should not be developed only in the economic sense. It must be a nation that is fully developed along with all the dimensions: economically, politically, socially, spiritually, psychologically, culturally, educationally and administratively. We must be fully developed in terms of national unity and social-cohesion, in terms of our economy, in terms of social justice, political stability, system of government, quality of life, and social and spiritual values, national pride and confidence.

Distinguished Guests, Ladies and Gentlemen

In order to become a knowledge-based society, a nation has to achieve some features that encompass such basic pillars as structural capital, and human capital. The structural capital consists of infrastructure and governance, while the human capital emphasize the creation of a skilled, trained, educated and productive population and relational capital accentuates social relationships and cultural aspects of a society. As regards to forming a knowledge-based society, along with other capital, human capital plays the key role in giving

these societies an edge in competence over other societies. It is therefore important to ensure quality education throughout the society that enriches society's human capital which, in turn, boasts creativity in the society and develop a knowledge economy. However, the education system in Bangladesh still remains far behind approaching toward a knowledge-based society. There are both structural and functional flaws in the education system of the nation. Approaching toward a knowledge-based society requires these flaws to be addressed immediately with some reform measures that reinvigorate the education system in creating a substantial knowledge base and ample human capital in Bangladesh.

Distinguished Guests, Ladies and Gentlemen

There is a certain paradox with the situation regarding administrative reform in Bangladesh. On the one hand, there is a widespread recognition that administrative reform is a priority task for the nation. On the other hand, administrative reform is not being carried out earnestly. Yet, administrative reform has become very urgent for Bangladesh. The success of Bangladesh's efforts toward economic and social upliftment hinges to a great extent on administrative reform. To better reveal the necessity of administrative reform, we may introduce here the concept of "national capability." Moses Abramovitz, the famous American economic historian, has popularized the concept of "social capability" as a determinant of economic growth. In recent years, Nobel laureate Bangalee economist Amartya Sen has introduced and used extensively the concept of "individual capability" to discuss equity issues. In addition to these useful concepts, the concept of "national capability" is helpful in understanding and analyzing a nation's overall performance. One important component of "national capability" is the efficiency and steadfastness with which the national government can defend the national interests in face of domestic private and international pressures. The political leadership of course has a key role in this task. However, the national civil administration also has a very vital role. In fact, in some situations, national civil administration can to some extent compensate for political leadership's deficiency in this regard.

So, to be a prosperous and developed country and attain the vision 2041, the dream of our Hon'ble Prime Minister Sheikh Hasina, we should have highly skilled and knowledgeable human resources, in both education and administrative sector in the days to come.

Distinguished Guests, Ladies and Gentlemen

Before I conclude, I would once again thank the Respected Adviser to the Hon'ble Prime Minister on International Affairs, Dr. Gowher Rizvi. The College is highly honoured by his gracious presence in this memorable event. Thank you very much. I would also like to thank the participants and our esteemed guests, media personnel for their generous presence at this momentous occasion.

Thank you Ladies and Gentlemen. Thank you all. Allah Hafeez.



Keynote Paper: Human Resource Development: Need for Education Sector Reform for Realizing Vision 2041

Professor Syed Manzoorul Islam

Department of English, BRAC University

On February 5, 2014, the Prime Minister, Sheikh Hasina, declared in the national parliament that her government would revise its Vision 2021 as Vision 2041 by updating a number of targets so that by the year 2041 Bangladesh can become a “prosperous and developed place after crossing the status of a middle income country” (Financial Express, 6 February, 2014). In the months following the declaration there have been many discussions on how the ‘developed country’ status can be achieved, which, given Bangladesh’s present position in global economy, seems a difficult, if not an impossible, proposition. Optimists point to the robust economic growth of the country in the last few years (this fiscal year’s projection of Gross Domestic product-GDP-growth is above 7%) as an indication of its ability to join the elite club of nations two and half decades from now. Bangladesh is also making big strides in Human Development Index (HDI) ratings and is maintaining steady growth in agriculture and industrial production. Its energy sector is showing a stable growth, as its communication is developing at a fast pace. The Padma Bridge project symbolizes the country’s willingness to face insurmountable challenges and strive to win. Bangladesh’s record in attaining Millennium Development Goals (MDGs) has been commendable and the country is well poised to take on the challenges of realizing Sustainable Development Goals (SDGs) within the expiry time line of 2030. Skeptics however, believe that Vision 2041 will not be achievable mainly because of a lack of highly skilled workforce, and the less than satisfactory state of our education and human resources.



In order to become a developed country, Bangladesh needs to attain a relatively high level of economic growth and a consistently top of the line performance in HDIs from now on until 2041. A developed country means a post industrial economy where the service sector generates more wealth than the industrial sector. It must therefore have very high achievements in education, health care, food security, social safety, science and technology and environmental protection. The common criteria for measuring a country's development are both economic and non-economic: GDP or per capita income alone doesn't ensure a developed economy status. Rather, along with a preferably double digit growth and a high standard of living, a developed economy has to ensure that human development continues an upward curve. HDI quantifies a country's growth in different non-economic fields into a single figure. Norway, for example, which has the highest HDI record, scored 0.944 out of 1 in 2014 while Bangladesh scored 0.57 and was ranked 157 among the nations surveyed. Skeptics maintain that reaching a place among the the top 20 positions in HDI by 2041 would be impossible, considering the pace at which the country is climbing the chart.

