

Post Training Utilisation (PTU) of Learning Obtained from Foundation Training Course (FTC) in the Workplace: A Study

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Executive Summary

Training is by far the most valuable investment in the capacity building of employees in this modern era. It helps the worker to become more qualified and proficient in disseminating their effective delivery of services. One of the main purposes of training is to enhance the competencies of trainees. After a training programme, there is usually found a boost in trainees' work performance. The organization always looks for getting a positive change to its employees in the form of Return-on-Investment (RoI) after providing training. It is more relevant in the case of Foundation Training Course (FTC) because FTC is considered as a sole independent effective tool for making a ready officer. It helps to groom the personnel. Therefore, it is rational to assess whether the training output learned from FTC applying or not and also to what extent it is pertaining. In addition, it is also required to know whether any hindrance remaining in case of applying training output to the workplace to bring proper modification in training methods. This is usually measured on the job six months or more after training. An effective method to measure is Post Training Utilization (PTU).

This study has attempted to evaluate the utilisation of training inputs of the Foundation Training Course by the probationers at their working place. In that case, special focus has been given in behavioural level by the trained probationers of BCS on whether the knowledge skills and attitudes gained in training are applied and practiced in the workplace. The specific objectives of the study are (i) to assess the relevance of training inputs to the job, (ii) to measure the extent of utilisation of training inputs, and (iii) to identify the factors that influence utilisation of training in a job situation. To collect the data this study conducted a questionnaire survey and Focus Group Discussion (FGD). The questionnaire survey is four in forms for FTC trained participants and their number is 200, a supervisory official of the probationer and their number is 164 and service recipients/clients whose number is 30. Apart from the said interviews, five focus group discussions (FGD) in five districts are conducted where 51 supervisory officials with the Deputy Secretary and Senior Assistant Secretary equivalent are openly expressed their views regarding issues related to PTU.

The study reveals that the purpose of providing foundation training to the probationers are being achieved through the foundation training to some extent. However, in most cases, FTC fails to attain its purposes.

The study found a quite opposite scenario on the subject of achievement of the objectives of Foundation Training. Most of the objectives of FTC have achieved a less satisfactory level in the context of its achievement. The level of achievement is less satisfactory for eight objectives among the ten objectives. It is found only objective No. 9 "To maintain physical and ethical fitness to meet arduous challenges" achieved satisfactory (weighted score 81.58). On the other hand, objective No. 6 "to prepare research papers, reports, and other documents professionally" achieved not satisfactory (weighted score 65.33).

Moreover, in case of measuring the relevancy of the objectives, it is found that out of ten objectives, nine obtained highly relevant (weighted score for all are more than 90) and only one attained relevant that is "to prepare research papers, reports and other documents professionally (weighted score 89.33). It entails that the existing objectives of FTC are updated and time-demanding. Thus, it addressed the first objective (relevance of training inputs) of FTC is updated and time-demanding.

To find reason responsible behind for a less satisfactory or dissatisfactory level of achievement of the objectives is the lack of enough competencies of resource persons. Besides, a huge number of participants in a section also found a cause of the inconvenient condition to understand as found both in the questionnaire survey and in FGD. Besides, too much stress in course sessions, insensitive course management, rigorous Physical Training (PT) and inadequate course duration lead to the less satisfactory or dissatisfactory degree of achievement of the objectives.

Findings on Participants' Skills

Supervisory level officials regarding the probationers assess that after completing foundation training, trainees become efficient enough in case of the general use of the computer. Their performance in using ICT is satisfactory (weighted score 80.8). On the other hand, supervisors mentioned that the performances of the trainees regarding other skill-oriented activities like settling audit objections were less satisfactory (weighted score 66.8). However, mentors of the probationers said that the efficiency of probationers in conducting meetings, time management, and discharging work is almost satisfactory (weighted score 79.8 & 79.2). These findings cover the 2nd objective (extent of utilizing training inputs) of the study.

Findings on Behavioural and Attitudinal Change

Measuring knowledge, skills and attitude (KSA) of someone is very difficult. A supervisor can assess changes in trainees KSA based on professional changes only. Supervisors' opined that in case of admitting personal weaknesses, attitudinal change of trainees is negative (weighted score 68) which indicates that probationers tend to hide their weakness. Besides, their courage on saying 'No' to the unethical order (if any) of the higher authority is not satisfactory (weighted score 68.7). On the other, the issue regarding obeying the govt. rules and regulations trainees got positive change (weighted score 83.67). It is found that in the case of developing inter-personal relationships with colleagues of the same cadre (weighted score 84.50), they have a sense of respect for the higher authority (weighted score 84).

Findings from Service Recipients Views

Most of the service recipients who came to government offices to get service replied negatively while asking a question regarding civil servants are easily available to their respective office or not.

In response to the question of whether they get service rightly or not within their fixed time, 25 percent of respondents replied yes but not always while 43 percent replied not but 31 percent replied strongly disagree and only one replied strongly positive. In reply to a question regarding whether the public gets hassle-free service or not from a government office, 70 percent of respondents replied robustly yes they got hassle. Only 10 percent of respondents replied they did not find any hassle in getting service.

This study did not cover every aspect of post-training utilization (PTU). Baseline data is necessary to do this intricate task of measuring knowledge, skills and attitude (KSA). Moreover, the study tried to specify participants' attitudinal changes found in working place after attending the foundation training of as observation made by their supervisors.

Suggestions to Make FTC More Effective

Respondents provided specific suggestions to make the FTC effective and fruitful are:

1. BPATC should provide quality and job need-oriented training to the civil servants. For this purpose, it is essential to revise the curricula to make it more effective, pragmatic and relevant to the job nature as well as need-based and skill-based. So that course contents

focus on the development needs of the country as well as help building competent, patriotic and professional civil servants.

2. Importance should be given on designing course contents incorporating Government Studies, Development Studies, Conflict Management, advanced ICT, Cyber Security, PPR 2008 and Management Studies as a part of a training module for FTC along with others.
3. Special care should be given in case of a selection of resource persons. It has been noticed that many resource persons are unable to make the session participatory and they also unable to keep the participants involved in the session, therefore, participants of foundation training get a chance to sleep in the class. Thus, qualified and experienced resource persons can be invited to conduct the session.
4. To make class effective, emphasis should be given on group works and individual exercise. Based on the nature of class contents, 5-10 marks should be allocated for such exercise so that participants take the group works seriously. Class test and spot test should be started and it may be held just after holding a session. Thus, participants will be sincere in listening to the class that will ensure the effectiveness of the class.
5. All sorts of repetitions both in-class contents, handouts, lecture delivery and questions of examination should be avoided. Importance should be given more on practically oriented, problem-solving, brainstorming tasks than to theoretical.
6. Extension of the length of FTC is time demanding to introduce Masters or Certificate Course to keep pace with some other developed countries.
7. A field attachment program should be revised and strong monitoring is necessary to make it fruitful and effective.
8. It is better to keep the option of visiting some NGOs /corporate/ foreign offices (UNDP, UNICEF, World Bank) similar to secretariat attachment to be familiar with the corporate culture. It helps civil servants to change their masterly attitude towards citizens.
9. More sessions required on Annual Performance Agreement (APA), Income Tax Return, VAT rules, Research Proposal for Higher study, Academic Writing, Advanced IT, Role of International Organization/Person in Liberation War1971, MoU writing-related topics.
10. To arrange FTC refresher course to get feedback from the officer directly based on their professional experiences.

Recommendations for the Workplace

While working on the respective office at the district and Upazila level, FTC trained respondents as well as their supervisory officials suggested some changes should bring up to implement the things that they have learned during their foundation training. Simultaneously, they mentioned some hindrances at the workplace to implement their learning from FTC which addresses the 3rd objective (factors influence utilization training in the job) of the study. These are:

- i. The positive and supportive attitude of the seniors towards the junior officials; Appreciation and constructive criticism of all concerned including supervisor while performing a duty;
- ii. Easy access to share opinion by the junior towards the senior;
- iii. Sound and the healthy working atmosphere at the office;
- iv. Proper logistics should also be made available to the junior officers.
- v. Maintaining a congenial and gender-friendly working environment for lady officers.
- vi. Ensuring justice and equal opportunity for all in the participating program.
- vii. Disparity free allocation in getting an opportunity like an overseas tour, approving leave and getting a scholarship.
- viii. Ensure equal distribution of workloads.
- ix. Maintaining rationality in case of giving promotions and other incentives.

List of Abbreviations

ACR	Annual Confidential Report
ADC	Additional Deputy Commissioner
APA	Annual Performance Agreement
BCS	Bangladesh Civil Service
BPATC	Bangladesh Public Administration Training Centre
CMT	Course Management Team
COTA	Civil Officers Training Academy
CO	Circle Officer
CSP	Civil Service of Pakistan
DC	Deputy Commissioner
EPCS	East Pakistan Civil Service
FGD	Focus Group Discussion
FTC	Foundation Training Course
ICS	Indian Civil Service
ICT	Information and Communication Technology
KII	Key Informant Interview
MDS	Member Directing Staff
PATP	Public Administration Training Policy
PTU	Post Training Utilization
PARC	Public Administration Reform Commission
PPR	Programming Planning and Record
PT	Physical Training
SFTC	Special Foundation Training Course
SWOT	Strength Weakness Opportunity and Threat
TNA	Training Need Assessment
VGf	Vulnerable Group Feeding
WS	Weighted Score

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Chapter-I: Background of the Study

1.1 Introduction

Training is a fundamental requirement and presents a prime opportunity to expand the knowledge base of all employees. It makes available both the organization as a whole and the individual employees with benefits that ensure the cost and time a worthwhile investment simultaneously. It is found in most cases that employees of an organization have some limitations in their workplace skills. A training program allows the employee to boost up those skills that each employee needs to improve. The training, therefore, has an aim to influencing the trainees' behaviour by increasing their skills, improving knowledge and changing attitudes. Ultimately the objectives of training come up with to- 'develop skills'¹. Thus, training assists people to grow within the organization to fulfill its future needs for human resources development. Moreover, it helps in reducing the learning time for employees starting from a new job on appointment, transfer or promotion, and ensure that they become fully competent as quickly and efficiently as possible (Armstrong, 1999). Post training utilization is an important aspect of Civil Service Training. Article 11 of the PATP emphasis on that point. But lack of proper attention and absence of prudent and visionary career planning this important issue is being often neglected by the ministries concerned (Iqbal, 2013).

The training of civil servants is an important instrument of the administrative development of a country. The importance of the civil service has been steadily increasing with the gradual expansion of the state. Civil service is closely related to the whole of society and the effects of the political economy. The norms of an administrative system are both old and new traditions, the norms are – efficiency, economy, good management and public interest. Civil service today is facing new challenges besides grappling with old traditional challenges. Administration in modern society has become a pervasive affair through political direction, economic management, socio-engineering and increased bureaucratization (Singh, 2015).

According to the Recruitment Rules, 1981 (amended in 1986) Foundation Training Course (FTC) is compulsory for all new entrants to Bangladesh Civil Service. It was also made

¹ Knowledge refers to learning facts and concepts. Skill refers to the ability to perform an activity or task. Attitude refers to feeling, emotion, belief or values about something.

compulsory for probationers to be conducted through the Bangladesh Public Administration Training Centre (BPATC). The FTC aims at, as mentioned in the course brochure of 58th FTC, building personality, stimulating creativity and instilling leadership qualities into the officers and also providing an opportunity for the officers to familiarise themselves with various dimensions of socio-economic development of the country. Since its inception, the centre conducted 20 two-month Special Foundation Courses where 3372 probationers attended and 39 four-months FTCs where 7,408 probationers and 7 six months FTCs where 1614 probationers participated². Among the participants, an insignificant number of non-cadre probationers also attended those courses who are the own faculty of BPATC. Besides, in line with the direction of the Ministry of Public Administration, Special Foundation Training Course for two months period was conducted for non-cadre officials of above 40 years of age now and then.

Bangladesh Civil Service consists of 27 cadres. Amidst difference in nature of the job of different cadres, civil service officers are responsible mainly for the coordination and implementation of development activities of the government and providing service to the citizens. Some time they coordinate different activities being implemented by the non-cadre officials. Besides, they are responsible to look after the law and order situation of the country. Therefore, encountering those challenges they have to utilise their knowledge, skills and attitudes acquired from a foundation training course in performing their assigned duties. Moreover, this study attempt to examine to what extent the trainee officials can utilise their knowledge, skills and attitudes gained from FTC in their respective workplaces.

1.2 Problem Statement

A study on Post-training utilisation is considered as a less important area of training institutes of the country both in the public and private sectors because of its technicalities or lack of expertise of trainers of training institutes. Moreover, responses from the supervisory officials regarding probationers usually come softly. Furthermore, the impact of training is often indirect or delayed and the information is not easily accessible³. The main problem in doing research on post training utilization is challenging in getting actual feedback from the respondents as they usually poses

² Information was collected from PPR Department of BPATC.

³ INBAR Training Workshop Impact Assessment: Responses from African Participants.

soft corner of the institution they received training. Therefore, a common tendency among the trainees found in hiding the laps and gaps of the training they obtained. Rather their focus remains mainly positive while providing any feedback about their training. This may lead to developing a biased research in depicting actual scenario of the training imparted by the institute.

1.3 Rationale of the Study

Training is a performance development process to foster learning new techniques and methods to perform the job with fullest efficiency and effectiveness. To improve efficiency in training programs, organizations should give special attention to employee's participation in designing training methods and modules. Participatory training design motivates the workforce to learn objectively leading to incremental performance development and accelerated professional commitment. To ensure the effectiveness of participative training programs, post training evaluation proceed as an uncompromising tool to design, correct and improve existing and future training needs and methods (Karim, 2012). Little attention has been devoted to PTU of employees towards the effectiveness of training investment (Yan and Ming, 2005).

Since BPATC is mandated for imparting training to civil servants of the country to provide them with knowledge, skills and attitudes required to adapt to changing realities of the country. Without conducting a study on post-training impact or utilisation, it is simply impossible to make training courses upgraded and realistic. As such, this study would play a vital role in conducting future FTCs with due importance. It is therefore important to conduct a study that will solely focus on PTU on trainees after receiving FT.

1.4 Objectives of the Study

The main objective of the study is to assess the effectiveness of the foundation training course through post training utilization on the trained official of Bangladesh Civil Service.

The specific objectives of this study are as follows:

- i) To assess the relevance of existing training inputs to the job of probationers.
- ii) To measure the extent of utilisation of training inputs in the working place, and
- iii) To identify the factors that influences the probationers in utilisation of training input to their profession.

1.5 Limitations of the Study

A study on post-training utilisation usually deals with the long-term impact of training. It helps to find out the difference between a trainee before and after the training he/she received. It intends to assess the job performance and behaviour of trained officials. Therefore, it is required to have multi dimensional feedback i.e. feedback from the trained officers, their superiors, subordinates, peers and the clients they deal with. This feedback needs to find after an adequately long interval and in-depth observation of the behaviour of the trainees in their workplace. Since specific tasks of probationers of BCS vary for their different cadre entity, identification of their generic role is quite difficult. Besides, as probationers of all cadres do not directly deliver services to the client citizens this may also bar to assess expected knowledge, skills and attitudes from the viewpoint of citizens. Moreover, due to the scattered spatial distribution of the workplaces of the respondents throughout the country we could not reach all the targeted population. In few cases, respondents found badly busy with their official work, not available at the workplaces as well as reluctant to respond the questionnaires. Thus, this study may not provide an actual picture of post training evaluation for the probationers of BCS in some specific cases.

1.6 Outcome of the Study

This study tried to identify the present status of post-training utilisation of knowledge, skills and attitudes obtained from FTCs by the officials of BCS probationers in their perspective profession. Participants who have completed FTC from BPATC and not received such other training from any other institutions yet are chosen as the respondents of this study. Therefore, a reflection of their learning from Foundation Training can solely observe in their current job. It is found that a very minimal number of respondents received departmental training meanwhile. Therefore, the researcher specified the purpose of this study to the respondents while surveying that this study is only based on foundation training. Thus, learning from some other training is not reflecting the responses of the surveying. The important suggestions, observation and comments found from both participants and their supervisors as well as from the civil society will help to reduce the existing gap of FTC and will gear up for providing effective foundation training in the future. Considering one of the mandated duties of BPATC, it is hoped the

Curriculum Development Committee of BPATC will use the findings of this study in making the curricula more focused on and relevant to changing demands of today's administration. Moreover, this study could be used as a reference material for PTU of other courses to be conducted by BPATC and other organisations in the future.

1.7 Organizational Framework of the Study

This study report is divided into six different chapters. The introductory chapter (Chapter One) starts with a briefing about foundation training including justification, literature review, objectives, limitations and outcome of the study. Chapter Two described the methodology of the study which elaborately covers sample size and selection procedure, questionnaire design and sample survey, data processing and analysis. Chapter Three provided a brief description of the evolution of civil service in general and the functions and importance of BCS service in particular. Chapter Four narrated conceptual aspects of post-training utilization, training progression, different aspects of training assessment and training policy. Chapter Five discussed mainly data analysis and findings. Finally, Chapter Six presented the conclusion and recommendations of the study.



Chapter-II

Literature Review

Chapter 2: Literature Review

2.0 Historical Background of Civil Service

The history of civil service in the Indian subcontinent is as old as to the Mughal period. From 1858, after the end of the East India Company's rule in India, the British civil service took on its administrative responsibilities. The change in governance came about due to the Indian Rebellion of 1857, which came close to toppling British rule in the country (Sadhana 2006). The Indian Civil Service (ICS) for part of the 19th century officially known as the Imperial Civil Service, was the elite higher civil service of the British Empire in British India during British rule in the period between 1858 and 1947. The same colonial tradition of the elitism of civil service continued during the Pakistan era. After the Independence of Bangladesh in 1971, the term civil service came to be used to describe almost all regularly constituted services recruited centrally by the government through the Public Service Commission. Bangladesh Civil Service, more popularly known by its acronym BCS, is the civil service of the Government of Bangladesh. It originated from the Central Superior Services of Pakistan which was derived from the colonial legacy of the former British Empire-controlled ICS. Since its independence, it has been known by Act as Bangladesh Civil Service. This act is the main policy setting and recruitment body of BCS. After the emergence of Bangladesh, two separate commissions namely the Public Service Commission (First), and the Public Service Commission (Second), were initially established in May 1972 under provisions made in President's Order No. 34 of 1972. Moreover, to provide importance to the provisions on public service commission's in the constitution adopted in November 1972, a fresh Presidential Order (President's Order No. 25 of 1973) was promulgated in March 1973 which in effect formally regularized the establishment of the two commissions in existence since May 1972. However, in November 1977 the government promulgated another ordinance to establish a single commission in place of the existing two commissions, which, in effect, came into being on 22 December 1977 and was designated as Bangladesh Public Service Commission (Ahmed 2012).

2.1 Progression of Civil Service

Warren Hastings laid the foundation of civil service and Charles Cornwallis reformed, modernized and rationalized it. Hence, Charles Cornwallis is known as the 'Father of Civil

Service in India'. He introduced two categories of civil service namely Covenanted Civil Services (Higher Civil Services) and uncovenanted Civil Services (Lower Civil Services). The covenanted civil service consisted of only Europeans (i.e., English personnel) occupying the higher posts in the government. The uncovenanted civil service was solely introduced to facilitate the entry of Indians at the lower rank of the administration (Meghna 2013).

The present civil services of the Indian subcontinent are mainly based on the pattern of the former Indian Civil Service of British India. The Covenanted Civil Service was renamed as Indian Civil Service (ICS) under the Act of 1861 (Bangladpedia 2013).

2.2 Entry and Setting

Up to 1853, the Directors of the British East India Company made appointments of covenanted civil servants by nominations. This nomination system was abolished in 1855 by the Parliament in England and it was decided that the induction would be through competitive examinations of all British subjects, without distinction of race.

The examination for admission to the service was first held only in London in August of each year. All candidates also had to pass a compulsory horse-riding test. The competitive examination for entry to the civil service was combined for the Diplomatic, the Home, the Indian, and the Colonial Services. Candidates had to be aged between 21 and 24, which gave everyone three chances for entry. The total marks possible in the examination were 1,900. Successful candidates underwent one or two years probation in England, according to whether they had taken the London or the Indian examination. This period was spent at the University of Oxford (Indian Institute), the University of Cambridge, colleges in the University of London (including School of Oriental Studies) or Trinity College, Dublin, where a candidate studied the law and institutions of India, including criminal law and the Law of Evidence, which together gave knowledge of the revenue system, as well as reading Indian history and learning the language of the Province to which they had been assigned. The Early Nationalists, also known as the Moderate group, worked for several implementations of various social reforms such as the appointment of a Public Service Commission and a resolution of the House of Commons (1893) allowing for simultaneous examination for the Indian Civil Service in London and India (Rai, 1965).

2.3 Cadre Based Civil Service

The system of cadre based Civil Services was virtually introduced by the British East India Company when they began to rule India. Both the Hindu rulers of ancient India and the Muslim rulers of the medieval period had their systems of administration and recruited men to run it. But they had never followed a systematic system and pattern of recruitment and training of their employees. It was the British East India Company who, for the first time in India, introduced the cadre-based civil services which eventually became the steel framework of the administrative machinery of British India.

Both under the East India Company and the administration of the British Queen, the system of the civil services changed and developed gradually through three distinct periods following the gradual changes in nature, functions, and responsibilities of the Company (Sen 2013).

2.4 The East India Company

The Macaulay Committee which gave India its first modern civil service in 1854 recommended that the patronage-based system of the East India Company should be replaced by a permanent civil service based on a merit-based system through competitive entrance examinations. As Macaulay's Report said, "Henceforth, an appointment to the civil service of the Company will not be a matter of favor but a matter of right. He who obtains such an appointment will owe it solely to his abilities and industry". The report made it clear that only the best and the brightest would do for the Indian Civil Service (ICS). The report stated, "It is undoubtedly desirable that the civil servants of the Company should have received the best, the most finished education that the native country affords". The report insisted that the civil servants of the Company should have taken the first degree in arts at Oxford or Cambridge Universities.

After 1855, recruitment to the ICS came to be based totally on merit. The report of the Civil Service Commissioners pointed out that of those who entered the ICS between 1855 and 1878, more than two-thirds were university men, equipped with a liberal and finished education. Initially, the ICS sought its recruits from Oxford and Cambridge. It was thus an elite service.

2.5 District Supervisors

Probationers of different cadres have to work under their supervisor at the district and divisional level. However, many cadre officers have no supervisor at the Upazila level. They have to work

under the district level supervisory body. Mainly cadre from Administration, Health and Family Planning and Agriculture and Livestock has their supervisor at Upazila level. District supervisors have to perform many duties including monitoring and supporting their subordinates in performing their assigned job.

These are the current practice. In the past, the main duties of the supervisors were to make a detailed local investigation regarding management and collection of revenue. They were also officially instructed that apart from revenue matters, they were to be sole custodians of public welfare of the area under their charge. Eradication of oppression of any kind "which are as grievous to the poor as they are injurious to the Government" was also to be their duty (Griffiths, 1965 quoted in Ali, 1982:22).

2.6 Function of Generalised Cluster of Cadres

With the increasing of works nature and dimension of different BCS cadres, the number of cadre increased over time. Based on their role and functions, all BCS cadres are categorised into three broad clusters. In generalised cluster, it includes Administration, Police, Ansar, Foreign Affairs, Information, Information Technology, Cooperative and Food. Earlier, the working office of administration cadres popularly known as collectorate has to deal with many functions. The necessity of the appointment of collectors felt emergence when field administration comprehend that appointment of supervisors did not prove satisfactory mainly because they had no executive authority. In the past, a collector's main duty was the collection of government's dues and land revenues and thus they got the name Collector. However, their duties have been expanded and powers have been enlarged nowadays. They supervise the collection of nearly all the government dues, excise revenue, mining fees and royalties, government loans, co-operatives dues, water rates etc. They are also responsible for the collection of canal dues, distribution of agricultural loans and their recovery, relief of fire sufferers, all matters relating to land records, land acquisition, supervision of treasury and sub-treasuries, enforcement of Stamp Act etc. Besides being a collector of government dues, he is the head of revenue administration and is the king-pin of the relief operations in the district. The native officers, who were already there to assist the collectors, took over the charge of revenue collections. For revenue collection, the whole of Bengal was divided into five grand divisions and each division was placed under the control of Provincial Councils of Revenue. But in 1781 revenue administration was further centralised by abolishing the Councils and replacing them by a Committee of Revenue (Ali, 1982).

2.7 Function of Economic Cluster of Cadres

Mostly known as specialized field of the profession including Economic (recently merged with admin cadre), Tax, Livestock, Audit and Accounts, Customs and Excise, Fisheries, Agriculture, Trade, Statistics, Forest and Postal. Most of these cadres have to work for development and monetary collection from the public.

2.8 Function of Socio Economic Cluster of Cadres

Cadres of this cluster mainly responsible for service related works. Development and construction related works are the main specialty of this cluster. Different cadres of this cluster including Railway Engineering, Railway Transport and commercial, Public Works, Public Health, Roads and Highway and Family Planning.

Ministry of foreign affairs and ministry of law, justice and parliamentary affairs remains in general cluster.

2.9 Formation of Different Administrative Bodies

As the functions of police, revenue and judicial of the Collectors increase, it led to the emergence of different administrative units in Bengal. It has been seen that the emergence of districts is related to the revenue function of the Collector. Divesting the Zamindars of their police powers in 1792 a regular police force was formed under the direct control of the government during the time of Cornwallis. Under Regulations of November 7, 1792, the Magistrates were asked to divide the district into police jurisdiction called Thana. The Thana was the result of reorganization of police administration and the creation of division consisting of four to five districts was for the supervision of collector's work. A Division was placed in charge of an officer called the commissioner. This was done under a regulation passed in 1829.

2.10 Decentralization of Administration

When it was felt that it is overburden for the central government to run the administration more effective way then decentralization of administrative unit was considered. In Bengal, there was no subordinate agency below the sub-divisions. This gap was pointed out by the Royal Commission upon Decentralization in India in its Report in 1909. Based on the recommendations of the Commission the circle system came to be introduced in the selected subdivisions of Bengal in 1911. Under this system, the Unions were grouped into circles under the charge of a junior civil servant called circle officer (CO) whose main function was to supervise the Union

Board (then called Union Panchayats). Thus circle system formed the basis of present-day thana councils in Bangladesh. Under the direct control of the Collector, CO used to work closely at the grass-root level for the general welfare of the public. It drew the Collector nearer to the people about local government activities.

2.11 Circle Officer as a Change Maker

The positive result becomes evident within a very short time after decentralization of administration. Thus, it is evident that the Collector became a social mobilizer regarding social welfare and local government development work. Along with their core duties of law and order and revenue management, the Collector as the head of the district got much authority to coordinate among all other specialized services during the period between 1920 to 1947. It brings a positive change in getting service towards the public and smooth completion of administrative works.

2.12 Before Independence

Though the Constitution of Pakistan was adopted in 1956, the structure of civil service, which was inherited from the British colonial legacy, continued maintaining elitism of the Civil Service of Pakistan (CSP), Central CSP just like the erstwhile Indian Civil Service (ICS). In 1960, the old affiliation of District Magistrate and Collector has replaced by the designation of Deputy Commissioner (DC).

2.13 Bangladesh Civil Service

With the independence of Bangladesh in 1971, many people doubted whether the Bangladesh administration would be able to deal with the management of public affairs including the economy. Since independence, over the last three decades, the civil service of Bangladesh has experienced a lot of experiments and changes in its quality and system. The period witnessed the killing of two presidents, two martial law administrations, and two democratically elected governments as well as three caretaker governments. The period also witnessed politicisation of civil servants, amalgamation of EPCS (I) and EPCS (II), absorption of officers of other services with BCS Administration Cadre, the appointment of ex-military officers in BCS cadres (Ali, 2004). With time, the duties and responsibilities of BCS cadre officials have undergone tremendous change.

2.14 Role of BCS Probationers

BCS probationers play the main role to serve the public at the grass-root level. They are assigned to serve with governmental support directly to the citizens. In some cases, they deal with public matters directed by the district office. They play the role of the implementer of governmental policy. They are assigned to render services towards public doorstep.

Traditionally, a newly recruited admin officer is given first posting under the Deputy Commissioner while other officers of other cadres posted in a different sector under a supervisor to work with the supervision of senior officials. Probationers have to undergo training just after joining to their job. The foundation training is mandatory for each cadre and BPATC has the mandate to provide foundation training to the BCS officials. Having a foundation as well as other training probationers get oriented with norms, values manners and etiquette job rules and regulation. Administrative functions and governmental rules are also taught them in departmental as well as foundation training. Each probationer has some specific duties.

In essence, whatever the job description holds, the main task of a probationer is to do any work assigned by his/her supervisor.

2.15 Maintaining Confidentiality

Civil servants are under an obligation to keep the confidences to which they become privy in the course of their work; not only the maintenance of the trust among peers and civil servants but also the efficiency of government depend on their doing so. There is and must be a general duty upon every civil servant, serving or retired, not without authority to make disclosures that breach that obligation. This duty applies to any document or information or knowledge of the course of business, which has come to a civil servant in confidence in the course of duty. Any such unauthorised disclosures, whether for political or personal motives, or pecuniary gain, and quite apart from liability to prosecution under the Official Secrets Acts, resulting in the civil servant concerned forfeiting the trust that is put in him or her as an employee and making him or her liable to disciplinary action including the possibility of dismissal, or to civil law proceedings. He or she also undermines that ought to subsist between Ministers and civil servants and thus damages colleagues and the Service as well as him or herself.

2.16 Common Functions

BCS probationers have to perform many additional duties besides their job description. Specially, cadre official from Administration, Police and Ansar have to play the main role to maintain law and order situations in the country. These three cadre officials also work for revenue collection, ensuring security, protocol affairs, maintaining public transport operational, disaster management during a time of calamity and many more when and where required necessity.

Apart from these, BCS officials also have to be engaged in many others general affairs like issuing a license for vehicle and cancellation, election matters, border affairs, census, relief and rehabilitation, foodgrain procurement and open market sale during economic hardship, control and settlement of labour disputes, family planning motivation etc. Furthermore, they have to deal with pension cases of the retired employees of district administration.

From the very beginning of their job, they have to engage themselves in protocol duties making local arrangements for a tour of VVIPs/VIPs and senior officials of their respective job ensuring reception, security, accommodation, transport and food for them. They have to work for the arrangement of public meetings, execution of development projects through mass mobilisation and motivation of people in connection with new and special programmes of the govt. like, look after Kabikha, Kabita, TR functions, Ekti Bari Ekti Khamar, and other social safety net and awareness programmes etc.

For protocol and other official purposes, he has to requisition transports and guesthouses. To regulate public transports he has to hold mobile courts very often. Sometimes he has to manage district transport pool by maintaining vehicles placed in the pool, controlling fuel consumption and providing transport to other agencies in case of emergency.

2.17 Education and Sports

One of the important duties that civil servants have to play in ensuring the sound atmosphere of education and sports for the people. Under the guidance of a supervisory officer, probationers do their duty at the field level. Specially, an officer from administration, police and ansar cadres have to play a crucial role in this regard. Conducting public examination for the students and

arranging sports is a challenging job for the administration where many unexpected events may arise. Young government probationers show their maximum performance in managing education and sports-related activities.

2.18 Public Amusement

Public amusement considered an integral part of life and activities. It helps to be socialized. In the context of Bangladesh, the scope of public amusement is insufficient for its citizens. Therefore, the number and field of public amusement grow more in the private sector than in the governmental sector. Among many other duties, civil servants have to work to ensure public entertainment at a different level of the country. Ensuring the security of the public while enjoying entertainment is a major concern for the administration. Upazila and District level government officials are assigned to look after the matter.

2.19 Desk Works

Along with assigned jobs civil officers have to do regular desk work. Though job nature varies according to the office, a civil official has to do some common tasks like they have to work for holding meetings of the District Development Coordination Committee, meeting with clients. Civil Service administrators make up a significant amount of government staff. They are responsible for most of the day-to-day management of the country. Civil servants typically advice and support government officials, and implement their policy decisions. Other jobs could include:

Managing staff, debating and negotiating ideas writing reports research preparing policy proposals. He also learns about the procedure of disciplinary action against them. Along with these, they have to submit budgets, revised budgets and estimates to the government.

2.20 Challenges

Due to the lack of professional experiences, a new entrant has to fall in crisis while performing work at the field level. One of the common challenges is decision making and decision provides. Sometime, critical situations may arise and an officer needs to take an instant decision. In that case, a probationer needs to work very sincerely. Specially, this type of situation frequently arises in administration and police cadre. Furthermore, inter-service conflict acts as a demotivating factor for any new officer. In most cases, the District Administration still follows the colonial strategy of domination over others, which caste a negative impression on the mind of

the new entrants. Most of the Deputy Commissioner offices are lacking in modern office equipment like computers, mobile phones, internet connection, and it impairs the natural development of a potential officer. In the same manner, s/he witnesses that his/her superior officers are helpless in the face of political pressures. When s/he finds that political association is more useful than anything else in case of transfer and promotion, s/he also lets himself/herself follow the partisan way which gradually erodes the traditional values of public service neutrality held by the bureaucracy (Haque and Rahman, 2003:404 quoted in Jahan, 2006:12). Moreover, a probationer with little experience might find it embarrassing to work with the officers and the employees of the Deputy Commissioner offices and Superintendent of Police offices. Besides, many uncertain and unexpected challenges may occur while managing the public. These are usually found during arranging public examination and also at the time of disaster management initiative. Challenges at the office of professional cadre are comparatively fewer. However, it depends on place to place.

2.21 Literature

Iqbal (2013) in the M.S.S. thesis regarding "Effectiveness of The Public Administration Training: A Study on The Administrative Cadre Service of Bangladesh" emphasizes on training for the public servants to ensure effectiveness and perfections of their professional works and said people at large are asking for transparency and change of attitude of public servants. Without proper training, this demand may remain unattainable. The public sector needs to be properly organized and develop to perform efficiently and effectively. Proper training is a useful tool to increase dynamism among civil servants.

Moreover, Sheikh Abdur Rashid, (2008) gave importance on quality training for civil servants on his book entitled *Civil Service at the Cross-road* and opined, "Training in civil service, particularly the higher civil service, aims to impart just effectiveness and efficiency of the administrative system. This is the reason why civil service has to maintain its vitality and improve its efficiency and quality to provide its increased inputs in terms of better-trained and more efficient administrative workforce.

However, Peretomode and Peretomode (2001) expressed different views and said the quality of training always may not guarantee to build up efficient trainees. Both organizations and stakeholders need to be effective. As he cited training is a planned organizational effort concerned with helping an employee to acquire specific and immediately useable skills, knowledge, concepts, attitudes and behaviours to enable him or her performs more efficiently and effectively on his present job.

Karim, Khan and Huda (2012) conducted research entitled Significance of Training and Post Training Evaluation for Employee Effectiveness: An Empirical Study on Sainsbury's Supermarket Ltd, UK and mentioned how training refers to the attainment of knowledge, skill and attitudes. Training is a performance development process to foster knowledge of new techniques and methods to perform the job with fullest efficiency and effectiveness. Successful training and development program assists the strategic requirement of the organization and also satisfies the individual needs of the people working in it. Effective training programs also help the employees to concentrate on their individual career development which ultimately assists to achieve organizational short and long-run objectives. They showed the effectiveness of the training provided by the company to its employees. However, they did not work on the training given to the government employees.

Islam, Arifuzzaman and Fatema (2012) in an article entitled Training Module/Curriculum and Training Effectiveness: An Empirical evidence from Foundation Training Course at BPATC in Bangladesh measured the effectiveness of training to give to the BCS cadres by BPATC. They mainly worked on the course curricula whether it is effective or not to meet the need of government BCS officials. However, their study not covered whether BCS officials use the learning obtained from foundation training while working in their profession.

BPATC and COTA have conducted studies, not significant in numbers, on FTC (Ali et al., 1998;

Hossain et al., 1992; Huq and Safiullah, 1989; Khan and Hossain, 1986; and Shams and Hossain 1981), but this study was not covered for BCS Cadres who completed FTC for six months.

Hossain and Hussain (1997) conducted research on post-training utilization of a four-week long Thana Health and Family Planning Administrator Course which was organised in November-December 1982 by Civil Officers Training Academy (COTA). The study tried to establish a link between the learned behaviour in a training situation and the application of the behaviour in the working places.

Hossain, Tareque and Ahmed (1992) conducted a follow-up study on two months-long Special Foundation Training Course (SFTC) organised by BPATC. They found that the inputs of the SFTC unable to fulfill the desired objectives of the course. Individual improvement of the foundation trainees occurred but very little of this improvement has been transferred to their profession and not to organisational and societal development. Even though in case of knowledge and skill, the inputs of SFTC led to improvement at the individual level, the picture was rather hazy in case of attitudinal change of the trainees. The major shortcomings of the SFTC pointed out by the trained officers that it failed to achieve its desired goals as short of course duration, imparting foundation training at the wrong time of their service career, non-need-based curriculum, a mix of aged and young officers in the same course and absence of competent trainers. Hence, researchers recommended for the redesign of course curricula and training methodology and creation of a pool of committed trainers to emphasize specially the key attitudinal variables such as aptness in problem-solving, punctuality, self-confidence, patriotism, empathy for the poor and law-abiding. Besides, they suggested for extension of the duration of the course up to six months.

Ali, Islam and Quader (1998) also conducted a study on the effectiveness of four-month Foundation Training Course which observed similar findings. The empirical results of the study proved low effectiveness of foundation course in developing the knowledge, skills and attitude of the probationers and found the training methodologies inadequate in maximising their learning. Therefore, researchers suggested the redesign of course curricula with concurrent readjustment in training methodologies and course duration.

There was another study that only focused on on-the-job training of BCS (Administration) and former BCS (Secretariat) cadres (Kar and Muslim 1989). They focused on mainly the admin

cadre However, the present study tries to address the issue of post training utilisation of FTC all cadre officials and thus fills the research gap in this important but neglected area of training.

Haque, Shafiqul, Mukta, A, R and Mannan, A. 2010 in their article entitled PTU of Foundation Training Course with special Reference to BCS Agriculture, Fisheries and Livestock Cadre Officials mentioned PTU helps the clientele organizations optimize their resources spent on training in one hand and explore the strength and weakness of a particular training imparted by institutions concerned on the other. It also revealed that foundation training provided by BPATC failed to attain all the objectives towards participants. However, this study was conducted on partial trainees, not for all BCS cadres.

2.22 Conclusion

The incumbent study was conducted among all BCS cadre officials except health and education. Therefore, a reflection of all trained officers who completed FTC in the last three years has been included in this study. Moreover, comments also collected from the supervisor of trainees and from civil society are incorporated in this research.

After going through a vast reviewing of literature it is observed that sufficient studies have been done relating to the current study and it has successfully extracted objectives of post training utilization at a different level. The study also suggested required commendation to develop and ensure effective training materials. However, a vivid gap regarding imparting training and measures implications was noticed while reviewing the literature. A very common weak point of the previous study found as it has assessed their study based on the Kirkpatrick model of training evaluation. But, this model is not out of criticism as there is no provision of taking interviews of service recipients. Thus, this study was done based on thinking out of the box and extended questionnaire survey to service recipients. Therefore, this study tried to fill up the gap and provide a complete guide to assess training output which will help to ensure in achieving the objectives of training so far.



Chapter-III

Conceptual Outline of Post Training Utilisation

Chapter-III: Conceptual Outline of Post Training Utilisation

3.0 Introduction

The conceptual framework steers the whole research activity. It serves as a "map" or "rudder" that guides towards realizing the objectives or intent of the study. It brings out the actions required in the course of the study given one's previous knowledge of other researchers'. It helps to relate different fields of the study maintaining a sequence and uphold the objectives in every step. Moreover, it is like a tier and progresses gradually to the findings of the study. It always keeps consistency around the whole works. Therefore, it becomes easy to achieve the goal of study by maintaining the guide of outlines and thus research reach its ultimate target finally and get findings. Hence, it can be said that research is as rich as its conceptual framework is structured. Thus, the conceptual framework acts as the success tree of a study. A quality research work progress gradually based on holding the branch of the conceptual framework.

3.1 Training Progression

Training simply means learning something practical and new utilizing doing. Training presents a prime opportunity to expand the knowledge base of all employees. However, many employers find development opportunities expensive. Employees also miss out on work time while attending training sessions, which may delay the completion of projects. Despite the potential drawbacks, training and development provide both the company as a whole and the individual employees with benefits that make the cost and time a worthwhile investment. It is an essential ingredient in the building of human capabilities and input for socio-economic development. It refers to a process that enables personnel to acquire the factual knowledge, skill, normative systems, and analytical framework that is needed for effective performance in the enterprise (Stanley, 1984).

In the organizational level training is a formal procedure that is used to facilitate employee learning so their resultant behaviour contributes to the organization's activities. Though the level of training may vary from organization to organization, still a common application found in set rules which are to achieve the goal. Therefore, numerous training models have developed over time. Based on the nature of organization, these models can be used to provide training.

Simultaneously, training evaluation models also developed. Training is a continuous and systematic process which helps people to learn how to be more effective at work' (Bramley, 1986). Bramley also provided a model of training cycle which consists of five major stages-identification of training needs, setting objectives, training methods, implementation of training and evaluation (Figure 3.1).

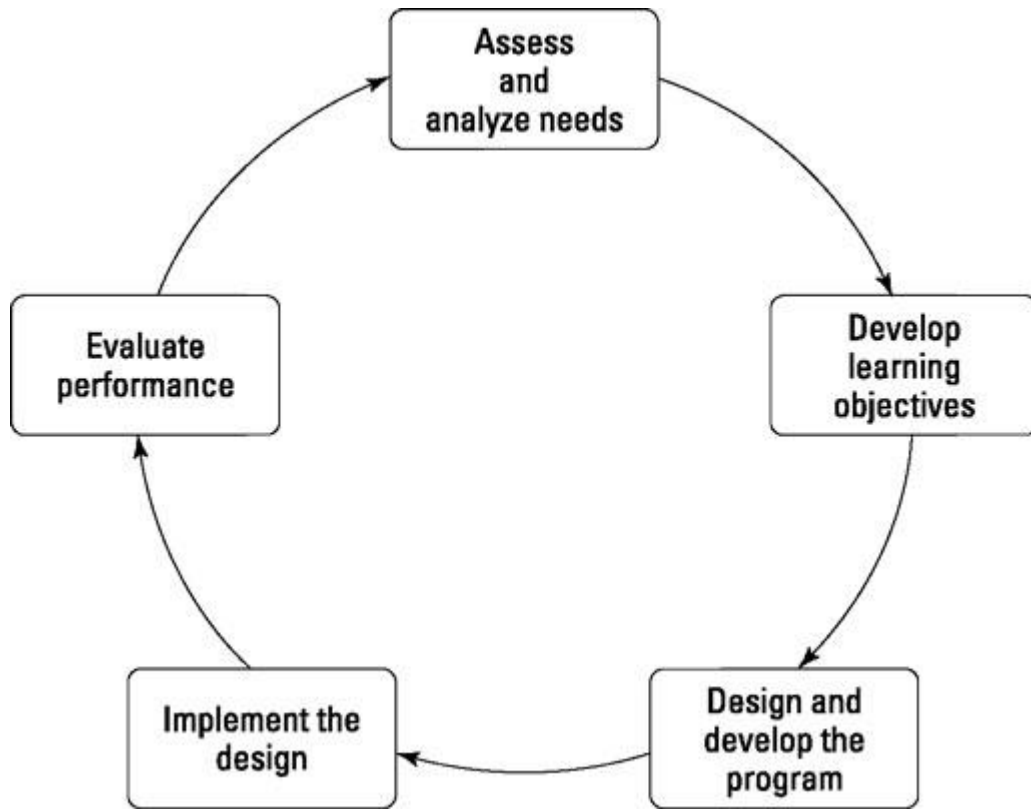


Figure 3. 1: The Training Cycle

From the above figure, it is found that training is interrelated with and interdependent on the different components of the training cycle. Here the entire tire is very important to make effective training. To make fruitful training identifying training needs is essential. At the same time, setting objectives is also important to conduct the training on the right track. Time to time evaluation helps to find out the gap and suggest redesigning the training module.

Training experts developed different types of models to symbolize the approach to training. Lloyd A. Stanley simplified the concept of the training process and produced a model presented in Figure 3.1. This model entails six phases. Each phase is interlinked with another like a tier. In

research, equal attention should be given from phase one diagnosis of research to phase six evaluation to get feedback every footstep It serves a reminder that effective training depends on thoroughness, and that a measure of effectiveness is the extent to which objectives have been attained' (Stanley, 1984:12). Thus, it helps to achieve the goal by providing effective training.

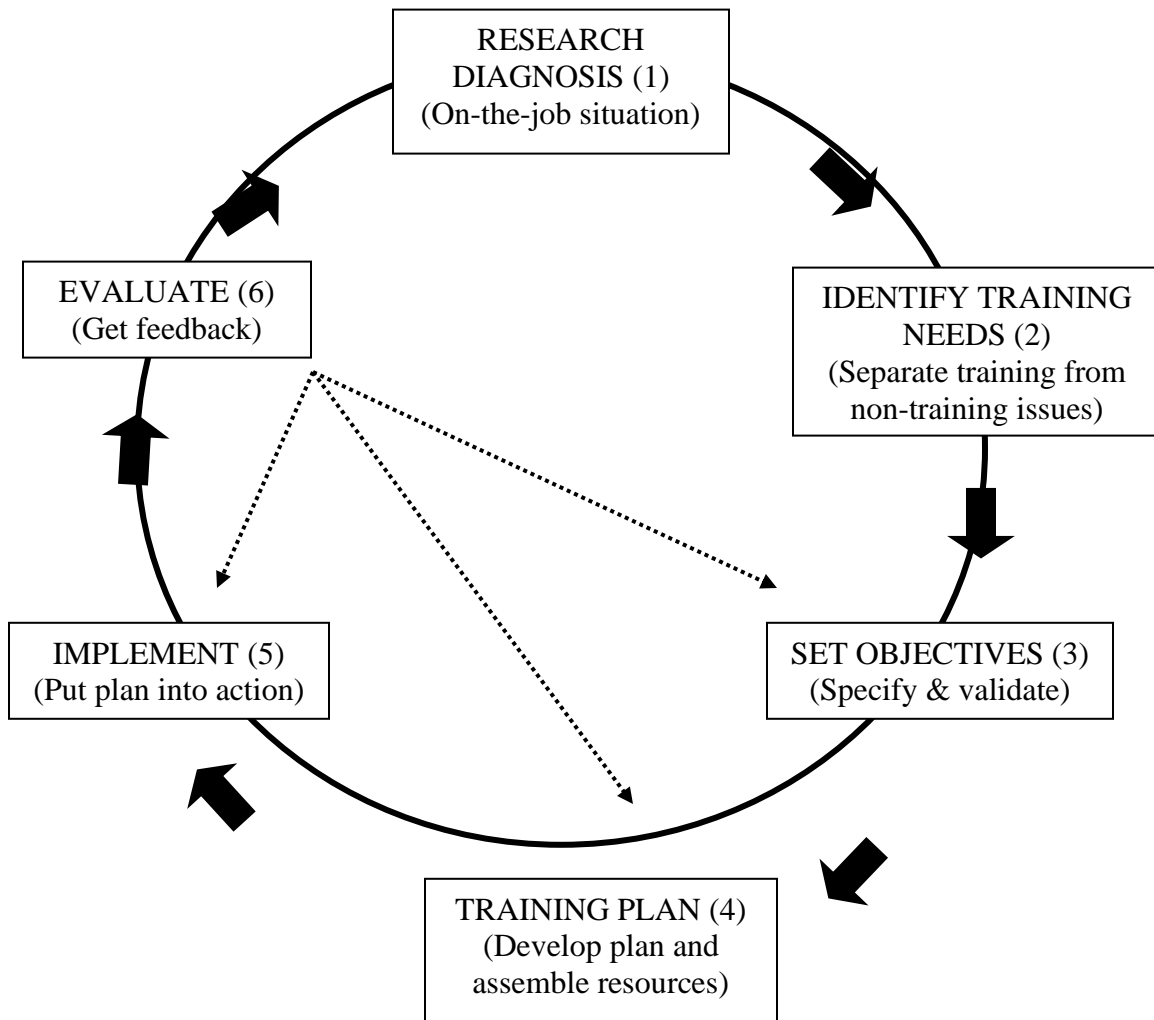


Figure 3. 2: The Training Process

The above figure showed a systematic process of different steps of training. All these steps are designed to make fruitful training that will help to achieve the goal of training. Phase one and two of the training process are considered as an assessment of training needs. After the assessment of training needs training objectives will be established and a training plan will be developed and implemented. This training process will be completed after evaluating the training imparted.

3.2 Training Assessment

Evaluation of training effectiveness is the most critical exercise because the training outcome may either be tangible or intangible. Intangible outcomes are very difficult to measure. More specifically, if the typing speed of a trained typist increased from 30 words per minute to 60 wpm with reasonable accuracy, it is a tangible and measurable outcome but a change in the attitude of a trainee is an intangible outcome which is very difficult to measure. Evaluation is common in both models presented in Figure 3.1 and Figure 3. 2. Now, considering the importance of evaluation and for a better understanding of PTU, researchers of the study briefly discussed conceptual aspects of training evaluation.