Another area where our performance has to match those of other developed economies is the Human Resource Development (HRD), which represents the sum total of a country's ability to manage its present and future. HDI has been described as the process of enabling people to make things happen. The enabling agenda involves continuous competency development in individuals, groups and communities, and creating conditions for applying these competencies for the benefit of the society. UNDP defines HRD as a "continuing acquisition and application of skills, knowledge and competencies which promote individual autonomy and are mutually beneficial to individuals, the community and the larger environment of which thy area part" (UNDP, BPPE, 1995:19).

HRD has some broad definitions and its application also varies from field to field, and in regard to areas of critical engagement. The corporate world would develop its human resources with the market in mind; while in science and technology, the emphasis would be on devising solutions to problems that arise with knowledge (or, once in a while, paradigm) shifts, thus ensuring the most advanced forms of knowledge transfers to develop the human resources. The medical field would take a service oriented approach to HRD, where

human wellbeing would be the final measure of achievement. But whatever the field or area of engagement, HRD retains certain core visions and principles that range from developing knowledge, skills and abilities, to managing performance and delivery; enabling individuals to take up challenges and find effective solutions to problems that confront them and the entities they serve; inculcating aesthetic standards and human values that stress inclusion, respect, participation and a broadness of vision, and instilling both a team spirit and leadership qualities in individuals.

The nature of HRD also differs from one economy to another. While emerging economies would be happy with progress in basic areas such as education and skills; transitioning economies – those that embrace a market economy and achieve consistent growth—would expect its HRD to promote a culture of excellence which would accelerate their march towards the next higher level of achievement. Developed economies, on the other hand, would set a gold standard to the performance and delivery of its human resources. Developed economies are in a position to take global leadership, and its HRD policies are oriented towards that goal. It is important to note that while an emphasis on a particular area of HRD might indicate an emergent need a country feels at a particular phase of its development, overall, HRD policies are – and should be – holistic, and aim at the highest level of attainment in all the HRD indicators. This however is difficult to realize for many countries that lack resources, management abilities and facilities.

Broadly speaking, the vision of HRD includes, but is not necessarily limited to:

- Developing individuals as empowered citizens and assets who can think outside the box.
- Developing and utilizing the capacities of individuals for performing at the highest level.
- Turning an individual into-to borrow a phrase from Ralph Waldo Emerson- ‘Man Thinking’; into a proactive thinker and a person of action.
- Heightening an individual’s sense of agency and his/her ability to relate to others; developing team spirit, a respect for environment and the ecology of the institution to which he/she belongs.

- Empowering individuals and groups to explore alternatives and not to limit themselves to one set of solutions only.
- Optimizing efficiency and effectiveness of action.

HRD is an integrated, systematic, planned and continuous process which is essentially multidisciplinary. It is growth oriented, and its core methodology adapts easily to a fast changing, ideas-driven environment.

Increasingly, HRD is assuming a knowledge based orientation – it has an intellectual focus which is in tune with the rapid changes in science and technology, industry and business, and indeed in every sphere of our lives in the new century. Policy makers, planners and managers in the government, academia and the corporate world are therefore placing a great deal of emphasis on education as a key factor of attaining HRD goals. As investment linkages between investment in HRD and economic and social development become clear, and more strategic choices become available to individuals and institutions, there is a sharper realization that education should be brought to the center of all HRD planning and theorizing. As Donna Dare of the University of Illinois at Urbana Champaign says, “Education is Human Resource Development”.

Education to be an ambient and effective force shaping both HRD models and outcomes has to be of a high quality. It has to address the larger issues of excellence in teaching, learning and research, access and equity, automation and technology, ethics and values and a host of other imperatives, besides developing the highest level of competencies among learners and researchers in different subjects, fields and disciplines. Quality enhancement should thus go hand in hand with increased participation, equity and access. If education has to attain global standards of dissemination and delivery, strategic plans and actions are needed to address and implement quality issues beginning with the primary and proceeding through the secondary, post-secondary and tertiary to higher education. Fortunately for us, we have an education policy (NEP) adopted in 2010, that outlines a vision as well as spells out objectives that can guide us towards the future.

When we talk about reform, we assume that there are issues that impede an existing system's progress and the expected delivery of goods; that the system is either stagnant, outmoded or out of touch with the changing world. Our education sector is under a tremendous pressure as needs increase exponentially while delivery fails to come up with expectations. While many developed countries deal with student populations in hundreds and thousands, we deal with millions. Demographics and population statistics, coupled with insufficient resources and inefficient delivery mechanisms are formidable challenges to our education sector in its effort to provide quality education. In its current state, our education sector cannot ensure the level of HRD that we require in order to transit from a lower middle income country to a developed country by 2041.

As the country begins its journey to 'destination 2041', it has to successfully meet a number of daunting challenges and issues that face it now and will do so for quite some time to come. We have to reap the benefit of demographic dividend, ensure that the fruits of development reach even the most marginalized segments of our population, meet the demands of liberalization and democracy, address environmental issues and ensure participation of ethnic and minority groups. Our education sector should recognize the changing role of women; fine tune its systems against communal bias, militancy and extremism of all forms and develop a culture of inclusivity, respect and tolerance. Above all, our education sector should be ready to provide the best impetus and creative energy to HRD policies and programs in years to come.

This will not be possible unless sweeping reforms are made in the education sector. The reforms should proceed from a vision and a mission, with specific objectives driving them along the way. The reforms should briefly include the following areas and concerns:

- A political will, which doubles as a national will, to bring about a paradigm shift in the way we value our education and the way it is conceived, planned and delivered.
- This will necessitate giving it the highest priority and a substantial increase in budgetary allocation to education (up to 6% of GDP in phases, or 25%

of the annual budget). It will also require resource mobilization from all available channels.

- Changing our school system: The National Education Policy (NEP) proposes to extend primary education up to class VIII, and secondary education to class XII. Our primary schools should be turned into centers of excellence. This sounds like a revolutionary idea – but it can be done. If we can achieve that goal, secondary, post-secondary, tertiary and higher education will each benefit from the success of the preceding phase/phases. Progress in each of these phases will be seeded in the phase immediately preceding it.
- In addition we need to closely address the following areas/issues:
 - Early childhood education
 - Vocalization (from secondary education upwards)
 - Technical education
 - Science education
 - Adult literacy
 - Quality enhancement and assurance
 - Appointment/selection of teachers, teachers' training and training of trainers
 - Community schools (in the model established and operated by BRAC)
 - Madrasa education

We should also focus our energies and resources on:

- Distribution of free textbooks and extend the program to include class XII
- Provision of midday meals (initially in primary schools)
- Setting up libraries, laboratories and sports facilities in every school
- Developing and rebuilding infrastructure
- Rationalizing public examinations

- Discouraging rote learning; encouraging creativity and eliminating commercial coaching which has become an alternative to school education
- Reviving the importance of ethics, culture and values in education
- Developing language and mathematical skills, socialization and social communication.

As we proceed through the different phases to higher education, we'll realize the need to

- Balance public and private delivery of education
- Continuously enhance quality and apply quality monitoring and controlling mechanisms
- Increase opportunities and facilities of research
- Involve the private sector in funding higher education
- Achieve ICT parity and implement the vision of 'Digital Bangladesh, 2021'
- Bring our education in line with the aspirations voiced in NEP2010; the UN Sustainable Development Goals; 7th Five Year Plan and other instruments covering education goals
- Manage our education sector following the best practices of developed countries.

TRAINING AND DEVELOPMENT





Keynote Paper: Human Resource Development: Need for Administrative Sector Reform for Realisation of Vision 2041

Nazrul Islam Khan

Former Secretary and Chairman, National
Wages and Productivity Commission-2015

Respected Advisor to Hon'ble Prime Minister on International Affairs, Dr
Gowher Rizvi,

Commandant, NDC Lieutenant General Chowdhury Hasan Sarwardy, BB,
SBP, BSP, ndc, psc, PhD

Honourable participants

Once Nelson Mandela said, "If you talk to a person, it will go to his heart, but if you talk to a person in his own language, it will touch his heart". Administrative area is a very vast area. I shall try to follow the relevant parts of Administrative area where we can reform and achieve desired goal. I think two areas where we can have achievement are education and governance.

To achieve the goal of vision 2041, we need 21st century citizens who should have following characteristics:

- Critical Thinking
- Co-create
- Collaborate
- Crowded- source
- Innovate and Create
- Network

We should focus on both quality, as well as quantity. Often we hear that things have been done with great quantity. But we should pursue quality, rather than quantity. Every year more than 4 million students are enrolled in primary schools. But every year we create only 2 million jobs. I disagree with this. We should Create 4 million jobs every year. Because 4 million students are admitted in primary. If we look into the graduation of students from Primary to Tertiary, 50% students i.e. 2 million are only enrolled. Rest of the 50% are reduced. While in Secondary level, another 50% i.e. 1 million only appear. There is a drastic reduction of enrollment. If a citizen does not cross the Secondary or Higher Secondary education level, there rise a question about his quality. We should ensure that at least every child should cross the Higher Secondary level. How can we do that? Government has a good scholarship program for girls. Now a days 10% of the boys are also taken in to this program. These are good start. But we have to do lot more.

Now let's discuss about quantity. In Germany, 66% of the students go to technical schools. In Singapore and Switzerland the figure is approx 65%. But in Bangladesh, only 8% go to technical schools. We need big reform in this sector. When government sanctions more money to Technical Directorate, they cannot utilize and consume the money due to lack of adequate capacity. Recently, government has taken a new initiative to create a new division for Madrassa and technical education. But that is not enough. We need to create new technical institutions in each sub district or Upazila. A 17,000 crore taka project on this issue has been sent to Planning Commission. Why this big shift? It is because of addressing the huge number of students not going up the formal education channel. We need to reform our Education Directorate in a manner that they can cope with the new technical education system. Most of the cases, we have very limited number of trades taught in these institutions. We have huge number of rivers. But we have not trained people in boat making. Neither we have any specialized institute on that to teach boat making, designing etc. We need to diversify. We need to equip our ministries to think in the same line. The ministries should be able to accommodate more fund in such diversified subjects and projects. Putting more money in education may raise question and controversy, due to lack of capacity. So we need to build capacity also. In support of Engineering education, we have EED (Education

Engineering Department). But we do not have strong architecture team. You will find its effect in the design of all school buildings. All are mono-type designed with no variation. Even there is no specialized class room.

In Bangladesh we deal with only 10 subjects in SSC level, where as, in Finland they deal with 18 subjects. How do they handle 18 subjects? They developed cross disciplinary design to deliver such subjects. For such cross disciplinary class, we need special arrangement in the class rooms. For example, in cooking class, both kitchen and sitting arrangement are needed. We need to think in these areas. We have to reform not only institutional level, also at regulatory level and process of doing things.