Despite the entire difficulties lie with training evaluation, the systematic evaluation must become a part of every training program– whether or not key agency stakeholders require it.

Wigley (1988) defines evaluation as "a data reduction process that involves the collection of large amounts of data which are analysed and synthesised into an overall judgment of worth or merit". The implication here is that the judgment of worth can be supported by the data. What is not clear in any of the definitions offered is what is entailed in the criteria of worth. It has been suggested that a major problem in arriving at a definition of evaluation is confusion with related terms such as measurement, assessment and validation (Foxon, 1989 p 92). This suggestion is a reasonable one if the literature is any indication of the way the training population perceives evaluation. Only five authors (Wigley, 1988; Brinkerhoff, 1988; Birnbrauer, 1987; Bushnell, 1990; and Phillips, 1997) refer to a comprehensive approach to evaluation, involving the collection of data from the beginning of programme design through to programme completion.

3.3 Aspects of Training Assessment

Evaluating the effectiveness of any training programme is very critical not only in the sense of judging the quality of imparted training but also it provides substantial inputs for further improvement of the programme in order to make it more effective and realistic. Evaluation of training is not a one-shot business that generally attempts immediate after its completion but it is a continuous exercise to be conducted in every step from beginning to ending of the programme. In other sense, it is not the only subject to evaluate trainees of the programme but also subject to

evaluate trainers, training management, training arrangement, training environment, training content and curriculum, training methodology and periodicity etc.

Training experts developed various models related to training evaluation from time to time. The dominant model of training evaluation is 'The Kirkpatrick Model'. Kirkpatrick, L. Donald (1976) affirms that effective training managers will make an effort to evaluate all their training activities. The success of these efforts depends to a large extent on a clear understanding of just what 'evaluation' means. A definition of evaluation is that 'the determination of the effectiveness of a training programme'. According to the Kirkpatrick, evaluation is needed in order to improve future programmes and to eliminate those programmes which are ineffective. Though the Kirkpatrick model has some limitations, still this model is mostly usable in training evaluation. He did not mention clients' views to assess the training implication in his model. However, it is important to know the customer's view of service provider skill that they achieved through training. He mentioned evaluation changes from a complicated, elusive generality into clear and achievable goals if we break it down into logical steps. These steps are: (i) reaction level – how well did the trainees like the programme in other words it is 'smiles test' or 'happiness test', for example, daily and weekly evaluation as well as course-end evaluation by the trainees of FTC at BPATC; (ii) learning level – what principles, facts, and techniques were learnt, for example, pre-test and post-test practiced in FTC of BPATC; (iii) behaviour level – what changes in job behaviour resulted from the programme; and (iv) results in level – what were tangible results of the programme in terms of reduced cost, improved quality, improved quantity, etc. The present study tried to evaluate behavioural aspects of the Foundation Training Course following the Kirkpatrick model (Table 3).

Table 1: Kirkpatrick's four levels of training evaluation⁴

<i>level</i>	<i>evaluation type</i>	<i>evaluation description and characteristics</i>	<i>examples of evaluation tools and methods</i>	<i>relevance and practicability</i>
1	Reaction	○ reaction evaluation is how the delegates felt about the training or learning experience	○ eg., 'happy sheets', feedback forms ○ also verbal reaction, post-training surveys or questionnaires	○ quick and very easy to obtain ○ not expensive to gather or to analyse
2	Learning	○ learning evaluation is the measurement of the increase in knowledge - before and after	○ typically assessments or tests before and after the training ○ interview or observation can also be used	○ relatively simple to set up; clear-cut for quantifiable skills ○ less easy for complex learning
3	Behavior	○ behaviour evaluation is the extent of applied learning back on the job - implementation	○ observation and interview over time are required to assess change, relevance of change, and sustainability of change	○ measurement of behaviour change typically requires cooperation and skill of line-managers
4	Results	○ results evaluation is the effect on the business or environment by the trainee	○ measures are already in place via normal management systems and reporting - the challenge is to relate to the trainee	○ individually not difficult; unlike whole organisation ○ process must attribute clear accountabilities

⁴ <http://www.businessballs.com/kirkpatricklearningevaluationmodel.htm> Accessed on 22 October 2008

Though the Kirkpatrick's model has been amended slightly over time to include a fifth level (5) Return on Investment (ROI) by Dr. Jack J. Phillips

Where,

$$\text{RoI (\%)} = \frac{\text{Net Program Benefit}}{\text{Program Cost}} \times 100$$

This model adds a fifth level to Kirkpatrick's four levels. This level is purely concerned with the measure of financial benefit (or lack thereof) to an organization after training. It has still application to measure effectiveness of training. It is true that behavioral change of a trainee not only happen due to training he/she obtained. It may happen due to other factors time to time. Therefore, FTC should not always claim the credit of bringing change of probationers. However, study method justified the rationality of findings as it has followed all steps of the Kirkpatrick model in a holistic approach. It can be related with another model regarding measurement of training effectiveness given by Fred Nickols (2000) is shown in figure 3.3:

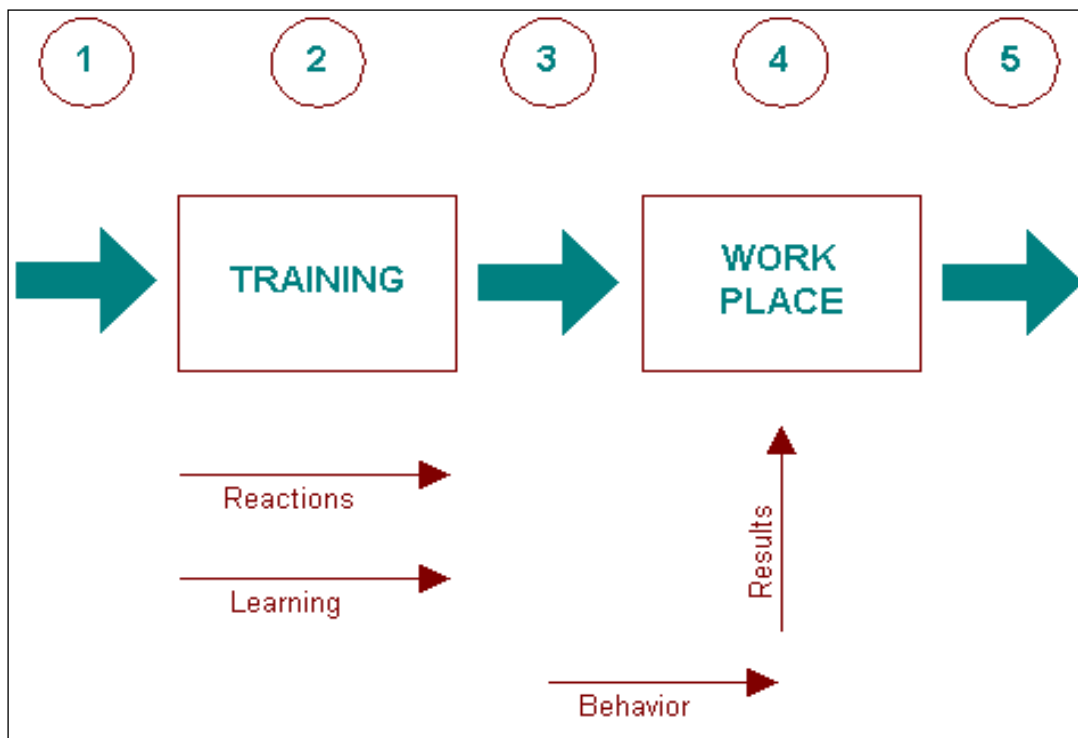


Figure 3. 3: The Structure of the Training Evaluation

The five points mentioned in the Figure 3. 3 are– (1) before training, (2) during training, (3) post training or before entry (reentry), (4) in the workplace and (5) upon exiting the workplace. Reactions are typically measured at the end of training – at Point 6 in Figure 3. However, that is

a summative or end-of-course assessment and reactions are also measured during the training, even if only informally in terms of the instructor's perceptions. Evaluating learning (knowledge and skills), then, requires measurements at Points 1, 2 and 3 – before, during and after training. Any evaluation of changes in on-the-job behavior must occur in the workplace itself – at Point 4 in Figure 3.3. It should be kept in mind that behavioral changes are acquired in training and then transferred (or don't transfer) to the workplace. It is deemed useful, therefore, to assess behavior changes at the end of training and in the workplace. Regarding results (level four), Kirkpatrick relied on a range of examples to make it clear instead of giving any definition. These examples are – reduction of costs; reduction of turnover and absenteeism; reduction of grievances; increase in quality and quantity of production; or improved morale which, it is hoped, will lead to some of the previously stated results.' These factors are also measurable in the workplace – at Point 4 in Figure 3.3.

This model adds a fifth level to Kirkpatrick's four levels. This level is purely concerned with the measure of financial benefit (or lack thereof) to an organization after training. It has still applications to measure the effectiveness of training. It is true that the behavioral change of a trainee not only happen due to training he/she obtained. It may happen due to other factors from time to time. Therefore, FTC should not always claim the credit of bringing a change of probationers. However, the study method justified the rationality of findings as it has followed all steps of the Kirkpatrick model in a holistic approach. It can be related to another model regarding the measurement of training effectiveness given by Fred Nickols is shown in figure 3.3:

It has been noted by F. Nickols that there is a shifting of conceptual gears between the third and fourth elements in the Kirkpatrick's framework. The first three elements focus on the trainees– their reactions, their learning, and changes in their behavior. The fourth element shifts to a concern with organisational payoffs or business results. Moving to the right, beyond Point 5, Fred Nickols wanted to see as to where people go when they leave the workplace, perhaps at the end of the day or perhaps at the end of a career. The diagram is shown in Figure 3.3 not only depicts the Kirkpatrick's evaluation framework, it also indicates the points at which it takes measurements, collects data, and so forth (Nickols, 2000).

Hossain, Tareque and Ahmed (1992:6) presented an alternative model of training cycle in their studies (Figure 3). They viewed that emphasis of all the training programmes in our country should be on the outcome (output) based of the training programmes and this vital element is missing both in Figure 1 and Figure 2. They further mentioned that the evaluation should be the analytical tool of assessing and reassessing the elements of the training process. These aspects of a training process are captured in Figure 3.4. Here, evaluation is conceptualized as the hub of the training wheel (p.5).

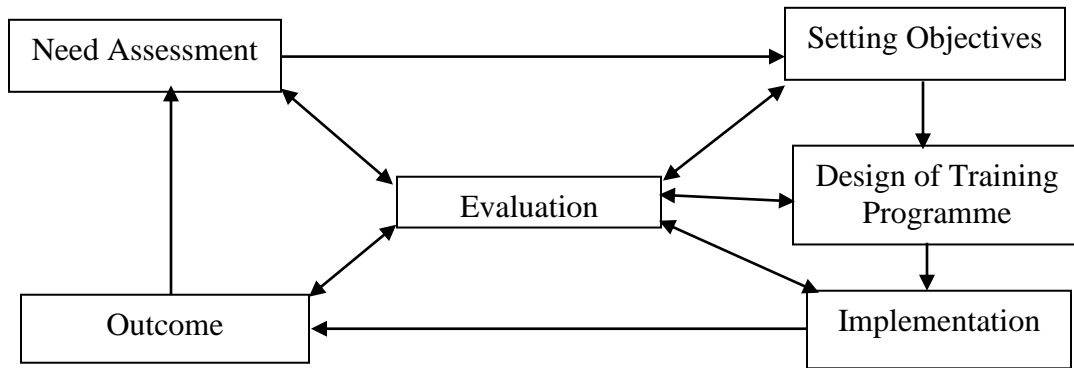


Figure 3. 4: An alternative model of training cycle

Hossain, Tareque and Ahmed (1992:6) again mentioned that the success of a training programme depends on – (i) how well and accurately needs are assessed, (ii) how precisely and concretely objectives are set and whether set objectives reflect assessed needs, (iii) how prudently training programme is designed and to what extent course contents are consistent with set objectives, (iv) with how much care training programme is implemented and (v) to what extent the outcome validates the assessed needs. On the other hand, the continual development of a training programme depends on how scientifically these five components of the training process are evaluated and reevaluated, and feedback/results are utilised for improvement.

3.4 Post Training Utilisation

Post-training utilisation (PTU) plays an important role in getting the maximum benefit from training and it is considered an integral part of the training evaluation. It deals with the application of knowledge, skills and attitudes on the job situation obtained from the training. It also helps the organization in getting Return on Investment (RoI). PTU measures the degree of

actual utilisation of training inputs. It integrates two aspects of training such as – relevance of training input to the job, and degree of relevance including the degree of actual utilisation of training inputs in performing tasks or job (Hossain and Husain, 1997:45). To validate the training programme study on PTU is very essential task that has to be conducted in the workplaces of the trained participants. Moreover, a reasonable application time of the training inputs has to be allowed before initiating the PTU study. More specifically, PTU is directly linked with behaviour level (level 3) of 'The Kirkpatrick Model' (TKM) of training evaluation.

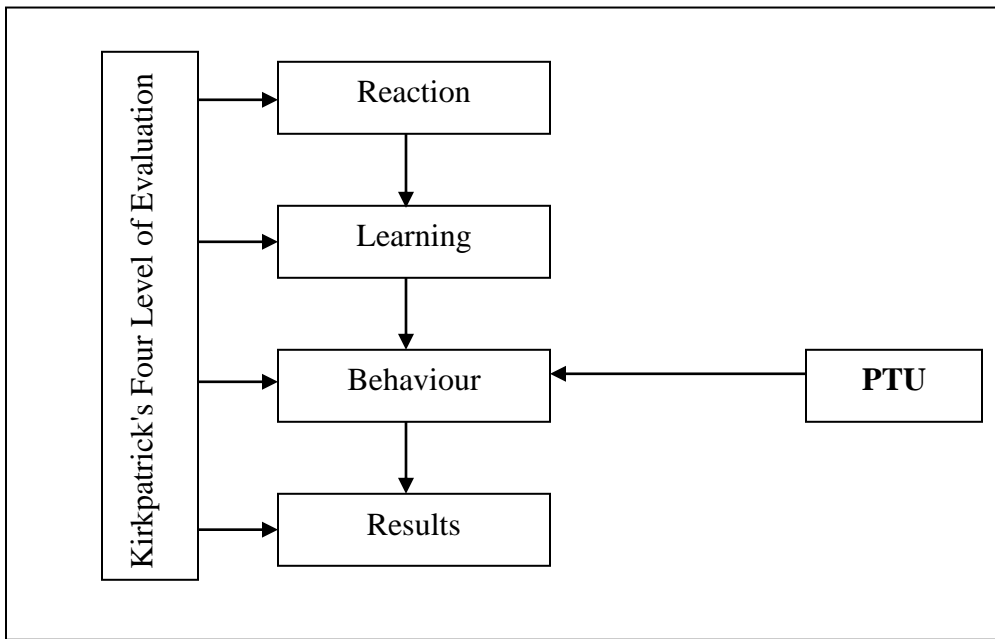


Figure 3. 5: Working Model of the Study

Foundation Training Course is a basic training course on administration and development. According to Bangladesh Civil Service Recruitment Rules, 1981 this course is mandatory for all entry-level officers of Bangladesh Civil Service. The FTC aims at building personality, stimulating creativity and instilling leadership qualities into the officers. It further provides an opening to the probationers to familiarise themselves with different dimensions of socio-economic development of the country⁵. In Bangladesh the long term objective of public administration training, as highlighted in the Public Administration Training Policy (PATP 2003).

⁵ Course brochure, 41st Foundation Training Course, BPATC.

3.5 Public Administration Training Policy (PATP)

Training interventions in public administration took place irregularly since independence in 1971 due to the absence of general guidelines and clear-cut policy instructions. But, from the long past, training in public administration was seen as an important interventions and tools for human resource development. But the absence of uniform practice, lack of coordination among the training institutions, lack of common thoughts and aspirations a tremendous policy demand was created in HRD of public administration in Bangladesh. To fulfill the aforesaid demands, the government of Bangladesh formulated “The Public Administration Training Policy”, which came in force after its gazette notification on the 6th May, 2003. The main purpose of training articulated in PATP is to create an efficient and innovative, responsive and accountable, honest and committed public service system to meet the challenge of the 21st century. PATP training is seen as one of the important tools to implement the national vision as reflected in the various policies, plans and programmes of the government.

3.6 Conclusion

Training is the process of enhancing the skills, capabilities and knowledge of employees for doing a particular job. The training process moulds the thinking of employees and leads to the quality performance of employees. It is continuous and never ending in nature.

Training is crucial needed for organizational development and success. It is essential to both employers and employees of an organization. An employee will become more efficient and productive if he is trained well.

Chapter-IV

Methodology

Chapter IV: Methodology

4.0 Introduction

The main part of the study is the research methodology which basically acts as the guide of the study. This chapter helps to way out the findings of the research. This chapter explores the notion of 'research methodology'. The essence of a methodology is structuring one's actions according to the nature of the question at hand and the desired answer one wishes to generate. Moreover, a methodology is regarded as a kind of 'action reading' or more precisely as, an 'action repertoire'. Methodology implies a system of methods and principles for doing something' (Collins, 1987).

4.1 Research Methods

To fulfill the requirement of the objective of the study, an empirical research methodology is followed in the search of excellence. Both primary and secondary data has been used in conducting the study. Primary data has been collected through a structured questionnaire survey. Four types of the questionnaire were prepared to conduct a survey and getting a lucid scenario of the study. The first questionnaire was made for the probationers who obtained foundation training from BPATC. Another questionnaire was made for their professional supervisors. The third questionnaire was prepared for the peers of trainees and the fourth one made for government service recipients. Greater four divisions have been considered in conducting a survey. Five districts have been selected from the four divisions. Focus Group Discussion (FGD) and or workshops have also been arranged for collecting primary data. Secondary data has been collected through pursuing different reports of government, non-government organization, web materials, various articles, journals, published and unpublished thesis and books. The collected data with the questionnaire survey has been analysed, mainly with simple descriptive statistics in the graph and tabular form; while the qualitative mode of analysis is mainly in narrative form.

4.2 Sample Size and Selection Procedure

Participants of FTC are considered as the population of this study. Thus, four FTC (58th, 59th, 60th and 61st) are determined as population. The main reason for selecting these four FTC is six months tenure of FTC started from 58th FTC. Earlier it was four months length of FTC. The 61st FTC completed in May 2016. Data has been collected from those probationers who have been

completed foundation training at least one year earlier of the survey date in order to get the actual reflection of foundation training in the profession. The number of respondent for FTC participants was 120, supervisor level officials 130 and workshop participants were 52. Thus, the total sample size was 302.

As the population is large and considering the shortage of time and budget of study, it was not possible to cover all the participants of four FTC. For that reason, Taro Yamane’s mathematical formula has been followed to determine the sample size.

Justification of choosing Taro Yamane’s formula:

The main purpose of selecting Taro Yamane formula is a finite population of this study. When the population is known but the size is large compared to time and budget of the study, then Taro Yamane’s formula is better to use. It gives mathematical rationality to get the ideal number of the sample size which usually convenient to conduct the survey.

Taro Yamane’s (1970) formula:

$$n = \frac{N}{1 + Ne^2}$$

Where N =Total households = 1225 n = sample size and e = Acceptable sampling error =5%

$$\text{Therefore, the sample size, } n = \frac{1225}{1 + 1225 \times (0.05)^2} = \frac{1225}{1 + 3.06} = 301.5 = 302$$

It is mentionable that this study has covered 445 respondents while conducting questionnaire survey and during FGD in this study. Survey covered 200 for FTC trained officers, 164 for supervisors, 51 for FGD and 30 from service recipients. Respondents of FGD were also supervisor level of trained officers.

4.3 Cluster of Cadres

As this study is conducting on 26 cadre officer of civil service, for the expediency of questionnaire survey and analysis, cluster system of different cadres mentioned in the report of Public Administration Reform Commission is followed in this study (PARC, 2000:41). BCS health and Education cadres are excluded in this study. The major three clusters are:

- A. General Cluster-** including BCS Administration, Police, Ansar, Foreign Affairs, Information, Information Technology, Cooperative and Food.

B. Economic Cluster- including Economic, Tax, Livestock, Audit and Accounts, Customs and Excise, Fisheries, Agriculture, Trade, Statistics, Forest and Postal.

C. Socio Economic Cluster-including Railway Engineering, Railway Transport and commercial, Public Works, Public Health, Roads and Highway and Family Planning.

Ministry of foreign affairs and ministry of law, justice and parliamentary affairs remains in general cluster.

Table 2: Cluster of cadres based on PARC method

Serial of four FTCs	Cluster A	Cluster B	Cluster C	Total
58 th	153	112	28	286
59 th	135	112	39	288
60 th	127	118	43	360
61 st	175	116	67	291
	590	458	177	1225

Source: PARC, 2000:41

4.4 Questionnaire Design and Sample Survey

As this study is an empirical one it depends on primary sources for required data. Data for the study has been collected through a questionnaire survey. FGD method applied for supervisor of trained officer including a high official of ministry. The questionnaire is pre-tested among 25-30 cadre officials of BCS who took part in 62nd FTC at BPATC as sample respondents.

4.5 Data Processing and Analysis

The filled-in questionnaire is scrutinized, coded and given an entry for analysis. SPSS Simple statistical tools and graph employed for data analysis and presentation.

4.6 Selection of FTCs and Respondents

As the six months tenure FTC started from 58th FTC therefore, 58th, 59th, 60th and 61st FTC are selected to collect data. All these four training courses held in BPATC during 2014 to 2016. Respondents of these selected FTC completed their training about two years back of this study. A total of 1225 probationers attended these FTCs of them 722 were male and 503 were female (Table 2).

Table 3: Total Number of Trainees and Sample Size

FTC	Trainees of all Cadres			Sample Size		
	Total	Male	Female	Total	Male	Female
58 th –61 st	1225	722	503	302	193	109

Source: Planning Programming and Recording (PPR) Section, BPATC.

Almost all 26 cadres who participated in 58th to 61st FTC has been considered as respondents of this study. Data are collected through a questionnaire survey. Moreover, a structured questionnaire was sent through email to the respondents who were an outreach of the researchers. In addition, data are collected from supervisory officials. In this stage, a total number of 164 supervisory officials whose designation is from Senior Assistant Secretary to Deputy Secretary, working in 39 districts of seven divisions, gave their feedback through a questionnaire. In addition, we conducted five Focus Group Discussion (FGD) in five districts headquarters namely Tangail, Bogura, Netrokona, Habiganj and Brahmanbaira. A total of 60 officials of the Offices of the Divisional Commissioners and Deputy Commissioners were attended the FGDs. Designation of those officials were Deputy Commissioners (4), Additional Deputy Commissioners (6), Deputy Directors, Local Government (4), Deputy Directors of other government offices (5) and Senior Assistant Commissioner (20).

4.7 Data for the Study

Before collecting primary data we prepared three sets of questionnaires, one for the probationers who completed the FTC one for their supervisors and another for service recipients. Questionnaires were pre-tested twice before administering for collecting data. We also prepared a checklist for conducting FGDs. Further, we recorded the voices of the respondents attending

the FGDs. For secondary data, we consulted relevant research reports, books and documents as well as conducted an internet-search. After completion of the survey, all questionnaires are scrutinized and discarded a few incomplete questionnaires.

4.8 Data Analysis

Collected data are analysed by using statistical tools SPSS and both qualitative and quantitative techniques and presented in simple tables and graphs. The questionnaires used for data collection contained some questions which reflect the attitudinal matter and those were asked in a rating scale from 1-6, where 1 represented the lowest value and 6 represented the highest value. While analysing the collected data against the rating scale, the weighted score of the responses of the respective questions is calculated and then the quantitative value is transformed into qualitative ones. In this regard, average weighted scores were divided into four categories. In this study it is considered weighted score 90.0 and above as 'Highly Relevant (HR)'/ 'Highly Satisfactory' (HS), 80.0-89.0 as 'Relevant' (R)'/ 'Satisfactory' (S), 70.0-79.0 as 'Less Relevant' (LR)'/ 'Less Satisfactory' (LS) and below 70.0 as 'Not Relevant' (NR)'/ 'Unsatisfactory' (US).

4.9 Conclusion

The methodology chapter of research is very important as it keeps the fundamental guidelines of the total study. It helps to show the pathway for developing the study systematically. This chapter includes mainly the framework of the whole study and therefore it generally termed as the skeleton of the entire research. This chapter discussed research methods, sample size and selection procedure, questionnaire design and sample survey, data processing and analysis of the study.

Chapter-V

Data Analysis and Findings

Chapter-V: Data Analysis and Findings

5.0 Introduction

The collected data are analysed using statistical tools SPSS 17.5 version. Data are also presented by the graphical presentation and using in tabular form. Qualitative data are summarised based on their nature. As there were four types of questionnaires, each type was analysed properly. While analysing the data and presented in tabular and/or graphical form, only striking figures are discussed and necessary explanations are given.