Quality should include:

- Social quality
- Technical areas
- Employability
- Switch over areas

When I talked to my newly inducted colleagues, often they regret to do something I ask, due to lack of adequate knowledge beyond his primary field. Often our working environment is negative and we think differently. Even people coming from technical background, they are taught 80% theory and only 20% practical work. The quality issue is compromised .This affects our employability. We have very little connection with business enterprizes and education institutes. We have to change our regulations and enact laws, so that industries are bound to accept our apprentices. At the same time, government has put money to industries as compensation. It has already started. Government is spending money for technical schools and colleges, poly technic institutions as well. But good governance is becoming an issue.

Once someone is retiring, his employability becomes questionable. How can we switch over? We need to create people who may be employed in different areas. Education areas to be more flexible. Our Education Directorate and Ministry should be flexible enough to allow some one to switch over not after retirement only, but any time during his career. We have to prepare people also

in some general fields. Often we get complain from many, that our students are not ready or competent to take new jobs. Definition of education should be to prepare people for general duties. We need to reform in our education institutions, policy areas and regulatory areas.

While visiting Fizi, I found people are very positive, even the taxi driver. While in our case, people are negative minded. We need to change 180° in our attitude.

After WW-1, soldiers returning from war, had no jobs. They started number of schools. But British government found there was no quality control. They started accreditation in schools. We have DIA (Directorate of Inspection and Audit). But they are much more busy in audit. We need to reform in this area. All schools should be inspected regularly to maintain quality. At university level, government has already taken initiative. But we need to do the same for school level as well.

At examination level, we have Examination Control Board. Education Board only controls examination. We have 10 boards in secondary level, but no such control mechanism available in primary level. We should introduce class based assessment. We need to rethink about the huge establishment of 10 boards at SSS/HSC level, as they are consuming huge amount of fund.

We have a board for writing books. It has been monopolized. We should encourage more capable people to write books and NCTB to select from there. If some selected books need modification, the writer should be guided. One book for a subject is not sufficient enough. There are always many angles to see the same thing.

Delivery in the class rooms also needs reform. Physical infrastructure is not suited with delivery in the class. Even the schools do not have kitchens. If teachers are hungry, there is no provision to address that. Schools do not have any health care and well being education facilities. In developed countries, students often participate in long walk and games. They are more concern about obesity. But in our country, we have number of schools in the same complex. As such students need to walk less. But now we have to arrange something for their well being.

30% of primary schools do not have electricity connection. As such they are devoid of IT education and facilities. Our Education Ministry should cooperate with this drawback. We have no high speed connection in our primary as well as secondary schools. It is in our IT policy to connect all schools, but has not been realized yet.

We also have to improve mental reform besides institutional reforms. Seminars and workshops are more suitable for mental reforms. It is very important to sensitize people, especially government machineries about the changes. We need to maintain succession of builders. Our best students are going to BUET. All construction areas are controlled by them. We find new contractors to build our schools. We do not find experienced contractors. For specialized jobs, specialized contractors are needed. Due to poor knowledge, contractors are not doing better construction. We need to look into this area.

We do not have any training institution for secondary level. TTC (Teacher Training College) is meant for B. Ed (Bachelor of Education) Degree. There is no dedicated institution to improve quality of teachers in secondary level. Building is not important, quality of trainers is important. We may hire good trainers. We need to develop concepts. We do not have in-house trainers. Ministries will have to look into such areas to increase number of trainers through in-house training. We have to facilitate life-long learning. We have Directorate for non-formal education, but not any institution to continue life-long learning.

We have no program for trainers development. Even in Civil Service career development, training is over-looked. The people, whom government does not like, are often dumped, in the training institutions. In Armed Forces the scenario is opposite. Best possible officers are sent to the training institutions.

We need adequate information for a full proof planning. Though BANBASE maintains data, but those are far inadequate to do any analysis and draw any relation. We go wrong while planning for job creation based on these data.

Research and innovation needs adequate attention. We do not have any bar in research. But Ministries focus in construction work rather than research. Universities do not utilize fund for research. They focus more on construction

works. Reform is very important in mental areas, as well as institutional and process level. Ministries have no bar to allocate money for research. But Ministries have to promulgate it.

Another issue is that dissemination of research works. It is not generally disseminated. People are very sigh about media to circulate. A separate institution may be created to circulate such issues.

We take feedback, but no action is taken. Every year questions are leaked out. But we do not take action. We tend to forget. Feedback should be a good tool to improve.

We have lot of regulations. But we lack appropriate regulations. High Courts should be sensitized to curve unethical practices.

Major focus to be given for:

- Sensitization for mental reform
- Institutional reforms
- Regulatory reform

Reform is always commendable. We have to accept the pain of reform to have a better future.



NDC Participants (Faculty and Staff)

Ser	Rank and Name	Appointment
1	Lieutenant General Chowdhury Hasan Sarwardy, BB, SBP, BSP, ndc, psc, PhD	Commandant
2	Rear Admiral Muhammad Anwarul Islam, NGP, ndc, afwc, psc, BN	Senior Directing Staff (Navy)
3	Air Vice Marshal M Sanaul Huq, GUP, ndc, psc, GD(P)	Senior Directing Staff (Air)
4	Major General S M Shafiuddin Ahmed, ndu, psc	Senior Directing Staff (Army)
5	Maj Gen Sheikh Pasha Habib Uddin, afwc, psc	College Secretary
6	Brigadier General Abu Taher Muhammad Ibrahim, ndc	Senior Directing Staff (Army)
7	Additional Secretary Shahid Hasan, ndc	Senior Directing Staff (Civil)
8	Director General Shah Ahmed Shafi, ndc	Senior Directing Staff (FA)
9	Brigadier General Mohammad Mahbubul Haq, PBGM, ndc, afwc, psc	Chief Instructor, AFWC Wing
10	Brigadier General Hasan Md Shamsuddin, afwc, psc	Directing Staff (Army)
11	Commodore Khondkar Misbah-Ul-Azim, (TAS), afwc, psc, BN	Directing Staff (Navy)
12	Brigadier General Md Rafiqul Islam, ndc, afwc, psc,	Directing Staff (Army)
13	Group Captain M Mustafizur Rahman, GUP, afwc, psc, GD (P)	Directing Staff (Air)
14	Colonel Abdul Motaleb Sazzad Mahmud, afwc, psc	Directing Staff (Army)
15	Colonel Sajjad Hossain, psc	Colonel Administration
16	Colonel A K M Fazlur Rahman, afwc, psc	Director (Research & Academic)