5.1 Distribution of Respondents

Public Administration Reform Commission (PARC) categorized total BCS cadre into three broad clusters based on the nature of the job. The number and percentage of FTC trained probationers who took part in a questionnaire survey were also categorized into that cluster. Among the 200 respondents, 45.5 percent were from generalised cluster, 47 percent were from socio economic cluster and 7.5 percent were from Socio-economic cluster cadre (Table 5).

Table 5: Distribution of the respondents according to the Cadre Cluster

Cadre Cluster	Frequency	Percent
General	91	45.5
Economic	94	47.0
Socioeconomic Infrastructure	15	7.5
Total	200	100.0

Source: PARC, 2000:41

From the above table, it is found that according to the Cadre Cluster, 47 percent of respondents were from BCS Economic, 45.5 percent were from general cadre and only 7.5 percent of respondents were classified under Socio-economic Infrastructure cadre.

5.2 Category of Respondents

A total number of 445 respondents have been covered in collecting data that included trained officers, supervisors, service recipients and respondents of FGD. Among them, 200 were FTC trained officers who attended 58th, 59th, 60th and 61st FTC. Amongst 200 trained FTC

respondents, 135 were male and 65 were female. Among total respondents, 164 were supervisor levels who played the supervisory role of the probationers of whom 131 were male and 33 were female. The number of respondents from service recipients was 30 who usually came to a government office to get service. Apart from these, the study also covered FGD and the number of respondents of FGD was 51 who were district level supervisory officers (figure 5.1).

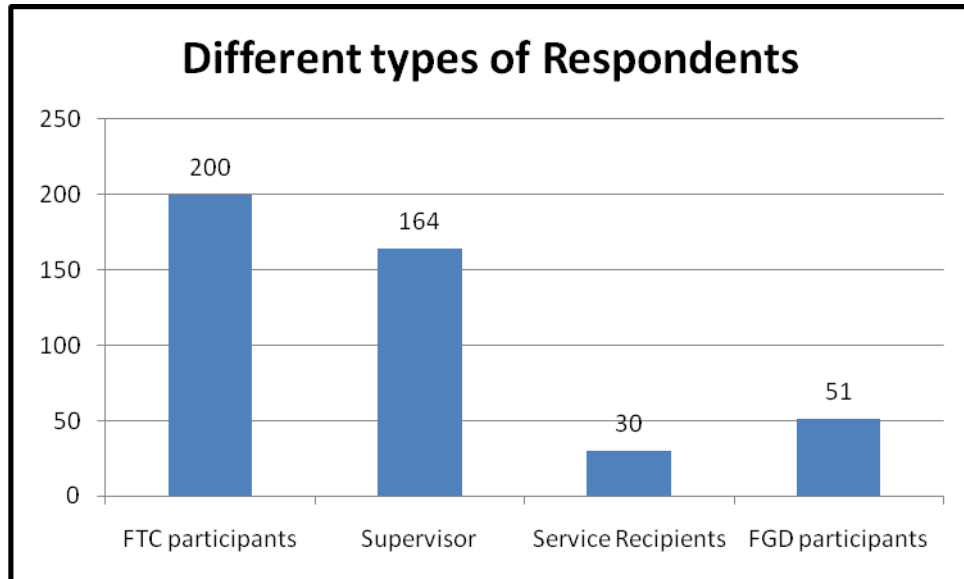


Figure 5.1: Number of four types of respondents contributed in the study

From the above figure, it is found that the number of service recipients is fewer than any other respondents' number. The main causes of it is, initially the aims of this research was not to cover service recipients but after faculty seminar, experts suggested to get data from service recipients and thus due to shortage of time and unwillingness of service recipients to take part in this interview these number is only 30

A. Findings from FTC Trained Probationer Respondents

As this study conducted based on the data received from four types of respondents, importance was given more on FTC trained probationers. As the tenure of FTC extended from four months to six months started from 58th FTC therefore, data collected from respondents who attended six months tenure FTC for the first time to next four FTC i.e. 61st, 62nd and 63rd consecutively.

Among the 200 respondents, 39 were from 58th FTC, 36 attended in 59th FTC, 121 respondents from 60th FTC and four were from 61st FTC (Figure 5.2).

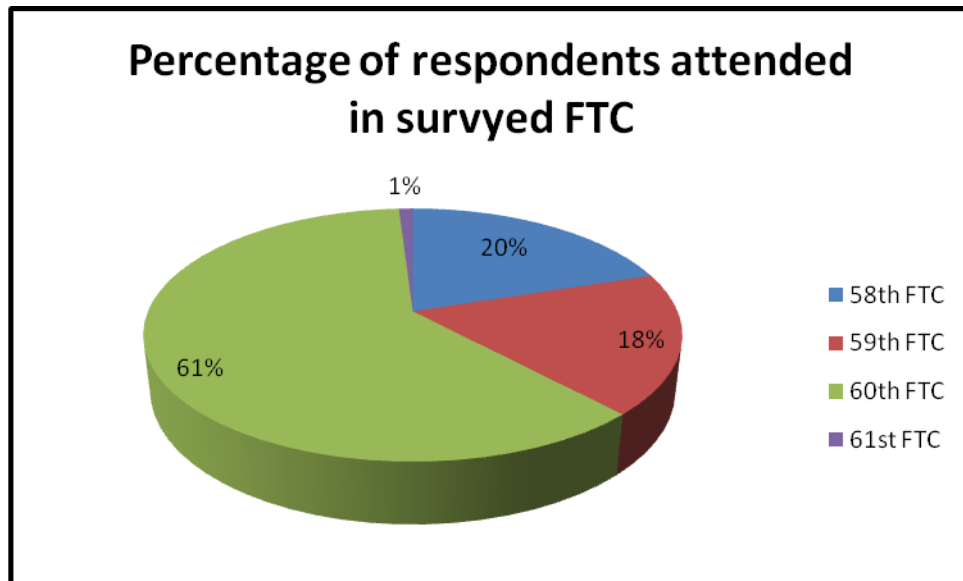


Figure 5.2: Percent of respondents attended in four FTC used for data collection

The study reveals that most of the respondents were from 60th FTC as the number of participants of that FTC was the highest that is 362. On the other hand, the least number of respondents took part in 61st FTC. Least emphasis is given in selecting respondents from 61st foundation training course as the 61st FTC completed a few months earlier to start to this study,

5.3 Number of Respondents Based on BCS Batch

In this study, respondents of BCS belonging batch 28th, 29th, 30th, 31st, 32nd and 33rd were selected while collecting data. Among them, it is found that only one respondent from BCS batch 28th, three respondents from BCS 29th batch, 66 respondents attended from BCS 30th batch and the highest number of respondents covered from BCS 31st batch that is 77.

Six members found from BCS 32nd batch and 38 respondents covered from BCS 33rd batch. In addition, two respondents from judicial service and two from BPATC were also covered in this questionnaire survey (figure 5.3).

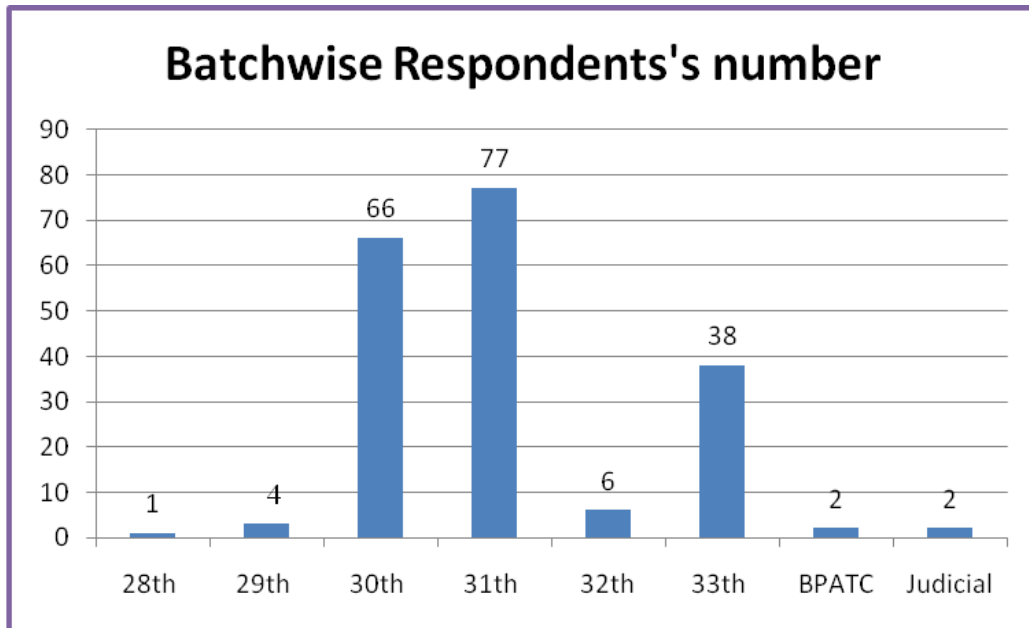


Figure 5.3: BCS Batch wise number of probationer respondents

It is found that the number of respondents from judicial service and BPATC's own faculty is fewer than any other organization. The graph also indicated that most of the respondents were in from nearer batch of BCS as the number of senior batch (28 and 29) was only 1 and 4 respectively.

5.4 Training Received before Attending FTC

It is good to have foundation training just after joining the training because the mindset of probationers remains fresh thus it becomes fruitful for them to absorb the main theme of foundation training. But in this study, it is found that participants received different types of training. 34 percent of respondents received different other training before attending foundation training. 10 percent of them informed that they have already attended more than one training courses related to their job. Respondents from Police cadre and Judicial service attended rigorous training earlier to joining the foundation training which was intensive than the FT at BPATC, they claimed.

5.5 Job Duration before FTC

One of the main purposes of foundation training is to make the probationers competent enough in their profession. It helps building officers prepared. Trainees become familiar as well as an expert regarding rules, regulations and many other things about job description including etiquette and manner through attending FTC. Therefore, this training is supposed to be given the probationers at the beginning of their job so that they can do their duty smoothly. However, it is found that several probationers doing their job without completing the FTC. Some of them are attending foundation training even after seven years of joining their job. Consequently, quality services from the probationers are experiencing obstructions. Therefore, this study intended to know the service tenure respondents before attending the FTC.

In response to a question regarding the service tenure, respondents attended the foundation training after joining BCS, a mentionable of number respondents replied that more than two years while respondents from judicial service replied after seven years of joining (figure 5.4).

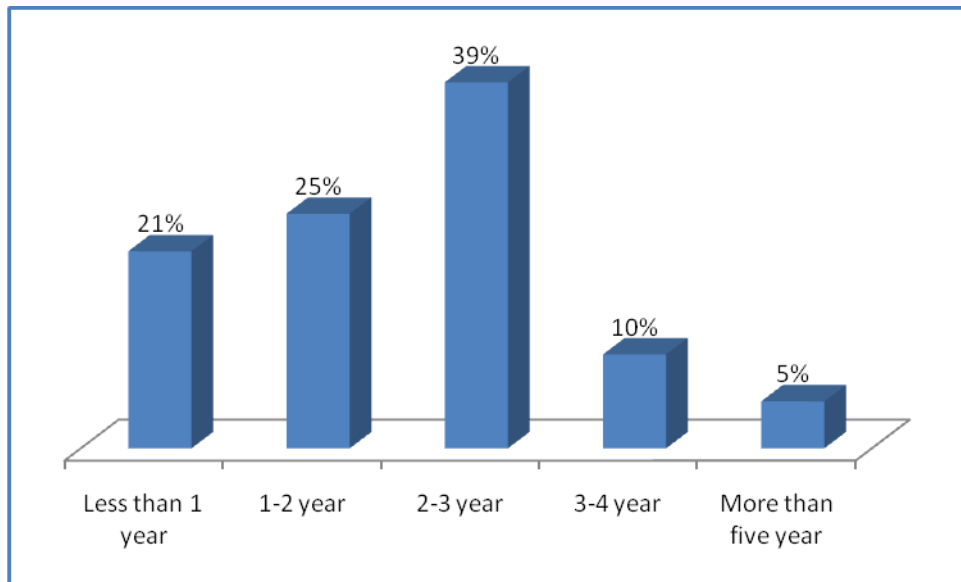


Figure 5.4: Length of service of respondents before attending FTC

Data mentioned above reveal that most of the respondents (39 percent) attended foundation training after three years of joining in their service. Comparatively, respondents from the judicial service received foundation training long after their joining in service. However, their number found very few (5 percent).

5.6 Receiving Training Status

It is important to know whether respondents received other training besides FTC or not. This is because the competencies of respondents may increase due to taking other training. The main objective of this study is to find out the effectiveness of foundation training. Thus, if respondents got training before joining FTC, then findings may be influenced. Hence, the provision of questionnaires knew respondents' training status which has been mentioned in table 5.

Table 4: Status of the training received by the respondents except the FTC

Received training except FTC	Frequency	Percent
Yes	176	88.0
No	24	12.0
Total	200	100.0

Source: Questionnaire Survey, 2017

From the above table, it is found that in response to the question 'having any other training except FTC', 88 percent of respondents opined that they have attended other training courses also except FTC. 12 percent of respondents opined that they did not have any other training except FTC.

5.7 Findings Regarding FTC's Objectives

It is found that most of the objectives of the FTC are appreciated by the respondents as they are relevant and able to meet the need for probationers in their professional life. However, respondents expressed less satisfactory in some objectives. Table 5.1 (Annexure) exemplified respondents' views regarding their opinion on the relevancy of the objectives of the Foundation Training Course and the achievement of those objectives after the completion of FTC. They viewed that objective No. 8 "To foster spirit de corps, empathy, common perception and understanding among diverse stakeholders", objective 4 "To adhere to the basic administrative norms, rules, policies and procedures" and objective No. 9 of FTC "To maintain physical and ethical fitness to meet arduous challenges" are the topmost relevant (WS 93) objectives to the Foundation Training Course. They again noticed that "To identify real causes of backward people of society and to try to solve them" (Weighted Scale 92.17), "To recognize the role of civil service in a changing national and global environment" (WS 92.17), "To identify individual

behavioural strengths and weaknesses promote interpersonal relations in administration” (Weighted Scale 92.83), “To communicate in English and Bangla with reasonable accuracy and fluency” (WS 92.00) are also highly relevant objective for FTC. Further, respondents stated that “To prepare research papers, reports and other documents professionally” are relevant (Weighted Scale 89.33) but not highly relevant objective for FTC.

Apart from the views regarding the relevance of the objectives, respondents stated their satisfaction level in terms of the achievement of those objectives. They were "satisfied" by achieving the objective "To maintain physical and ethical fitness to meet arduous challenges" (Weighted Scale of satisfaction level 81.58). The objective number 6 "To prepare research papers, reports and other documents professionally" was not satisfactory to them as the achievement score indicates "Not satisfactory" (Weighted Scale 65.33). Among the rest of the objectives, respondents viewed that those were less satisfactory to them according to their expectations (figure 5.5).

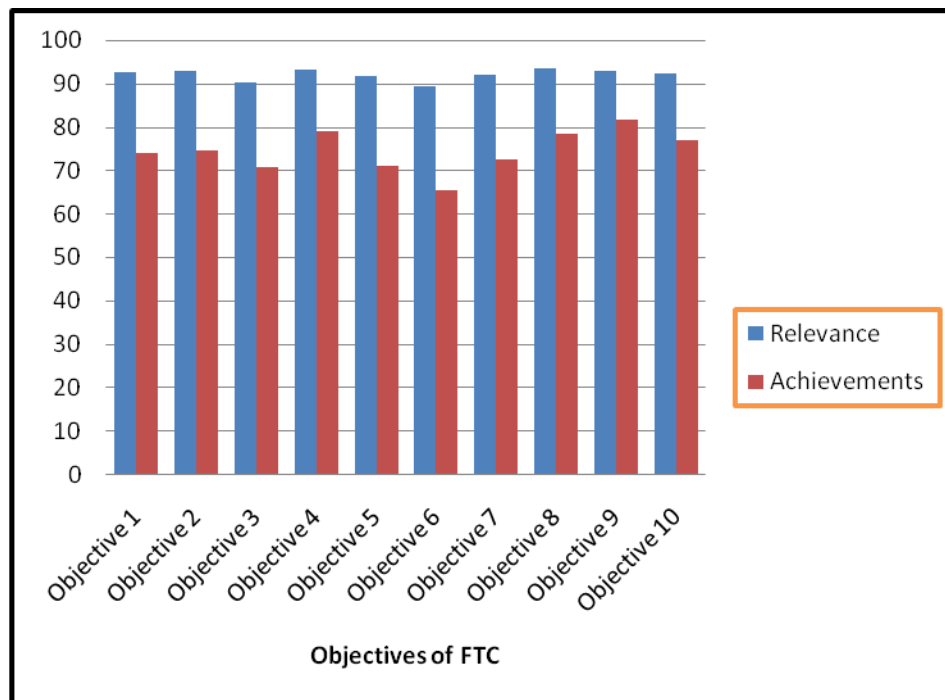


Figure 5.5: Relevance and achievements of objectives of FTC

From the above figure, it is found that respondents have given their comments that some objectives are less relevant to BCS probationers while some of them are highly relevant. They

also mentioned the reasons behind their views. Among them, 25 percent viewed that objective-6 (to prepare research papers, reports and other documents professionally) is not relevant to every cadre official and opportunity of research work as research interest vary person to person (Table 5.1 Annexure).

5.8 Comparison between Supervisors and Trainees Comments on Relevancy

To assess the relevance of the objectives of FTC, a comparative study between the opinions placed by the trained officials and their supervisor has been collected through a questionnaire survey (Figure 5.6).

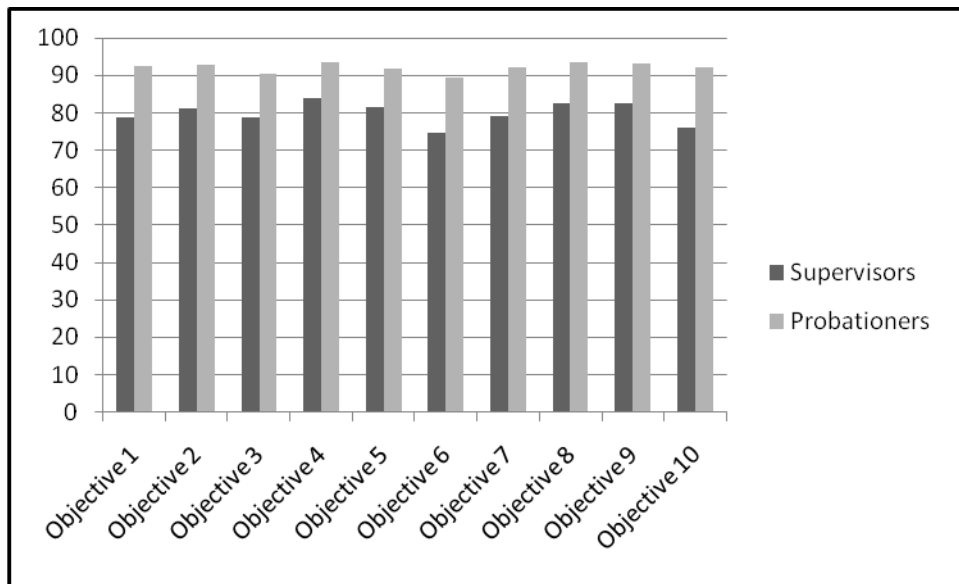


Figure 5.6: Comparison of supervisors and probationers comments on relevancy of objectives

The above figure reveals that in case of the first objective regarding recognizing the role of civil service in a changing national and global environment supervisors placed less relevant (78.83) while probationers denoted it as highest (Weighted Scale 92.50) relevant. In case of objective “to identify individual behavioural strengths and weaknesses to promote interpersonal relations in administration supervisors’ views was on less relevancy (Weighted Scale 81.7) while probationers are given their comments on its high relevancy (Weighted Scale 92.83). Objective concerning “to perceive and analyze socio cultural, political and economic development” supervisors’ examination was less relevant (Weighted Scale 78.83) while probationers took it as highly relevant (Weighted Scale 90.33). Regarding the objective “to adhere to the basic

administrative norms, rules, policies and procedures” supervisors’ views on relevancy were medium (Weighted Scale 84). On the other hand, probationers opined the highest score (Weighted Scale 93.33) in it. Regarding objective “To use information and communication technology (ICT) in management” supervisors’ observation was relevant (Weighted Scale 81.67) while trained officials took it as highly relevant (Weighted Scale 91.83). Objectives related to communicating in English and Bangla, supervisory authority mean it as less relevant (Weighted Scale 79.17) but probationers marked it as highly relevant (Weighted Scale 92.00). In case of another objective “To foster spirit de corps, empathy, common perception and understanding among diverse stakeholders supervisors view’s reflection was moderate (Weighted Scale 82.67) while probationers' views were the highest (Weighted Scale 93.50). In the context of objective “To maintain physical and ethical fitness to meet arduous challenges, supervisors’ opinions were normal (Weighted Scale 82.50) on the contrary, trained officials have seen it as highly relevant (Weighted Scale 93). From the trainee's view, they mentioned that all the objectives of FTC are highly relevant except one "To prepare research papers, reports and other documents professionally" where supervisors denoted it as less relevant (Table 5.2 Annexure).

Application of knowledge Gained from the Modules

Respondents have given different comments on the relevancy and of applications of all the 24 modules of FTC. These modules are grouped into five categories based on their subject matter relevancy.

Thematic Area: Bangladesh Studies

It includes Bangladesh history, society and culture, liberation war, poverty reduction and rural development and village study under field attachment module.

Among 24 modules of FTC, respondents opined the relevance of this module based on the applicability of acquired knowledge to perform their present job. They rated high on the discussion - historical background, Liberation War etc. and enhance the sense of responsibility to the public because of the knowledge acquired through the "Know Bangladesh Programme" (Weighted Scale 88.5). Furthermore, respondents also viewed that they acquired knowledge on how to preserve and manage natural resources and historic spots within their jurisdiction which was highly related to their job at field level. However, respondents mentioned that the knowledge

that they gained from the module 'Bangladesh Studies' are less effective to enhancing the livelihood status of grass root level people and they experienced different scenario for village people and identified their problem during their field attachment activities (Weighted Scale 56). Furthermore, respondents found moderate relevancy on the objective of FTC – "Cooperate and help the higher authorities by giving them information and suggestions about the solution to the problems existing in the implementation of educational programmes in the workplace" (Table 5.3 Annexure).

Regarding attachment program of FTC under Field Attachment/ Village Study module, respondents identified the tasks which are highly relevant to their present job such as, to see and know the workplace in the eye of service recipients (97 percent helpful), information on different activities of local government as well as social safety net program (97.5percentage helpful). In addition, knowledge and skill of taking initiative to explore the unexplored potential field of the various place of a district is also relevant and helpful to perform the current job of the trainees. Apart from this, respondents opined that getting information/ knowing about the functions of different governmental offices is very relevant to their present job description. They added that mixing with rural people at union and village level and trying to bring them under social safety net program is also not relevant to their present job arena/capacity (Table 5.4 Annexure).

Thematic Area: Management Studies

This thematic area includes the fundamentals of foundation training, organization and HRM, modern office management, financial management, and important statutory rules of Bangladesh. Table 4.5 B (annexure) indicated that respondents have a very close linkage with the application of the knowledge on the major area of "Management Process" that include 'Human resource development', 'Office management', 'Important laws', 'Financial management" in their practical field. They viewed that they are applying the knowledge gained from FTC in performing responsibilities such as pertaining to personnel management (97 percent), conducting meetings (96.5 percent), filling up an income tax form. Moreover, knowledge gained from this module was also helpful to perform activities such as preparing working papers and resolutions of various meetings (93.5 percent), duties related to acting as a drawing and disbursing officer and

also preparation of office budget related activity (92 percent). Furthermore, respondents underpinned that activities those were identified under these modules, are directly related to their job (Table 5.5 Annexure).

Thematic Area: Public Administration

This category includes Public Administration: Governmental System, Leadership Behaviour, Changing Public Sector and public service management.

Around 97 percent respondents opined that they apply the knowledge gained from the module Public Administration in the activities of “Assist the higher authorities in preparing citizen charter”. A large number of respondents (93 percent) also viewed that they apply their acquired knowledge and skill from the module "public Administration" to assist higher authorities in the decision-making process. Again, a total of 90 percent respondents revealed that they can take lead in different government programs. Nevertheless, 56.5 percent respondents mentioned that they have a little scope to apply their KSA⁶ to take or to make "right decisions" which indicates that taking a decision is not related to their present job (Table 5.6 Annexure). From the above graph, it is shown that most of the respondents got the opportunity to apply their acquired knowledge and skill in their working environment due to the relevance of the topic in the job work.