17	Colonel Muhammad Ali Talukder, afwc, psc	Directing Staff (Army)
18	Lieutenant Colonel Khandoker Anisur Rahman, psc, G+, Arty	Senior Research Fellow
19	Lieutenant Colonel Syed Jamil Ahsan, afwc, psc	General Staff Officer-Grade-1 (Training)
20	Lieutenant Colonel A N M Foyezur Rahman, psc, Engrs	Senior Research Fellow
21	Lieutenant Colonel Md Anwar Hossain Bhuiyan, psc, Arty	General Staff Officer-Grade-1 (Administration)
22	Major Sk Golam Mohiuddin, Inf	General Staff Officer-Grade-2
23	Major Md Saiful Islam, psc, ASC	Mechanical Transport Officer
24	Major Md Masud Amin, Inf	General Staff Officer-Grade-2 (Administration)
25	Major Quazi Habibullah, psc, E Bengal	General Staff Officer- Grade-2 (Coord), AFWC Wing
26	Major Mohammad Tanvir Hasan Chowdhury, AEC	General Staff Officer-Grade-2 (Staff Duty)
27	Major Md Monowarul Karim, GL, Inf	General Staff Officer-Grade-2 (Accounts)
28	Major A S M Khairul Hasan, psc, Arty	General Staff Officer-Grade-2 (Planning & Coordination)
29	Major A B M Zahidul Karim, AC	Quarter Master
30	Major Tahmina Haque Munia, Sigs	General Staff Officer- Grade-2 (Network Administration)
31	Major Humaon Kabir, Inf	General Staff Officer-Grade-2 (Coordination)
32	Lieutenant Commander Israth Zahan, (ND), BN	General Staff Officer-Grade-2 (Training Support)
33	Squadron Leader Mohammad Iqram Hossain, Edn, BAF	General Staff Officer-Grade-2 (Protocol)

34	Senior Assistant Secretary Mohammad Saiful Kabir	Research Coordinator
35	Flying Officer Sadia Monsur, Admin	General Staff Officer-Grade-3 (AFWC Wing)
36	Lecturer (English) Farhana Binte Aziz	Research Fellow (BCS Education)
37	Md Nazrul Islam	Assistant Director (Library)

NDC Participants (Fellows of Capstone Course 2017-1)

Ser	Name	Address
1	Panchanan Biswas, MP	Member of Parliament (99 Khulna- 1)
2	Dr. Md. Enamur Rahman, MP	Member of Parliament (192 Dhaka- 19)
3	Advocate Hosne Ara Lutfu Dalia, MP	Member of Parliament (303, Seat-3)
4	Waseqa Ayesha Khan, MP	Member of Parliament (331, Seat-31)
5	Major General A K M Abdullahil Baquee, ndu, psc	Military Secretary, Army Headquarters, Dhaka Cantonment
6	Rear Admiral Abu Saker Mohammad Abdul Baten, BSP, ndc, psc	Vice Chancellor, Bangabandhu Sheikh Mujibur Rahman Maritime University
7	Air Commodore Muhammad Shafiqul Alam, BSP, ndc, fawc, psc, GD(P)	Officer Commanding, Air Defence Operation Center, Bangladesh Air Force
8	O. N. Siddiqua Khanam	Additional Secretary, Ministry of Planning
9	Rina Parveen	Additional Secretary, Ministry of Textile & Jute
10	Muhammad Alkama Siddiqui	Additional Secretary, Economic Relations Division, Ministry of Finance
11	A. F. Amin Choudhury	Additional Secretary, Finance Division, Ministry of Finance

12	Mohammad Ishtiaque Hossain	Additional Principal Information Officer, Press Information Department
13	Farzana Rashid Brownia	Chairman & CEO, Shornokishoree Network Foundation
14	Rasel Ahmed (Tuhin)	Director Admin, President Abdul Hamid Medical College and Hospital, Kishoreganj
15	Shameem Ahsan	Director, FBCCI and Chairman, eGeneration Ltd
16	Md.Nizam Uddin	Director, FBCCI and Chairman, Nizam Group of Company
17	Nizamuddin Rajesh	Director, FBCCI and Proprietor, Isak & Brothers
18	Rasheq Rahman	Sponsor Director, Meghna Bank Ltd
19	Arik Morshed	Managing Director and CEO, Aero Vision Bangladesh Ltd
20	Raquib Mohammad Fakhrul	Chairman, Ayurvedia Pharmacy (Dacca) Ltd
21	Dr. Md Khaled	Secretary, University Grants Commission
22	Professor Dr. Md Shafiqul Islam	Professor, Rajshahi University of Engineering & Technology
23	Md. Khairul Islam	Country Director, Wateraid Bangladesh
24	Sayeed Ahmed	Chief Engineer, Office of Power Generation
25	Dr. Md Sadiqur Rahman, ndc	Rector (Addl IGP), Police Staff College
26	Md. Ataur Rahman Prodhan	Managing Director & CEO, Rupali Bank Limited
27	Shams Mahmud	Honorary Consul of Ethiopia in Bangladesh
28	Shakhawat Hossain	Honorary Consul of Portugal in Bangladesh

NDC Participants (Course Members of National Defence Course-2017)

Ser	Rank	Name	Country
Allied Course Members			
1.	Staff Colonel	Amir Gouda Moussa El Sayed	Egypt
2.	Air Commodore	Mohan Gupta, VM	India
3.	Brigadier	Dheerendra Singh Kushwah, SM	India
4.	Commodore	Mahadevu Goverdhan Raju, NM	India
5.	Colonel	Rudy Adrianto, S.E	Indonesia
6.	Staff Colonel	Talhah Bin Obaydullah Al-Ahmmidi	KSA
7.	Staff Captain	Mohammed Misfer Al-Otaibi	KSA
8.	Captain	Azhar bin Adam	Malaysia
9.	Brigadier	Nirmal Kumar Thapa	Nepal
10.	Colonel	Nash Yakubu	Nigeria
11.	Colonel	David Gyobe Allu	Nigeria
12.	Colonel	Adeyinka Ayodeji Adereti	Nigeria
13.	Colonel	Mohammad Idris Abdulkadir	Nigeria
14.	Colonel	Muhammad Takuti Usman	Nigeria
15.	Captain (NN)	Kem Kelechi Iheanacho	Nigeria
16.	Captain (NN)	Sunday Adoyi Yahaya	Nigeria
17.	Group Captain	Nazib Mohammad Aliyu	Nigeria
18.	Group Captain	Precious Namdi Amadi	Nigeria
19.	Group Captain	Ahmed Yousuf Dari	Nigeria
20.	Group Captain	Mohammed Said Al Harrasi	Oman
21.	Commodore (Ops)	Rahat Ahmad Awan SI(M), nswc, psn	Pakistan
22.	Brigadier	Jagath Chinthaka Gamage, psc	Sri Lanka
23.	Commodore	Wijessoriya Mudiyanseelage Senarath Chandratissa	Sri Lanka
24.	Air Commodore	Camillus Bertram Labrooy, WWV, RSP, USP, MMS, HDMC, psc	Sri Lanka
25.	Colonel	Jeffrey P. Gottlieb	USA
26.	Senior Colonel	Ibrahim Moussa	Niger
27.	Colonel	Anthony Chacha Sibuti, psc, hcds	Tanzania

Ser	Rank	Name
Bangladesh Army		
28.	Brigadier General	Md Gazi Ferooz Rahman
29.	Brigadier General	Md Sanaul Haque, SGP, psc
30.	Brigadier General	Ahmedul Kabir
31.	Brigadier General	Md Bayezid Sarwar
32.	Brigadier General	Asif Ahmed Ansari, afwc, psc
33.	Brigadier General	Md Sajjad Hossain, BSP, psc
34.	Brigadier General	Sultanuzzaman Md Saleh Uddin
35.	Brigadier General	Md Nazmul Alam, hdmc, psc
36.	Brigadier General	ASM Mahmood Hasan, psc
37.	Brigadier General	M Masud Ahmed, psc
38.	Brigadier General	Mamun Mahmud Firoz Chowdhury, G
39.	Brigadier General	S. M. Mahbub-Ul-Alam, OSP, SGP, psc
40.	Brigadier General	Shaikh Muhammad Rizwan Ali, psc, te
41.	Brigadier General	Salim Mahmud Chowdhury, BP, BGBM
42.	Brigadier General	Mustafa Kamal Rusho, psc, G
43.	Brigadier General	Khondoker Farid Hassan, PBGM (BAR)
44.	Brigadier General	Md Zahirul Islam, psc
45.	Brigadier General	Nahidul Islam Khan, BSP, psc
46.	Brigadier General	Mohammad Shaheenul Haque, hdmc, psc
47.	Brigadier General	Md. Sazzad Hussain, afwc, psc
48.	Brigadier General	Shams Alauddin Ahmed
49.	Brigadier General	Md Tazul Islam Thakur, afwc, psc, G
50.	Brigadier General	Md Khled-Al-Mamun, psc
51.	Brigadier General	Taef Ul Haq, psc, G
52.	Brigadier General	Abdul Quayyum Mollah, psc
53.	Brigadier General	Md Sanuwar Uddin, psc
54.	Brigadier General	Iqbal Ahmed, afwc, psc
55.	Brigadier General	Md Muhsin Alam, psc
56.	Brigadier General	Md Habib Ullah, SPP, afwc, psc