Thematic Area: Development Studies

This category includes economic, research, project management and disaster management Poverty Reduction and Development Planning, Globalisation, Environmental Management & Sustainable Development, Gender & Reproductive Health-related modules.

In accordance with the view of the respondents, knowledge gained from the subject area respondents stated that knowledge from these topics can help mostly to assist the higher authority in preparing development programmes of the country and implementing them (72.5 percent). Other activities such as perform duties related to disaster management (67.5 percent), coordinate and implement poverty reduction programmes taken by government and non-government organizations (64.5 percent) had some scope to apply the knowledge acquired from

⁶ KSA denotes Knowledge, Skill and Attitude.

the above-mentioned topic. It is actually moderately related to the current working situation (Table 5.7 Annexure).

Thematic Area: Skill Development

This category comprises of English Language Skills, Information and Communication Technology (ICT), Physical Conditioning and Games, Book Review, Ethics and Morality, Extension Lectures and Secretariat Attachment. 97 percent respondents opined that they can strive hard to perform assigned duties in their working place. They also mentioned that they become habituated in using computer including knowing different programs of computer and ICT (95.5percent), they participated in solving different rural development programmes of government and assist higher authorities in this field (94 percent) and they are efficient enough in all types of communication (write letters, applications, reports etc.) in English including conversation with colleagues in English (94 percent). The knowledge of English and ICT was gained from the FTC, they added. However, respondents also indicated that knowledge from English and ICT module could not help more to open an office file and give a decision in the file or to assist in making a decision (64.5 percent). In addition, respondents expressed their opinion to increase more sessions in this module as it was helpful for them to be updated on contemporary issues (Table 5.8 Annexure).

5.9 Behavioral and Attitudinal Change

A question was asked to the respondents regarding what extent FTC plays a role in bringing behavioural and attitudinal change among the probationers. In reply, they identified some areas or behavioral aspects where they felt that FTC played a significant role to show respect for others' opinions and praise them. In reply to the similar question like whether FTC help to have sense of responsibility for the subordinates (weighted score 87.17), Admit personal weaknesses (weighted score 82.83), Show respect for others' opinions and praise them (weighted score 87.00), Have difference of opinion with senior authority where required (weighted score 74.33), Refrain from doing unethical deeds in the workplace (weighted score 89), Practice morality in personal and family life (weighted score 87), create and protect gender friendly environment in the workplace (weighted score 88.33), Say 'no' to the unethical order (if any) of the higher authority (weighted score 79.67). According to the Foundation Training Course endows with

highly satisfactory support to learn more about the government rules and regulations and abide by those rules as well (weighted score 90) which is very much related to their job and helps them develop an interpersonal relationship with colleagues of the same cadre as well. FTC also satisfactorily helps the probationers develop inter-cadre relationships and relationships with non-cadre officials as well (weighted score 81.67). It is observed that respondents were satisfied in generally all of the questions placed to them (Table 5.9 Annexure).

B. Findings from Supervisory Officials

Data collected also from supervisory officials to get real feature of application of FTC by the probationers at field. These supervisory officials commented about probationers both in questionnaire and FGD. A total of 164 supervisory officials took part in questionnaire survey. The supervisory officials are requested assess the probationers based on the performance of official tasks and KSA before and after attaining FTC. It was challenging to get such respondents, who supervise a probationer before and after attending FTC due to frequent transfer of government officials from their desks. In most cases, it was found that either a supervisor or probationer changes their desk or work place till a probationer comeback after completing FTC. Therefore, it was difficult for a supervisor to evaluate a probationer’s performance and make comments about in what extent changes FTC brings to a trainee.

5.10 Sex Distribution of Supervisory Officials

Male and female ratio is tried to maintain in case of collecting data. However, it was not possible while surveying of the supervisory officials of probationers. Among 164 supervisory officials of the participants of FTC, 91.5 percentage were male and 8.5 percentage were female (Table 6).

Table 5: Male female distribution of supervisory officials

Sex	Frequency	Percent
Male	150	91.5
Female	14	8.5
Total	164	100.0

Source: Questionnaire survey 2017

It is found from the above table that the number of supervisory level female respondents is very few & it indicates that in supervising level female officer is either less or they are unwilling to take part in questionnaire survey. Sometimes, it was difficult to reach the female officers.

5.11 Cadre wise Distribution of Respondents

The questionnaire survey was conducted among the respondents of 10 different cadres. Among them, a number of respondents from the administration cadre were the highest (53 percent) because of easy access to reach them at Deputy Commissioner’s office. On the contrary, the least number of respondents are covered from the police cadre in this interview (1.2 percent). The number of respondents of economic and food cadre is the same that is 1.8 percent (figure 5.7).

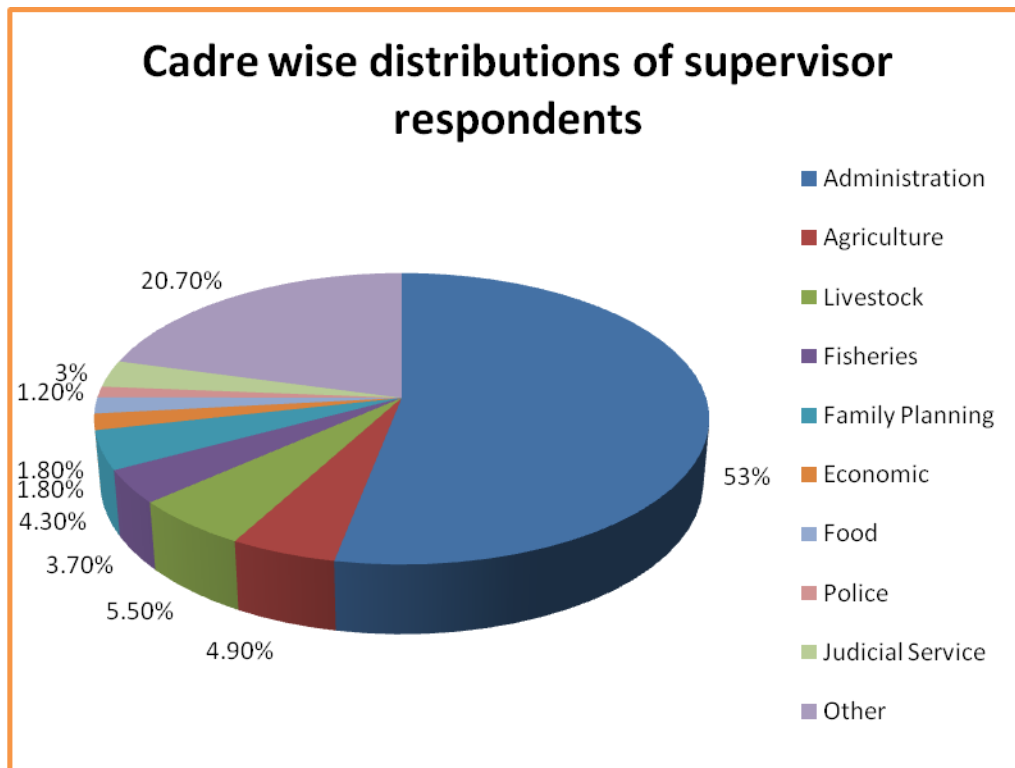


Figure 5.7: Cadre wise distributions of respondents at supervisory level

It is found that among the supervisory officials, 53 % respondents belonged to BCS administration cadre, 5% were from Agriculture cadre, 5.5% were from BCS Livestock cadre, 3% from Judicial service and rest of the 30% were from other different cadre (e.g. Fisheries, Family Planning, Economic, Food, Police) of Bangladesh Civil Service.

5.12 Rank of the Supervisory Respondents

Most of the respondents of supervisory officials are Joint secretary and equivalent level (39 percent). Questionnaire survey was conducted in BPATC for the Joint secretary as respondents were found when they came in a training program of Senior Staff Course. However, respondents of deputy secretary and senior assistant secretary level were also a mentionable number and their proportion was the same (30.50 percent). Most of the respondents of the supervisory level were from administration cadre as their number was more and it was easy to reach them (figure 5.8).

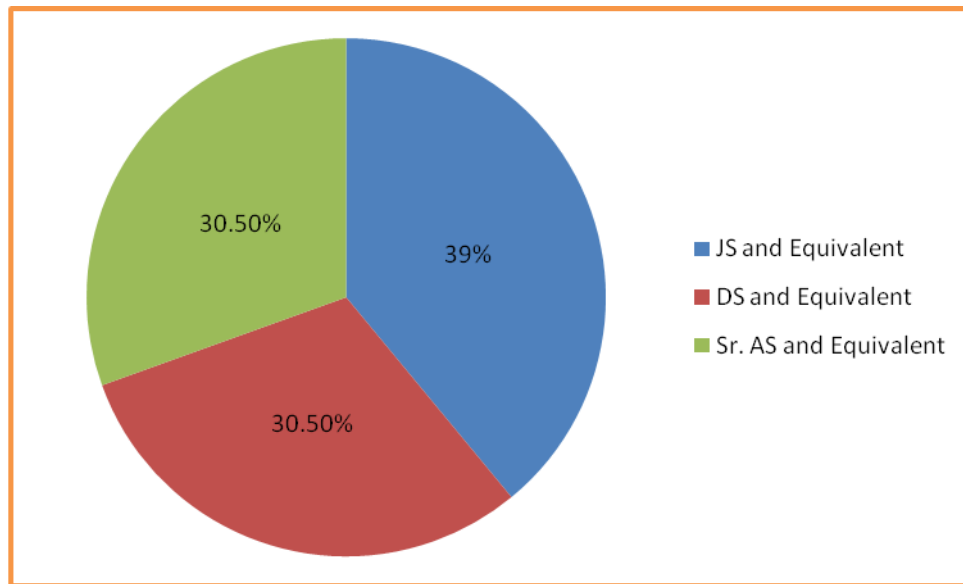


Figure 5.8: Distribution of ranks of respondents of supervisory level

The above figure shows that 39 percent of the supervisory officials were working at the rank of Joint Secretary, 30.5 percent supervisors were performing their duties as Deputy Secretary and another 30.5 percent were acting as Senior Assistant Secretary or equivalent post.

5.13 Length of Job in Current Work Place

It is well known that government job is frequently transferable and it is a regular phenomenon for the officers of cadre services. However, it is essential for a both mentor and mentee to work in a station for a certain period of time to know each other. However, it was one of the biggest challenges of the survey as it has tried to get information about a probationer from his/her supervisor. Therefore, it is rational to justify the length of service in the current place of supervisory level respondents. Surveyor clarified the fact to the respondents to get accurate

information from them. Job tenure of respondents in the place where the survey was completed given below (Table 7).

Table 6: Service tenure in Present Workplace

Length of Service (year)	Frequency	Percent
Less than 1 Yr	58	35.4
1-1.5 Yrs	30	18.3
1.5-2 Yrs	20	12.2
2-2.5 Yrs	21	12.8
2.5-3 Yrs	12	7.3
More than 3 Yrs	23	14.0
Total	164	100.0

Source: Questionnaire Survey, 2017

It is found that the service length of the supervisors, most of them (35.4 percent) were working for less than one year in the present desk of the job. Around 18 percent respondents were performing from one year to 1.5 years in the current desk. The only 7 percent were working from 2.5 years to three years in the present posting of their service.

5.14 Opinion on the Relevance of Objectives

While asking a question about the sorts of relevancy they found regarding the objectives of FTC to the probationers, respondents from supervisor level opined that objective number 4 i.e "To adhere to the basic administrative norms, rules, policies and procedures" is the top most relevant objective of the Foundation Training Course (WS 84). Objective number 8 "To foster spirit de corps, empathy, common perception and understanding among diverse stakeholders", (WS 82.67), and objective number 9 of FTC "To maintain physical and ethical fitness to meet arduous challenges" got the second the highest relevancy score from the supervisor. It is also found that the objective "To recognize the role of civil service in a changing national and global environment" and the objective "To perceive and analyze socio - cultural, political and economic development issues, strategies and processes realistically" (WS 78.83) are comparatively less relevant objectives for FTC. Nevertheless, respondents revealed that objective number 6 "To prepare research papers, reports and other documents professionally" is comparatively less

relevant for FTC. It reflects that respondents are aware about the direct linkage between the objective of the FTC and the duties performed by the probationers (Table 5.10 Annexure).

5.15 Opinion on the Participants' Skills

Supervisors commented on the application of the various skills in performing the task of trainee officers. They viewed that trainees are efficient enough in general use of computer and their performance in using ICT is satisfactory (WS 80.8). In other skill oriented activities, supervisors mentioned that the performance of the trainees was less satisfactory. This indicates the overall performances of the trainees were less satisfactory in doing their job by applying the knowledge gained from FTC. Apart from this, Respondents viewed that trainees' performance was not satisfactory regarding efficiency in setting audit objections (WS 66.8). Moreover, efficiency in writing research proposals and research reports as well as efficiency in negotiation with development partners is also less satisfactory. On the other hand, efficiency in conducting meetings, time management and discharging work are almost satisfactory (WS 79.8 and 79.2). Similarly, competency on oral presentation/public speech and motivating others is about to satisfactory (Table 5.11 Annexure).

5.16 Behavioral and Attitudinal Change

On the issue of role of FTC on behavioural and attitudinal change of the trainees, supervisors opined that trainees obey the government rules and regulations (WS 83.67), they develop inter-personal relationship with colleagues of the same cadre (WS 84.50), they have a sense of respect for the higher authority (WS 84) and their performances regarding these three aspects were satisfactory. However, in case of admitting personal weaknesses, attitudinal change is negative (WS 68) which indicates that probationers tend to hide their weakness. In addition, their capacity on saying 'No' to the unethical order (if any) of the higher authority is not satisfactory (WS 68.7) as mentioned by the supervisor respondents. Other attitudinal aspects of the trainees such as "have a difference of opinion where required", and "develop inter-personal relationship with other cadre and non-cadre officers", and "refrain from doing unethical works in the workplace" were less satisfactory according to the supervisor's view (Table 5.12 Annexure).

C. Findings of Focus Group Discussion (FGD)

The study arranged five Focus Group Discussions in participation with the supervisory level officials of the trained officials of Foundation Training Course at the five districts namely Moulavibazar, Tangail, Netrakona, Brahmanbaria and Bogura. A total of 51 supervisory officials attended in the FGD.

Moulavibazar

A number of ten supervisory level officials were attended in the FGD held at the Deputy Commissioner's office of Moulavibazar. In the FGD, participants emphasized on to realizing the role of the civil servants in the changing national and global perspectives. They also said that improving interpersonal relations in the workplace is highly necessary for probationers. More emphasis should be imposed on the improvement of financial matters. The participants should be more aware about the government rules and regulations through training. The role of ICT in office management needs to be taken seriously by the participants. They need to be expert on writing Bangla and English correctly. They also suggest that there should have a provision for the refresher training with the foundation participants. Most of the respondents opined that the training has resulted in arranging a meeting, improving the decision making capacity of the participants, leadership capacity, improving the capacity to formulate reports and writing notes, and official letters. The respondents also emphasized the real training by making everything clear to the participants. For improving negotiation skills they need to undergo more training skill, separate attention is needed for improving English language skills, sessions on the computer need to be increased.

The training enhances the eagerness to work more, develop professionalism. They also mentioned that special care is needed to equip the participants to manage the adverse situations, the inclusion of topics related to budget, improving skills in the formulation of the research proposal and analytical ability of the participants and also public speaking.

The foundation training helps the trainees in developing their professionalism, eagerness to work, mutual respect, and positive attitude. However, the respondents maintained that the training does not change the attitude to admit one's own weaknesses in the workplace.

The feedback received from the field regarding the improvement of the present condition of the participants includes the improvement of the discriminations prevailing among the cadres,

improving skills in the IT sector, making them proactive, the inclusion of topics relevant for all cadre officials etc.

Tangail

Nine district level supervisory officials were attending the FGD held in the conference room of DC office, Tangail. In respect of analyzing the role of civil servants in national and global perspectives, the respondents maintained that the civil servants need to be more equipped with the latest knowledge and information of the world. At the same time, keeping pace with the global changes that are taking place rapidly, the course for the civil servants also need to be redesigned. The modernization of the civil service is highly required. However, most of the respondents maintained that the training improves the interaction among the cadre officials and also improves the interpersonal relationship by diminishing the inter-cadre discrimination. The respondents emphasized the specialized training on skills of the participants and also emphasized developing the practical knowledge. The courses improve the participants' capacity to write letters have to input on rules and regulations of the state. The respondents mentioned that the training should provide more input on the use of information technology in the management system of the office particularly emphasizing on the official notes, letter writing, e-filing activities. More emphasis should be imposed on the research activities and the participants should be given the input on how they can formulate reports. They emphasized eliminating the cadre discrimination which is easily noticeable.

The participants receive the capacity to take decision making power, leadership quality, skills in accomplishing activities duly and timely, arranging a meeting, formulating resolutions, writing official notes, and letters, skills in file management, investigation report, official inspection report etc.

They also mentioned that special care is needed to equip the participants to manage the adverse situations, the inclusion of topics related to budget, improving skills in the formulation of the research proposal and analytical ability of the participants and also public speaking.

The foundation training helps the trainees in developing their professionalism, eagerness to work, mutual respect, and positive attitude. However, the respondents maintained that the training does not change the attitude to admit one's own weaknesses in the workplace.

The feedback received from the field regarding the improvement of the present condition of the participants includes the improvement of the discrimination prevailing among the cadres,

improving skills in the IT sector, making them proactive, the inclusion of topics relevant for all cadre officials etc.

Netrokona

Ten district level supervisory officials were attending the FGD in Netrakona. In respect of analyzing the role of civil servants in national and global perspectives, the respondents maintained that the civil servants need to be more equipped with the latest knowledge and development of the world. At the same time, keeping pace with the global changes that are taking place rapidly, the course for the civil servants also need to be redesigned. The modernization of the civil service is highly required. However, most of the respondents maintained that the training improves the interaction among the cadre officials and also improves the interpersonal relationship by diminishing the inter-cadre discrimination. The respondents emphasized the specialized training on skills of the participants and also emphasized developing the practical knowledge. The courses improve the participants' capacity to write letters, have input on rules and regulations of the state. The respondents mentioned that the training should provide more input on the use of information technology in the management system of the office particularly emphasizing on the official notes, letter writing, e-filing activities. More emphasis should be laid down on the research activities and the participants should be given the input on how they can formulate reports. They emphasized eliminating the cadre discrimination which is easily noticeable.

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The feedback received from the field regarding the improvement of the present condition of the participants includes the improvement of the discrimination prevailing among the cadres,

improving skills in the IT sector, making them proactive, the inclusion of topics relevant for all cadre officials etc.

Brahmanbaria

Eleven district level supervisory officials were attending the FGD took place in the DC office of Brahmanbaria. The civil service has a pivotal role in the perspective of changing national and global environment. The whole system needs to be more pro-people and people-friendly. The members of the civil service need to be more responsible and professional in discharging their duties. The respondents opined that there is a huge lack of inter-cadre relationship. To expedite the behavior improvement in the participants the training institutes need to identify and assess the strengths and weaknesses of the participants in terms of inter-cadre relationship building. In respect to the development of realization and analytical skill of the participants regarding socio-politico and economic development of the participants, the participants need to develop further. The participants should have a clear understanding of the fundamental administrative rules and regulations. The respondents emphasized the utilization of information technology in the management system. The participants are badly in need of acquiring the skill of formulating the research proposal and other reports. They are of immense need of using Bangla and English language to an acceptable extent. They have also got to be physically sound to face the challenges ahead of them. The civil servants of today have a huge need of being creative and innovative and need to be able to identify and assess the real problems of the backward people of this country.

In response to the questions asked to them on the skills of the participants acquired from the training, the following remarks were received from the respondents. The respondents mentioned that the participants acquire an excellent capacity to take a decision in the matters relevant to them. They develop the leadership power as it is expected from them. They learn to meet the deadline assigned to them in discharging their duties. They acquire great skill in conducting a meeting in the workplace. They also acquire the skills of producing the working paper and also the resolutions of the meeting. They learn how to write notes and various letters. Training imparted to them help to write investigation reports, reports on office inspection. They are better able to face adverse situations at times, they learn how to formulate an office budget, learn how to resolve the problems of audit objection, analytical skills needed for the departmental activities,

learn to deal with the development partners, learn to use the computers, learn to speak publicly and motivate others.

The feedback received from the respondents on the issues like the attitudinal and behavioural changes of the participants through the Foundation Training Course is enumerated below:

The Foundation training enhances the eagerness for professional development, the mentality to confess the weakness of an individual, the inclination for service in the workplaces, the mentality to develop the sense of respectfulness and praising to others, mutual respect, responsiveness to the juniors, the mentality to help others, the attitude to build relationship, respect the senior administration, interpersonal relationship, inter-cadre relationship, relationship to the non-cadre personalities, the courage to deny any unlawful order of the senior management, create a gender-friendly environment in the workplace and also to use the English language in the workplace.

The respondents provided feedback on the post training utilization of the knowledge received from the training institutes. There is a huge need of creating equal opportunities for the promotion of all the officers. The civil servants require building up an inter-cadre relationship and mutual respect among the officials of different cadres and also with the non-cadre officials. The civil servants need to be trained grade-wise so that there can have the best utilization of the training.

Bogura

Eleven district level supervisory officials were attending the FGD in Bogura. The respondents were asked on 10 aims and objectives of the Foundation Training Course and the feedback received from the participants on the achievement of the objectives enunciated in the course brochure are enumerated below:

On the question of realization of the role of civil servants in the changing national and global perspectives, most of the respondents mentioned that the civil servants need to realize their role properly. Whether there is any need to identify the weaknesses and strengths of the participants and the development of the interpersonal relationships of the participants, the respondents opined that it is necessary. However, they maintained that it is questionable whether it is possible through training or not. The respondents mentioned the use of information technology is essential. Regarding the research proposal, they maintained that there is no need to learn about the research proposal. However, they mentioned that they participants are badly in need of

writing report on other reports. The participants need to have the training to learn Bangla and English correctly. The respondents also emphasized the maintenance of sound health. The Foundation training also helps the trainees to improve the decision making power, enhances skills in writing notes, summary, and reports of various nature. They reported that the training received from the training institutes help them to formulate research proposal, analytical ability, and the general use of computer, public speaking and negotiation skills.

In changing the attitude and behavior of the participants training plays a pivotal role. It enhances their professionalism in discharging duties, creates the mentality to admit the weaknesses, improves the eagerness to work, develops helping attitude, improves the interpersonal relationship and also abstains one from doing illegal works in the workplace. However, they mentioned that it had a little effect in improving respect to the seniors.

The respondents recommended that if the right man can be placed in the right places then there is the possibility of effectively using the knowledge and skills acquired from the foundation training. They also emphasized on using information technology in the workplace, introducing practical sessions instead of theoretical sessions, enhancing the capacity to manage stress in the workplace, and also to start taking sessions with the departmental officers.

5.17 Summary of the FGD

The supervising officials, in their comments, maintained that civil service has a lot of importance in the national and international level. The bringing of equality of duties among the officials of inter-cadre can bring changes in the civil service and the trainers can enhance their relationship through interactions. The civil servants must have the power to realize the issues related to socio-cultural, political and economic aspects.

While commenting on recognizing the role of civil service in a changing national and global environment most of the supervising officials maintained that civil servants would acquire a clear understanding of the national and international issues without fail and some of the officials went on to say that issues related to national and international affairs should be included in the curriculum.

The role of the training courses is not clear in identifying individual behavioral strengths and weaknesses that promote interpersonal relations in administration. To perceive and analyze

socio-cultural, political and economic development issues, strategies and processes realistically the supervising officials maintained that more importance should be given to the issues related to economic development. And the practical experience in that field is also required to have a clear understanding of these issues mentioned above.

There should have a provision for research and facilities and scope of research should be increased. Again, the participants must have the knowledge of doing research incommensurate with the profession. The supervising officials also reckoned that the participants must have the ability to use both Bangla and English language with reasonable accuracy.

The supervising officials mentioned that BPATC might arrange some refreshers course frequently to maintain the relationship and bond established during the Foundation Training Course. While responding to the question of inter-cadre relationship they mentioned that the discrimination among various cadres is very much evident. And the problem of this discrimination should be addressed. According to the Supervising officials, maintaining good health is also very important for the individuals. And they must acquire some knowledge on how they can keep them fit for work. While asked about the assistance to the backward people, they told that through innovative thinking the civil servants also have to endeavour to assist in solving the problems of the backward people.