Ser	Rank	Name
Bangladesh Navy		
57.	Commodore	Salim Reza Haroon, (G), PCGM, afwc, psc, BN
58.	Commodore	Abu Nasar Muhammad Rezaul Huq, (S), afwc, psc, BN
59.	Commodore	Mohammad Nazmul Hassan, (N), NPP, ncc, psc, BN
60.	Commodore	Abu Mohammad Quamrul Huq, (ND), NGP, afwc, psc, BN
61.	Commodore	Mohammad Anwar Hossain, (ND), afwc, psc, BN
Bangladesh Air Force		
62.	Air Commodore	Qazi Mazharul Karim, BUP, psc, GD(P)
63.	Air Commodore	M Khalid Hossain, fawc, psc, GD(P)
64.	Group Captain	Abdullah Al Farooq, psc, GD(N)
65.	Group Captain	A K M Enayetul Kabir, Engg
66.	Group Captain	Mridha Md Ekramuzzaman, afwc, psc, Engg
Bangladesh Civil Service		
67.	Joint Secretary	Syed Mizanur Rahman
68.	Joint Secretary	Md Taslimul Islam
69.	Joint Secretary	Sakeun Nahar Begum
70.	Joint Secretary	Md Hasanul Islam
71.	Joint Secretary	Khondoker Mostafizur Rahman
72.	Joint Secretary	Md Abdul Karim
73.	Joint Secretary	Md Mashiur Rahman
74.	Joint Secretary	Md Abu Bakar Siddique
75.	Joint Secretary	Md Nuruzzaman Sharif
76.	Joint Secretary	Salima Sultana
77.	Joint Secretary	Abul Kalam Khan
78.	Director General	Md Tauhedul Islam
79.	Deputy Inspector General	Md. Shamsuddin
80.	Deputy Inspector General	Biswas Afzal Hossain

NDC Participants (Course Members of Armed Forces War Course-2017)

Ser	Rank	Name
Bangladesh Army		
1.	Lieutenant Colonel	Md Khairuzzaman Mollah, SUP, psc, AC
2.	Lieutenant Colonel	A K M Kayes, psc, AC
3.	Lieutenant Colonel	Md Abul Kalam Sumsuddin Rana, psc, G, Arty
4.	Lieutenant Colonel	Md Khurshid Alam, psc, G, Arty
5.	Lieutenant Colonel	A S M Badiul Alam, psc, G+, Arty
6.	Lieutenant Colonel	Mohammad Reazul Kabir, psc, G, Arty
7.	Lieutenant Colonel	Shah Zulfikar Ali, psc, Arty
8.	Lieutenant Colonel	S M Merazul Islam, psc, Engrs
9.	Lieutenant Colonel	Muhammad Saifur Rahman, psc, Engrs
10.	Lieutenant Colonel	Mohammad Shofiul Azam, SUP, psc, Engrs
11.	Lieutenant Colonel	Md Monowarul Islam Sarder, SPP, psc, Engrs
12.	Lieutenant Colonel	Md Aminul Hoque, psc, Sigs
13.	Lieutenant Colonel	Ekram Ahmed Bhuyan, psc, Sigs
14.	Lieutenant Colonel	A B M Abdul Batin Imani, psc, Inf
15.	Lieutenant Colonel	M Imran Hamid, psc, Inf
16.	Lieutenant Colonel	Fida Mahmud, psc, Inf
17.	Lieutenant Colonel	Md Shawkat Osman, psc, Inf
18.	Lieutenant Colonel	Mohammad Mohtashim Hyder Chowdhury, psc, Inf
19.	Lieutenant Colonel	Mahmud Mawla Don, psc, Inf
20.	Lieutenant Colonel	Mohammed Mazhar AI Kabir, psc, Inf
21.	Lieutenant Colonel	Muhammad Ali Haider Siddiqui, SBP, psc, Inf
22.	Lieutenant Colonel	Munsi Mohammad Anik Bin Ashraf, psc, Inf
23.	Lieutenant Colonel	Sohel Ahmed, psc, Inf
24.	Lieutenant Colonel	Md Sajjad Hossain, psc , ASC
25.	Lieutenant Colonel	Md Abdullah AI Mamun, psc , Ord
Bangladesh Navy		
26.	Captain	A K M Jakir Hossain, (N) , psc, BN
27.	Commander	Kutub Uddin Mohammad Amanat Ullah, (G), psc, BN
28.	Commander	Mostafa Zillur Rahim khan, (TAS), psc, BN
29.	Commander	Mohammad Kibria Haq, (TAS) PCGMS, psc, BN
30.	Commander	Mohammad Ismail Arman (S), psc, BN

Ser	Rank	Name
Bangladesh Air Force		
31.	Group Captain	Syed Sayeedur Rahman. BUP, psc, GD (p)
32.	Group Captain	MD Abdullah Al Mamun, psc, GD (P)
33.	Group Captain	MD Asadul Karim, psc, GD (P)
34.	Group Captain	Md Rabiul Hasan, psc, ADWC
35.	Wing Commander	MD Sajjad Hossain, psc, ATC

List of Outside Participants

Ser	Name	Address
1	Dr. Gowher Rizvi	Adviser to the Hon'ble Prime Minister (International Affairs)
2	Syed Manzoorul Islam	Prof of English, BRAC University (Keynote Presenter)
3	Nazrul Islam Khan	Former Secretary and Chairman, National Wages and Productivity Commission-2015 (Keynote Presenter)
4	Fajar Primananda	Attache/Cultural Secretary, Indonesian Embassy
5	Brigadier General Monirul Islam Akand	Director General, Armed Forces Division
6	Brigadier General Mohammad Asadullah Minhazul Alam	Director, Army Headquarters
7	Rear Admiral M Shaheen Iqbal	Assistant Chief of Naval Staff (Personnel), Naval Headquarters
8	Captain M Quasar Alam , BN	Naval Headquarters
9	Captain M Niyamat Elahee, BN	Naval Headquarters
10	Captain Mahmudul Malek, BN	Naval Headquarters
11	Group Captain Kazi Abdul Moyeen	Air Headquarters
12	Group Captain Muhithul Hassan Chowdhury	Air Headquarters
13	Air Commodore M Mortuza Kamal	Air Headquarters