Most of the respondents mentioned that decision making capacity has increased due to this foundation training. However, more training is required to retain and enhance the capacity of the officials. Efficiency in time management and discharging work in due time has been increased after the foundation training course. However, efficiency in writing inquiry reports is not improved much since there is less chance for practical use of those reports. Skills in dealing with the development agents also not developed much since there is less chance for the practical practice of those. Hence, they provide emphasized on the selection of highly qualified Resource Persons as the speaker of sessions. In addition, they suggested to keep the participants' size within 30 in each session to make an effective session and easily reachable for a speaker. Moreover, some supervisory level official drew the attention of the competent authority to extend the tenure of Foundation Training.

The supervising officials also mentioned that there is not that much development in the mentality of the participants in admitting their faults if there is any. Respects for others also have not developed to a considerable extent. To a certain extent, it increases the differences of opinion,

but not with all. While practicing morality in family and personal life, training develops but not to all.

Regarding how the new entrants can benefit the most, the responding officers said that if the authority can ensure the right people in the right place and can adopt the bottom up policy and can involve them in all work plans, then the trainees can better utilize their acquired knowledge and skills. Using advanced technology and information technology based office can provide a better result. They also shared frankly that due to some hindrance in workplaces, they are unable to apply all their learning obtained from FTC. Specifically, they mentioned due to lack of logistic support and less cooperation of higher officials they could not perform duties related to local government (Like birth registration, TR VGF etc), adoption of the new working process, taking and implementing the innovative idea, taking the initiative to gear up backward people of the society. Hence, it is linked with third objectives (to identify the factors that influence the utilisation of training in job situation) of the study.

The scope of promotion and bring equity among the officers of all cadres is very essential. Inter-cadre discrimination has to be reduced. Other than FTC, if training courses can be arranged with the grade-wise officers then it can provide a better result.

Facilities in the workplace and more incentives are required to enhance the performance of the officers. Ensuring total quality management, increasing the tenure of training from six months to one year is essential to increase the capacity of the officials. Logistics support particularly vehicle support is needed for work. The curriculum has to be revised by including topics for all cadre officials. It is also very important to ensure the representations of officers of all cadres. Designing the modules with the administrative rules and regulations is also very important. Creation of a friendly work environment and influence free environment are also very important. For making the Foundation Training Course more effective, practical sessions need to be arranged rather than theoretical orientations. Field attachment programme is timely and effective. Both physical and mental training needs to be increased to face the additional mental and work pressure of the participants. According to some, all cadre officers need some military training. The departmental officials can be involved in training sessions.

5.18 Suggestions to Make FTC More Effective

Sessions on conducting meetings and writing minutes must be facilitated in details. Noting, filing, writing minutes and reports should be taught through a practical case study. Probationers should also learn how to express a difference of opinion in any formal meeting.

Speaking in English must be made compulsory during training. English Grammar should be taught with due importance. Alongside special module on the appropriate use of Bangla language should be designed and conducted accordingly.

Emphasis should be given on arranging debate competition. Strength and weakness of the trainees should be identified through the debate competition. Officers must have a problem-solving attitude. The virtue of quickness and adjustment with change must be taught by BPATC. Counseling system should be introduced so that an individual trainee can identify his/her strength and weakness properly. BPATC must find out a mechanism to counsel the introvert trainees for developing their leadership quality.

Computer training should be based on the needs of the trainees. Advanced issues on ICT could be incorporated in the computer training module. Project formulation and management should be taught intensively. Method of specification or measure should be learned.

Probationers should teach manner and etiquette properly and trainers of Foreign Service Academy could be invited in this session. Rules of Business and Warrant of Precedence require due importance. Relevant service rules and procedures of the departmental proceeding should be learned thoroughly. Sessions on negotiation techniques, crisis management and conflict management should be conducted in details with sufficient case study. Special sessions should be taken on methods of inquiry.

Course contents must be revised to make it more relevant to the objectives. BPATC should give emphasis on knowledge based training rather than specialised skills as there are departmental training institutions for every cadre who impart training on specialised skills.

A module on dealing with stakeholders could be included in the course. Participants must learn SWOT analysis so that they can use SWOT analysis upon their every action. Trainees should be encouraged to learn the culture of the area where they are working. It is observed that officers

ignore indigenous culture, knowledge or values. Importance of these things should be incorporated in the course curriculum.

Sessions on civil service structures of neighboring countries like India, Pakistan must be conducted in FTC so that probationers can compare themselves.

Former and present secretaries, as well as reputed scholars, can boost up officers' morale through frequent extension lectures. Sessions on ethics, morality and integrity must be given priority so that participants can learn something practical and in this process, they will have a chance to know the essence of ethics, morality and integrity.

BPATC must try to facilitate the participants to change their mindset so that they become more people oriented and have a strong commitment to their service. BPATC should act as a macro level change provider. BPATC must inculcate human qualities in the mind of the officers. If the trainee officers have a positive mindset and strong commitment, they will acquire others' skills automatically to become good civil servants. The culture of expression of patriotism must be encouraged. Although civil officers are patriots they do not express themselves in a patriotic way. Importance of citizen charter must be induced in the mind of the officers so that they can be more pro-people. Trainees should be taught to hate corruption throughout the training. Every day a cartoon can be presented for the officers. A quotation can also be presented. These could be done repeatedly. BPATC should give emphasis on the development of human qualities and interpersonal relationship.

Development priorities of the country should be given the highest emphasis in the training programme. Different government policies should be discussed properly so that trainees could learn from our past failure. An officer must be committed to serving the people and the country. Training curricula and methods should only be focused on the development of Bangladesh.

Lecture method should be given less emphasis. The debate, syndicate, roundtable, talk show, fact-findings and other oratory methods must be given importance. Learning by seeing could be introduced. Participants could be sent to different organizations in internship way. It must be ensured that participants are not misusing Know Bangladesh and Field Study Programmes.

During the FTC probationers, progress should be monitored properly. Trainees should be asked to pick up learning points from each session.

Meritorious and quality trainers should be posted at BPATC. FTC must be conducted by good and qualify resource persons. Successful officers from different tiers should be invited regularly

to BPATC. By this process, guest officers can share their success stories with the participants. It will motivate trainee officers. For example, BPATC could invite Upazila Nirbahi Officers who won national awards for their success in programmes like sanitation, plantation etc.

Intensive exercise in the morning should be avoided. Because it was observed that often trainees did not get at least 06 hours sleep and consequently they felt drowsy in the morning sessions which bars them assimilate the lectures of the trainers. Physical exercise should be made optional in the morning and compulsory in the afternoon.

BPATC can assign the post-training project to every officer. It may be reviewing a book or writing a report. The officers will send that assignment through online to BPATC. This follow-up activity could be started after completion of the FTC and continue for at least eight to 24 months. In this way, an officer will be under the monitor of BPATC for 12 to 24 months. Success or failure of this follow-up activity should be reflected in the career. Report of that follow-up activity could be kept with the Annual Confidential Report (ACR) for further reflection in the career.

Foundation Training must be arranged immediately after joining the service. BPATC should conduct TNA before imparting FTC after regular intervals. Participants should be trained more on the issues on what they are dealing with so that after completion of training they would be able to correlate the training with their assigned tasks. Duration of the Foundation Training course should be increased and a degree can be awarded after successful completion of the training. Institutional capacity of BPATC should also be enhanced in order to achieve all the 10 objectives of FTC.

Discussants of FGD perceived that participants from village background were neglected while participants with urban background got preferences. BPATC should take a policy to harmonize this kind of imbalance.

Refresher Courses should be arranged regularly. BPATC can choose officers on a random basis and take the feedback of the FTC through refresher courses.

D. Views of Clients

In addition, this study conducted a questionnaire survey among clients who come to get service from government offices. The main purpose of this survey is to know the public perception regarding public service delivery done by civil servants. Survey conducted five districts purposively namely Panchagarh, Dinajpur, Rangpur, Netrokona and Chattogram district.

5.19 Public Perceptions

Public perceptions are the public judgments about performances of public servants. However, it is known that perceptions are not always based on realities. Sometimes perceptions emanate from communication gaps, misconceptions and misunderstandings. To conduct the study researcher visited five governmental offices like Deputy Commissioner's office, Superintendent of Police office, District Agriculture office, District Family Planning office and District Livestock office.

5.20 Findings

As most of the clients replied in commentary form of asking, therefore data are analysed qualitatively. In response to a question whether civil servants are easily available to their respective office or not among the 30 respondents in aforesaid five government offices who come to get service 21 of them replied negatively.

In response to another question whether they get service rightly or not within their fixed time seven replied they agree to some extent while 12 persons reply not but 10 people replied strongly disagree and only one replied strongly positive (figure 5.9).

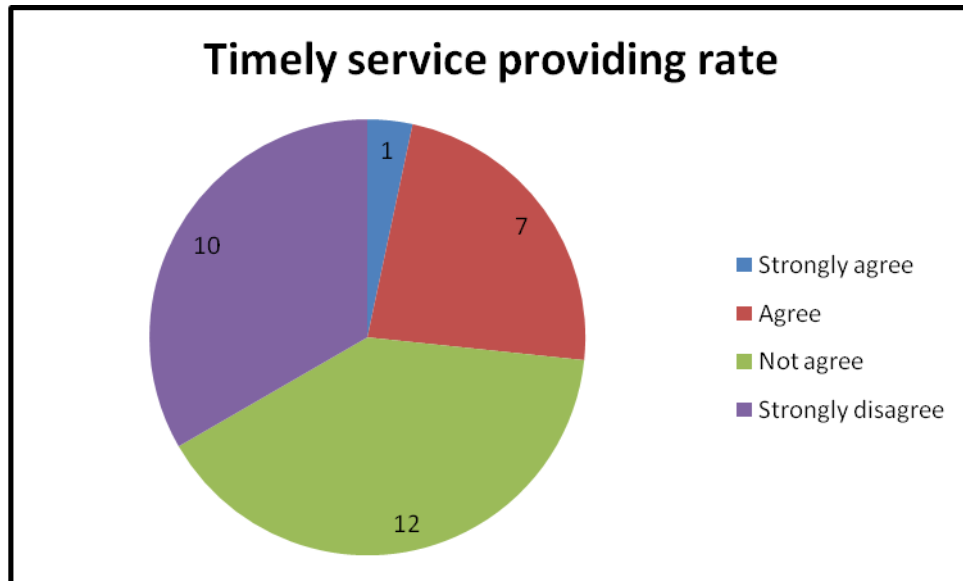


Figure 5.9: Respondents' answer regarding getting service in due time

From the above figure, it is notified that citizen's experience about getting public service from the governmental office is still negative as it has found that only one respondent expressed full satisfaction over getting service timely and accurately. On the other hand, one third respondents replied strongly negative about receiving public service from civil servants.

5.21 Delayed in Providing Service

Public perception regarding delaying in getting service is a commonly negative in case of government services. However, this scenery is getting change day by day as government is committed to render the service promptly to the public.

In response to other question regarding whether district level government officials delayed unnecessarily or not in providing public service sixty percent respondents replied strongly yes while only 10 percent clients response negatively *i.e.* government official do not delay in providing service and 15 percent remained neutral that indicates either they have no experience

about it or they are unwilling to expose and the same percent respondents strongly denied *i.e.* civil servants not delaying in providing service to the clients (figure 5.10).

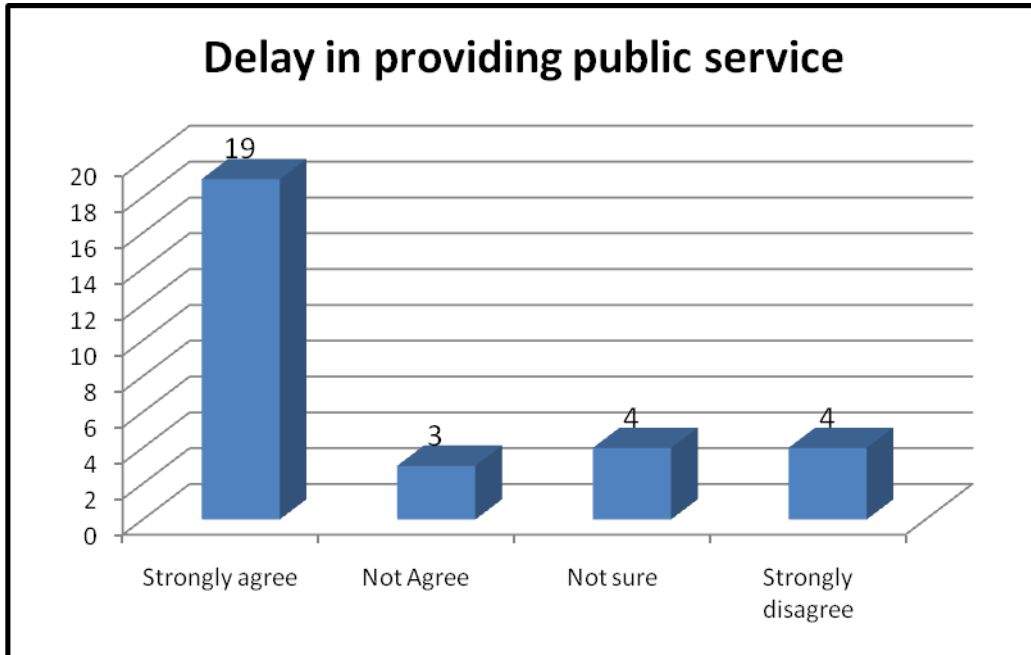


Figure 5.10: Delayed in providing public service by the Government official

From the above figure, it is seen that service receivers' experience regarding the unnecessary delay in getting service is still dissatisfactory. However, four respondents opined as strongly disagree about the unnecessary delay which indicates that people are getting service from government offices time. It is a positive sign in better public service delivery. However, a mentionable number of respondents (15percent) are not sure whether service provider delaying redundantly or not. It indicates that these people are not known about the service provider's intention regarding function they do.

5.22 Proper Service

Getting service and getting proper service is not the same thing. People want service perfectly and promptly. It is true that proper service is more important even then to reduce time, cost and visit. Because, if a client get service promptly but it is not proper then he/she needs to visit that office again which cause loss of time and money for him/her.

In reply to another question regarding whether public gets proper service from government officials or not, 70 percent respondents replied negatively. Only 10 percent respondents replied they got proper service and 30 percent replied hassle has been decreased than before while the only one percent replied they are not sure whether they got hassle or not (figure 5.11).

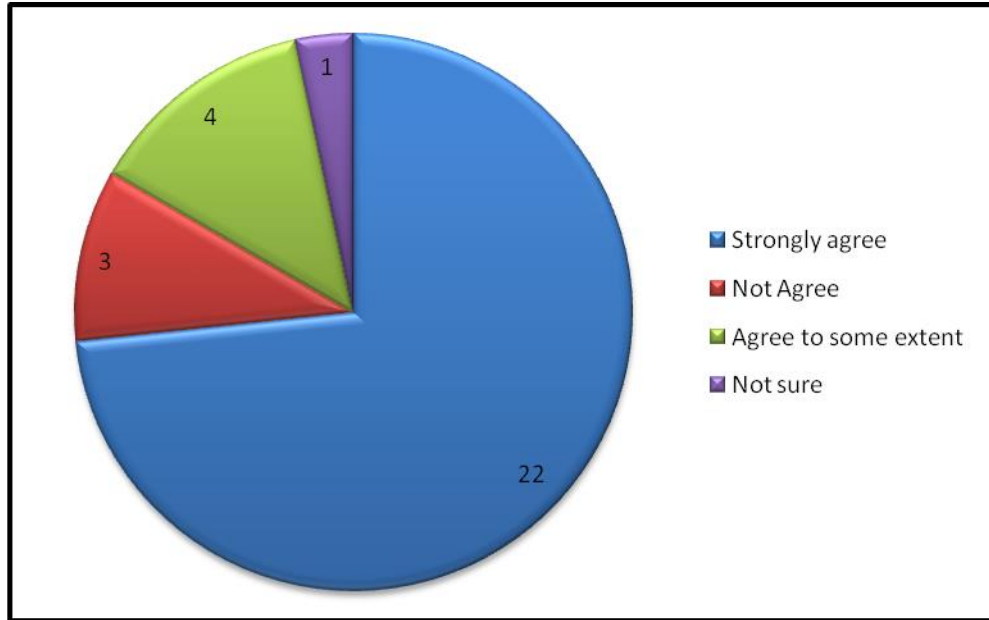


Figure 5.11: People's perception about getting proper service from government office.

The above figure indicates that people's suffering while getting public service from governmental offices is still mentionable as 22 respondents out of 30 replied that they are not satisfied with the service given by government official and that they had to tolerate hassle. Only three clients amongst 30 acknowledged that they have not much experience of being paid hassle to get public service while about 15 percent respondents thought that hassle has been decreased than before. .

5.23 Easy Service Providing System

In response to another question regarding whether government service providing system is convenient or not, 11 respondents replied yes while eight respondents replied not and nine service receiver replied strongly disagree i.e. service providing system is not convenient. On the other hand, only two respondents replied it is convenient in some cases. However, nobody

replied as strongly agree on which indicates that service providing system of government office is not highly satisfactory to them (figure 17). It is mentionable that service recipients also commented that service delivery of a government office vary on the officer in charge, *i.e.* sometimes they have the experience to get good service from an office and bad service from the same office in during the time of another officer (figure 5.12).

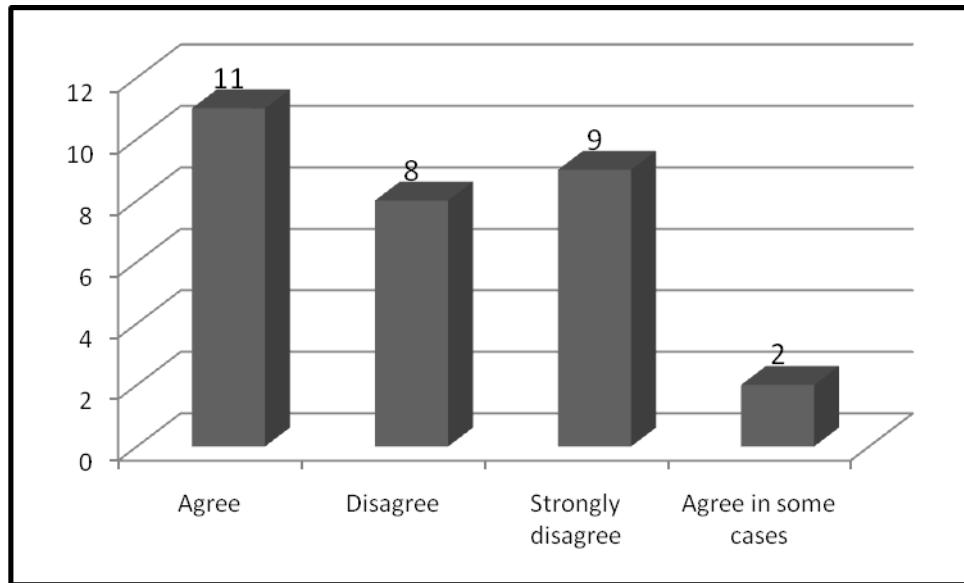


Figure 5.12: Government service providing system is convenient or not

Data bear in the above figure represent that existing service providing system of most of the governmental office at the district level is more or less convenient as 11 service recipients agreed in favor of it. However, service providing system of some government office is not convenient as nine respondents replied strongly in against of it.

5.24 Paying Excess Money

Response regarding a question whether service receiver has to pay excess money than fixed by the government in getting service almost 60 percent respondents replied that they had to pay excess money to get public service. 25 percent respondents remain unwilling to make comments regarding this question. They felt afraid to express as the matter is related to unfair practice. However, 15 percent respondents replied they had not to pay excess money than government fixed rate (figure 5.13). It is also mentionable that common people who come to government

officials have little bit idea about the fixed rate of government for a service. Therefore, they have to consult with others and in this way; a group of people who are commonly known as broker take the chance by assuring them to help and grasped extra money. Thus, common people deceived. On the other hand, it is also noticed that sometimes common people tried to meet with a broker willingly to complete their work smoothly and want to avoid the hassle. Consequently, they pay extra money than the rate of government.

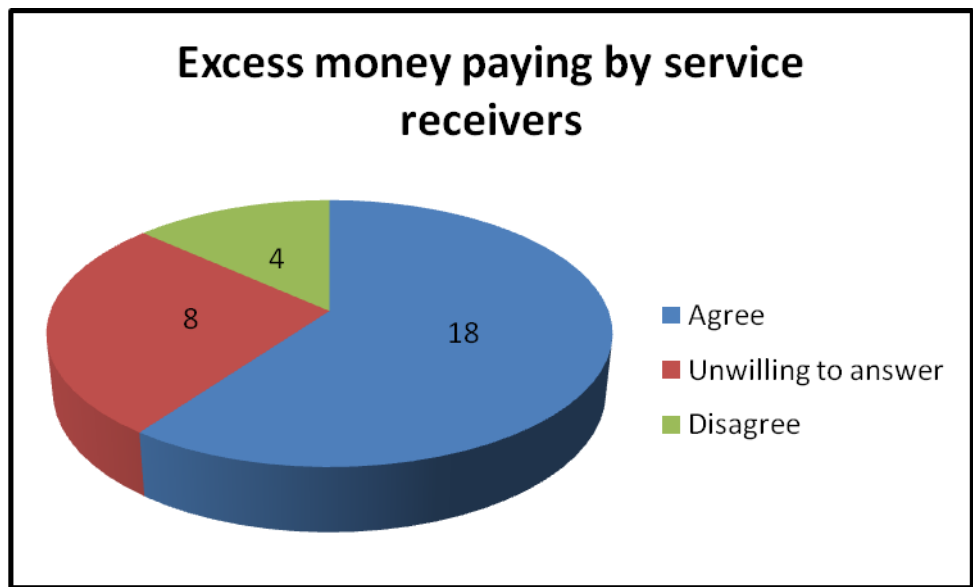


Figure 5.13: Number of service receivers who pay excess money than governmental fixed rate

From the above figure, it is seen that clients need to pay more fees than government rate for getting service from governmental office at the district level as 18 respondents answered positively whereas, only four respondents replied that they do not have to pay more than government rate. Hence, one thing is mentionable that a number of respondents did not want to disclose whether they had to pay more than the fixed rate. It is noticed that people are afraid in responding regarding the matter.

5.25 Conclusion

The overall assessments of the FTC trained respondents regarding the objectives of foundation training positive as they mostly replied that objective are mostly relevant and updated. However, their assessments regarding training methods are not satisfactory. Moreover, they mentioned that knowledge from the English and ICT module help them a lot in their practical works in office. In

addition, they desire to have more effective session and module on administration and management related topic that will help them in providing decision in the file or will assist in making a decision. Moreover, they expressed their opinion to increase more sessions on the module of contemporary issues as it was helpful for them to be updated on the contemporary matters.

The overall perception of supervisory level respondents and service recipients regarding public service delivery from young civil servants is not satisfactory as in most cases respondents replied negatively. However, government office decorum and clients access to meet the officials has improved than earlier as some data support that service receivers can reach easily to concerned officers. In addition, a mentionable number of respondents expressed satisfaction in modern office management and some innovative steps of government offices.

This research finding will mould the track of traditional public service delivery system. It will help to reduce citizen's grievance towards public servants and may act as reform initiatives to make it more people oriented. It may open the eyes to solve many critical public service delivery problems. People are central to all policy decisions. Overall public satisfaction is the hallmark of quality politics and administration. On research, public perceptions may be positive or negative. If positive there might have further scope to improve it and if negative some steps are to be taken to make it positive. In this research, there are ample scopes to find out the different causes of perceptions and also to analyze them. There are further scopes to judge whether the views are well reasoned or ill-reasoned. Procedures of addressing them would be different in that case. There are many unanswered questions about the formation and performance of civil servants.

Chapter-VI

Conclusions and Recommendations

Chapter-VI: Conclusions and Recommendations

As the study mainly focused on Post Training Utilization (PTU) of Learning obtained from Foundation Training Course in the workplace, four types of questionnaire of this study were also formed in such a way so that responses of the respondents reflect the above title. Key findings indicate that the rigorous foundation training that has been provided to the probationers could not meet the actual purpose of Foundation Training to some extent. Maximum supervisory level official as well as clients expressed most of the officers' attitudes are not citizen friendly rather some of them still consider themselves as the masters of people. Whereas, the government wholeheartedly trying building a pro-people administration and trying to render service to the doorstep of people, data obtained from questionnaire survey as well as through FGD shows the result is different. However, some of the respondents expressed positive views towards young civil servants regarding service delivery with cordially. Maximum positive views reflect on innovative and ICT based service delivery of the probationers. Peoples' perception towards newly recruited civil servants regarding KSA is more or less satisfactory. As it is found that from the data given by FTC trained respondents is FTC played a significant role to show respect for others' opinions and praise them. Simultaneously, they acknowledged that FTC helps them to have a sense of responsibility for the subordinates (weighted score 87.17). A contradictory findings found regarding ethical and moral standpoints of the civil servants between respondents of FTC trained officials and respondents from civil society that is FTC trained officials claim FTC help them to refrain from doing unethical deeds in the workplace (weighted score 89), and practise morality in personal and family life (weighted score 87), while clients views reveals that civil officers are not morally sound and ethically as strong as desired. However, clients expressed positive views to junior officers and opined that they are found morally strong when they join the service but after getting involved in different challenges they engage themselves in many immoral activities. However, it would be very difficult to measure how FTC influences an officer to exercise morality in his/her personal and family life, as practicing ethics and morality in personal and professional life may be influenced by too many factors. Role of foundation or even any other training may not bring any positive change in this regard. However, it is found that FTC played a crucial role for the probationers to learn more about the government rules and

regulations and abide by those rules as well (weighted score 90) which is very much related to their job and professionalism development. In that case, FTC claimed sole credit to provide fruitful training as it is admitted by supervisory respondents as well as clients.

Respondents of supervisor out looked that objective No.4 that is "To adhere to the basic administrative norms, rules, policies and procedures" is the top most relevant objective of the Foundation Training Course (WS 84). Thus, it indicates that this objective covers up to the first objective of the study (relevance of training inputs) of FTC is updated and time demanding.

In case of measuring skills of probationers, supervisory respondents expressed high satisfaction on general use of computer and their performance in using ICT is satisfactory (WS 80.8). On the contrary, the supervisor commented negatively on the efficiency of recent FTC trained officers in settling audit objections. In other skill-oriented activities like pay fixation, writing research proposals and research reports supervisors mentioned that the performance of the trainees was less satisfactory (WS 68.7 & 74).

In the context of a behavioural and attitudinal change of probationers, supervisory level officials articulated a positive change occurred after getting FTC in case of abiding govt. rules and regulations (WS 83.67), they develop an inter-personal relationship with colleagues of the same cadre (WS 84.50). It makes them confident in the profession. However, managerial level officials of probationer expressed concern on some specific matter like FTC is unable to meet the needs of the probationers. Moreover, Foundation training is unable to some extent to grow confident enough courageous among the probationers in saying No' to the unethical order in case of having by the higher authority. Moreover, they are not intending to express their own weakness rather they pretended that they know everything which is not professional. Therefore, it implies with the second objective (to measure the extent of utilizations of training learning) of the study.

6.1 Conclusions

Training presents a prime opportunity to expand the knowledge base of all employees. Amongst many categories of training, Foundation training is one of the most important trainings in any service. It helps strengthen the base and plants the seed to success in professional life. Therefore, it should be rigorous as well as pragmatic so that it can help in building prepared employees. To keep it up to date and demand-oriented of stakeholders, assessment of training effectiveness is

urgent. Study on PTU can help to get proper feedback of foundation training. Considering this fact, the incumbent research has been conducted to depict the real features of what extent FTC trained officials applying their learning at field level. The main objectives of the study were to find out the factors that influence utilisation of training in the job situation. Utmost sincerity has been given in collecting data as there were four types of a questionnaire for four different respondents including one FGD. Adequate books were reviewed to get a glimpse about it and to be familiar with the appropriate method to be applied to achieve the goal. Maximum effort has been given with using modern statistical method while data analysing and presenting.

It is found that in many cases FTC trained respondents and their supervisors make almost the same comments regarding the application of KSA in their profession. Most of them agreed in a matter that is FTC is helpful for the probationers but the scope of utilizing the gained skills in their workplaces is limited. Interestingly, both of the respondents blamed the training providing authority that monitoring of Course Management Team (CMT) for the participants should be increased and FTC should be rigorous. On the contrary, they suggested not keeping any session after lunch, relaxation in Physical Training (PT). However, maximum respondents of both categories suggested for increasing the tenure of foundation training.

In the FGDs the supervising officers make comments that the new generation officers are positive in attitude and behavior and they have a knack in innovation. However, they suggested FTC trained officials should be more public-oriented and they should have more patience.

In the case of service receivers' view towards probationers, they expressed frustration as they found civil servants are neither punctual in office nor cordial to their desk works.

As Bangladesh Public Administration Training Centre claims to be the apex training institution of the country and it has the mandate to provide foundation training to the government cadre officials. It should be given paramount effort and sincerity in providing foundation training. However, the reality is that since its inception, application of the learned knowledge, skills and attitudes obtained from the FTC is not satisfactory as revealed in the previous study.

6.2 Recommendations

Foundation Training Course helps to develop an appropriate attitude to achieve organisational goals and bring positive change in attitude to the young civil servants which ultimately carries benefit to the organisation. Therefore, many effective measures have been taken overtime to make FT fruitful. Getting feedback from earlier FTC is necessary to assess the effectiveness of it. Though, previous follow up studies and PTU research of FTC did not fully validate the intended outcome of the course. The main outcome of any training course must be evaluated in terms of the acquisition of Knowledge, Skill and Attitude (KSA). Therefore, this study aims to get the real picture about impacts of FTC in improving its trainees KSA while public service delivery. Based on the suggestions made by the respondents following measures can be taken as study recommendations to make the FTC more effective to the trainees:

1. BPATC should provide more effective and quality and job oriented training to the civil servants. For this purpose, it is essential to revise the curricula to make it more effective, pragmatic and relevant to the objectives as well as need-based and skill-based. So that course contents focused on development needs of the country as well as help building competent and professional civil servants.
2. Importance should be given on designing course contents incorporating Government Studies, Development Studies, Conflict Management, Negotiation Technique, PPR 2008 and Management studies as a part of the training module for FTC along with others
3. Special care should be given in case of selection of resource persons. It has been noticed that many resource persons fail to make the session participatory and they also unable to keep the participants involved in the session, therefore, participants of FTC intend to sleep in the class. Thus, nationally and internationally renowned resource person can be invited to conduct the session as per suggestion was given by the supervisory level official.
4. To make class effective emphasis should be given on group work and individual exercise keeping some marks for maximum possible sessions. Class test and spot test should be started that will be held just after the class. Then participants will be sincere about

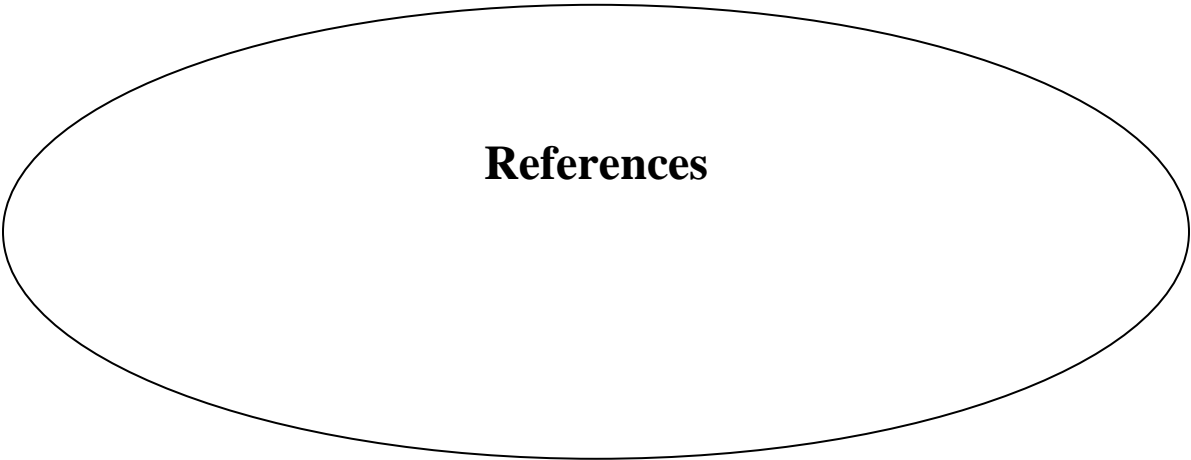
listening to the class. Monitoring and assessment should be increased specially in group work and or exercise so that the involvement of each participant ensured.

5. All sorts of repetition both in contents, lecture and question should be avoided. Importance should be given more on practically oriented task than to theoretical.
6. Extension of the length of FTC is time demanding as the same suggestions given by the supervisory level official to introduce. Moreover, it is a necessity to introduce Master's or Certificate Course in order to enhance English listening, Speaking, Writing competency in Foundation Training.
7. Field attachment program should be revised and strong monitoring is necessary to make it fruitful and effective.
8. Keeping slot of visiting some corporate office, foreign office (UNDP, UNICEF) alike to secretariat attachment to be familiar with the corporate culture. It helps civil servants to change their masterly attitude towards citizens
9. More session required on APA, Income Tax Return, Research Proposal for Higher study, Role of International Organization/Person in Liberation War1971, MoU writing, Foreign treaty of agreement writing-related topics.
10. Arrange FTC refreshers course to get feedback from the officer directly based on their professional experience.
11. In order to flourish leadership among the probationers, co-curricular activities including debate, extempore speech, arranging the meeting, role play, roundtable, talk show, fact-finding and other oratory methods and mock trial in crisis management events should be incorporated more which will help develop a critical management skill to them. However, a topic on 'Leadership behaviour' imparted in FTC and trainees receiving some sorts of skill from it but it are not sufficient. Therefore, they must provide with the maximum opportunity to develop their leadership skills while attending the FTC.
12. Sessions on e-nothi, or e-filling, meetings and writing minutes and reports have to be facilitated through practical exercise under office management module and marks should be allotted for this.
13. A number of FT participants sometimes suffer in indecision regarding career planning, professional functions, own family and office work that lead them physically and mentally upset. They sometimes need to share their views and problem with senior.

Therefore, the counseling system should be introduced so that an individual trainee can identify his/her strengths and weaknesses properly.

14. A number of participants should be reduced in order to ensure intensive monitoring and effective evaluation. As FTC has arranged much other training institution apart from BPATC its backlog has been decreased now. Thus, the population size of this basic training should be not more than 30 in each section as per suggestion was given by the supervisory level official.

15. The evaluation system of FTC should be changed. Priority should be given on practical test assessment rather than written theoretical. Provision should be kept to see the examination scripts after evaluation and transcript should be provided clearly. Transparency and sincerity should be ensured in every step of evaluation of trainees' progress and performance. Daily activities of the trainees should be monitored properly as well. Course Management should be more empathetic but strict forgetting cadre division.



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Annexure A: Tables of Result Analysis

Table 5.1: Relevance of Objectives of FTC to the Probationers of BCS and level of Achievement of the Objectives (based on data of FTC trained probationers)

Degree of Relevance		Objectives of Foundation Training Course	Degree of Achievement	
Relevance	Score		Score	Achievement
HR	92.50	1. To recognize the role of civil service in a changing national and global environment	73.83	LS
HR	92.83	2. To identify individual behavioural strengths & weaknesses promote interpersonal relations in administration	74.42	LS
HR	90.33	3. To perceive and analyze socio - cultural, political and economic development issues, strategies and processes realistically.	70.58	LS
HR	93.33	4. To adhere to the basic administrative norms, rules, policies and procedures.	78.92	LS
HR	91.83	5. To use information and communication technology in management	71.00	LS
R	89.33	6. To prepare research papers, reports and other documents professionally.	65.33	NS
HR	92.00	7. To communicate in English and Bangla with reasonable accuracy and fluency	72.42	LS
HR	93.50	8. To foster spirit de corps, empathy, common perception, and understanding among diverse stakeholders.	78.50	LS
HR	93.00	9. To maintain physical and ethical fitness to meet arduous challenges.	81.58	S
HR	92.17	10. To identify real causes of backward people of society and to try to solve them	77.00	LS

Source: Questionnaire Survey, 2017

[Weighted Score: 'Highly Relevant (HR)'/ 'Highly Satisfactory' (HS), 80.0-89.0 as 'Relevant' (R)/ 'Satisfactory' (S), 70.0-79.0 as 'Less Relevant' (LR)/ 'Less Satisfactory' (LS) and below 70.0 as 'Not Relevant' (NR)/ 'Not Satisfactory' (NS)].

Table 5.2: Comparative Views on Relevance of Objectives of FTC to the trained Officials

Objectives of Foundation Training Course	Level of Relevance			
	Supervisors' view		Trainees' view	
	WS	LR	LR	WS
1. To recognize the role of civil service in a changing national and global environment	78.83	LR	HR	92.50
2. To identify individual behavioural strengths & weaknesses promote interpersonal relations in administration	81.17	R	HR	92.83
3. To perceive and analyze socio - cultural, political and economic development issues, strategies and processes realistically.	78.83	LR	HR	90.33
4. To adhere to the basic administrative norms, rules, policies and procedures.	84.00	R	HR	93.33
5. To use information and communication technology in management	81.67	R	HR	91.83
6. To prepare research papers, reports and other documents professionally.	74.67	LR	R	89.33
7. To communicate in English and Bangla with reasonable accuracy and fluency	79.17	LR	HR	92.00
8. To foster spirit de corps, empathy, common perception, and understanding among diverse stakeholders.	82.67	R	HR	93.50
9. To maintain physical and ethical fitness to meet arduous challenges.	82.50	R	HR	93.00
10. To identify real causes of backward people of society and to try to solve them	76.17	LR	HR	92.17

WS=Weighted Score; LR =Level of Relevance; LA= level of Achievement.

[Weighted score 90.0 and above= "Highly Relevant" (HR); 80.0-89.0= "Relevant"(R); 70.0-79.0= Less Relevant" (LR), and below 70.0= Not Relevant"

Table 5.3. Application of knowledge Gained from Subject area Modules under Bangladesh Studies (Introducing Bangladesh, Public Policies)

Nature of Application in the Practical Field	Help performing present job	Not related to present job
(1) Arrange important programmes properly on various national days like 21 st February, Independence Day & Victory Day.	170 (85.0)	30 (15.0)
(2) Discuss the historical background, Liberation War etc and enhance sense of responsibility to the public because of the knowledge acquired through <i>Know Bangladesh</i> Programme	177 (88.5)	23 (11.5)
(3) Preserve and manage natural resources and historic spots within your jurisdiction	177 (88.5)	23 (11.5)
(4) Cooperate the higher authorities by giving them information and suggestions about the solution to the problems existing in implementation of healthcare programmes in the workplace	128 (64.0)	72 (36.0)
(5) Cooperate and assist the higher authorities by giving them information and suggestions about the solution to the problems existing in implementation of educational programmes in the workplace	114 (57.0)	86 (43.0)
(6) Cooperate and help the higher authorities by providing them necessary information and suggestions about the solution to problems existing in implementation of agricultural programmes in the workplace	125 (62.5)	75 (37.5)
(7) Help to enhance livelihood status of grass root level people by mixing with them and identifying their problem while field attachment activities.	112 (56.0)	88 (44.0)

Source: Questionnaire Survey, 2017. Parentheses show percentage

Table 5.4 Application of Knowledge Subject area and Modules- **Field Attachment/ Village Study:** Own Office inspection, Know Different department, Understanding local government and Explore District potential

Nature of Application in the Practical Field	Help performing present job	Not related to present job
(1) To see and know the work place in the eye of service recipients	194 (97.0)	6 (3.0)
(2) To be informed about functions of different governmental offices and its personnel		
(3) To be informed about different activities of local government as well as social safety net program	195 (97.5)	5 (2.5)
(4) Mix with rural people at union and village level and try to bring poor people under social safety net program		
(5) Take initiative to explore the unexplored potential filed of various place of a district	171 (85.5)	29 (14.5)

Source: Questionnaire Survey, 2017. Parentheses show percentage

Table 5.5: Application of Knowledge Gained from the subject and modules- Management Process: Human Resource Development and Office Management, Important Laws, Financial Management.

Nature of Application in the Practical Field	Help performing present job	Not related to present job
(1) Perform duties regarding personnel (staff) management of the office	194 (97.0)	6(3.0)
(2) Perform duties to determine seniority of subordinate the employees.	165(82.5)	35(17.5)
(3) Write notes and summaries, different types of letters for official purpose	165 (82.5)	35(17.5)
(4) Conduct various types of meetings	193(96.5)	7(3.5)
(5) Prepare working papers and resolutions of various meetings	187(93.5)	13(6.5)
(6) Perform duties as a drawing and disbursing officer including office budget Preparation	184(92.0)	16(8.0)
(7) Fix of own salary, tour diary and TA bill	163(81.5)	37(18.5)
(8) Fill up income tax form	192(96.0)	8(4.0)
(9) Procure all necessary items of the office following Public Procurement Act 2006	195(97.5)	5(2.5)

Source: Questionnaire Survey, 2017. Parentheses show percentage

Table 5.6 Application of Knowledge Gained from Subject area and Modules- Public Administration: Governmental System, Leadership Behaviour, Changing Public Sector.

Nature of Application in the Practical Field	Help performing present job	Not related to present job
(1) Perform duties related to improvement of law and order of the jurisdiction	156 (78.0)	44 (22.0)
(2) Perform duties related to official (VIP and high official or guest) protocol	170 (85.0)	30 (15.0)
(3) Perform duties related to local government (Like birth registration, TR VGF etc)	170 (85.0)	30 (15.0)
(4) Take lead in government programmes	180 (90.0)	20 (10.0)
(5) Take / make right decisions	113 (56.5)	87 (43.5)
(6) Assist the higher authorities in decision-making process	186 (93.0)	14 (7.0)
(7) Resolve existing conflicts within the jurisdiction	180 (90.0)	20 (10.0)
(8) Assist the higher authorities in negotiation with the development agencies (eg. NGO)	142 (71.0)	58 (29.0)
(9) Assist the higher authorities in preparing citizen charter	193 (96.5)	7 (3.5)
(10) Follow TQM method in discharging assigned duties	178 (89.0)	22 (11.0)

Source: Questionnaire Survey, 2017. Parentheses show percentage

Table 5.7 Application of Knowledge Gained from the subject and modules- Development Economics: Economic Theory-Micro & Macro, Quantitative Analysis, Social Research Method, Village Study, Poverty Reduction and Development Planning, Globalisation, Environmental Management & Sustainable Development, Gender & Reproductive Health.

Nature of Application in the Practical Field	Help performing present job	Not related to present job
(1) Assist the higher authority in preparing development programmes of the country and implementing them	145 (72.5)	55 (27.5)
(2) Exchange views with superior authority and colleagues about any publications on micro and macro economics	110 (55.0)	90 (45.0)
(3) Get a clear idea about total work of research including prepare research proposals and report writing	123 (61.5)	77 (38.5)
(4) Coordinate and implement poverty reduction programmes taken by govt. and non- govt. organizations	129 (64.5)	71 (35.5)
(5) Prepare Development Project Proposal (DPP) & Technical Assistance Project Proposal (TAPP)	101 (50.5)	99 (49.5)
(6) Participate successfully in the process of approval of DPP &TAPP	98 (49.0)	102 (51.0)
(7) Discuss and exchange views with higher authority and colleagues about the relation of Bangladesh economy with foreign aid, WTO, and other regional forums.	104 (52.0)	96 (48.0)
(8) Perform duties related to disaster management	135 (67.5)	65 (32.5)
(9) Perform duties related to local level preservation of ecological balance, create awareness and taking legal action against the persons/institutions locally liable for environmental disruption	124 (62.0)	76 (38.0)
(10) Mobilize local people against violence against women and conduct inquiry into cases related to violence against women and children	127 (63.5)	73 (36.5)

Source: Questionnaire Survey, 2017. Parentheses show percentage

Table 5.8 Application of Knowledge Gained from the subject and modules Skill Development: English Language Skills, Information & Communication Technology (ICT), Physical Conditioning & Games, Book Review, Ethics & Morality, Extension Lectures and Secretariat Attachment.

Nature of Application in the Practical Field	Help performing present job	Not related to present job
(1) Efficient in all types of communication (write letters, applications, reports etc.) in English including conversation with the colleagues	188 (94.0)	12 (6.0)
(2) Become habituated in using computer including knowing different programs of computer and ICT	191 (95.5)	9 (4.5)
(3) Strive hard to perform assigned duties	194 (97.0)	6 (3.0)
(4) Take part in different sports and games	152 (76.0)	48 (24.0)
(5) Take physical exercise regularly	166 (83.0)	34 (17.0)
(6) Review a book after reading it	166 (83.0)	34 (17.0)
(7) Deliver formal or informal speech and prepare draft of speech as required by the higher authority	162 (81.0)	38 (19.0)
(8) Keeping Update oneself on contemporary issues	176 (88.0)	24 (12.0)
(9) Participate in solving different rural development programmes of government and assist higher authorities in this field.	188 (94.0)	12 (6.0)
(10) Open an office file and give decision in the file or to assist in making decision	129 (64.5)	71 (35.5)

Source: Questionnaire Survey, 2017. Parentheses show percentage

Table 5.9: Role of FTC in Bringing Behavioural and Attitudinal Change among the Probationers

Areas of behavioural and Attitudinal Change	Degree of Change	
	Score	Change
(1) Increase interest in professional development	82.83	S
(2) Admit personal weaknesses	82.83	S
(3) Show respect for others' opinions and praise them	87.00	S
(4) Have sense of responsibility for the subordinates	87.17	S
(5) Have difference of opinion with senior authority where required	74.33	LS
(6) Develop inter-personal relationship with other cadre & non-cadre officers.	81.67	S
(7) Refrain from doing unethical deeds in the workplace	89.00	S
(8) Say no to the unethical order (if any) of the higher authority	79.67	S
(9) Practise morality in personal and family life	87.00	S
(10) Create and protect gender friendly environment in the workplace	88.33	S

Source: Questionnaire Survey, 2017

Weighted score 90.0 and above = "Highly Satisfactory (HS)"; 80.0-89.0="Satisfactory (S)"; 70.0- 79.0="Less Satisfactory (LS)"; and below 70.0="Not Satisfactory (NS)";

Table 5.10 Opinion on the Relevance of the Objectives of FTC to the Probationers

Objectives of FTC	Level of Relevance	
	Score	Relevance
1. To recognize the role of civil service in a changing national and global environment	78.83	LR
2. To identify individual behavioural strengths & weaknesses promote interpersonal relations in administration	81.17	R
3. To perceive and analyze socio - cultural, political and economic development issues, strategies and processes realistically.	78.83	LR
4. To adhere to the basic administrative norms, rules, policies and procedures.	84.00	R
5. To use information and communication technology in management	81.67	R
6. To prepare research papers, reports and other documents professionally.	74.67	LR
7. To communicate in English and Bangla with reasonable accuracy and fluency	79.17	LR
8. To foster spirit de corps, empathy, common perception, and understanding among diverse stakeholders.	82.67	R
9. To maintain physical and ethical fitness to meet arduous challenges.	82.50	R
10. To identify real causes of backward people of society and to try to solve them	76.17	LR

Source: Questionnaire Survey, 2017

[Weighted score 90.0 and above = "Highly Relevant (HR)"; 80.0-89.0="Relevant(R)"; 70.0-79.0="Less Relevant (LR)"; and below 70.0="Not Relevant (NR)";

Table 5.11: Opinion on the Participants' Skills, Which they have achieved from FTC

Skills Achieved	Level of Achievement	
	Score	Achievement
1. Efficiency in decision making	74.8	LS
2. Efficiency in demonstrating leadership	76.0	LS
3. Efficiency in time management and discharging work	79.2	LS
4. Efficiency in conducting meetings	79.8	LS
5. Efficiency in preparing working papers and resolutions of meetings	76.7	LS
6. Efficiency in writing letters, notes, summaries for official purpose	76.0	LS
7. Efficiency in file management	74.8	LS
8. Efficiency in writing inquiry reports	72.3	LS
9. Efficiency in office inspection and writing inspection report	73.3	LS
10. Capability to face untoward situation/event	73.8	LS
11. Efficiency in office budget preparation	70.5	LS
12. Efficiency in settling audit objections	66.8	NS
13. Efficiency in pay fixation	74.8	LS
14. Efficiency in writing research proposals and research reports	68.7	LS
15. Analytical skill	74.3	LS
16. Efficiency in negotiation with development partners	70.5	LS
17. Efficiency in English language use	74.2	LS
18. Efficiency in general use of computer	80.8	S
19. Efficiency in oral presentation/public speech	79.8	LS
20. Efficiency to motivate others	75.8	LS

Source: Questionnaire Survey, 2017

[Weighted score 90.0 and above = "Highly Satisfactory (HS)"; 80.0-89.0="Satisfactory (S)"; 70.0-79.0="Less Satisfactory (LS)"; and below 70.0="Not Satisfactory (NS)";

Table 5. 14 Role of FTC on Behavioural and Attitudinal Change of the Participants

Areas of behavioural and Attitudinal Change	Degree of Change	
	Score	Change
1. Increase interest in professional development	78.67	LS
2. Admit personal weaknesses	68.00	NS
3. Develop interest of work in the workplace	76.33	LS
4. Appreciate others	76.17	LS
5. Show respect for others' opinions	76.83	LS
6. Have sense of responsibility for the subordinates	76.00	LS
7. Have difference of opinion where required	72.33	LS
8. Develop attitude to help others	78.33	LS
9. Develop attitude to foster relationship with people	79.17	LS
10. Have sense of duty towards people	77.50	LS
11. Have sense of respect for the higher authority	84.00	S
12. Develop inter-personal relationship with colleagues of the same cadre	84.50	S
13. Develop inter-personal relationship with other cadre and non-cadre officers.	77.17	LS
14. Refrain from doing unethical deeds in the workplace	76.50	LS
15. Say no to the unethical order (if any) of the higher authority	68.67	NS
16. Inspire and motivate the colleagues to practise morality	73.50	LS
17. Practise morality in personal and family life	76.00	LS
18. Create and protect gender friendly environment in the workplace	79.67	LS
19. Build gender friendly attitude among other colleagues	78.67	S
20. Develop interest in English language practice	77.67	LS
21. Develop human relations	78.83	LS
22. Abide by govt. rules & regulations	83.67	S

Source: Questionnaire Survey, 2017

[Weighted score 90.0 and above = "Highly Satisfactory (HS)"; 80.0-89.0="Satisfactory (S)"; 70.0- 79.0="Less Satisfactory (LS)"; and below 70.0="Not Satisfactory (NS)";

Annexure B-Questionnaires

Bangladesh Public Administration Training Centre
Savar, Dhaka

Post Training Utilization (PTU) of Learning Obtained from Foundation Training Course in the Workplace: A Study

Questionnaire for the Officers Trained in Foundation Training Course

[This questionnaire has been designed to know how far the young officers are able to make use of the knowledge, skills and attitude achieved from FTC in their workplace and what hindrances they face to materialize them in the workplace. Data collected through this questionnaire will be used for the research of the centre only. In no way your identity will be disclosed for your taking part in the questionnaire survey. Findings of the research will be used for further improvement of quality of Foundation Training Course of the centre. You are earnestly requested to kindly take part in questionnaire survey]

Your name:
Designation:

Cadre:
Working Place:

1. Please put tick (√) to mark your rank below: (i) Male (ii) Female

2. Which BCS you joined?

3. Which Foundation Training Course you participated?

4. Your duration of service in the present place of posting. Please put tick (√) where applicable.

- | | |
|-----------------------|----------------------|
| (1) Less than 1 year | (2) 1 year -1.5 year |
| (3) 1.5 year - 2 year | (4) 2 year -2.5 year |
| (5) 2.5 year - 3 year | (6) More than 3 year |

5. Do you have taken any other training except FTC?

(i) Yes (ii) No

If yes then what type of training?