Ser	Name	Address
14	Major General Md. Shamsul Haque	Director General, National Security Intelligence
15	Colonel Abdun Noor	Deputy Director General, Border Guard Bangladesh Headquarters, Peelkhana
16	Captain Abdul Monaiem Kudratullah, BN	Director Logistics, Bangladesh Coast Guard
17	Md. Moinur Rahaman Chowdhury	Additional Inspector General, Police Headquarters
18	Deputy Inspector General Md. Mosarraf Hossain Bhuiyan, PPM	Special Branch, Malibagh
19	Brigadier General Md. Meftaul Karim	Commander, 6 Independent Air Defence Artillery Brigade
20	Lieutenant Colonel Mohammad Rashidul Hasan	Director, Inter Services Press Release Directorate
21	Mohammad Reza-ul Karim	Assistant Director, Inter Services Press Release Directorate
22	Colonel Md. Abdur Rahim	Defence Services Command & Staff College
23	Group Captain Javed Tanveer Khan	Defence Services Command & Staff College
24	Group Captain Mohammad Moyeen Uddin	Defence Services Command & Staff College
25	Colonel Md. Kaiser Rashid	Defence Services Command & Staff College
26	Colonel ABM Humayun Kabir	Military Institute of Science & Technology
27	Colonel Md. Hasan Uz Zaman	Military Institute of Science & Technology
28	Major General Jiban Kanai Das, ndu, psc (Retd)	Former Commandant, NDC
29	Brigadier General Md. Anisuzzaman Bhuiyan (Retd)	Former College Secretary, NDC

Ser	Name	Address
30	A FM Nurus Safa Chowdhury	Former Faculty Member, NDC
31	Brigadier General Latiful Haider (Retd)	Former College Secretary, NDC
32	Brigadier General Qazi Abidus Samad (Retd)	Former Faculty Member, NDC
33	Major General Md. Rafiqul Islam (Retd)	Defence Officers Housing Society, Mirpur
34	Colonel Shahnoor Rahman (Retd)	Military Programme Manager, ICRC
35	Md. Golam Kibria	Additional Secretary, Ministry of Defence
36	S. M. Abul Kalam Azad	Joint Secretary, Ministry of Defence
37	Md. Abu Bakker Siddique	Joint Secretary, Ministry of Defence
38	Masud Ahmed	Joint Secretary, Local Govt Division, Bangladesh Secretariat
39	Md. Rois Uddin	Additional Secretary, Local Government Division, Bangladesh Secretariat
40	Salahuddin Mahmud	Additional Secretary, Ministry of Disaster Management and Relief
41	Ali Reza Mazid	Joint Secretary, Ministry of Disaster Management and Relief
42	Mohammad Abdul Mannan	Additional Secretary, Ministry of Science and Technology
43	Ruhidas Jodder	Joint Secretary, Ministry of Commerce
44	Md. Shujayet Ullah	Joint Secretary, Ministry of Expatriate Welfare & Overseas Employment
45	Chiranjib Sarker	Director General, Ministry of Foreign Affairs
46	Khandker Ahsan Hossain	Joint Chief, Planning Commission

Ser	Name	Address
47	Farhina Ahmed	Joint Secretary, BCS Admin Academy
48	Dr. Syed Anwar Husain	Professor, Dhaka University
49	Prof. Atiqul Islam	Professor, North South University
50	Dr. Md. Sirajul Islam	Professor & Dean, North South University
51	Md. Nadim Hossain	Student, North South University
52	Farheen Hassan	Associate Professor, AIUB
53	Rubayet Md. Ariful Islam	Student, AIUB
54	Rudabe Rahman	Student, AIUB
55	Nipa Afsana Tahsir	Student, AIUB
56	Md. Imranul Haque	QA Program Evaluator, Independent University
57	Md. Imranuzzaman	Student, BUP
58	Sadman Rana Rakin	Student, BUP
59	Dr. Mohammad Jasim Uddin	Senior Research Fellow, BIISS
60	A.S.M. Tarek Hasan Semul	Research Officer, BIISS
61	Jamil Mahmud	Staff Reporter, The Daily Star
62	Noor -E- Alam Shaon	Reporter, E.T.V
63	S.M. Shadiqur Rahman Shimul	Student, Mirpur Cantonment Public School & College (MCPSC)
64	Jannatul Ferdous Rayma	Student, MCPSC
65	Sadman Hossain Sohan Prince	Student, MCPSC
66	Md. Asifuzzaman	Student, MCPSC
67	Shahareen Nahar Sorna	Student, MCPSC
68	Maria Jamal Boishakhi	Student, MCPSC
69	Mehnaz Ferdous Rimme	Student, MCPSC
70	Mahmudur Rahman Sabab	Student, MCPSC
71	Mobashira Khanam Promi	Student, MCPSC

Moderator/Coordinators

1	Air Vice Marshal M Sanaul Huq, GUP, ndc, psc, GD (P)	Senior Directing Staff (Air)	Moderator
2	Colonel A K M Fazlur Rahman, afwc, psc	Director, Research & Academic	Chief Coordinator
3	Lieutenant Colonel A N M Foyezur Rahman psc, Engrs	Senior Research Fellow	Associate Coordinator
4	Md Nazrul Islam	Assistant Director (Library)	Assistant Coordinator
5	Lecturer Farhana Binte Aziz	Research Fellow	Assistant Coordinator



Seminar on Human Resource Development : Need for Education and Administrative Sector Reform for Realization of Vision 2041

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