6. Please mention three activities you are currently doing in your job:

- (i)
- (ii)
- (iii)

7. In the Foundation Training Course, there were 10 (ten) different objectives of the training. Some questions are placed before you to know your opinion regarding how far those objectives were **relevant** for the new BCS cadre officials and how far they were achieved from FTC. Please put tick (√) to show your opinion:

Degree of Relevance (1=minimum 6=maximum)						Objectives of Foundation Training Course	Degree of Achievement (1=minimum 6=maximum)					
1	1	3	4	5	6	1. To recognize the role of civil service in a changing national and global environment	1	1	3	4	5	6
1	1	3	4	5	6	2. To identify individual behavioural strengths & weaknesses promote interpersonal relations in administration	1	1	3	4	5	6
1	1	3	4	5	6	3. To perceive and analyze socio - cultural, political and economic development issues, strategies and processes realistically.	1	1	3	4	5	6
1	1	3	4	5	6	4. To adhere to the basic administrative norms, rules, policies and procedures.	1	1	3	4	5	6
1	1	3	4	5	6	5. To use information and communication technology in management	1	1	3	4	5	6
1	1	3	4	5	6	6. To prepare research papers, reports and other documents professionally.	1	1	3	4	5	6
1	1	3	4	5	6	7. To communicate in English with reasonable accuracy and fluency	1	1	3	4	5	6
1	1	3	4	5	6	8. To foster spirit de corps, empathy, common perception, and understanding among diverse stakeholders.	1	1	3	4	5	6
1	1	3	4	5	6	9. To maintain physical and ethical fitness to meet arduous challenges.	1	1	3	4	5	6
1	1	3	4	5	6	10. To identify real causes of backward people of society and to try to solve them	1	1	3	4	5	6

8. Please mention three causes for whom the Degree of Relevance among the objectives you ranked as below 5

1.

2.

3

9. In Foundation Training Course sessions were conducted on various topics consisting of 24 modules under five main subjects. Please mention how the knowledge obtained from FTC helps in discharging duties in workplace. [Value of your opinion: presently it is helping = 1, Not relevant with present responsibilities= 2]

9.1 Name of the subject and modules: Bangladesh Studies: Introducing Bangladesh, Public Policies.

Nature of application in the practical field	Please put tick (√) either of the two: Presently it is helping = 1, Not related with present responsibilities= 2]	
(1) Arrange important programmes properly on various national days like 21 st February, Independence Day & Victory Day.	1	2
(2) Discuss the historical background, Liberation War etc and enhance sense of responsibility to the public because of the knowledge acquired through <i>Know Bangladesh</i> Programme	1	2
(3) Preserve and manage natural resources and historic spots within your jurisdiction	1	2
(4) Cooperate the higher authorities by giving them information and suggestions about the solution to the problems existing in implementation of healthcare programmes in the workplace	1	2
(5) Cooperate and assist the higher authorities by giving them information and suggestions about the solution to the problems existing in implementation of educational programmes in the workplace	1	2
(6) Cooperate and help the higher authorities by providing them necessary information and suggestions about the solution to problems existing in implementation of agricultural programmes in the workplace	1	2
(7) Help to enhance livelihood status of grass root level people by mixing with them and identifying their problem while field attachment activities.	1	2

9.1.1 Name of the Subject area and Modules- Field Attachment/ Village Study: Own Office inspection, Know Different department, Understanding local government and Explore District potential.

Nature of application in the practical field	Please put tick (√) either of the two: Presently it is helping = 1, Not related with present responsibilities= 2]	
(1) To see and know the work place in the eye of service receiver	1	2
(2) To be informed about governmental different offices and its personnel	1	2
(3) To be informed about different activities of local government as well as social safety net program	1	2
(4) Mix with rural people at union and village level and try to bring poor people under social safety net program	1	2
(5) Take initiative to explore the unexplored potential filed of various place of a district	1	2

9.2. Name of the Subject area and Modules- Public Administration: Governmental System, Leadership Behaviour, Changing Public Sector.

Nature of application in the practical field	Please put tick (√) either of the two: Presently it is helping = 1, Not relevant with present responsibilities= 2]	
(1) Perform duties related to law and order of the jurisdiction	1	2
(2) Perform duties related to official (VIP and high official or guest) protocol	1	2
(3) Perform duties related to local government (Like birth registration, TR VGF etc)	1	2
(4) Take lead in government programmes	1	2
(5) Take / make right decisions	1	2
(6) Assist the higher authorities in decision-making process	1	2
(7) Resolve existing conflicts within the jurisdiction	1	2
(8) Assist the higher authorities in negotiation with the development agencies	1	2
(9) Assist the higher authorities in preparing citizen charter	1	2
(10) Follow TQM method in discharging assigned duties	1	2

9.3 Name of the subject and modules- Management Process: Human Resource Development and Office Management, Important Laws, Financial Management.

Nature of application in the practical field	Please put tick (√) either of the two: Presently it is helping = 1, Not relevant with present responsibilities= 2]	
	1	2
(1) Perform duties regarding personnel (staff) management of the office	1	2
(2) Perform duties to determine seniority of subordinate the employees.	1	2
(3) Write notes and summaries	1	2
(4) Write different types of letters for official purpose	1	2
(5) Conduct various types of meetings	1	2
(6) Prepare working papers and resolutions of various meetings	1	2
(7) Perform duties as a drawing and disbursing officer including budget Preparation	1	2
(8) Fix of own salary, tour diary and TA bill	1	2
(9) Fill up income tax form	1	2
(10) Perform duties of store management of the office	1	2
(11) Procure all necessary items of the office following PPR 2003	1	2

9.4 Name of the subject and modules- Development Economics: Economic Theory-Micro & Macro, Quantitative Analysis, Social Research Method, Village Study, Poverty Reduction and Development Planning, Globalisation, Environmental Management & Sustainable Development, Gender & Reproductive Health.

Nature of application in the practical field	Please put tick (√) either of the two: Presently it is helping = 1, Not relevant with present responsibilities= 2]	
	1	2
(1) Assist the higher authority in preparing development programmes of the country and implementing them	1	2
(2) Exchange views with superior authority and colleagues about any publications on micro and macro economics	1	2
(3) Get a clear idea about total work of research including prepare research proposals and report writing	1	2
(4) Coordinate and implement poverty reduction programmes taken by govt. and non- govt. organisations	1	2
(5) Assist the higher authority in taking decision about coordination and implementation of development programmes of the govt.	1	2
(6) Participate successfully in the process of approval of DPP & TAPP	1	2
(7) Discuss and exchange views with higher authority and colleagues about the relation of Bangladesh economy with foreign aid, WTO, and other regional forums.	1	2
(8) Perform duties related to disaster management	1	2
(9) Perform duties related to local level preservation of ecological balance, create awareness and taking legal action against the persons/institutions locally liable for environmental disruption	1	2
(10) Mobilize local people against violence against women and conduct inquiry into cases related to violence against women and children	1	2

9.5 Name of the subject and modules -Skill Development: English Language Skills, Information & Communication Technology (ICT), Physical Conditioning & Games, Book Review, Ethics & Morality, Extension Lectures and Secretariat Attachment

Nature of application in the practical field	Please put tick (✓) either of the two: Presently it is helping = 1, Not relevant with present responsibilities= 2]	
	1	2
(1) Hold conversation with the colleagues in English and write letters, applications, reports etc. in English	1	2
(2) Become habituated in using computer including knowing different programs of computer and ICT	1	2
(3) Strive hard to perform assigned duties	1	2
(4) Take part in different sports and games	1	2
(5) Take physical exercise regularly	1	2
(6) Review a book after reading it	1	2
(7) Deliver formal or informal speech and prepare draft of speech as required by the higher authority	1	2
(8) Keeping Update oneself on contemporary issues	1	2
(9) Manage files/records in compliance with Secretariat Instructions	1	2
(10) Open an office file and give decision in the file or to assist in making decision	1	2

10. Various initiatives were taken to bring positive change in behaviour and attitude of the trainee officers under Foundation Training Course. Please mention how much those initiatives have helped in bringing behavioural and attitudinal change in you.

Fields/ subjects of behaviour or attitude development	Degree of Usefulness [1= lowest 6 =highest					
	1	2	3	4	5	6
(1) Increase interest in professional development	1	2	3	4	5	6
(2) Admit personal weaknesses	1	2	3	4	5	6
(3) Show respect for others' opinions	1	2	3	4	5	6
(4) Have sense of responsibility for the subordinates	1	2	3	4	5	6
(5) Have difference of opinion with senior authority where required	1	2	3	4	5	6
(6) Develop inter-personal relationship with other cadre and non-cadre officers.	1	2	3	4	5	6
(7) Refrain from doing unethical deeds in the workplace	1	2	3	4	5	6
(8) Say no to the unethical order (if any) of the higher authority	1	2	3	4	5	6
(9) Practise morality in personal and family life	1	2	3	4	5	6
(10) Create and protect gender friendly environment in the workplace	1	2	3	4	5	6

11. Please mention the hindrances to application of knowledge, skills and attitudes gained from FTC more effectively in the workplace. Please put tick (✓) where applicable. Answer may be more than one.

1. Lack of opportunity to express new ideas
2. Lack of computer facility
3. Lack of scope to drive car
4. Lack of opportunity to practice English language
6. Lack of cooperation by the senior officers
7. Others (please mention)

12. Please mention what types of changes are to bring in the workplaces for making the knowledge, skills and attitude gained from FTC more pragmatic and effective.

- 1.
- 2.
- 3.
- 4.
- 5.

13. Please mention what types of changes are to bring in the Foundation Training (in syllabus & training methods) to make FTC more pragmatic and more applicable in the workplace.

- 1.
- 2.
- 3.
- 4.
- 5.

Signature of the respondent:

Date:

We express our sincere thanks and gratitude for your cooperation.

Bangladesh Public Administration Training Centre
Savar, Dhaka

**Post Training Utilization (PTU) of Learning Obtained from Foundation Training Course
in the Workplace: A Study**

Questionnaire for the Supervisors of the Officers Trained in Foundation Training Course

[This questionnaire has been designed to know how far the young officers are able to make use of the knowledge, skills and attitude achieved from FTC in their workplace and what hindrances they face to materialize them in the Workplace. Data collected through this questionnaire will be used for the research of the centre only. In no way your identity will be disclosed for your taking part in the questionnaire survey. Findings of the research will be used for further improvement of quality of Foundation Training Course of the centre. You are earnestly requested to kindly take part in questionnaire survey]

A. Information on Foundation Training Course

1. In the Foundation Training Course, there were ten different objectives which are presented below to know your opinion regarding how far those objectives were relevant for the new cadre officials. Please put tick (√) to show your opinion:

Objectives of Foundation Training Course	Degree of Relevance (1=minimum 6=maximum)					
1. To recognize the role of civil service in a changing national and global environment	1	2	3	4	5	6
2. To identify individual behavioural strengths & weaknesses promote interpersonal relations in administration	1	2	3	4	5	6
3. To perceive and analyze socio - cultural, political and economic development issues, strategies and processes realistically.	1	2	3	4	5	6
4. To adhere to the basic administrative norms, rules, policies and procedures.	1	2	3	4	5	6
5. To use information and communication technology in management	1	2	3	4	5	6
6. To prepare research papers, reports and other documents professionally.	1	2	3	4	5	6
7. To communicate in English with reasonable accuracy and fluency	1	2	3	4	5	6
8. To foster spirit de corps, empathy, common perception, and understanding among diverse stakeholders.	1	2	3	4	5	6
9. To maintain physical and ethical fitness to meet arduous challenges.	1	2	3	4	5	6
10. To identify the real needs of the backward societies and realize their problems and way out.						

2. According to your general observation how far the officers who have completed the Foundation

Training Course, are able to apply skill/efficiency in the following fields/affairs. Please put tick (√) to show your opinion.

Fields/affairs of efficiency	Degree of Application (1=minimum, 6=maximum)					
	1	2	3	4	5	6
1. Efficiency in decision making						
2. Efficiency in demonstrating leadership						
3. Efficiency in time management and discharging work						
4. Efficiency in conducting meetings						
5. Efficiency in preparing working papers and resolutions of meetings						
6. Efficiency in writing letters, notes, summaries for official purpose						
7. Efficiency in file management						
8. Efficiency in writing inquiry reports						
9. Efficiency in office inspection and writing inspection report						
10. Capability to face untoward situation/event						
11. Efficiency in office budget preparation						
12. Efficiency in settling audit objections						
13. Efficiency in pay fixation						
14. Efficiency in writing research proposals and research reports						
15. Analytical skill						
16. Efficiency in negotiation with development partners						
17. Efficiency in English language use						
18. Efficiency in general use of computer						
19. Efficiency in oral presentation/public speech						
20. Efficiency to motivate others						

3. Various initiatives were taken to bring positive change in behaviour and attitude of the trainee officers under Foundation Training Course. Please mention how much those initiatives have helped in bringing behavioural and attitudinal change in you. Please put tick (√) to show your opinion.

Fields of behaviour and attitude development	Degree of positive change (1=minimum, 6=maximum)					
1. To increase interest in professional development	1	2	3	4	5	6
2. To admit personal weaknesses	1	2	3	4	5	6
3. To develop interest of work in the workplace	1	2	3	4	5	6
4. To appreciate others	1	2	3	4	5	6
5. To show respect for others' opinions	1	2	3	4	5	6
6. To have sense of responsibility for the subordinates	1	2	3	4	5	6
7. To have difference of opinion where required	1	2	3	4	5	6
8. To develop attitude to help others	1	2	3	4	5	6
9. To develop attitude to foster relationship with people	1	2	3	4	5	6
10. To develop sense of duty towards people	1	2	3	4	5	6
11. To have sense of respect for the higher authority	1	2	3	4	5	6
12. To develop inter-personal relationship with colleagues of the same cadre	1	2	3	4	5	6
13. To develop inter-personal relationship with other cadre and non-cadre officers.	1	2	3	4	5	6
14. To refrain from doing unethical deeds in the workplace	1	2	3	4	5	6
15. To say no to the unethical order (if any) of the higher authority	1	2	3	4	5	6
16. To inspire and motivate the colleagues to practice morality	1	2	3	4	5	6
17. To practice morality in personal and family life	1	2	3	4	5	6
18. To create and protect gender friendly environment in the workplace	1	2	3	4	5	6
19. To build gender friendly attitude among other colleagues	1	2	3	4	5	6
20. To develop interest in English language practice	1	2	3	4	5	6
21. To develop human relations	1	2	3	4	5	6
22. To obey the govt. rules & regulations	1	2	3	4	5	6

4. Please mention what types of changes are to bring in the workplaces for making the knowledge, skills and attitude gained from FTC more pragmatic and effective.
 - 1)
 - 2)
 - 3)

5. Please mention what types of changes are to bring in the Foundation Training Course (in syllabus & training methods) to make FTC more pragmatic and more applicable in the workplace.
 - 1)
 - 2)
 - 3)

B. Demographic Information

Your name: Your Cadre:

 Designation: Place of
 posting.....

1. Please identify your sex (put \surd mark): (1) Male (2) Female

2. Your duration of service in the present place of posting. Please put tick (\surd) where applicable.

(1) Less than 1year	(2) 1 year -1.5 year
(3) 1.5 year - 2 year	(4) 2 year -2.5 year
(5) 2.5 year - 3 year	(6) More than 3 year

.....
 Signature of the respondent & Date:

We express our sincere thanks and gratitude for your kind cooperation

বাংলাদেশলোক-প্রশাসন প্রশিক্ষণ কেন্দ্র

সাভার, ঢাকা।

Clients views about service delivery by the BCS Probationers at the workplace

[বাংলাদেশ লোক-প্রশাসন প্রশিক্ষণ কেন্দ্রে Post Training Utilization (PTU) of Learning Obtained from Foundation Training Course in the Workplace: A Study শীর্ষক একটি গবেষণা পরিচালিত হচ্ছে। এই প্রশ্নমালাটি উক্ত গবেষণা কাজের অংশ বিশেষ। প্রশ্নমালাটি উপজেলা পর্যায়ে কর্মরত বিভিন্ন সরকারি প্রতিষ্ঠানে কর্মরত মাঠ পর্যায়ের কর্মকর্তা কর্তৃক প্রদত্ত সেবা সম্পর্কে সেবাগ্রহিতাদের মতামত জানার জন্য তৈরী করা হয়েছে। প্রশ্নমালা জরিপের মাধ্যমে প্রাপ্ত তথ্য কেবল গবেষণা কাজে ব্যবহার করা হবে। কোন অবস্থায় জরিপে অংশগ্রহণকারীগণের পরিচয় প্রকাশ করা হবে না। প্রশ্নমালা জরিপে অংশ নিয়ে গবেষণা কাজে সহযোগিতা করার জন্য বিনীত অনুরোধ জানাচ্ছি।]

ক) উপজেলা অফিস প্রদত্ত সেবা সম্পর্কিত তথ্যাদি

- ১) উপজেলা অফিসের নাম ওঠিকানা:
- ২) এই অফিসে কী সেবা গ্রহণ করার জন্য আপনি এসেছেন?

.....
.....

খ) সেবাপ্রাপ্তির জন্য যোগাযোগ ও সাক্ষাৎ

- ১) আপনি যে সেবার জন্য এখানে এসেছেন তা কি পেয়েছেন না এখনো তা প্রক্রিয়াধীন আছে?

ক) চাহিত সেবা পেয়েছি খ) চাহিতসেবা প্রক্রিয়াধীন আছে গ) ধারণা নেই।

- ২) চাহিত সেবাটি পাওয়ার জন্য আপনি কতবার যোগাযোগ করেছেন?

.....বার

- ৩) এই অফিসে প্রথম যোগাযোগ করার পর হতে চাহিত সেবাটি পেতে কতদিন সময় লেগেছে?

(১)দিন (২)সপ্তাহ (৩)মাস

৪) চাহিত সেবাটি পাওয়ার জন্য সংশ্লিষ্ট সেবাপ্রদানকারী ব্যক্তির সাক্ষাৎ পেতে আপনাকে কত সময় অপেক্ষা করতে হয়েছে?

(১)মিনিট (২)ঘন্টা (৩)দিন (৪) মাস

৫) চাহিত সেবাটি পাওয়ার জন্য আপনি কতজন ব্যক্তির শরণাপন্ন হয়েছেন?

.....জন ব্যক্তির

৬) অবশেষে আপনিকি এই অফিস হতে আপনার চাহিত সেবাটি যথাযথভাবে পেয়েছেন?

ক) হ্যাঁ খ) না গ) আংশিকসেবাপেয়েছি

হ্যাঁ হলে

৭) পূর্বের সেবা প্রাপ্তির ধরণ থেকে বর্তমানে কি কোন পরিবর্তন পেয়েছেন?

ক) হ্যাঁ খ) না গ) আংশিক

হ্যাঁ হলে

৮) কী ধরনের পরিবর্তন পেয়েছেন?

ক) সময়ক্ষেপন কমেছে খ) খরচের পরিমাণ কমেছে গ) তথ্য প্রযুক্তির ব্যবহার

বেড়েছে ঘ) সেবা প্রদানকারীর আন্তরিকতা বেড়েছে।

৯) এই অফিস হতে প্রদত্ত সেবাটি আপনার চাহিদা অনুযায়ী না পেয়ে থাকলে এ বিষয়ে

আপনার মতামত নিম্নে উল্লেখ করুন:

.....

১০) এই অফিস হতে প্রদত্ত সেবার মান উন্নয়নের জন্য আপনার সুপারিশ উল্লেখ করুন:

.....

গ) জনমিতিকিতথ্যাদি

- ১) উত্তরদাতার লিঙ্গ: 1) নারী 2) পুরুষ
২) বয়স শ্রেণী: 1) 18-24 বছর 2) 25-34 বছর 3) 35-49 বছর
4) 50-64 বছর 5) 65+ বছর

৩) শিক্ষাগত যোগ্যতা:

1) নিরক্ষর (2) প্রাথমিক 3) নিম্ন-মাধ্যমিক 4) মাধ্যমিক 5)
এইচএসসি (6) স্নাতক 7) স্নাতকোত্তর

৪) প্রধানপেশা:

1) গৃহকর্ম 2) কৃষি 3) ছোটব্যবসা৪) ছাত্র

৫) দিনমজুরি ৬) চাকরি ৭) অন্যান্য:

উত্তরদাতার নাম:.....তারিখ:

.....

তথ্যসংগ্রহকারীরস্বাক্ষরওতারিখ:

আপনার মূল্যবান সময় ও মতামতের জন্য আন্তরিক ধন্যবাদ ওকৃতজ্ঞতা জানাই।- ড.
মো. মশিউর রহমান, উপপরিচালক, (গবেষণা) বিপিএটিসি, সাভার, ঢাকা-১৩৪৩।মোবাইল:
01৭১৬৫৩৬৭২৬; ই-মেইল: moshiur.patc07@yahoo.com

Annexure C-Check List for FGD

Bangladesh Public Administration Training Centre Savar, Dhaka

Post Training Utilization (PTU) of Learning Obtained from Foundation Training Course in the Workplace: A Study

Checklist for Focus Group Discussion (FGD)

A) In FTC, there were ten different objectives of the training. How far those objectives were relevant to the newly recruited admin cadre officials?

Objectives of the course:

1. To recognize the role of civil service in a changing national and global environment
2. To identify individual behavioural strengths & weaknesses and promote interpersonal relations in administration
3. To perceive and analyze socio - cultural, political and economic development issues, strategies and processes realistically.
4. To adhere to the basic administrative norms, rules, policies and procedures.
5. To use information and communication technology in management
6. To prepare research papers, reports and other documents professionally.
7. To communicate in English with reasonable accuracy and fluency
8. To foster spirit de corps, empathy, common perception, and understanding among diverse stakeholders.
9. To maintain physical and ethical fitness to meet arduous challenges.

B) According to your general observation how far the officers who have completed the Foundation Training Course were able to achieve skill/efficiency in the following fields/affairs.

C) Various initiatives were taken to bring positive change in behaviour and attitude of the trainee officers under Foundation Training Course. Please mention how much those initiatives have helped in bringing behavioural and attitudinal change among the trained officers.

D) Please mention what types of changes are to be brought in the workplaces for making the knowledge, skills and attitude (KSA) gained from FTC more pragmatic and effective.

E) Please mention what types of changes are to be brought in the Foundation Training Course (in syllabus and training methods) to make FTC more pragmatic and more applicable in the workplaces.